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# Le Mag

action-education.org

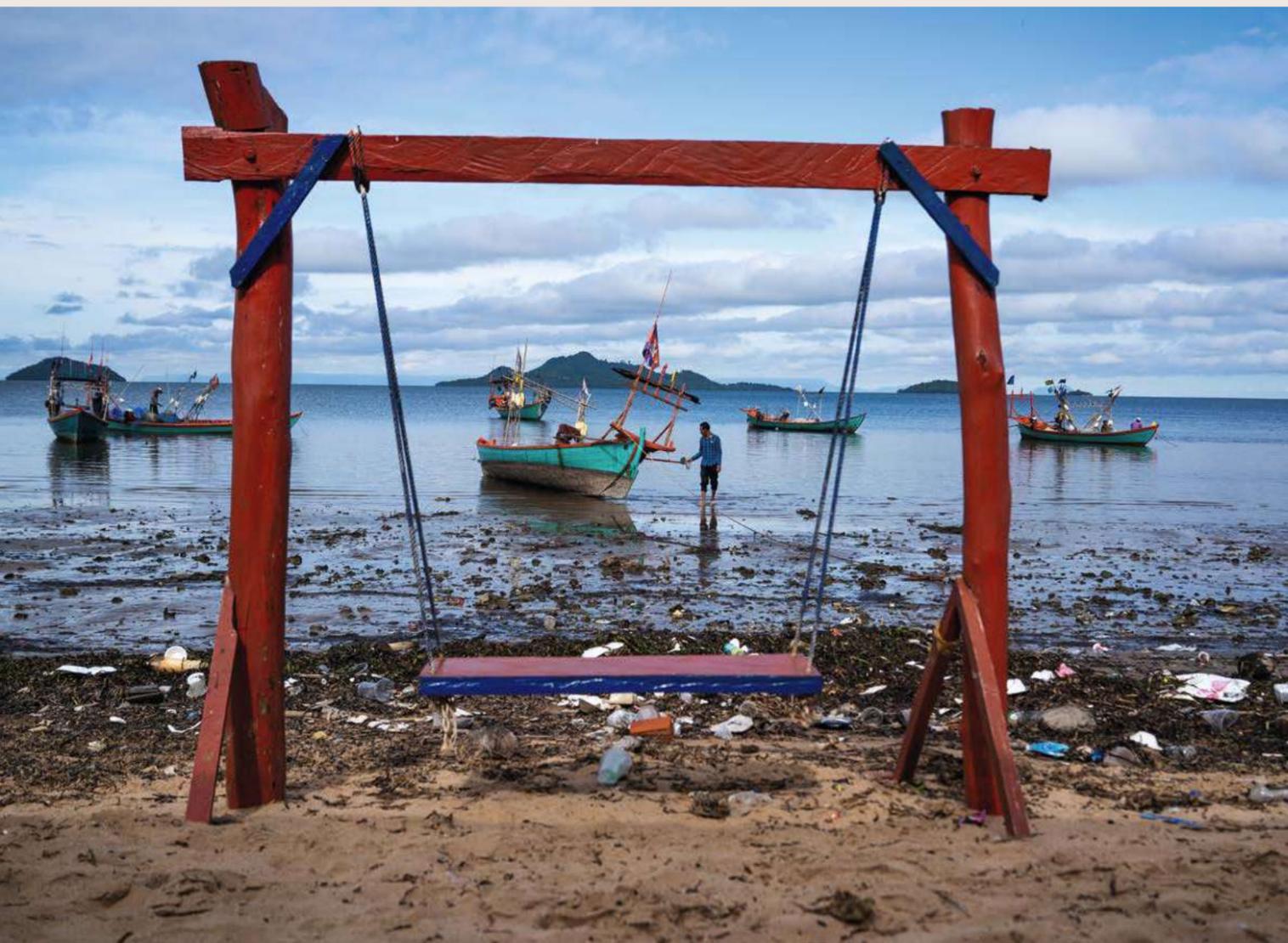


## and Education poverty

 Aide et Action becomes

 ACTION  
EDUCATION

# SNAPSHOT



## 4 May 2022, in the village of Angkol, Kep province, Cambodia.

As tourism in Kep is picking up and Cambodia recovers from the COVID-19 pandemic, declining fish stocks are impacting the livelihoods of many communities. They find themselves in an increasingly precarious situation and children no longer have access to education. Research by Action Education reveals that an average of 12% of children in the 4 provinces where the project was conducted, dropped out of school between 2020 and 2021 and that one in two girls of school age is now at risk of dropping out of school.

The CO-**SAVED** project, which is led by Action Education and funded by the European Union, is committed to improving the socio-economic development of coastal communities that are highly dependent on fishing. Our activities focus on developing economic opportunities for underprivileged communities. We also work to improve school infrastructure, raise community awareness of the importance of education and identify children at risk of dropping out of school. 🌐

# EDITORIAL



## “With the accumulation of crises, extreme poverty is taking hold”

**Charles-Emmanuel Ballanger**  
CEO of Action Education

**W**ith the accumulation of crises, extreme poverty is taking hold. More than a billion people around the world have been lifted out of extreme poverty in the past 30 years. However, according to the World Bank, with the current multiplication of major crises (the pandemic, climate change, armed conflicts, etc.), all the efforts made could be reduced to nothing by 2030. The threat is particularly serious for certain countries in sub-Saharan Africa and South Asia. These are regions where Action Education takes action. Poverty is multidimensional. In addition to extreme deprivation, it impacts education through the difficulty of access to care, basic services (drinking water, electricity, sanitation, etc.) or even information, which have indirect effects on access to education. By making it impossible for people

to access their rights, poverty excludes. However, poverty is not inevitable: it could be halved in a generation if all adults simply completed secondary school. There is only one condition for this: guaranteeing that everyone, especially the most vulnerable ones, have access to quality education. In our special report, discover the main consequences of poverty on education and the levers we use to fight against this phenomenon. In addition, as I announced in the previous edition of the Magazine, we launched communication on our new brand “Action Education” on 4 July with a new international website. You will find this new visual identity in this Magazine, as well as in all our media in France and around the world.

**I wish you a very good reading!  
With solidarity.**

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© photo journal - P2: Christine Redmond - P4: AE India - P5: Gilles Oger - P6: AE Africa - P7: Chandra Kiran - P9: Chandra Kiran - P11: Chandra Kiran - P12: Dramane Sessouma - P14: Oumar Niang, AE Africa, AE Vietnam - P16: Vincent Reynaud-Lacroze - P17: AE India.

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**INSERTS: LEGACY SPECIAL ISSUE, BOOKMARKS AND COVER LETTER**



## India Empowering young people when leaving child welfare homes

In order to support young adults leaving child welfare homes, Action Education has launched an ambitious program in the state of Assam, with the support of UNICEF.

**“**In 2016, I had the opportunity to participate in a football match at the national level. But that couldn't be done because I didn't have my birth certificate,” says Dipankar Boro, a young man who has just been released from one of the child welfare homes. “After



### GOOD TO KNOW

In India, all young adults who turn 18 must leave child welfare homes and enter the workforce. This transition from an institutionalized environment to an independent life without supervision poses many challenges for these particularly vulnerable young people.

*I finished high school, I left my home. I could have pursued higher education, but could not pay the tuition fees,”* testifies Priyanka Rai. To support young people in child welfare services in the State of Assam towards professional life, the project proposes to strengthen the capacities of civil servants that are in charge of child protection, to empower young people when leaving the social assistance system for children, and to offer them an individualized and reinforced follow-up.

With the project, young people benefit from socio-professional training that is essential to their first steps into working life. The project also ensures that young people have access to a minimum of official documents (identity card, birth certificate, tax services card, voter card) and a bank account. Links are established with vocational training institutions and work on self-esteem is also carried out. Finally, an association dedicated to the care and support of young adults has been created. It allows them to come together and assert their rights.

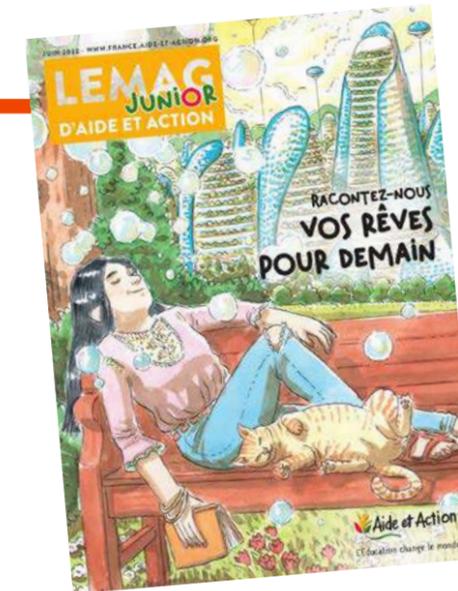
### STAY IN TOUCH WITH EACH YOUNGSTER

*“As a member of the Association of Former Youth Homes in Assam, I enrolled in a leadership training program. This training lasted a month and during that time, I also looked for and found a job!”* testifies Pompi Das. Ashok Sharma - Program Manager, Child Protection (SCPS, Assam) added: *“The best achievement is the creation of the Association of Former Youth Homes in Assam. To date, more than 150 young people have been put in touch via networking. We have created a WhatsApp group and use different technologies to stay in touch with each young person.”* This initiative has already paved the way for the large-scale roll-out of the monitoring program to other districts in Assam. 🌐

## Junior MAG 2022 Tell us about your dreams for tomorrow

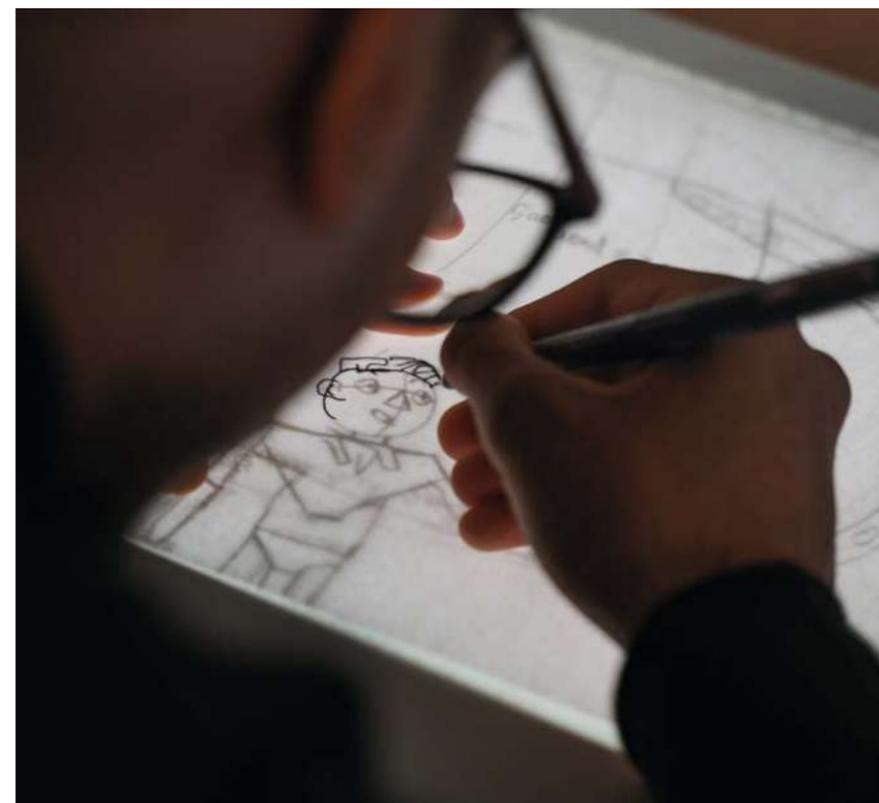
Because exercising your ability to dream changes the world, Junior Magazine 2022 gives the floor to Romanian, French and Bulgarian children and young people: they tell us about their dreams for tomorrow.

**F**or this new issue of the Junior Magazine, Action Education wanted to promote the expression of children living in precarious housing and supported by our partners in Europe: Stea in Romania, the Enchanted School in France and Médecins du Monde in Bulgaria. In order to facilitate the expression of children and their ability to project themselves, we have invited our partners to lead workshops on the theme “Tell us about your dreams for tomorrow”, according to an



artistic expression of their choice. Thus, in Romania, children have dreamed up their jobs of tomorrow alongside a director and a photographer in order to produce a photo novel. In France, during a “Pleasure to read and write” workshop, a youth writer and an illustrator guided middle school students in the production of an illustrated short story. In Bulgaria, graffiti artists conducted mural painting workshops and then reproduced the creations that had been co-produced with children and young people on the walls of a ghettoized neighbourhood in the city of Sliven.

The productions of the dreamers for tomorrow were honoured in France during the cultural festival of the college, and in Bulgaria, at the time of the inauguration of the tunnel which connects the district of Nadezhda to the city of Sliven. If this first collaboration between our three countries of intervention in Europe around artistic approaches aims to enhance the abilities and talents of young people, it also strives to decompartmentalize and promote social diversity. For us and our partners, there is no doubt that the alliance between pedagogy and artistic practice allows social emancipation through education. 🌐



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## Togo Empowerment of youth and women in the north of the country

The “Savanes Motaog” project, initiated by Action Education and Plan International, supports young people and women in the northern part of Togo, which is a region that is poor and very much exposed to security risks.



The Savanes region is located in the north of the country and represents 15% of the territory. With a poverty rate of 65.1% (against 45.5% nationally), it is the least developed part of Togo. Economic life is mainly dominated by subsistence farming (sorghum, millet, etc.) and small livestock. Poverty and exclusion as well as the proximity of Islamist networks in Burkina Faso push some young people to choose extremism. The overall objective of the project is to strengthen social cohesion by promoting the political and economic rights of young people and women, while strengthening civil society and the capacities of state institutions at the local level. The project targets 6,200 young people aged 15 to 35 without professional qualifications, 9,000 women over 35 with low incomes, as well as various civil society organizations and 15 media.

### INVOLVE WOMEN AND YOUNG PEOPLE MORE

Nanwapo Tchantague, 26 years old and member of a savings group in Nanergou, testifies: “I joined the group without too much conviction because with us, the projects are, very often, not serious. I received a loan of 60,000 FCFA (91€) to reactivate an old loincloth trade that I had abandoned for lack of means. I repaid the entire loan with interest and am now

*considering a larger amount to expand my business. Thanks to this opportunity, I no longer feel dependent on my husband who lives in Burkina Faso. I no longer lack the money to take care of my two children. I even wanted to become a local volunteer in order to encourage and motivate the young people in our village to join the project, so that we can move forward together. I hope we get there; I would be very happy and proud to have contributed to the development of the members of my community.”* Gndja Kpongou is a municipal councilor of Kpendal and following his participation in a capacity building workshop for local authorities on local governance and security he declares: “It is a very hands-on workshop, it allowed us to put the finger on the link that exists between local governance, security in general, and violent extremism in particular. We will now know how to go about it better in our way of governing, by involving more young people and women.”

### The project

“Savanes Motaog”, which literally means “Living together in the Savannahs”, was launched in November 2020 for a period of 4 years. Action Education and Plan International rely in particular on two local partners: the NGO Women, Law, Development in Africa (WILDAF Togo) and the Collective of Associations against Impunity in Togo (CACIT). It targets the 7 prefectures of the Savanes region, which has 16 municipalities and 69 cantons.

As a consequence of the various crises, more than a billion people could, by 2030, be forced to live on less than \$ 1.90 a day. This extreme poverty, which is a source of deprivation, exclusion, and discrimination, is already jeopardizing the future of the world. However, poverty is not inevitable: it could be halved in a generation if everyone simply completed secondary school. There is only one condition for this: guaranteeing everyone, especially the most vulnerable, access to quality education. Action Education is working on this.

**EDUCATION,  
VICTIM  
OR WEAPON  
AGAINST POVERTY?**



# EDUCATION AS VICTIM OF POVERTY

860 million people live on less than \$1.90 a day, partly due to the COVID-19 pandemic and rising inequality. The current increase in the cost of living threatens to increase this extreme poverty, leaving no other solution for the poorest than to cut spending on education.

**A**ccording to the most recent data, 860 million people currently live in extreme poverty. According to World Bank estimates, COVID-19, which has caused one of the deepest recessions since World War II, and rising inequality will have pushed more than 198 million more people into turmoil in 2022. Women, who

**8.9 million additional children have been forced to work in the last 4 years.**

were the first to lose their jobs, are harder hit these days than men, as are children: more than 160 million of them are now at risk of continuing to live in extreme poverty in 2030.

**24**

million children and young people are unlikely to return to school as a result of the pandemic.

## POVERTY AFFECTS EDUCATION

The rise in poverty is not without consequences for education: families deprived of resources are forced to adopt survival strategies and reduce expenses such as education. 24 million children and young people, including 11 million girls (UNESCO 2020), are unlikely to return to school due to rising poverty linked to COVID-19. This figure is unfortunately set to be revised upwards with the increase in food costs.

## ENTIRE GENERATIONS DEPRIVED OF EDUCATION?

The risks of dropping out of school are all

the greater since the education provided today is neither free nor of high quality. It represents a particularly important item of expenditure for the most underprivileged families. The children that are sent to school, attend overcrowded classes, without adequate equipment, with teachers that are deprived of means and that are little or not qualified. In low- and middle-income countries, the share of children affected by learning poverty – already 53% before the pandemic – could potentially reach 70% according to UNESCO, given the extent of school closures and the ineffectiveness of distance learning. From there, to see in education only a waste of time and money, there is only one line that some parents do not hesitate to cross in order to survive.

## AN EXPECTED INCREASE IN CHILD LABOUR

*“My father died a long time ago. My mother told me that she could not afford to enroll me in school. When I was younger, we went to Ghana so that she could work in the clothing business. She then placed me as a servant in a family. I washed the dishes and the family paid 500 FCFA a day to my mother in exchange,”* explains Efia, a young girl from Burkina Faso met by Action Education. The report *“Child labour: global estimates 2020, trends and the way forward”* published by the ILO and UNICEF in 2021 reveals that the number of working children, which had been falling steadily



over the two decades, increased by 8.9 million in the last 4 years alone, from 152 to 160 million. In other words: the increase in inequalities and extreme poverty has forced families, most often reluctantly, to put their children to work. In addition to the increase in poverty, during the pandemic, schools closed. Faced with idle children, who did not even have access to distance learning courses, families saw in them an opportunity to earn some money. It is a safe bet that these children will not return to the path of education and will be forced to work, while being deprived of education, and will in turn enter the vicious circle of extreme poverty with no possibility of getting out of it.

## EARLY MARRIAGES

The explosion of poverty raises fears of a massive dropout of young girls and an increase of more than 30 million early marriages by 2030. Currently, 12 million young girls are married each year. *“My brothers have received a marriage proposal for my daughter Maissata, who*

*is in 8th grade. I told them that she was at school, but they didn't want to hear anything”,* explains Nasardine Sienou, the secretary of the parents' association of the public primary school of To in the province of Sissili in Burkina Faso. *“I explained to my brothers that I was not against the marriage, but I asked them to tell the suitor that he had to wait until she finished her studies first. I did not want to upset them because it is impossible in our culture to ignore the opinion of the brothers since they are the ones who are authorized to receive marriage proposals. In the meantime, I notified my daughter's teachers to help her deal with the pressure. I won my case, but I would like to multiply awareness campaigns, like those that took place within the framework of the SCOLFILLE project led by Action Education. It is a very common practice to take girls from school to give them away for marriage. The school administration must make it clear that this is not possible anymore.”* 

**860**  
million people  
live on less  
than \$1.90 a day.



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# Education: A TOOL TO STOP POVERTY

Global poverty could be halved in a generation if all adults simply completed secondary school. Provided, of course, that education is of high quality and accessible to all, which, unfortunately, is still far from being the case.

If all adults completed universal primary and secondary education, more than 420 million people could be lifted out of poverty, thus reducing the number of poor people in the world by more than half (UNESCO, 2017). Faced with poverty, the solution therefore seems simple and yet, virtually no progress has been made in recent years in the fight against non-enrollment of young people. Out-of-school rates are stagnating and are even likely to rise again under the effect of the various crises. These figures, like those of poverty, are not inevitable. They are the result of a lack of political will and adequate financial resources. This is why, within the framework of its projects, Action Education defends and guarantees to the greatest number, in particular the most vulnerable ones, quality education throughout life. In India, Action Education has been supporting Indian seasonal workers and their children for nearly 15 years. Living in slums, exploited on construction sites of large urban centres, these migrant workers, that are without resources or education, are

part of one of the poorest populations in India. Their children are mostly out of school. Action Education is taking action to restore these children's access to quality education and offer them good physical, cognitive and socio-emotional development. "My son Mahesh spent his days outside. He was accepted into the centre that was set up by Action Education and progressed rapidly. If he continues to study well, my son will find a job and I hope he will do better than us," says Lakshmi, one of the female migrant workers from the city of Hyderabad.

## PROVIDE EDUCATION FROM EARLY CHILDHOOD TO ADULT AGE

These days socio-professional training is for Action Education one of the key measures that allows young adults, that are deprived of quality education, to integrate both socially and economically. Unfortunately, in many regions of the world, infrastructure, financial and human resources are lacking: in Mali, the Mopti region has only 235 education centres and 324 functional literacy institutions.

They serve only 4,747 and 10,227 learners respectively. The security crisis, which has been raging since 2012, has further increased learning needs: young people, often with nothing on their hands and unemployed, have no other solution to survive than to immigrate or fall into crime. The

**My son (who goes to school) will not end up like us.**

Active project, implemented in the Mopti region by Handicap International and Action Education, has supported 3,000 young people into employment. "Young people had no jobs and thanks to the Active project they were reintegrated into the socio-economic fabric through qualifying training," explains Soumaila Sangare, Secretary General of the Town Hall of Djenné. For Sekou Salamata, "I made a double investment with the support of the project. I developed my canoe building workshop and I do cattle fattening. But my greatest

achievement today is knowing how to read and write!"

## A FIERCEFUL WEAPON AGAINST ECONOMIC CRISES

The development of professional training and the reinforcement of skills offered by our association have been particularly useful following the COVID-19 pandemic which has led to one of the worst recessions since the Second World War. Like many other countries, Cambodia has been hit hard with at the end of January 2021, one in five informal workers unemployed and four in five forced to cut food spending.

"With the pandemic, our income dropped drastically, from \$12 to \$5. The market closed and we could no longer stock up on basic products," explains Than Thai, 38, who runs a small shop with her husband. "During this period, we hardly made any money, and it was very hard for all my family and my two children". To support families like those of Than Thai, Action Education, in partnership with the European Union, developed the project "Holistic educational strategies for community development in favour of vulnerable populations". Our

project has, among other things, made it possible to support small businesses in 180 municipalities in Kampot, Kandal and Pursat and to offer personalized support and training to entrepreneurs. "Action Education's support has allowed our business to grow. The store is bigger, and we offer more food. Our communication is better and the store is cleaner. This helps attract more customers. In the future, we also want to start selling online," insists Than Thai, who has received training in hygiene and sanitary rules, communications, and marketing. 🍷



# Education: A MULTI-DIMENSIONAL AND PREVENTIVE RESPONSE



Poverty is also manifested by numerous deprivations (food, education, etc.) and by a lack of access to fundamental rights. To respond to this, Action Education projects are based on a multi-dimensional approach that attacks the roots of poverty and restores access for all to essential rights. Focus on three projects.

#### VIETNAM: FIGHT AGAINST DISCRIMINATION AND EXCLUSION

In Vietnam, of the 9 million people that live in extreme poverty, 6.6 million are from ethnic minorities. At the origin of this poverty lie significant educational difficulties since these communities are forced to study in a language other than their own; with an increased presence in remote areas; and strong discrimination against them. Action Education, with support from the European Union, Standard Chartered Bank, and local civil society organization Northwest Development, is developing the project "Increasing access to livelihood opportunities for ethnic minority youth through promotion of entrepreneurship initiatives in career development". Its objective is to develop vocational training and guidance for 7,165 young people from ethnic minorities. Phạm Thị Biên Thanh is one of some 1,000 teachers from vocational training centres who have received materials and training as part of the project. She teaches cooking at a

training centre in the city of Lao Cai as well as to students from ethnic minorities. "Once a month, I leave the city on my motorbike to teach young people from ethnic minorities and I stay at least three days in the villages in often very harsh conditions. Travelling to these remote areas is a real challenge especially since I have to take all the equipment with me. The young people are interested but they don't speak Vietnamese, which slows down the teaching pace," says Thanh in addition.

#### BURKINA FASO: COMBATING GENDER INEQUALITY

In the face of multi-dimensional poverty, education is not only about equipping individuals with the most appropriate skills to find a job and earn a decent wage. Above all, the projects implemented by Action Education make it possible to act from an early age on all aspects of life, to restore respect for essential rights and thus guarantee acceptable living conditions and standards. "My family had little money, I was placed with my aunt, and I ran the restaurant with her," explains Roukiatou. This ten-year-old girl recently joined SCOLFILLE. This support project for the education of girls carried out in the Centre-West region of Burkina Faso by Action Education and the L'Occitane Foundation aims to guarantee the right to education of 2,000 vulnerable girls. It has made it especially possible to open bridging classes for more than 300 young girls aged 9 to 12 who have never been to school. Beyond access to education, the project provides a comprehensive response. "The project helped establish birth certificates for students who had not been declared to the Civil Registry. It also covered half of the school fees for vulnerable families and young girls received school supplies. Finally, the school receives help to operate the school canteen," explains Kaboré Ablassé, treasurer of the Management Committee (COGES).

**INDIA:**  
**TACKLING CHILD VULNERABILITIES**  
"All children, without any discrimination, must be able to have access to their rights: adequate food, care, protection, decent housing, quality education," explains Daniel Umi, Migration Director for Action Education in South Asia. Our

### Improving the well-being of the most underprivileged children in a very hands-on way.

association, in partnership with UNICEF and the government of Odisha in India, implemented an initiative "Assessment and responses to childhood vulnerabilities" in 198 villages in order to strengthen the protection and access to rights of vulnerable children. "We collected as much information as possible about vulnerable children. In total, we have identified 458 vulnerable children," adds Daniel Umi. "We looked for suitable solutions in collaboration with the parents and the authorities. 51 children who did not go to school were put in school and received support lessons, the 58 children who were put to work were rescued and their parents were informed of the dangers of forced labour and were included in assistance programs for the most deprived ones. Finally, 6 orphaned children and 62 children living only with one of their parents received psychosocial support and are regularly monitored by health centres. It is a way of strengthening the capacities of the various stakeholders so that they take responsibility of their obligations in terms of protection and the rights of the child and to improve in a very hands-on way the well-being of the most disadvantaged children." 

  
ZOOM on  
**3**  
PROJECTS

"Poverty is not reduced to a lack of income, it results in violations of rights, that are both cumulative and interdependent... and the multiple infringements of rights, to which the most vulnerable people are overexposed, aggravate their precariousness or their poverty." Claire Hédon, Defender of Rights at the National Council for Policies to Combat Poverty, June 9, 2022.



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# PROMOTING EMANCIPATION AND INTEGRATION



## HAITI

### Rehabilitation and construction of schools

The "School as Vector of Social Change in Haiti" project aims to develop quality education in 27 isolated and landlocked public schools in the departments of Grand'Anse and Nippes. Despite the difficulties encountered by the teams, particularly related to rising prices and insecurity, several construction and rehabilitation projects for fifteen schools have been launched with the participation of the communities.

#### GOOD TO KNOW

Since 2018, socio-political unrest has multiplied in Haiti and reached an extremely alarming turning point with the assassination of President Jovenel Moïse. The country is thus experiencing an unprecedented political crisis, notably characterized by alarming insecurity.



## BENIN

### Promoting the quality of education

This year the AGIR project formalized the celebration of the day of excellence, which puts learners in competition via a contest in French and mathematics. The 48 best schoolchildren and schoolgirls from the 80 schools covered by the project in the Atlantic department were rewarded. Winners received prizes including tablets, dictionaries, and games.

#### GOOD TO KNOW

The AGIR project was initiated by Action Education and Plan International Benin, with the financial support of the Swiss Cooperation. Its main objective is to improve access to and retention in primary education for girls and boys aged 5 to 11.



## MADAGASCAR

### Environmental awareness in schools

For the second consecutive year, Action Education Madagascar volunteers organized an awareness campaign on the importance of environmental protection. A reforestation operation with students was carried out in partnership with several schools. The objective was to make students aware of the impacts of climate change and to involve them in concrete actions.

#### GOOD TO KNOW

Madagascar is one of the countries with one of the highest exposure rates to the effects of climate change in Africa, with more frequent and intense cyclonic episodes, floods, and droughts in recent years.



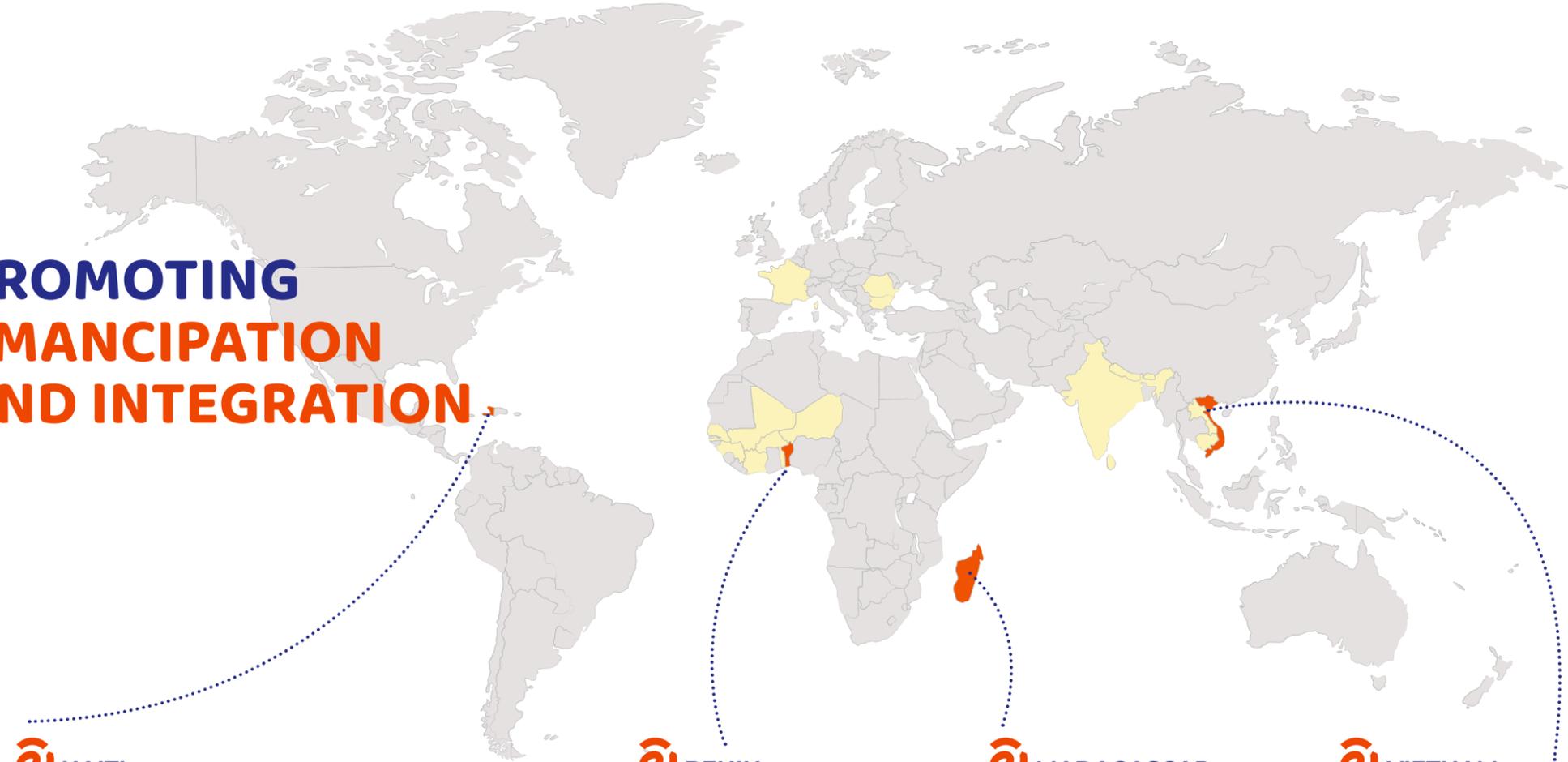
## VIETNAM

### Better health for rural children

Action Education supports the construction of toilets and handwashing stations in primary schools in Hoa Binh province. They allow students and teachers to have better access to water, hygiene, and sanitation facilities. These facilities highlighted a turning point for most of the children and led to the development of new hygienic habits within the community.

#### GOOD TO KNOW

Inadequate access to water, sanitation, and hygiene (WASH) remains a major problem for many children in rural areas of Vietnam. Strong disparities remain according to geographical location, ethnicity, and social status.



## Education in crises UNESCO is sounding the alarm bell

At the end of June, during an international conference in Paris on education, UNESCO warned of the double crisis affecting education. These findings have also been observed by our teams in our countries of intervention.

In front of more than 150 ministers of education and 2,000 people, Audrey Azoulay, Director General of UNESCO, went back to the serious consequences of COVID-19 on the education sector. According to new studies, 7 out of 10 children can no longer understand a simple, written text. Learning delays will represent for the generation in school a cumulative loss of wealth of 21,000 billion dollars. Another warning signal: the national budgets allocated to education, which were

reduced during the pandemic, have still not returned to their 2019 level. These are the same warning signals that we are sharing with you this month in this magazine's feature on the impact of extreme poverty on the education sector. Faced with the threat of poor-quality education or school drop-out, we, like UNESCO, call for a general mobilization to make education an absolute priority. 🌐



Daniel UMI

## “Making migrant children visible”



*In India, nearly 100 million people are considered seasonal migrant workers. Among them, 10 to 15 million children are in a situation of extreme vulnerability. Daniel UMI, Migration and Education Director for Southeast Asia, explains how Action Education is actively working to care for these children and to implement their right to education.*

And those who attend them face language barriers. Children under the age of 5 often do not have access to early childhood education and care, and infants who accompany them lose their rights to vaccination. Action Education works mainly with children from migrant families, both in their place of origin and in their place of destination.

The association has conceptualized and set up Child Care and Learning Centres (CCLC) directly in workplaces, including brick kilns and construction sites in major urban centres.

The CCLCs, which operate thanks to the coordination of the various government agencies (health, national education, etc.), are designed to provide care and education to migrant children, pregnant and breast-feeding women and to promote exchanges between parents and employers.

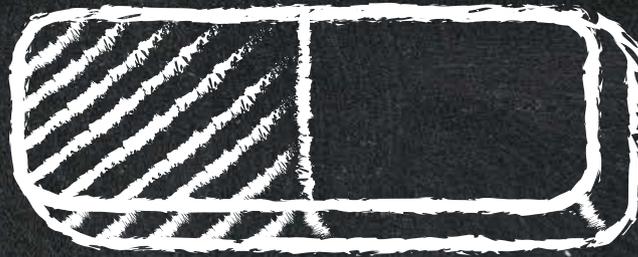
Once the children are back in the villages after the migration season, Action Education reintegrates the children into state schools, offers them remedial classes and tutoring, and accompanies the parents in the administrative

procedures that give access to all social protection programs.

**Over the past 5 years we have accompanied more than 45,000 migrant children in India.**

Over the past five years, Action Education has supported more than 45,000 children in India. At the same time, we carry out advocacy work with local and national authorities, so that they provide infrastructure, equipment, and teachers to provide children with lessons in their mother tongue. The work carried out by Action Education with public decision-makers has enabled migrant workers and their families to see their rights better respected.

Our experience on the field, research and policy initiatives have made migrant children more visible and many of our interventions have been replicated in other Indian cities." 🌐



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THAT CAN ERASE  
THE THREAT  
OF EARLY MARRIAGE

IT ALL STARTS WITH EDUCATION.  
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THE LIVES OF MILLIONS OF CHILDREN, YOUTH AND ADULTS.



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