“EDUCATION CAN HELP ME BECOME ANYTHING I WANT.”
SREY NEANG, BENEFICIARY, CAMBODIA
When we look back at 2016, several key events and themes stood out. Firstly, the pivotal role education has in the development of societies, which received more attention than it ever has in recent years. Also, new and ongoing complex situations globally, compelling us to continue our efforts in providing quality education to the neediest.

I am happy and proud to report that it has been another positive year for Aide et Action International (AEAI). We were present in 19 countries with 78 projects, and we signed two new conventions in Africa – in Benin and Mali. More than 1.5M people benefited from our help.

Our Back to Basics programmes, iLead, won the e-North East Award 2016 in e-Livelihood and Enterprise category. This award is an acknowledgement of the quality youth development programmes we have developed in South Asia. This programme offered vocational training to nearly 12,000 young people across South Asia in 2016.

The people we serve are at the core of what we do. Our commitment to excel is driven by them. We strive to meet these commitments by adopting best practice standards.”

Noting that our operations in Latin America & Caribbean achieved their goals, and that opportunities aligning to our vision and mission were not available, the International Board took the difficult but necessary decision to close operations in the region. The associative body remains intact to keep our presence in the region and have a pulse of the needs of communities there.

The recruitment of the International Team marked a positive and much needed change at the helm of the organization. The new International Director General (IDG), was selected to meet the needs of the organization in an ever-changing global market. The IDG and his team have taken steps to address the challenges AEAI is facing, and will establish a framework that will have an impact on our mission at a community, national and international level.

We will give our greater opportunities to assist vulnerable communities and will help our teams in the field be more efficient and better equipped to manage the challenges they encounter.

Two of our greatest assets are our local teams and our volunteers. We will continue to work with them to strengthen our capacity by learning from each other. We also built partnerships with other organizations, which share our values and goals, so they can contribute their experience and expertise to bring education to those who need it the most.

The people we serve are at the core of what we do. Our commitment to excel is driven by them. We strive to meet these commitments by adopting best practice standards. Across our international network, we will continue to enhance our accountability and transparency mechanisms. This is critical not only to our beneficiaries, donors and partners, but also to our members, staff and volunteers. More importantly, it is also the best way to deliver effective services for vulnerable people around the world.

On behalf of the International Board, I want to thank all of our stakeholders – for your compassionate commitment to step forward and give your time and resources – to make a real difference to the lives of many, as you’ll be able to tell from the next few pages. Thank you from the bottom of my heart for your past and future investment in our work and mission. YASMIN ABDEEN International President
Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

- Article 26 of the Universal Declaration of Human rights.

According to UNESCO, if all children in low-income countries left school knowing how to read, 171 million people could escape from poverty. And one extra year of schooling enables a person to increase his or her income by almost 10%. However, 61 million children do not go to school; 250 million children do go to school but do not learn the basic skills; 778 million adults are illiterate, among whom 273 are women.

Being born a girl child, poverty, distance from schools, shortage of qualified teachers, lack of equipment, migration... All these are obstacles to access to education.

Established in France in 1981, Aide et Action is an international solidarity association that works towards making education accessible to all. AEAI works with children, but also with population groups that are discriminated against or are most vulnerable. For more than 30 years, we have been working to ensure that every individual receives quality education that enables them to grow and thrive, find employment and support their families with dignity. We intervene everywhere deemed necessary and feasible, and are recognized as being of public benefit and free from any political and religious ties.

Our mission: to promote access to education and improve the schooling conditions of children; to improve the quality of education (teachers’ training, development of adapted teaching practices, provision of equipment, etc.); to support communities in the development of their educational projects; to promote the social and professional integration of the most vulnerable; to raise awareness and mobilize global public opinion for a fairer and more equitable world; to ensure education in emergency and post-emergency situations.

Present in 19 countries, the association carried out 78 projects in 2016, around nine thematics:

- Access and quality of education: elimination of obstacles to education, ensuring the relevance of education so that it is adapted to the needs of the target population groups.
- Early childhood care and education: construction and improvement of early childhood care facilities, development of early learning and development activities, training of early childhood educators, consideration of early childhood in family strategies and national policies.
- Girls’ and women’s education: women’s literacy, raising awareness of communities on the issues of the education of the girl child, setting up income-generating activities for parents, training teachers on ‘gender equality’, definition of an adapted educational offer (vocational training with real job opportunities, setting up specific support courses), support for women’s group initiatives aimed at acquiring financial independence.
- Inclusive education: establishment of pre-school centres and learning centres for out-of-school street children.
- Education in emergency and post-emergency situations: intervening during conflicts or natural disasters to preserve, maintain or restore the educational system and family assets, disaster management and prevention education.

AEAII works with communities so that they may define and implement their own educational projects. Because we believe that people themselves have the solutions, we adopt a process of listening and supporting local actors. With respect for the freedom and culture of these communities, our projects are carried out by employees and volunteers from the countries of intervention and are supported by local partner associations. The aim is to foster the autonomy of the communities and of all the actors revolving around them (local associations, parents, teachers, communities, etc.). This principle of dialogue and partnership is also applied within our organisational structure: AEAII is a network of international associations present in Africa, South Asia, South East Asia and Europe, bringing together their resources, ideas and skills.
Increasing enrolment in schools is not enough to guarantee access to quality education. For a child to reach the end of his or her educational cycle and develop his or her potential, what is needed is an inclusive educational system that meets his or her needs, irrespective of age, gender, ethnicity, socio-economic status or disability. This calls for the development of pedagogical methodologies that are adapted to each group.

Through its approach like promoting participatory governance in education, AEAI ensures that all stakeholders (pupils, parents, teachers, communities, local institutions) are involved and active in the quality of teaching and learning.

Africa – Senegal: Project to Improve Basic Education in Casamance (PAEBCA - Projet d’Amélioration de l’Education de Base en Casamance)

More than 30 years of conflict in the Casamance region have led to the displacement of thousands of people, the destruction of extensive public infrastructure and the inaccessibility of certain areas due to the presence of mines. The Project to Improve Basic Education in Casamance (PAEBCA) was set up in the host regions of the displaced and poor in Sédhiou and Ziguinchor. The reception and schooling of displaced persons (PAEBCA) was set up in the host regions of the displaced and inaccessibility of certain areas due to the presence of mines.

The Project to Improve Basic Education in Casamance (PAEBCA) has adopted an approach aimed at providing support to schools’ management bodies, based on six areas of work: support for the democratic and transparent functioning of the managerial and participatory bodies involved, taking into account community monitoring of construction sites and of the maintenance of school infrastructure; the implementation of the project operating mechanism; the implementation of school support schemes; the fight against violence in schools; the development of appropriate life skills; the provision of support in the steering, coordination, monitoring, evaluation and capitalization of the project.

The project directly affects 319,340 children and more than 20,860 adults, including parents, as well as 4,473 teachers and 1,912 professors. 1,043 schools and school establishments are covered.

Africa – Mali: “Learning through Information and Communication Technologies” Project (ICT)

Unqualified teachers and/or untrained teachers, lack of school facilities, means of transport and teaching equipment... In Mali, less than 50% of pupils complete their primary cycle, and according to the latest studies carried out, at the end of primary school, barely half of them acquire the basic knowledge required.

AEAI, in partnership with the Agence Française de Développement (AFD), the Agence Universitaire de la Francophonie (AUF), the Ministry of National Education and local authorities, is implementing an educational project in the Sikasso region of Mali. The aim is to improve the quality of secondary education through the use of Information and Communication Technology (ICT) in schools. Governing bodies are set up (management units, regional consultation and monitoring committees, educational resources design teams); pedagogical tools and resources in observational sciences and mathematics are listed, others are designed and made available to teachers through mobile phones and individual tablets; educational supervisors and/or teachers are assessed, trained and equipped with ICTs. This project involves 16,800 pupils, 860 teachers, 42 educational supervisors and 280 schools.

South Asia – India: less costly and better adapted teaching-learning material

According to UNICEF, 33 million children were out of school (primary and secondary) in 2016 in South Asia. While the enrolment rate has improved markedly, the quality of education and the retention rate of children remain a challenge. In India, for example, only 26% of 10-year-olds from rural areas manage to perform a simple arithmetic operation, and nearly 40% of school children are not taught in a language they speak and/or understand.

In the district of Visianagram in the state of Andhra Pradesh in southern India, 9.98% of the population is composed of tribes living in remote areas. The literacy rate in these hilly regions is only 59% and because education is provided in Telugu, the official language, which is not the mother tongue of these children, the drop-out rate is high. In 2010, in partnership with ARTS (a local NGO), AEAI initiated a project to improve the access to and the quality of education in 82 identified public primary schools. Our teams worked closely with the community, children and teachers. Simple and inexpensive methods of learning and teaching have been promoted to improve the three basic skills (reading, writing and maths). Children and teachers have gradually adopted these simple techniques and tools: as a result, the retention rate of pupils, their learning standards and the quality of education have greatly improved.

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“TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN.”

BENJAMIN FRANKLIN

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**Access and quality of education**

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**EDITORIAL**

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**AEAI**

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**ACCESS & QUALITY**

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**GIRLS & WOMEN**

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**PROJECTS MAP**

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**AFRICA**

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**SOUTH ASIA**

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**SE ASIA & CHINA**

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**FINANCES**

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**OFFICES**

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**NETWORK**

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**FINANCES**

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**EDITORIAL**

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**GIRLS & WOMEN**

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**PROJECTS MAP**

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**AFRICA**

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**SOUTH ASIA**

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**SE ASIA & CHINA**

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**FINANCES**

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**OFFICES**

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**NETWORK**

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According to UNESCO's 2013-2014 Global Education Monitoring Report, even if governments persist in their efforts with regard to the schooling of the girl child, girl-boy parity is nonetheless only likely to be achieved after 2086.

For several years, the government of Burkina Faso has taken the importance of women's literacy into account in its development process. To this end, the country has adopted the "National Gender Policy" whose vision is to build "a society free from all forms of gender inequalities and unfairness, which provides all its citizens with the security essential for their social, cultural, political and economic development".

In partnership with the OCCITANE Foundation since 2010, the "Learning to Change" project aims at reducing barriers and removing constraints on the economic and social empowerment of women (illiteracy, rural poverty, lack of access to or low access to production factors).

Through the perpetuation and empowerment of literacy centres, training, development and diversification of income-generating activities, this project contributes to the promotion of women's leadership, autonomy and entrepreneurship.

In three beneficiary villages located in the Ziro and Sissili provinces in the centre-west of the country, three literacy centres have been built and fitted-out (furniture, supplies and teaching material); a little over 120 women have benefited from literacy activities; awareness sessions on the benefits of education/literacy were provided to more than 180 people; training and discussions on everyday topics (malaria, nutrition, etc.) were organized by health workers; nearly 200 women benefited from various training programmes, such as rice steaming, beekeeping, community life, good governance, leadership and resource mobilization.
2016 at a glance...

1,523,441 people benefited from our help
714,211 of which were children

56,618 active donors
4,632 schools and more than 13,000 teachers involved

€17.3m raised (France)

19 countries
78 projects

Missions opened (countries of intervention)
Missions closed
In the face of rising insecurity due to religious extremism (Jihadi, Islamic sect), particularly in schools, and slower economic growth with declining export prices (gold and cotton), Burkina Faso faces strong barriers in terms of education and development.

2016 was a year during which we redoubled our mission’s efforts in two areas:

- participatory local governance of education and school projects (providing support to local people who are themselves responsible for and managers of the projects)
- socio-professional training and inclusion of women, offering alternatives to those excluded from the formal education system.

Projects

- **Project (PADOE3)**
  - Training of 18 people in the maintenance and coordination of the electrification of four schools to improve children’s learning conditions and provide access to information to all literacy classes in the evenings for women.
  - Facilitation of 18 digital libraries.

In 2016, we had to increase our action to ensure the right to access and quality of education for all. Our approach is based on helping communities and other stakeholders participate fully in education and school projects – with the objective of enhancing competences, autonomy in decision-making, accountability of the people concerned, and the appropriation and sustainability of their educational projects.

Ivory Coast faces insecurity due to religious extremism, especially at tourist sites. The country’s long political crisis has negatively affected the education sector, especially in the north of the country.

In 2016, we had to increase our action to ensure the right to access and quality of education for all. Our approach is based on helping communities and other stakeholders participate fully in education and school projects – with the objective of enhancing competences, autonomy in decision-making, accountability of the people concerned, and the appropriation and sustainability of their educational projects.

Projects

- **Project (PADOE3)**
  - Joint Water Environment Education Action for Tomorrow (AC3ED)
  - Program for the Improvement of Teachers’ and Students’ Working and Learning Conditions (PACTE)
  - Microfinance Literacy Market Gardening (MAM)
  - Learning to Change (APC)

**Our action**

- Educational planning and management capacity building of local actors (local authorities, local education committees), and members of the network of all those involved in the educational sphere.
- Improvement in the rate of access and quality of the educational offer.
- Local planning of education.

**Benefits**

**Burkina Faso**

- 14,165 beneficiaries, including 12,379 children
- Field team: 9 employees; 8 regions; 63 schools
- 2016 budget: €938,888
- Partner: AFD

**Ivory Coast**

- 13,705 children beneficiaries
- Field team: 3 employees; 3 communes; 50 schools
- 2016 budget: €164,267
- Partner: AFD

**Benin**

- 10.9 million inhabitants
- 42% under the age of 14
- Net preschool (pre-primary) enrolment rate: 12.52%
- Gross rate of access to the last year of primary school: 77.9%

18,11 million inhabitants

- 64% under the age of 14
- 933,180 out-of-school children
- 6,134,744 illiterates (15 years old or above), i.e. 1/3 of la population
- Rural population: 70%
- Life expectancy at birth: 59 ans

17,781 beneficiaries

- Field team: 6 employees; 16 communes; 85 schools
- 2016 budget**: €515,780 (AC2A)

**Our action**

- Equipping six public primary schools with computer equipment.
- Facilitation of 18 digital libraries.
- Training of 18 people in the maintenance and looking after of computer equipment.
- Coordination of the electrification of four schools to improve children’s learning conditions and provide access to information to all literacy classes in the evenings for women.

**Projects**

- **Program for the Improvement and Diversification of the Educational Offer in Western Africa (PADOE3)**
- **Support for Improving Reception and Learning Conditions in Kindergartens and Primary Schools (AC2A)**

With a high rate of illiterate adults (67.4%), of whom 3/4 are women, education in Benin remains a major concern. Enrolment ratios for preschool (pre-primary schooling) and the last years of the primary cycle are still very low, at 12.52% and 77.9%, respectively.

2016 marked the launch of a project (AC2A) aimed at providing support for improving reception and learning conditions in kindergartens and primary schools, with the integration of Information and Communication Technologies (ICT) in learning methods. An introduction to computers as a tool and the use of a digital library were included, delighting both pupils and teachers.
Guinea has significant mining potential and natural resources. However, the Guinean economy collapsed in 2015 due to the Ebola epidemic. The rebound expected in 2016 did not meet expectations and, according to the IMF, 55% of the population lives below the poverty line. Education, especially of girls, is a key factor in the country’s social and economic development.

Hence, in 2016, we continued to increase our work with Guinea’s civil society for the country’s development. Our actions were aimed at raising awareness, enrolling and keeping girls in school, particularly in rural areas.

<table>
<thead>
<tr>
<th>12.61 million inhabitants</th>
<th>Our action</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% live below the poverty line</td>
<td>// Structuring and professionalization of civil society organizations for a better operational capacity and a good governance.</td>
</tr>
<tr>
<td>43% are under the age of 14</td>
<td>// Advocacy and consultation activities related to access to basic services at a local level, the defence of human rights, etc.</td>
</tr>
<tr>
<td>416,062 out-of-school children, of which more than 220 are girls</td>
<td>// Construction of school facilities and containters in order to retain pupils at school.</td>
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<tr>
<td>Compulsory education: 7-12 ans</td>
<td>// Teachers’ training in active pedagogy and awareness-building of parents on the importance of school, up to high school level.</td>
</tr>
<tr>
<td>Rural population: 63%</td>
<td>// Scholarship-offers.</td>
</tr>
</tbody>
</table>

22,776 beneficiaries, including 18,243 children

Projects
- PACE|E
- Concerted Programme for strengthening Guinean civil society and youth organizations (PICO|E)
- Girl-friendly School (Ecole Amie des Filles EAF)
- Project to provide support for schooling and health development (PA|SO|E)

Field team:
- 15 employees; 7 communes; 51 schools

2016 budget: €1,497,774

Partners: AFD; Turing/Foundation; Air France Foundation; Orange Foundation

For several years, the country has been facing a multidimensional crisis, to which a new form of insecurity has been added due to religious extremism (active Islamic groups in the north). Education is suffering, with barely half the pupils completing the primary cycle and one pupil in five repeating. The latest research done shows that children at the end of the primary cycle barely have half the basic knowledge required. This is due, among other things, to the low level of competence of the teachers, who are recruited in large groups, without a degree or prior pedagogical training.

2016 was therefore a year devoted to improving the quality of education at primary level.

17.4 million inhabitants

68% under the age of 14

1,156,062 out-of-school children

Primary school completion rate: 48% (2016)

Repetition rate: 19.5%

Our action

- Involvement and participation of local communities and decentralized bodies in the sphere of education.
- Assessment of the initial level of teachers (PICO|E).
- Training of 86 teachers and 42 instructors in the teaching of mathematics and observational sciences (PICO|E).
- Identification, design and provision of tools and teaching resources to those teachers, via mobile telephones and individual tablets (PICO|E).

18,141 beneficiaries, including 17,076 children

Projects
- PACE|E
- Berenice-Sanaz - Early Childhood Care Improvement Project (PICO|E)
- Project on Access to Education for All Children in the N’gort Region (PICO|E)
- Improving Access, Quality and Governance of Basic and Secondary Education; Gas Region (PICO|E)
- ICT Learning Project (PICO|E)

Field team:
- 15 employees; 3 regions; 319 schools

2016 budget: €828,527

Partners: AFD; MEDCOR and SYMPHOSIS Foundations; EAC/Qatar; Ministry of National Education (MEN); Academica Agency; La Francophonie (SOFI)

In Morocco, only 10% of preschool educators have received specific training. In the Imlil valley, preschool classes for the youngest children only took place in the morning – in the afternoon the norms were reserved for women’s literacy classes.

To alleviate these barriers to early childhood education, Atof Action International held consultations with local communities and set up a project for early childhood care, with the promotion of community education models accessible to all (holistic and integrated early childhood development).

2,664 beneficiaries, including 2,400 children

Our action

- Consolidation of the Azilal commune’s education plan in order to structure the educational system for the region and promote girls’ education.
- Construction or rehabilitation of 15 classrooms, provision of furniture, educational games and notebooks.
- Recruitment and training of specialized educators.
- Awareness-building and training of communities in activities enabling them to finance educators’ salaries.
- 17 local associations created to manage the finances and accounts of preschool centers.
- 10 commitments of mother educators set up in order to involve parents.

34.38 million inhabitants

27% under the age of 14

Compulsory education: 6-14 ans

Gross pre-primary (preschool) enrolment rate: 56.87%

Women’s literacy rate (15 years +): 62.05%

4,849,513 illiterate women

Our action

- Education for Development in the Imlil Valley Project (PICO|E)

2,664 beneficiaries, including 2,400 children

Field team:
- 2 employees; 1 commune; 1 school

2016 budget: €128,995

Partners: AFD; Education & Al and the Azilal commune
**Niger**

In Niger, close to 30% of school-age children do not go to school. In addition, those who do go to school have a low level and do not acquire the required knowledge and skills the job market needs. Educational programmes and the insufficient level of a section of teachers are some of the reasons explaining this situation. To top things up, eastern Niger is also confronted to a new form of insecurity, with the presence of the Islamic sect Boko Haram.

So, in 2016, we endeavoured to improve opportunities for children to have access to education, whilst strengthening the links between schools, the community and state entities.

Our action

- Support for the steering, coordination, Development of daily life skills.
- Fight against violence in schools.
- Awareness-building sessions for girls and women on schooling, especially schooling for girls.
- Work with Muslim communities.
- Improvement in reading, writing and calculation skills of primary school pupils through improved teaching and the promotion of a reading culture in the communities – i.e. public reading sessions, followed by the establishment of village libraries.
- Building women’s capacity to promote girls’ schooling – i.e. setting up of the Mother Educators’ Association (AME).
- Building women’s capacity to promote girls’ schooling – i.e. setting up of the Mother Educators’ Association (AME).

Projects

- PAGE
- FSSM
- NFQE
- SOLIDE
- NECS
- SCOFI
- PAEBCA

**Senegal**

The Casamance region has witnessed more than 30 years of conflict, with thousands of people being displaced, the destruction of public infrastructure and a massive exodus of people from the Sédhiou and Ziguinchor regions. This has led to a situation of increased poverty, poor schooling conditions and low quality of learning. Furthermore, the educational system faces the problem of violence against girls.

In 2016, we wanted to:
- reinforce basic learning and develop children’s life skills
- improve the professional and academic skills of teachers
- raise awareness of pupils’ fundamental rights
- help reduce children violence

Late registration of children in schools; frequent repetition of a year by pupils; a large number of drop-outs before reaching the fifth year of primary school (CM5); significant proportion of children enrolled in the first year of primary school (CP) who do not reach CM2 ; and difficulties in attending school...

All the more reasons which pushed us, in 2016, to focus on an ideal schooling system that would make it possible for all children to go to school, advance from one level to the next, complete their studies within the prescribed time frames, and improve their learning by helping them to succeed.

Our action

- Helping and accompanying schools’ management bodies through an approach based on the:
  - Support for the democratic functioning and transparency of management and participating bodies, taking into account the follow-up, by the communities, of the work and maintenance of school infrastructures.
  - Implementation of the project’s facilitation mechanisms, and of schools’ support systems.
  - Fight against violence in schools.
  - Development of daily life skills.
  - Support for the Schooling, coordination, monitoring/evaluation and capitalization of the project.

Projects

- PADOE
- PAREC
- PADOE3
- PAEBCA
- PAREC
- SOLIDE
- FSSM
- NFQE
- SCOFI

**Togo**

Late registration of children in schools; frequent repetition of a year by pupils; a large number of drop-outs before reaching the fifth year of primary school (CM5); significant proportion of children enrolled in the first year of primary school (CP) who do not reach CM2; and difficulties in attending school...

All the more reasons which pushed us, in 2016, to focus on an ideal schooling system that would make it possible for all children to go to school, advance from one level to the next, complete their studies within the prescribed time frames, and improve their learning by helping them to succeed.

Our action

- Supporting decentralized educational players (regions, inspection departments and communities) to plan responses to educational problems at a local level, with the effective participation of children in school life.
- Eliminating disparities and promoting gender equity to get to school and keep in schools a large proportion of children, whilst ensuring a basic quality of learning.
- Managing schools through performance contracts to ensure a greater sense of responsibility among the teaching community – in terms of the quality of the educational services offered.

Projects

- PADOE
- PAEBCA
- PAREC
- PAREC
- SOLIDE
- FSSM
- NFQE
- SCOFI

**Nigeria**

19.9 million inhabitants
90% are under the age of 14
1,238,286 out-of-school children
1,211,416 out-of-school teenagers
Net enrolment rate: 17.18%
Rural population: 81%

79,850 beneficiaries, including 75,210 children

Field team:
26 employees; 3 regions; 321 schools
2016 budget: €913,840

**Senegal**

15.13 million inhabitants
44% are under the age of 14
Compulsory education: 6-16 ans
649,942 out-of-school children
898,200 illiterates (15-24 years)

360,721 beneficiaries, including 353,294 children

Field team:
17 employees; 7 regions; 1,191 schools
2016 budget: €1,339,192

**Togo**

7.3 million inhabitants
43% under the age of 14
Compulsory education: 6-15 ans
29,500 out-of-school children
211,516 illiterates (15-24 years)

316,670 beneficiaries, including 239,519 out-of-school youth, 66,985 children and 10,146 parents (EAE)

Field team:
34 employees; 3 regions; 601 schools
2016 budget: €1,778,467

© William B.
Too many children are still disadvantaged in India – migrant children are out-of-school and lose their access to education; tribal children have a very low level of literacy because their education is in a language other than their mother tongue. There are enormous fiscal costs for young adults, but the gap between supply and demand of skilled and semi-skilled people is still far too wide.

Our approach in 2016 focused mainly on migrant populations, early childhood, women and girls, and vocational training for young adults through our professional training program, iLead.

Our action

- Re-creating the 21-km Saint Choeji (Shukpa Kunla) Road, dating back to the 16th century, and connecting 21 villages, in order to turn them into a new tourist destination with the potential of generating jobs.
- Training in tourism of 20 youth in rural areas, to work as tour guides, thereby reducing the rural exodus and creating work opportunities in their own environment.
- Promoting eco-tourism and trekking, associated with the country’s history.
- Developing other vocational training courses – for 40 youth in the local community – in areas such as passing information technologies, sewing, weaving, catering and pottery.

Projects

- Birth In Community; Children of Migrant Community; Geological; Bongpur School Development Project; Ensuring Quality Education with Ecological Restoration (Karma Tiger Reserve project); BFC Nepal; Tiger Reserve (school development project); SLSG/DGK, Helping children to rise up in life (school development project); My School; Arunca Boys Club; Project Enable; Biological (school development project)
- Priva
- MIRC, Caring & Safe Environment for young migrants at worksites; Cares & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, VIH et SIDA)
- Hromtuk Project, Supporting Human Capital Development (Migrant); Micro-Enterprise promotion for Youth (Dilsehing); Lead Youth (Entrepreneurship projects; Lead)

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Partner Bernad Van Leer Foundation, DIP, UNICEF; Youth for Sex, Akshaya Patra Foundation; Central University of Hyderabad - Full Set here

2,656

beneficiaries, including 1,042 women, 996 men and 620 youth

Field team: 21 villages, 1 district

2016 budget: €21,121

2016 in 21 states of India, 6 districts in Nepal, 13 in Sri Lanka and 1 in Bhutan

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Partner Bhutan Development Fund (BDF)

The “happiest country in the world” is slowly opening up to other countries. Tourism is one of its main income resources. Work opportunities are expanding, but the gap between demand and supply (of skilled and semi-skilled manpower) is still too wide.

To address this issue, our approach in 2016 has been to promote learning and training among young people, in particular through the development of entrepreneurship and eco-tourism. Our flagship iLead training and integration program has helped these young people become self-sufficient and find a job.

Our action

- Training 2,395 youth trained, amongst which 1,042 women, 799 men and 620 youth.
- 2,395 local authorities and 799 schools.

Projects

- Technical Education and Vocational Training for Youth
- Enlight; Balaghat (school development project)
- MIRC; Caring & Safe Environment for young migrants at worksites; Cares & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, VIH et SIDA)
- Hromtuk Project, Supporting Human Capital Development (Migrant); Micro-Enterprise promotion for Youth (Dilsehing); Lead Youth (Entrepreneurship projects; Lead)
- Caring & Safe Environment for young migrants at worksites; Cares & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, VIH et SIDA)

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Partner Bhutan Development Fund (BDF)

The “happiest country in the world” is slowly opening up to other countries. Tourism is one of its main income resources. Work opportunities are expanding, but the gap between demand and supply (of skilled and semi-skilled manpower) is still too wide.

To address this issue, our approach in 2016 has been to promote learning and training among young people, in particular through the development of entrepreneurship and eco-tourism. Our flagship iLead training and integration program has helped these young people become self-sufficient and find a job.

Our action

- Training 2,395 youth trained, amongst which 1,042 women, 799 men and 620 youth.
- 2,395 local authorities and 799 schools.

Projects

- Technical Education and Vocational Training for Youth
- Enlight; Balaghat (school development project)
- MIRC; Caring & Safe Environment for young migrants at worksites; Cares & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, VIH et SIDA)
- Hromtuk Project, Supporting Human Capital Development (Migrant); Micro-Enterprise promotion for Youth (Dilsehing); Lead Youth (Entrepreneurship projects; Lead)
- Caring & Safe Environment for young migrants at worksites; Cares & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, VIH et SIDA)

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Partner Bernad Van Leer Foundation, DIP, UNICEF; Youth for Sex, Akshaya Patra Foundation; Central University of Hyderabad - Full Set here
The 30 years of civil war that raged in the "pearl of the Indian Ocean" until 2009, continue to have a detrimental effect on the level of employability of Sri Lankan youth: thousands of children were displaced and were unable to continue their normal course of schooling.

Our iLead program seeks to integrate these young men and women into the workforce by providing them with 'life skills' that build their self-confidence – by training them in fields which will enable them to find a job, look after themselves and their families.

There were many success stories in 2016 thanks to these training courses...

Projects
- Developing employability and entrepreneurship skills for marginalized youth of Jaffna district
- iLead International Academy

Our action
- Multiple – including the vocational training of 677 young women and 292 young men in trades such as aestheticians, dressmakers, graphic designers, electricians and information technologies.

Field team:
- 12 districts

2016 budget:
- €194,734

Partners
- US Embassy (PAS) Colombo; DIP; (Women) Rural Development Societies; Samrudhi; Local Clubs; Farmer’s Organisation; Fisherman Society; Children Society

One of the poorest countries in the world, Cambodia has thousands of children who live on the streets, left to their own devices, without any adults to supervise or help them.

Young people and adults in cities are often vulnerable and marginalized. As a result of urbanization which took place too quickly, employers seek skilled labor, which is unfortunately not available in sufficient numbers yet.

In 2016, we continued to help street children and train young people from marginalized sections of society, by providing them with professional skills related to market demand.

Projects
- Targeted educational strategies for community development for disadvantaged groups
- Rescue and reintegration of street children and abused children
- Development of an enabling environment to improve the quality of education and literacy
- Education for all, including marginalized people
- Integrated Community Partnership Program to improve child development and Academic Readiness
- Education of children with disabilities
- Cambodian initiative for livelihood education and development
- School training for ethnic minorities

Our action
- Vocational training, work experience placements (hotels and restaurants), and job search assistance for the most vulnerable youth.
- Nutritious school meal program.
- Education of street children.
- Digital library (mobile application).

Field team:
- 51 employees; 1,051 schools

2016 budget:
- €3,532,132

Partners
- Dennmark Torik; BESA and PSE; Epics Arts; Disability Development Services Program; Komar Piker Foundation; Rabbit School Organization; Plan International; Save the Children; Cambodian Organization for Children and Development (COCD); Youth Star Cambodia (YSC); Pour un Sourire d’Enfant (PSE)
In China, many women are often found to be isolated, left behind during the waves of rural exodus. In their villages, they care for children and the elderly, and work on farms. Because of their low level of education, they have very low opportunities to improve their lives.

In 2016, we focused on the development of ‘life skills’ such as bread-making and social work skills, in order to generate a long-term, local and mutual support system, and the promotion of a network for education development.

Our action

- Improving the living conditions of vulnerable women in rural China, through the learning and development of life skills, such as cooking, baking, etc.
- Strengthening women’s position in society to make them more autonomous and help them find job opportunities – through the learning of professional skills such as sewing, tourism, etc.

Projects

- Homemakers’ learning centers for women, Sichuan province
- Support and care centers for vulnerable children in cities.

In Vietnam, despite a reduction in poverty, Vietnam still has a problem of quality education; a significant lack of school equipment and facilities, and limited knowledge amongst parents about the educational and nutritional needs of their children (less than six years of age), particularly in mountainous areas.

To address this deficit in 2016, we worked closely with some of the communities in Tan Duc and Da Bac districts – to raise awareness amongst them of the importance of early education in the overall development of children, so they can develop skills, especially social and behavioural areas.

Our action

- Strengthening women’s position in society to make them more autonomous and help them find job opportunities – through the learning of professional skills such as sewing, tourism, etc.
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Projects

- Creation of bilingual school material.
- Nutritious school meal program.
- Assigning a team working on the project management and implementation of educational projects at provincial, district and municipal levels.

In Laos, more than half of the Lao PDR population lives below the poverty line. Children are deprived of their most basic rights: access to care, to food, to an education. Often in conflict with their parents, they easily leave their homes to live on the streets, where they are exposed to drugs and are badly exploited.

In 2016, AFAI continued to develop solutions to address this deficit in 2016, we worked closely with some of the communities in Tan Duc and Da Bac districts – to raise awareness amongst them of the importance of early education in the overall development of children, so they can develop skills, especially social and behavioural areas.

Our action

- Development of a shelter center for street children to help reintegrating them into society.
- Training of social workers to teach children how to live in a group again, as well as their social and educational obligations.
- Reintegration of these children, where possible, into their families and into the traditional school system.
- Nutritious school meal program.

Projects

- Inclusive early childhood care and education for ethnic minority and disadvantaged children
- Early Childhood Care and Development, Phu Yen
- Education of Ethnic Minority Children, Hua Binh

In 2016, AFAI continued to develop solutions to address the specific educational needs of children from ethnic minorities, and providing parents with the nutritional and educational knowledge they need in order to raise their children.

Our action

- Providing training and opportunities to parents so they can understand the specific educational needs of children from ethnic minorities, and providing parents with the nutritional and educational knowledge they need in order to raise their children.

Projects

- Inclusive early childhood care and education for ethnic minority children
- Early childhood care and education

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- Providing training and opportunities to parents so they can understand the specific educational needs of children from ethnic minorities, and providing parents with the nutritional and educational knowledge they need in order to raise their children.

Projects

- Inclusive early childhood care and education for ethnic minority children
- Early childhood care and education
In 2016, the weak economic recovery in the Euro zone led to high unemployment within the European Union (EU). Those under 25 are still the most affected by non-employment. A state of affairs that can be correlated with developments in the area of education and training in the EU. Although the level of education has increased overall – especially with an increase in the number of higher education graduates and a decline in the number of young people leaving school too early – there is an uneven progress between states, as well as within the EU.

Moreover, pupils from the most disadvantaged backgrounds and/or immigrant pupils are less likely to achieve a level of qualification that fosters socio-economic integration.

This context reinforces our thematic orientations that are more than ever necessary to fight ‘educational poverty’ which causes unemployment and social exclusion (sustainable development and global citizenship education; training of young people and adults; access and quality of education). This has been the case for four years in France.

It also explains how our strategic orientations have evolved – intervening at a European level and working on the migration issue.

1 8% in 2016; 10.1% in France.
2 18.7% i.e. almost 4.24M; 24.6% in France (excluding students).
3 European Commission Education Monitoring Report.
4 In 2015, over one million immigrants arrived in Europe through the Mediterranean Sea, mainly fleeing from countries in conflict. 260,000 arrived in the first semester of 2016, 30% of whom were children.

Our action (Project SOLIDE)

// Support to socio-educational actors, mainly in elementary and junior secondary schools, for the implementation of citizenship and international solidarity education projects, in France and in Africa.

// Cooperation and exchange of views between groups of children/youth from different countries, around major issues of citizenship and sustainable development.

// Identification of working topics by these groups; preparation of work; sharing on a dedicated collaborative platform.

// Initiation of discussions around common subjects – e.g. The October 2016 issue of the Magazine 100% Junior, developed jointly by students from two French schools and two Senegalese schools, with articles on the issue of living together in harmony.

// Linking voluntary teams with participating schools.

// With the support of F3E, a monitoring and evaluation system was put in place to understand the changes brought about by the project amongst the children and young participants, but also amongst the teachers and other professionals involved.

// Lessons learnt from this project will make it possible to document and capitalize on initiatives that can bring about change and that can, eventually, be formalized and shared more widely.

3,796 beneficiaries including 2,135 children/teenagers and 1,661 adults

Field team:
239 volunteers; 27 local teams; 25 departments; 33 schools

2016 Budget: €364,140

Projects

// Learning together through Cooperation and the Media (AECCEM)
// Local and International Solidarity for Development through Education (SOLIDE)
// Citizen’s Mobilisation (Mobilisation Citoyenne)
// Partnership for Educational Effectiveness (P3E)
// Partnership for Integration and Support of Young People and Adults in Val-d’Oise (PIAJ)

Partners

La Case; Cool’eurs du Monde; GRDR; Fondation Apprentis d’Auteuil; Deci-Delà; local volunteers teams
In 2016, Aide et Action incurred expenses of €16.8 million, down 5% from 2015 (totaling €17.7 million).

In order to accurately reflect the allocation of the expenditure incurred, rates are calculated on the basis of the total funds used (excluding dedicated funds and provisions), in accordance with the 11 December 2008 decree ratifying the CRC Regulations on the Use of Resources Account (CER or Compte d’Épargne des Ressources).

1. The social mission includes expenses related to awareness-building and advocacy activities and a share of indirect costs. In 2016, 79% of the funds used were allocated to social mission activities, compared with 81% in 2015.

2. Fundraising costs amounted to 13% in 2016, i.e. €2.2 million, up 4% compared with 2015.

3. Operating costs (8%) included:
   - Management costs, which were limited to 5.3% of the use of resources account, amounting to €897K.

The increase in relative value is explained by the overall decrease in the use of resources, with management costs remaining stable, or even slightly lower (-1% compared with 2015).

Source of resources
In 2016, the resources amounted to €17.3M and showed a 3% increase compared with 2015 (€16.8M). This was mainly due to the increase in institutional funds received in the regions.

1. Resources raised from the general public
   - They were down by 2.8% to €12.2 million, compared to €12.6 million in 2015, due to a decrease of 1.9% in sponsorship and regular donations and of 29% in emergency funds.

2. Resources raised from government/institutional funding (grants and public contributions)
   - At €3.9 million in 2016, they were up 41% compared with 2015 (€2.79 million), thanks to our engagements with the European Union (Vietnam), Educate a Child Foundation (Cambodia) and AFD (France, West Africa and Madagascar).

3. Resources raised from the private sector
   - With €357K of resources from companies and foundations in 2016, the funds raised in this segment are significantly down by -26% compared with 2015 (€754K).

Scope of aggregation
Aide et Action International is organized into a network of legally independent associations who share common rules and values. Their mutual commitments are formalized through several contracts. The network includes the following associations: Aide et Action International, Aide et Action France, Aide et Action International Africa, Aide et Action Education Foundation Hong Kong, Aide et Action International South Asia, Aide et Action Switzerland, Aide et Action International South East Asia & China, Al Da Kun (China) et Aide et Action Latin America & Caribbean. At present, the aggregated accounts only include the Aide et Action France perimeter, which includes, as of 31 December 2016, activities in France as well as those in South-East Asia (with the exception of Hong Kong and Cambodia since 01/07/16), Latin America & the Caribbean, and our projects in Morocco.

Certification of accounts
The accounts of the network’s member associations are certified by the firm EY (Ernst & Young), both at the level of the regional entities and of Aide et Action France’s aggregated accounts. In some countries, the accounts are audited by EY’s partner firms, such as Barney Associates in Switzerland or Mpazanal in Madagascar.
### Use of resources in 2016 (in Euros)

<table>
<thead>
<tr>
<th>Use of resources = income statement</th>
<th>Allocation of resources raised from the public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Mission</td>
<td>13,309,886</td>
</tr>
<tr>
<td>Fundraising costs</td>
<td>2,227,294</td>
</tr>
<tr>
<td>Operating costs</td>
<td>1,306,441</td>
</tr>
<tr>
<td><strong>TOTAL USE OF RESOURCES</strong></td>
<td><strong>16,861,822</strong></td>
</tr>
</tbody>
</table>

### Allocation to provisions

- Allocation to provisions: 361,760
- Expenses to be incurred against resources allocated: 920,343
- Surplus (in resources for the financial year): 838,042

### Total General

- Total General: 18,961,967

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### Region-wise distribution of the social mission

Africa is our main area of intervention, where we are present in 10 countries. We remain committed to this continent on an ongoing and priority basis.

Thanks to the project in partnership with “Educate a Child” foundation in Cambodia and thanks to the support of 17 NGO partners, South East Asia & China accounts for 30% of our social mission. As for the contribution to South Asia, the funds allocated account for 9% of Aide et Action France’s projects.

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### Use of resources raised from the general public

In 2016, funds generated from public generosity accounted for €12.2M, of which €12M was used to finance the various activities of the year. The €0.23M difference will be incurred in 2017. The €12M used during the year financed 63% of the expenditure, with €9.3M for the social mission, €2.2M for fundraising expenses, €0.6M in operating expenses and -€94K on fixed assets (depreciation deducted from acquisitions) for the year.

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### Balance sheet as of 31 December 2016

**ASSETS**

<table>
<thead>
<tr>
<th>2016 (€)</th>
<th>2015 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed assets</td>
<td>2,263,652</td>
</tr>
<tr>
<td>Inventory and receivables</td>
<td>12,189</td>
</tr>
<tr>
<td>Institutional funds</td>
<td>6,098,463</td>
</tr>
<tr>
<td>Investments</td>
<td>1,064,641</td>
</tr>
<tr>
<td>Other receivables</td>
<td>1,880,578</td>
</tr>
<tr>
<td>Accrued income</td>
<td>8,592</td>
</tr>
<tr>
<td>Funds available</td>
<td>2,714,583</td>
</tr>
<tr>
<td>Prepaid expenditure</td>
<td>12,554</td>
</tr>
<tr>
<td>Adjustments on foreign exchange conversion – Assets</td>
<td>25,722</td>
</tr>
</tbody>
</table>

**TOTAL ASSETS** 14,192,580 19,229,702

**LIABILITIES**

<table>
<thead>
<tr>
<th>2016 (€)</th>
<th>2015 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association funds</td>
<td>3,937,738</td>
</tr>
<tr>
<td>Surplus awaiting allocation</td>
<td>838,042</td>
</tr>
<tr>
<td>Provisions for liabilities and charges</td>
<td>508,737</td>
</tr>
<tr>
<td>Provisions for foreign exchange rate fluctuations</td>
<td>27,110</td>
</tr>
<tr>
<td>Dedicated funds</td>
<td>1,045,016</td>
</tr>
<tr>
<td>Debts</td>
<td>1,407,346</td>
</tr>
<tr>
<td>Deferred income</td>
<td>6,428,591</td>
</tr>
<tr>
<td>Adjustments on foreign exchange conversion – Liabilities</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL LIABILITIES** 14,192,580 19,229,702

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*All the information provided in this document has been taken from activity and financial reports for the year 2016, available on the association’s website: www.france.aide-et-action.org*
Our network’s structure

Structural organigram:

Our offices in the world

International Board:
President: Yasmin Abdeen
Treasurer: Yves Tapiero
Secretary: Joannine Agounke
Board members:
Abdeljalil Akkari
Anoma Diasanayaka (as of 31 October 2016)
Jacques Lemaréchal (until 12 May 2016)
Jacky Lumarque
Gérard Neveu
Teeka Ram Bhattarai
Rukmini Rao

Network’s headcount (staff):

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Office</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Africa Office</td>
<td>146</td>
<td>150</td>
</tr>
<tr>
<td>South Asia Office</td>
<td>448</td>
<td>415</td>
</tr>
<tr>
<td>South East Asia &amp; China Office*</td>
<td>78</td>
<td>57</td>
</tr>
<tr>
<td>France Office</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Switzerland Office</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>722</td>
<td>679</td>
</tr>
</tbody>
</table>

*Including 2 employees in Hong Kong and 2 regional employees in Thailand