Changing the world through education

2017

ACTIVITY REPORT

Aide et Action

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FRANÇAIS ENGLISH ESPAÑOL
Editorial

As the proud President of Aide et Action International (AEAI), I am happy to say that our organisation has spared no effort to achieve its objectives this year. In a context of social movements, natural disasters and security crises in many countries, we have continued to advance our social mission with all the determination, knowledge and expertise that we are known for.

In 2017, 2,244,111 disadvantaged and vulnerable people have benefited from our support – a 47% increase compared to 2016 – through 80 projects implemented in 19 countries! Among these beneficiaries, 1,545,611 were children.

We owe this fantastic success to many highly committed people – our 649 employees; our thousands of volunteers; our 16,775 teachers; our thousands of donors; our numerous partners; and the millions of local actors we work with every day.

A network based on the values of community, solidarity and equity, where everyone brings their domain of expertise for the benefit of the whole. Our organisation rests on the shared conviction that local populations have the key to solutions.

Our principles – such as work with communities; respect for different cultures; listening; consideration; openness; sharing; fraternity; empathy; empowerment (so that projects become theirs), and capacity building of local actors – transcend geographical boundaries and cultural differences.

"Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all" (SDG 4: Quality Education) is our commitment, together with the international community, to make education not just a right but a reality.

We did this in Cambodia, within a consortium of 17 organisations (CCOSC) to ensure schooling for 57,448 children in three years. In South Asia, our projects for the vocational training and work placement of out-of-school youth have reached the threshold of 600,000 beneficiaries. In Africa, we have had an impact on the lives of 1.3 million people and signed eight new partnership agreements in ten countries of intervention.

On behalf of the International Board, I want to warmly thank everybody who got involved with us this year. It's by investing ourselves like we did it in 2017 that we will build a sustainable future with local populations, with quality education as its bedrock. I want to thank you with all my heart and I look forward to next year for yet more resounding successes.

AÏCHA BAH DIALLO
International President

Aide et Action Charter

Aide et Action acts for a world where dignity for all is ensured, through education – an enabler of human development.

Our commitment and our actions are based, above all, on the values of liberty, respect, solidarity, equity and integrity.

Free from all political and religious affiliations, we undertake to:

Our organisation

“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.

Even today, there remain more than 263 million children and young people with little or no education, and 750 million illiterate adults – among whom two-thirds are women. Access to education is not the only challenge. Of the 1.5 billion children who have the chance to go to school, 617 million in the 6-14 years age group fail to acquire the minimum competence thresholds. According to UNESCO, if all children from low-income countries were to leave school knowing how to read, 171 million women. Access to education is not the only discrimination and are the most vulnerable.

As countries strive to ensure inclusive and equitable quality education by 2030, and promote lifelong learning opportunities for all – a key target of the United Nations’ 2016 Sustainable Development Goals (SDG 4), Aide et Action International has been working in this direction since its creation in 1981. Our international solidarity association engages with children, as well as with population groups that suffer discrimination and are the most vulnerable.

For more than 36 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 80 projects in 2017, 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 preschool centres and learning centres for out-of-school street children, creation of facilities and adapted pedagogies for children with disabilities, work with governments on child-friendly education for children from minorities, definition of an educational offer adapted to working children.
- Sustainable development and global citizenship education: human rights education, development education, access to drinking water and natural resources management, and reforestation.
- Livelihood education for youth and adults: literacy, vocational training to enable young adults to become key actors of their community’s development, in-depth learning about managing a budget, a company, etc.
- Education in the context of migration: adapting/making educational systems available in migrants’ origin and destination zones, working in partnership with competent authorities to ensure the recognition of migrants’ rights, enhancing inter-culturalism and promoting ‘living together in harmony’ in the locations where migrants settle, supporting them during their journey through the different phases of the migration process.
- 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.

AEAI 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: AEAI is a network of international associations present in Africa, South Asia, South East Asia and Europe, bringing together their resources, ideas and skills.
Early childhood care and education

There is no doubt today about the importance of the care and learning delivered during the first 1000 days of a child’s life: they make it possible both to reduce psycho-motor disorders, prevent dropouts, combat inequalities, and promote the social and educational integration of future generations. That is why the Sustainable Development Goals, adopted in September 2015, included early childhood as one of the goals (SDG 4.2) for the very first time, to ensure that by 2030, all children, with no exceptions, have access to early childhood development and care, as well as pre-primary education.

Despite this goal, 150 million children between three and five years old today do not have access to pre-primary education around the world. 80% of these children live in low-income countries, which presently have neither the means nor the financial or political will to invest in the early childhood sector. International development aid is not a sizeable ally either, since very little (less than 2%) is dedicated to the development of early childhood education.

Since its foundation in 1981, Aide et Action International has made early childhood education one of its strategic thrust areas. It has participated in the research and development of methods specific to early childhood, as well as the training of qualified teachers for this particular educational sector. It has always been careful to never impose any single educational model, but to always associate modern and traditional educational experiences.

Vietnam: Promoting inclusive education and early childhood for disadvantaged children from ethnic minorities

More than 56 ethnic minorities live together in Vietnam. They are one of the poorest and most marginalized population groups and inhabit remote areas. In addition to extreme poverty, one of the obstacles to schooling children from ethnic minorities remains the language barrier—ethnic groups speak many different dialects, but do not know Vietnamese, the only medium of instruction.

AEAI intervenes in the province of Hoa Binh, one of the poorest in the country, located 80 kms from the capital. The few schools there are at a considerable distance from the children’s homes. Furthermore, they are most often in deplorable conditions: no water, no kitchen, no latrines, and they lack teaching and play manuals.

The language barrier adds to all these problems. The Da Bac district has seven minorities. Children from these ethnic minorities have trouble communicating with teachers who only speak Vietnamese, find it difficult to understand lessons, and quickly give up school.

The bilingual educational approach focusing on the mother tongue is recognized as a particularly effective mechanism for improving the education of children from ethnic minorities. AEAI implements it in the context of the project, “Promoting Inclusive Education and Early Childhood for Disadvantaged Children from Ethnic Minorities in Vietnam”. In the three community kindergartens and 21 satellite schools established by the association, teaching is done in the Hmong language as well as in Vietnamese. On December 9, 2016, AEAI and its partner, the Consultative Institute for Socio-Economic Development in Rural and Mountainous Zones (CISDQM), published a teaching manual in the Hmong language and in Vietnamese, in order to better prepare children for entry into primary school, where the medium of instruction is Vietnamese only.

China: Protection of underprivileged children from ethnic minorities

Since 1985, nursery education has been provided in China for children aged 3 to 5 years, but it is neither free nor compulsory and therefore reserved for urban and privileged communities. Children born in disadvantaged areas are practically excluded. The vast majority of these children are left to the care of their grandparents, who are often unirnformed about early childhood educational methods.

Unofficial pre-primary education appears to be one of the possible solutions for these communities, insofar as it offers a less rigid mode of care and more flexible hours at a lower cost. It makes it possible to improve the academic performance of these disadvantaged children and can be used as an excellent way to unify communities. In particular, it makes it possible to provide these children, who receive little or no care, the psychological support and assistance necessary for their development.

AEAI has therefore developed and equipped Early Childhood Care Centres since 2011. With the construction of two children’s centres in Chengdu City and Lushan, as well as the setting up of three mobile centres, the project has made it possible to take care of the most disadvantaged children, and especially to train parents. Young health or education professionals there receive special training to take care of these children.

Mali: Early childhood care by village members

While early childhood education is one of the priorities of educational policies in Mali, it nonetheless remains a “sub-sector”, whose rate of access is the lowest compared to other sectors of the education system. Overall, the lack of support for early childhood development needs is not as much due to parental poverty as it is to the lack of organization of community actors and the commune-level administration. Consistent with its desire to work with the most disadvantaged communities as a priority, AEAI took interest in the community of Séno, about 15 kms from Bamako, populated by people from rural areas who had come to the capital with their families in search of work. Very few children in this area go to preschool establishments because parents cannot afford the necessary costs. The youngest children are left out and are in fact exposed to risks of accidents or child kidnapping, and are often pushed into begging through Koranic schools.

The project developed by AEAI, “Early childhood care by village members”, is founded on an original approach, based on community commitment and participation. Members of the community, people who have command over reading and writing, receive training to take care of the youngest children while the parents are working. Turned into “parental reference persons’, their duty is to devote three hours a day, five days a week, to the village’s youngest children and to facilitate early-learning activities on the basis of a pre-established program and with the support of early childhood professionals. They are supervised by facilitators holding Preschool Instructors’ diplomas, specially trained by early childhood professionals. This rather inexpensive initiative can reach out to a maximum number of children.

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Livelihood education for youth and adults

Focus on a thematic:

Radicate poverty by 2030 – that is the primary Sustainable Development Goal that more than 190 heads of state had agreed upon in September 2015. The ambition is sizeable one. It is true that the extreme poverty rate in the world, set by the World Bank at less than US $ 1.90 per day, has continued to decline over the last 30 years, but there are still over 800 million people living below the poverty line today, a large majority of them in developing regions.

By its leveraging effect on growth and inequalities, the training of young people and adults is now internationally recognized as one of the major, sustainable solutions to help the most vulnerable and marginalized to emerge from poverty. Hence the determination, laid down in Goal 4, to promote lifelong learning opportunities. Nonetheless, all or almost everything remains to be developed in this area. Indeed, education and technical and vocational training today account for between 3% and 10% of national budget allocations to education, depending on the country. This crying lack of funding makes it impossible to structure vocational training programs that are adapted to employment requirements. As a result, the number of youth aged 15 to 24 years who are neither studying nor being trained and are unemployed is estimated today at 621 million today. This number is expected to grow in the coming years. Since, according to UNESCO, 617 million young people today do not have basic reading and writing skills.

Giving these young people the means to develop, to take charge of their lives and to play a useful role in society is a priority for AEAI, which has been developing training and mainstreaming support programs for more than 15 years for the most marginalized population groups.

South Asia: Training and support for youth in the labour market and microenterprise development
South Asia is the region of intervention where AEAI developed its first training and mainstreaming programs. After the 2004 tsunami, in this difficult context, the association first and foremost sought to support unemployed youth in the 18-25 year age group from marginalized and disadvantaged backgrounds. The idea of training these young people in barely three months in different trades, responding to local market needs, in partnership with local entrepreneurs, proved immediately successful.

Today, the association has 74 iLEAD Centres (Initiative for Livelihood Education And Development). These are fully-fledged training centres that equip young people with vocational skills in handicrafts, tourism, as mechanics, cooking, etc., depending on the market needs estimated beforehand. This training, combined with support for integration in the labour market, enables young people to regain confidence, improve their incomes and even encourages them to start their own businesses.

Developing entrepreneurship and contributing to the empowerment and self-assertion of marginalized population groups is now part of AEAI’s missions. In 2017, the association trained more than 350 women from marginalized communities in Dibrugarh, in the state of Assam in India, as part of the project on the “Promotion of Micro-Enterprises for Dibrugarh’s Youth”, financed by the Asian Development Bank and the Government of Assam. These women, often affected by floods and natural disasters, have been trained in tailoring and carpentry work.

China: Vocational Training: A second chance school for women in rural environments
With China’s economic development, inequalities between the countryside and the city are widening. Men leave their villages for large urban areas, while women stay home alone, where they take over the management of their homes and take care of the children as well as the elders. But for taking care of their families, they above all need to have a job and earn a salary. The responsibility is all the more difficult as in China, they are still the most overlooked group by the education system: in 2010, women accounted for 74% of the illiterate in China.

To provide these women support so that they can join the job market, AEAI has developed literacy classes in four Chinese provinces (Guizhou, Gansu, Ningxia and Sichuan), which enable more than 200 women to learn to read and write every year. It has also developed training and learning centres to enable them to acquire skills in tourism, hotels, confectionery, photography, computer science and entrepreneurship.

In addition to the development of a women’s self-help network, each centre has to support at least 300 women a year to become economically empowered.
2017 at a glance

2,244,111 people benefited from our help, including:

1,545,611 children, and

16,775 teachers

4,001 schools involved

24,4 M€ collected

19 countries

80 projects
In the face of rising insecurity due to religious extremism (Jihadist 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.

2017 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.

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**Guinea**

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 economic and social development.

Hence, in 2017, 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.

### Key statistics
- **Population**: 12.39 million inhabitants
- **Enrolment rate**: 55%
- **Primary education**: 42%
- **Rural population**: 62%
- **Field team**: 16 employees; 42 schools
- **2017 Budget**: €1,499,933

### Our action
- **Structuring and professionalization of civil society organisations** for a better operational capacity and a good governance.
- **Advocacy and consultation activities** related to access to basic services at a local level, the defence of human rights; etc.
- **Construction of school facilities and canteens** in order to retain pupils at school.
- **Teachers’ training in active pedagogy and awareness building of parents on the importance of school, up to high school level.**
- **Scholarship offers.**

### Projects
- **PAGODE**
- **Concerted Programmes for strengthening Guinean civil society and youth organisations** (PAEUG)
- **Girl-friendly School (Ecole Amie des Filles EAR)**
- **Project to provide support for schooling and health development (PAGDS)**
- **Supervision and monitoring of the Scholarship offers.**

### Results
- **Beneficiaries, including 9,684 children**: 18,617
- **2017 budget**: €1,499,933
- **71.5%** of the population lives below the poverty line.
- **41%** are under the age of 14.
- **362,777** out-of-school children, of which more than **2/3** are girls.

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**Mali**

For several years, the country has been facing a multifaceted 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, among other things, due to the low level of competence of the teachers, who are recruited in large groups, without a degree or prior pedagogical training.

2017 was therefore a year devoted to improving the quality of education at primary level.

### Key statistics
- **Population**: 17.99 million inhabitants
- **Enrolment rate**: 48%
- **Primary education**: 50%
- **Rural population**: 62%
- **Field team**: 13 employees; 376 schools
- **2017 budget**: €390,044

### Our action
- **Involvement and participation of local communities and decentralized bodies in the sphere of education.**
- **Assessment of the initial level of teachers** (ATIC).
- **Training of 840 teachers and 42 instructors** in the teaching of mathematics and observational sciences (ATIC).
- **Identification, design and provision of tools and teaching resources** to these teachers, via mobile telephones and individual tablets (ATIC).

### Projects
- **PAGODE**
- **Banjul-Sélingué Early Childhood Care Improvement Project (POUPEE)**
- **Project on Access to Education for All Children in the Mali Region (PACETEM)**
- **Improving Access, Quality and Governance of Basic and Secondary Education, Gas Region (PAQAMA)**
- **ICT Learning Project (ATIC)**

### Results
- **Beneficiaries, including 69,045 children**: 70,481
- **2017 budget**: €390,044
- **48%** are under the age of 14.
- **1,159,687** out-of-school children.
- **6-10 yrs**: 71.5%
- **7-12 yrs**: 41%
- **12-17 yrs**: 28%
- **18-24 yrs**: 4%
### Bénin

20.47 million inhabitants  
50% are under the age of 14  
1,282,980 out-of-school children  
1,231,412 out-of-school teenagers  
Rural population: 81%

Security crisis in the Sahel (organized armed violence and terrorism), forced migrations; poverty – the chronic instability in Niger has had a devastating effect on education. 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. In addition, eastern Niger is also confronted to a new form of insecurity, with the presence of the Islamic sect Boko Haram. In 2017, 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**

- 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).  
- Work with Muslim communities.  
- Awareness-building sessions for girls and women on schooling, especially schooling for girls.  
- Strengthening of the social link for Diffa youth.

**Projects**

- PAGE3  
- Niger Education Community Strengthening (NECS)  
- Fundamental Standards for Quality and Equity Project (FNSQE)  
- Girls’ Schooling in Junior Secondary Schools project (EAE-AF)  
- Emergency Project in Diffa (PUK) for refugees that fled from Boko Haram

### Niger

257,525 beneficiaries, including 244,312 children  
Field team: 18 employees; 371 schools  
2017 Budget: € 678,598

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 Sedhiou and Ziguinchor regions. This has led to a situation of increased poverty, poor schooling conditions and low quality of learning – all of it exacerbated by teachers’ strikes.

To remedy this situation, we have strengthened basic learning and developed children’s life skills, reinforced the professional and academic skills of teachers, raised awareness about the fundamental rights of pupils, and advocated for the end of violence against children.

**Our action**

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**Projects**

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### Togo

7.6 million inhabitants  
42% under the age of 14  
Compulsory education 6-15 yrs  
161,030 out-of-school children  
227,522 illiterates (15-24 years)

Demonstrations by volunteer teachers, calling for improved living and working conditions; late registration of children in schools; frequent repetition of a year by pupils; large number of drop-outs before reaching the fifth year of primary school (CM2); significant proportion of children enrolled in the first year of primary school (CP 1) who do not reach CM2; and difficulties in attending school...

All the more reasons which pushed us, in 2017, 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**

- PAGE3  
- Child-friendly/Girl-friendly school (EAE-AF)  
- Junior Secondary Reform Support Project (PAREC)

### Senegal

15.41 million inhabitants  
43% are under the age of 14  
Compulsory education 6-16 yrs  
677,256 out-of-school children  
1,246,260 illiterates (15-24 years)

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 Sedhiou and Ziguinchor regions. This has led to a situation of increased poverty, poor schooling conditions and low quality of learning – all of it exacerbated by teachers’ strikes.

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**Our action**

- PAGE - Approach to improving participatory management, based on:  
- The establishment of an online citizen’s barometer which monitors the children’s performance; it assesses their reading, calculation skills of primary school pupils; large number of drop-outs before reaching the fifth year of primary school (CM2); significant proportion of children enrolled in the first year of primary school (CP 1) who do not reach CM2; and difficulties in attending school...

**Projects**

- PAGE3  
- Improvement of Basic Education in Casamance (PAEBCC)  
- Improvement in Participatory Management of School Program (PAE)  
- Local and International Solidarity for Development through Education (SOLIDOS)

### Senegal

333,708 beneficiaries, including 325,428 children  
Field team: 23 employees; 286 schools  
2017 Budget: € 885,718

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 Sedhiou and Ziguinchor regions. This has led to a situation of increased poverty, poor schooling conditions and low quality of learning – all of it exacerbated by teachers’ strikes.

To remedy this situation, we have strengthened basic learning and developed children’s life skills, reinforced the professional and academic skills of teachers, raised awareness about the fundamental rights of pupils, and advocated for the end of violence against children.

**Our action**

- PAGE - Approach to improving participatory management, based on:  
- The establishment of an online citizen’s barometer which monitors the children’s performance; it assesses their reading, calculation skills of primary school pupils; large number of drop-outs before reaching the fifth year of primary school (CM2); significant proportion of children enrolled in the first year of primary school (CP 1) who do not reach CM2; and difficulties in attending school...

**Projects**

- PAGE3  
- Improvement of Basic Education in Casamance (PAEBCC)  
- Improvement in Participatory Management of School Program (PAE)  
- Local and International Solidarity for Development through Education (SOLIDOS)
In the country that calls itself the “roof of the world”, children unfortunately remain largely disadvantaged because of poverty. The earthquake that devastated Nepal in 2015, destroyed more than 6,000 schools and affected 990,000 children. The repercussions are still being felt today...

Two years later, we remain present in the country. Our activities are now more focused on training, expanded to include employability skills for young people whose lives have been harshly affected by the earthquake, as well as the reintegration of adults in the workforce.

Our action

// Skill-building program for disadvantaged youth in Kathmandu, Bhaktapur and Lalitpur, to enable them to get a better job and/or start their own businesses.
// After the earthquake, reconstruction of 21 schools in 3 villages in the Lamjung district where 1,950 children are being educated.
// Training of 42 teachers in psychosocial intervention techniques for helping children overcome trauma and improve their learning capacities.
// Training of 21 youth affected by the earthquake, in automobile sales and placement in companies.

Projects

- LEAD - Technical Education and Vocational Training to Youth, Kathmandu, Bhaktapur & Lalitpur
- Back to Basics - Youth Employment and Enhancement of Learning Skills among Primary School Children, Saptari & Baglung
- Rebuilding for Change, District of Lamjung

Nepal

Field team:
3 employees; 3 projects; 21 schools
2017 Budget:
€ 154,685

Bhutan

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 2017 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.

0.79 million inhabitants
27% under the age of 14
Gross enrolment rate (secondary education): 43.5%
Gross enrolment rate (higher education): 10.51% (2013)
Rural population: 61%

420 beneficiaries
Field team: 1 project
2017 Budget: € 14,810

Our action

// Valuing the country’s attractiveness for tourists following the 2016 renovation of the ancient St Cheqo Drukpa Kunle road, which allowed a large number of jobs to be created.
// Training of 420 rural youth to work as tourist guides, thereby mitigating rural-to-urban migration and creating work opportunities in the youth’s areas of origin.
// Promoting eco-tourism and trekking, two activities deeply embedded in Bhutan’s history.
// Publication of “My Gadikh Village – A journey”.
// Development of other types of professional training, such as tea processing, ICT, weaving, sewing, hospitality and pottery.

Project
- My Gadikh Village, Punakha

Partners
Bhutan Youth Development Fund (YDF)

India

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 opportunities for young adults, but the gap between supply and demand of skilled and semi-skilled people is still far too wide.

Our approach in 2017 focused mainly on migrant populations, early childhood, women and girls, and vocational training for young adults through our professional training program, LEAD.

1.324 billion inhabitants
28% under the age of 14
Compulsory education: 6-13 yrs
300 million seasonal migrants
2,897,474 out-of-school children and 11,109,371 teenagers (2013)

743,873 beneficiaries, including 160,348 children and adolescents, 110,950 youth, and 472,575 adults
Field team:
324 employees; 29 projects; 1,022 schools
2017 Budget:
€ 2,585,665

Our action

// Multiple – mainly based on the introduction of simple teaching methods to improve basic skills (reading, writing and maths), increasing the retention rate of schoolchildren; parents’ knowledge of education; and vocational learning for young people.

Projects

- Back to Basics (II), Children of Mihing Community, Balaghat (Bandhavgarh School Development Project), Ensuring Quality Education with Ecological Sanitization (Kanha Tiger Reserve project), BR Hills (Tiger Reserve [school development project]), SEEMOSAL (Helping children to live up in life [school development project]), My School, Arunabu Boys Club, Project Enlightenment, Balaghat [school development project]
- FANAL
- MRC: Caring & Safe Environment for young migrants and teenagers, Care & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, VIH et SIDA)
- Himsap, Supporting Human Capital Development [Mahayagn], Micro-Enterprise promotion for Youth (Dibrugarh), Micro-Enterprise Development Promotion, (LEAD), Beautifying Dreams, Digital Literacy, Project Uno (IT programme coding)

Nepal

28.98 million inhabitants
32% under the age of 14
159,211 out-of-school children and 222,198 teenagers
823,462 illiterates (15-24 years)

11,585 beneficiaries, including 2,941 children and adolescents, 311 youth, and 8,333 adults
Field team:
3 employees; 3 projects; 21 schools
2017 Budget:
€ 154,685

Partners
Assamai; Dalit Welfare Organisation; Republic and Canton of Geneva
Sri Lanka

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. They did not acquire the necessary knowledge for the job market.

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 support their families.

Our action

Multi-level - Vocational training of 638 young women and 289 young men in trades such as beauticians, tailoring, design/graphics, electricians and information technology. 247 youth participated in the training module, “Start Your Business” for the acquisition of entrepreneurial skills.

// Support for ex-combatants, war widows and others displaced by civil wars. The iLEAD program is very effective for the reconciliation, rehabilitation and reconstruction of lives affected by war.

Projects

Field team:
- 53 beneficiaries; 4 projects; 12 iLEAD centres

2017 Budget:
€ 254,872

927 beneficiaries

Projects

- **I LEAD**
- Developing employability and entrepreneurship skills for marginalised youth, Jaffna District, Northern Province
- **I LEAD International Academy, Kandana District (Panadura), Western Province**
- Emergency support after the floods in the Districts of Galle, Ratnapura and Kalutara

Our intervention as the leader of the CCOSC consortium for the implementation of the **Cambodian Consortium for Out-of-school Children (CCOSC)**

Geographical isolation, family migrations, lack of infrastructure, shortage of teachers, discrimination and poverty – these are just some of the many obstacles to primary education in Cambodia. Over 250,000 children are out of school; they live on the streets, are disadvantaged, often geographically isolated, disabled, too old for school and/or belong to ethnic minorities.

Our action

// Construction of schools in remote areas; teacher’s training to enable them to care for children with disabilities; ICT through our access platform to "LEARN" books in the Khmer, Phnong, Kroung and Tampoun languages.

Projects

- Cambodian Consortium for Out-of-school Children (CCOSC)
- Targeted educational strategies for community development for disadvantaged groups
- Rescue and reintegration of street children and abused children
- Development of a reading environment to improve the quality of education and literacy
- Innovative ICT for teaching and learning
- Integrated Community Partnership Program to improve child development and Academic Readiness
- Education of children with disabilities
- School training for ethnic minorities

Cambodia

136,503 beneficiaries, including 92,098 children, 40,440 parents and adults, and 3,960 teachers

15.76 million inhabitants
31% under the age of 14
More than 250,000 out-of-school children and adolescents
395,795 illiterates (15-24 years)

Projects

- Cambodian Ministry of Education, Youth and Sports; Cambodia Ministry of Posts and Telecommunications; Cambodia Ministry of Social Affairs, Veterans & Youth Rehabilitation; Education Above All Foundation/Educate A Child (EAC2)

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- School training for ethnic minorities
In 2017, AEAI continued to reintegrate street children, taking account of the specific educational needs of children from ethnic minorities and providing parents with the nutritional and educational knowledge they needed to raise their children.

More than half of the Laotian 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 2017, AEAI continued to reintegrate street children in society, taking account of the specific educational needs of children from ethnic minorities and providing parents with the nutritional and educational knowledge they needed to raise their children.

In China, many women too often find themselves 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 few opportunities to improve their lives.

In 2017, 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 improvement in parental abilities.

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 2017, we worked closely with some of the communities in Tam Duong 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 ones.
In 2017, young people under 25 remain the most exposed to unemployment in the European Union (EU). Despite inroads made in access and quality of education – with an increase in the number of students obtaining university degrees coupled with a decrease in early drop-outs – such improvements are unequal among European States and certain populations remain marginalised.

Students from disadvantaged and/or immigrant backgrounds are less likely to attain the level of qualification sufficient to ensure socio-professional insertion. Such a context confirms that our thematic orientations are more necessary than ever to combat “educational poverty” at the root of unemployment and social exclusion. These are:

- Sustainable development and global citizenship education
- Livelihood education for youth and adults
- Access and quality of education in France for the last four years

The context also informs the evolution of our strategic orientations: to intervene at a European scale and to work on the topic of migration.

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Resources: Sources and distribution in kind

Resources stemming from public generosity account for more than half of our total resources, i.e. 12,734 K€, and are up by 1.1% from 2016. Our second source of resources is from public/institutional funding. Amounting to 7,590,000, these resources constitute almost a third of our total resources – a 3.3% increase.

The most significant growth in current resources may be observed in private sector funding (companies and foundations), thanks to fundraising efforts in South Asia. It is the generosity of all – individuals, institutions, companies and foundations – which has enabled us to fulfil our social mission and to help more than 2.2 million people in 2017. We thank them warmly for it.

Resource utilization: Operating expenses

In 2017, our operating expenses covered 80 educational projects in 19 countries. The majority of our social mission is concentrated in Africa, with 10 countries of intervention. With 4 countries each, South Asia and Southeast Asia total one-fifth of our operating expenditure respectively. France, where we work with disadvantaged population groups, accounts for 5% of the social mission. Finally, Switzerland, with its support for projects in Burkina Faso, Nepal and Vietnam, accounts for 1%.

The growth in fund utilization is due to the addition of a few projects, specifically in South Asia, and the increase in the number of beneficiaries. The surplus generated in 2017 will be re-injected to support even more people in 2018.
Our network’s structure

Network’s headcount (staff):

<table>
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<th>2017</th>
<th>2016</th>
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<tr>
<td>International Office</td>
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<td><strong>TOTAL</strong></td>
<td><strong>649</strong></td>
<td><strong>722</strong></td>
</tr>
</tbody>
</table>

*Including 3 employees in Hong Kong

International Board:

President: Aïcha Bah Diallo (from June 2017), Yasmin Abdeen (until June 2017)
Treasurer: Gwenaëlle Bouillé (from December 2017), Yves Tapiero (until December 2017)
Secretary: Rajiva Wijesinha (from December 2017), Jeannine Agounke (until June 2017)

Administrators:
Abdeljalil Akkari (until September 2017), Gwenaëlle Bouillé (from June 2017), Djibril Debourou (from December 2017), Daniel Després (from June to December 2017), Anorna Dissanayaka, Jacky Lumarque, Radhames Meja (from June 2017), Teeka Ram Bhattacharai (until June 2017), Rukmini Rao, Yves Tapiero