2018 ACTIVITY REPORT
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AIDE ET ACTION

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EDITORIAL

LIMIT CLIMATE CHANGE, IN SHORT TO REACH ALL SUSTAINABLE DEVELOPMENT OBJECTIVES AND TO FIGHT AGAINST POVERTY AND DISEASE, TO "ACCESS TO QUALITY EDUCATION IS NOT JUST AN OBJECTIVE IN ITSELF, IT IS ESPECIALLY THE GOLDEN THREAD THAT WILL REDUCE FAMINE, TO FIGHT AGAINST POVERTY AND DISEASE, TO LIMIT CLIMATE CHANGE, IN SHORT TO REACH ALL SUSTAINABLE DEVELOPMENT OBJECTIVES AND CREATE A WORLD OF LASTING PEACE."

For Aide et Action, to not keep this promise is unthinkable, even reckless because it’s the future of the world that depends on it: access to quality education is not just an objective in itself, it is especially the golden thread that will reduce famine, to fight against poverty and disease, to limit climate change, in short to reach all Sustainable Development Goals and create a world of lasting peace. Increasing investments to offer this quality education for all is therefore a good starting point, but that will not be enough. We will also have to change strategy, revamp our programmes and put right in the heart of our actions a flawless determination to go and meet the Other.

In Vietnam together with ethnic minorities; in India alongside unemployed youth, without training; in Africa, with illiterate women, our teams worked alongside those who suffer each day from exclusion and discrimination in 2018. Quality education, which is truly inclusive, is not built from an office but in the field, with exchanges, in touch with reality. And our strength is there: our teams are involved in cities as well as in the most remote areas, they exchange with the most marginalized communities, teach them to foster contact and to create together not simply a school, but “their” school, an open learning eco-system, adapted to their needs and to their cultures. The education offered here is the result of outreach work with local teachers that we offer the means but also the opportunity to experiment, to innovate and deploy new learning methods while respecting national programmes. And the results, as you will read in this activity report, are there: in 2018, in our 74 projects conducted in 19 countries in Africa, South Asia, SouthEast Asia and Europe, 1,204,428 people were impacted by our activities (624,157 children and young people, 564,197 adults and 16,074 teachers from 2013 schools). The path remains difficult and many challenges lie ahead. But in front of them, we will be humble, ready to roll up our sleeves; listen to local people to forge new partnerships for the development of new projects that act simultaneously on all the obstacles towards education.

All this would be impossible without the mobilization of our teams in the field, our employees and our managers, who embody the values and know-how that has built our reputation in the 37 last years.

I also want to thank our volunteers, donors and partners who relentlessly take action, on our side, so that education in 2030 will no longer be a mirage but a reality for all, without exclusion or discrimination.

Aicha Bah Diaflo
International President

# The Aide et Action Charter

Aide et Action International works for a world where dignity is assured for all, thanks to education, a lever of human development. Our commitment and actions are founded, above all, on the values of freedom, respect, solidarity, equity and integrity. Devoid from any political and religious ties, we are committed to:

- **GUARANTEE** transparency of our actions and the use of our financial resources
- **TAKE ACTION** to respect the right to quality education for all, especially children who are deprived of their right to education, which is truly inclusive, and know-how that has built our reputation in the 37 last years.
- **RAISE AWARENESS** to mobilise and influence so that education becomes an imperative goal!
- **DEVELOP** projects of solidarity and respect between cultures thanks to referral links
- **PROMOTE** education that is open to the world, to diversity and cultures
- **GUIDE** populations so that they are in charge of their own educational projects

The Aide et Action International Charter is the backbone of the association, shared by all its members. It guarantees its unity and coherence. Its values and principles are accepted by all its partners.

Sources: UNESCO Institute for Statistics (www.uis.unesco.org)
Indeed, giving each individual access to quality education, involves having a job, living in a dignified family, being in good health, becoming an enlightened citizen and stakeholder of sustainable development and at the service of all. For example: children of literate mothers are 50% more likely to live past the age of 5 than children of illiterate mothers; an extra year of school can increase by at least 10% the income of at least 20% of women; if all children of the least developed countries left school with basic skills, necessary for everyday life, it could lift 171 million people out of extreme poverty; creating universal access to upper secondary education by 2030 would prevent 200,000 deaths related to natural disasters in the 20 coming years; if the schooling rate in secondary school is 10% higher than the current average, the risk of war is reduced by almost 3%; literate people are more likely to participate in democratic process and exercise their civil rights... These figures prove that investing in education is essential for the future of humanity and the world!

Even though, since the year 2000, the number of children excluded from education has almost been halved and if significant progress has been made in terms of education, 263 million children aged between 6 and 17 - 63 million of these children at the age to go to primary school - are still not in school; 152 million children (aged 5 to 15) are obliged to work, more than half of them in hazardous conditions; and 750 million adults are still illiterate (2/3 are women). Universal education still does not reach the most vulnerable children and marginalized people (migrants and refugees that are handicapped etc.). On top of this, bad learning and teaching conditions are added (overcrowded classes, lack of materials and low level of qualification of teachers) and drive millions of children out of school without having acquired qualifications required. Thus, 617 million children and teenagers do not acquire basic reading and mathematics skills; however, 399 million of them are well and truly at school ...

Founded in 1981, Aide et Action, an international NGO, has been taking action to build a world where dignity is assured for all through equal access to education, which is key to human development. Convinced that, without education, no economic, social, health, ecological or political progress is possible, Aide et Action helps ensure that every individual, regardless of age and gender, receives quality education that will allow them to grow, flourish, find a job and support their family. We take action to respect the right to quality education for all, especially for children and vulnerable and marginalized populations; we raise awareness, mobilize and influence so that education becomes a global commitment; we accompany populations, prime contractors of their educational projects; we promote education which is open to the world, its diversity and cultures; we develop the principle of solidarity and exchange between cultures thanks to referral links; and we guarantee transparency of our actions and the use of our financial resources.

Aide et Action adopts a listening process towards populations to accompany them and help achieve projects that match their needs and their cultures. The involvement of all parties is essential to this process and we work within a multi-stakeholder framework with populations, local authorities, as well as governments. Together, we experiment, deploy, evaluate and value their educational projects and development. Our activities are conducted by employees and volunteers of Aide et Action originating in the countries of intervention and are supported by local partner associations. The goal: to promote the autonomy of populations and that of all the players who revolve around them (communities, pupils’ parents, teachers, local authorities, etc.)

Aide et Action is a recognized association of public utility and free from any political and religious affiliation. Our commitment and actions are based on the values of freedom, respect, solidarity, equality and integrity. In 2018, thanks to our teams in the field, our employees, managers and flawless support of our volunteers, donors and partners, we conducted 75 projects in 19 countries in Africa, South and SouthEast Asia, in Europe benefiting 1,204,428 people (624,157 children and youth, 564,197 adults and 16,074 teachers from 2,013 schools).
2018 in figures

2,013 schools involved

€19.8M raised

1,204,428 people directly impacted by our activities of which:

624,157 children and youth

564,197 adults

16,074 teachers

19 countries

74 projects

Regions of Aide et Action intervention:
- Africa
- South Asia
- SouthEast Asia
- Europe

Aide et Action countries of intervention
Despite many difficulties (insecurity, conflicts, economic problems...), education remains the absolute priority for the majority of African states. Despite a clear improvement in access to education, sub-Saharan Africa remains the region which still has the highest number of children that are excluded from education (34 million children aged 6 to 11 are excluded from primary school). The reasons for this exclusion are related to household poverty, lack of infrastructure or teachers or the persistence of discrimination (gender, disability...). The quality of teaching remains extremely weak: 6 students out of 10 in the last year of primary education for all remain in classrooms where the teacher does not have acquired basic skills. To meet these challenges, African states concentrate their efforts on primary education. Some of the other priorities are girls’ education in crisis situations, migrant populations as well as vocational training of young people. Sadly, national education systems must face important challenges: insufficient financial resources, lack of qualified teachers, failing governance ... Barriers to access to quality education for all remain numerous.

In 2018, projects led by Aide et Action in Africa are mainly focused on the following themes:

- Access and quality of education
- Education for sustainable development and global citizenship
- Girls’ and women’s education

In addition to structural problems, educational systems have been confronted with repeated strikes by teachers in a number of countries (Burkina Faso, Ivory Coast, Guinea, Senegal, Benin, Togo), terrorism (resulting in the closure of many schools in Mali, Niger, Burkina Faso), pre-and post-election crises and tensions (Mali, Togo, Senegal, Madagascar, Guinea), as well as natural disasters (Madagascar).

The year 2018 was earmarked by numerous teacher strikes that disrupted the school year. Yet the end-of-year exams went through normally. In 2018, the government adopted its post-2015 Education Sector Plan. Key challenges for the state of Benin remain: increase access and maintenance for 3-15 years at school, provide inclusive and equitable education and improve the management and piloting of basic education.

**PROJECT FOCUS**

**Project to improve hygiene and sanitation (PHASE) in schools in Benin: menstrual hygiene management sector for girls**

Support quality of education through the improvement of hygienic conditions

**From 2016 to 2018**

In five communes of southern Benin: Adjarré, Avrankou, Apougou, Porto-Novo and Sô-Ava

**Partners:** Claudine Talon Foundation, NSP

For more about our other projects in Benin see pages 20 to 25

**Benin**

**Region**

**Number of projects**

**Number of people impacted by our activities**

**Number of adults impacted by our activities**

**Number of schools impacted by our activities**

**Number of teachers impacted by our activities**

**Budget**

**Afric**

**North Africa**

**South Asia**

**Southeast Asia and China**

**France - Europe**

**Financial Structure**

**Offices**
Burkina Faso 2018 was characterized by the deterioration of the security situation in the country and as a result the closure of more than 1300 schools. 5000 teachers abandoned their positions and more than 500 000 children were deprived of education. In addition, no respite was observed on the social front: teachers went on strike several times. The main challenges for the authorities remain the development of technical education and vocational training and the promotion of employment for young graduates, teacher training, and improvement of quality, relevance and effectiveness of literacy actions.

PROJECT FOCUS
Learning For Change (APC)

Education for life
From 2015 to 2019 in the provinces of Sissili and Ziro in the Midwest

The Learning For Change (APC) project is the result of collaboration between Aide et Action and the L’Occitane Foundation. It is a response to the difficulty of women, their extreme poverty in rural areas and their difficult access to factors of production.

Since 2015, the APC project aims at empowering women members of the NUNUNA Federation in the provinces of Sissili and Ziro in Burkina Faso. Illiteracy and difficult access to loans and land for women are real hindrances to the development of their activities. It is also difficult for them to appreciate the profitability of their activities and to choose the one that will improve their income. Some carry out activities at a loss without knowing it. Hence the interest of the APC project which combines literacy, technical training and financial support for women.

To achieve this goal, the main activities planned are: information and awareness; organization of literacy sessions; training of women (technical training, use of information and communication technologies in financial management, setting up organizational management tools); granting of subsidies for the implementation of income generating activities.

In 2018, 122 learners learned to read, write and count. The success rate in literacy sessions ranges from 97% to 100%. 131 women participated in the implementation of income generating activities (rice parboiling, beekeeping, farming); 33 women were trained in bookkeeping; 40 people were trained in simplified accounting, inventory management and marketing; 20 people were trained in small livestock farming; 5 women groups were supported both technically and financially.

For more about our projects in Burkina Faso see pages 20 – 25

PROJECT FOCUS
Improvement and Diversification Programme of the Educational Offer in West Africa (PADOE)

Access and quality of education
From 2015 to 2018 in the cities of Bondoukou, Bouake, Katiola

For decades the education systems of many countries in West Africa, including Ivory Coast, counted millions of young people without a qualification. Given the weakness of apprenticeship systems and trades training, these youth, idle and without prospects, constitute potential risks for the social and political stability of countries. The decline in the level of qualification and motivation of teachers, the difficulties to implement school programmes that are more adapted to needs and reality, the low quality of the learning environment are the main causes.

In this difficult context, Aide et Action set up a programme aimed at improving and diversifying the educational offer in West Africa through the development of local capacity for management and guidance of education systems and the promotion of alternative models of education for those excluded from a formal system.

In 2018, 14,332 students (including 53% girls), 333 teachers and 50 primary schools were involved in our activities.

For more about our projects in Ivory Coast see pages 20 – 25
Guinea

The educational context was affected by strikes initiated by the Free Union of Teachers and Guinean researchers (SLECO) who disrupted the courses in the first and fourth semester in 2018. In addition, the government massively recruited contractors to overcome the many absences of incumbent teachers on strike.

PROJECT FOCUS
Girls Friendship School (EAF)
Access and quality of education
From 2015 to 2019
In the villages of Coyah, Boffa, Boké, Dubréka

The Girls Friendship School project addresses three issues to which the Guinean school is confronted: low education of girls in rural areas, the high drop-out rate and communities and parents in school management. In rural areas, parents continue to favour boys at school which the Guinean school is confronted: low education of girls in rural areas, the high drop-out rate and communities and parents in school management. We also note a high drop-out rate of girls due to marriage, in particular, to early marriages. Finally, the school being considered as belonging to the government, communities do not feel concerned.

The project contributes to the emergence of a favourable education environment, retention and success of children in school, especially girls, raising awareness and builds the capacities of communities to become involved in school management. In 2018, 5,000 children (including 53% girls), 4,000 adults (of which 51.25% women), 150 teachers and 21 schools were involved in our activities.

Partners: Orange Foundation, Turing Foundation, SUEZ Foundation

For more on our projects in Guinea see pages 20 – 25

Madagascar

Madagascar suffers from education of low quality, a lack of educational provision as well as poor governance of the education system. The 2017-2018 school year was marked by the official launch of the operational implementation of the Education Sector Plan (SSE) whose main objective is to improve access to primary education. The following are planned: construction of 800 classrooms in 3 years; reduction to 9 years (divided into 3 sub-cycles) of the duration of basic education; abolition of the certificate of Elementary Primary Education (CEPE), shift of the school calendar and change of teaching language.

PROJECT FOCUS
Support Project for Schooling and Sanitary Development (PASS)
Access and quality of education
From 2018 to 2019
In 30 schools in the school district (CISCO) of Ampanihy

In 30 schools in the school district (CISCO) of Ampanihy

The regions of southern Madagascar and more particularly those in Anosy, Androy and Atsimo Andrefana are the most affected areas by food insecurity. In these regions, the indicator rate of food insecurity is very high among households. It hovers between 42% and 68%. In addition, food, health and nutrition circumstances of school-age children are very worrying. A World Bank study on the health and nutritional status of students in two districts of southern Madagascar revealed that disease and malnutrition sharply reduced school participation: children suffering from malnutrition clearly suffer significant delays in their psychomotor and intellectual development. Available food production is insufficient to cover food needs of the population of which more than a third is undernourished. In addition, Madagascar is exposed to cyclones that constitute true natural disasters destroying everything on their way.

The project aims to promote the adoption of favourable attitudes to good nutrition, hygiene and health by children and the school community in 30 target schools. It aims to empower the school community to sustain the implementation of PAFIs (Small Feasible and Important Actions) in favour of nutrition, hygiene and health through education-development planning, especially the project of a contracted establishment (pec).

In 2018, 6,956 children (47.2% girls), 10 teachers and 30 schools were impacted by our activities.

Partners: World Food Programme (WFP)

For more about our other projects in Madagascar see pages 20 – 25


Sources: Education Sector Plan (PSE), UNESCO Institute for Statistics (www.uis.unesco.org)
**Mali**

With an extreme poverty rate of 42.7% (2017) Mali is 175th out of 188 countries in terms of Human Development (2016). Following the coup d'etat of 2012, the security situation deteriorated, which led to an impact on the school system, especially in the Centre and in the North of the country. Mali is subjected to regular terrorist attacks that plague the population. The growing insecurity is the first challenge of the country: many schools are closed compromising the future of children. Whole areas are dangerous and their access is strongly discouraged. It is in this difficult context that Aide et Action takes action in support of public policies, in order to restore access to education.

**PROJECT FOCUS**

**Imperial Project of Access, Quality and Governance of Basic and secondary education (PAQAMA)**

Access and quality of education

*From 2016 to 2019*

In the regions of Gao and Menaka, Northern Mali

- In 2012 Mali was hit by a security crisis that impacted the school system, especially in the centre and the north of the country. More than 700 schools were closed, sometimes destroyed, following the crisis.

- The project contributes to the recovery of education after the 2012 crisis by improving access, quality and governance of education in the Gao region. It strengthens the capacities of decentralized services and communities in charge of education.

- In 2018, the project trained 16 pedagogical supervisors to real-time learning analysis (RTLA) to inclusive education. 15 pedagogical supervisors were trained in the didactics of subjects, a balanced approach and management of the school in decentralized style. 200 teachers in total were trained in order to supervise 9,300 students, 40% of whom are girls. Finally, 50 schools were concerned by our activities.

- **Partners:** Academies of Education (AE) of Gao and Menaka and Pedagogical Animation Centres of Ansongo, Bourem, Gao, Ministry of National Education, Norwegian Refugee Council (NRC)

For more about our projects in Mali see pages 20 – 25


**Niger**

On the security front, repeated attacks by Boko Haram in the Diffa region and at the border with Mali, have led many refugees and displaced people to flee insecure areas, increasing especially human trafficking. Insecurity is also growing in the Tillabéri region with attacks conducted in the departments of Say, Tera and Torodi. A large-scale operation was conducted by the Nigerian Armed Forces in the areas of the Komadougou River and the river bed of Lake Chad. On the economic front, growth has been strong but remains below the growth rate of 7% required to fight poverty effectively.

**PROJECT FOCUS**

**Diffa Youth Project (BANA)**

Migration and vocational training of young people

*From 2018 to 2021*

In the region of Diffa

- The Diffa region is going through a complex and major humanitarian crisis: conflicts, extortions and terrorism led to the displacement of around 302,387 people including 184,404 internally displaced persons. 88,668 refugees, of whom 28,315 young immigrants, returned to their villages of origin because of the insecurity of their host sites. These events have contributed to destroying all social bonds within communities. The economy is totally unstructured.

- The project must promote reintegration of socio-educational frameworks for young people, while rehabilitating and institutionalizing spaces for dialogue and exchange within the entities of decentralized organizations and local civil society.

- In 2018, the project benefited 54,967 people, including 27,864 women. Of these beneficiaries, 33,826 (60% of whom are women) are young people from the poorest and most vulnerable communities of 12 villages in the Diffa region.

- **Partners:** French Development Agency (AFD), Care, Diffa Regional Council, High Authority for the Consolidation of Peace, Karkara, Nigetec, International Plan

For more about our projects in Niger see pages 20 – 25

Sources: Monthly Project Activity Report, PDES 2017-2021, UNESCO Institute for Statistics (www.uis.unesco.org)
In Senegal, barely 6 out of 10 children are in school and the quality of education is not always high. The proportion of children and young people out of school is estimated at 1,498,286 or 37% of the population of school age. This group is made up of 78% of children / young people who have never been to school and 22% of out-of-school youth. Girls' drop-out is slightly higher (10.4%) than boys (9.1%) in the 6-11 age group. On the other hand, the trend is reversed in the 12-16 years age group. The Senegalese education system must go beyond formal education and face “new challenges”: Daaras, Franco-Arab schools, work and learning places, places of leisure are also spaces that the Senegalese education system must take care of. Aide et Action develops programmes so that by the end of their primary years children have acquired basic skills.

**PROJECT FOCUS**

**Basic Education Improvement Project in Casamance (PAEBCA)**

**Access and quality of education**

**From 2015 to 2019**

_in the Sédhiou and Ziguinchor regions_

The school environment is characterized by violence, particularly with regard to girls. Result: learning is very weak. The success rate in the baccalaureate reached only 27% in Ziguinchor and 26.37% in Sédhiou.

In both regions, between 32% and 60% of children aged 5 or more are not enrolled in the first year of primary school. They are often late, which favours repetition (20.8% to 23.6% school children have repeated their class). A significant proportion of children enrolled in nursery school do not access primary school; 93.9% for the Sénégas and 34.1% for the Plateaux region. Difficulties in education (access, maintenance and academic results) are aggravated for girls.

**From 2018 to 2019**

_in the Plateaux and Savanes regions_

The project fights against non-registration, late registrations and selective schooling to the detriment of girls and vulnerable children, as well as against violence especially those related to gender in middle school and within the family. It promotes the creation within schools of spaces for the development of skills in everyday life. Finally, it trains governments to promote the right to participation of children and to encourage the development of skills in everyday life. It trains governments to promote the right to participation of children and to encourage the development of skills in everyday life. Finally, it trains governments to promote the right to participation of children and to encourage the development of skills in everyday life.

**Number of inhabitants**

18.8 million

43% < 14 years old

14.9% for both genders

15.8% for girls

**Compulsory education**

From 6 – 16 years old

48.1% for both genders

60.2% for women

74.1% for both genders

78.2% for girls

37.1% for both genders

38.8% for girls

**ILLITERACY RATE OVER 15 YEARS OLD**

48% for both genders

60% for women

48% for both genders

60% for women

**Net enrollment pre-primary school**

74.1% for both genders

78.2% for girls

**Net enrollment primary school**

37.1% for both genders

38.8% for girls

**Net enrollment secondary school**

10.5% for both genders

10.7% for girls

**Net enrollment primary school**

89.9% for both genders

87.1% for girls

9.1% for girls

**Net enrollment secondary school**

40.9% for both genders

33.3% for girls

**PROJECT FOCUS**

**Child Friendly School Project (EAE)**

**Access and quality of education**

**From 2018 to 2019**

_in the Plateaux and Savanes regions_

The project aims to improve the public education service in Casamance, to foster social cohesion, peace and fight against inequalities and enable better skills development for students.

In 2018, 7 new schools were opened, 21 new classes are under construction. 60 schools were equipped with hygiene and sanitation installations. Finally, 160 tutors were trained to provide school support for primary school children; 285,511 children (including 47% girls), 980 adults (62.8% women), 5,424 teachers and 140 schools were involved in our activities.

**Number of inhabitants**

7.7 million

42% < 14 years old

10.5% for both genders

10.7% for girls

89.9% for both genders

87.1% for girls

40.9% for both genders

33.3% for girls

**Net enrollment pre-primary school**

10.5% for both genders

10.7% for girls

**Net enrollment primary school**

89.9% for both genders

87.1% for girls

9.1% for girls

**Net enrollment secondary school**

40.9% for both genders

33.3% for girls

**ILLITERACY RATE OVER 15 YEARS OLD**

54% for both genders

63% for women

34.1% for both genders

31% for women

**Net enrollment primary school**

74% for both genders

72% for women

78% for girls

70% for girls

**Net enrollment secondary school**

82% for both genders

80% for women

38% for girls

33% for girls


List of projects managed by Aide et Action in Africa in 2018

ACCESS QUALITY OF EDUCATION

**A Light For Africa (ALFA)**
Benin, Burkina Faso, Ivory Coast, Guinea, Senegal

**Objectives:** To improve the learning environment and the quality of education in schools, ALFA uses solar energy to provide electricity for schools in four West African countries (Benin, Burkina Faso, Ivory Coast, and Senegal) to improve the learning environment and quality of education in the targeted schools.

**Impact:** In 2018, in Benin, for example, the project allowed the equipment in solar kits for 4 primary schools; opening and facilities for 3 literacy classes for 74 learners (including 37 girls) and 12 teachers / Burkina Faso: the project helped equip a public organization of support courses for 667 children (including 327 girls) and facilitation of 3 literacy classes for 74 learners (including 37 girls).

**Impact:** In 2018, the project enabled construction and equipment of 28 classrooms and 14 blocks of latrines. 16 committees of local management have been involved in participatory planning.

**Impact:** In 2018, the project trained 14 supervisors in pedagogical analysis of Real Time Learning (TRA) and inclusive education. 13 pedagogical supervisors were trained in didactics subjects, educational approach and management of the school in a decentralized style. 200 teachers in total followed training, including 50 women, to supervise 9,900 students, of whom 3,720 girls.

**Partners:** French Development Agency (AFD); In Togo: Togolese National Coalition for Education for All; Ministry of social action, the promotion of women and literacy and its central services including DAENF; Ministry of Primary, Secondary and Vocational Teaching (MEPSFP) and its decentralized services (DRE and IEPFP); Network of journalists and communicators specializing in education / In Mali: Subadoumbe Association (ASSO); Ministry of National Education and its decentralized services: Academy of Education (AE) of Mopti and Douenza, CAP of Sévaré; NGO Awakening (ANPE); NGO Guamina / In Burkina Faso: Association of municipalities of Burkina Faso (AMFB); Framework of Consultation NGOs and Active Associations in Education of Burkina Faso (CCEPFB); National Coalition Education for All - Burkina Faso (CN-EPTBF) / In Ivory Coast, Senegal, Benin, Guinea, Niger: Ministries of National Education and Decentralized Services.

**Project to support improvement of the quality of education (PAQED)**
Benin, Borgou Department, village of Nikki

**Objectives:** The project aims to contribute to the improvement of access rates, of completion and success, through better governance in 121 schools and 36 nursery schools in the village of Nikki. It promotes capacity building of institutional and operational partners on the project school approach as well as on building capacity for nursery and primary teachers in the municipality.

**Impact:** In 2018, training of 190 parents on the approach and tools for setting up, executing and monitoring school projects; Establishment of 112 three-year school development plans (EPOTD); development of 112 annual school development plans; training of 270 teachers on the tools and process of implementation of school governments; census of 2,792 out of school children including 1,297 girls and 1,495 boys; setting up of 121 child governments; training of 1,860 children members of governments on their roles and responsibilities.

**Partners:** UNICEF

**Improvement and Diversification Programme the Educational Offer in West Africa (PAODE)**
Benin, Burkina Faso, Ivory Coast, Guinea, Mali, Niger, Senegal

**Objectives:** For decades, many education systems in West African countries counted millions of young people without a qualification. Given the weakness of learning systems and trades training, these young people find themselves idle and without future prospects. In this context, Aide et Action has set up the PAODE project aimed at improving and diversifying the offer in West Africa. It promotes the development of local capacities for management and guidance of education systems and the promotion of alternative education models to care for the excluded ones from the formal system.

**Impact:** In 2018, the project was carried out in 50 schools and benefited 330 teachers (five-three teachers). Ultimately, more than 14,000 students will benefit from this project (53% girls). In Mali; 610 copies of the report on integration of local knowledge into the Malian education system have been published and distributed. It was carried out by the competent departments of education with contact people and accomplishment by Aide et Action. 70 teachers were trained on teaching methods of writing and reading; 64 teachers were accompanied.

**Orange Village**
Burkina Faso, Province ofougna, village of Manni

**Objectives:** To contribute to improving access to quality education, drinking water and quality health services in the village of Ougna in the rural village of Manni.

**Emergency Support Project to Education for All (PAUFI)**
Madagascar, regions of Diana, Bony, Betsoaka, Sofia and Antsiranana

**From 2015 to 2018**

**Objectives:** In Madagascar, communities now provide responsibility for implementing the construction project of school infrastructure, including management of school markets and financial management. PAUFI provides communities so that they can ensure their new responsibilities.

**Impact:** The project aims to improve reception capacity of public primary schools and strengthen capacity of local management committees in the implementation of their school infrastructure construction project.

**Impact:** In 2018, the project enabled construction and equipment of 28 classrooms and 14 blocks of latrines. 16 committees of local management have been involved in participatory planning.

**Partners:** Ministry of National Education (Madagascar)

**Access to Education for All Children in Mali (PAGETEM)**
Mali, Mopti region

**From 2017 to 2021**

**Objectives:** In the Mopti region, primary school enrollment rate remains very low, particularly because of households poverty and lack of quality of education. Local authorities, in charge of education, are struggling to monitor the education system. The project aims to improve access of out-of-school children to primary education of quality and to promote their integration into an education cycle at the Mopti Academy and San Academy.

**Impact:** In 2018, the project benefited 3,324 out-of-school children (1,936 girls). 4,413 out-of-school children went to school. 30 centres of accelerated schooling strategy were opened for 85 children (including 390 girls), 33 facilitators were trained and 30 management committees were set up. Children over the normal age of enrollment will benefit from accelerated training in these centres for 9 months to be enrolled in schools. 1,765 vulnerable children were identified and enrolled in school (including 872 girls). The project has allowed the opening of 15 schools, 15 volunteer coaches were trained.

**Partners:** Education Above All Foundation; Ministry of National Education (Mali)

**Learning by Information and Communication Technology (ATIC)**
Mali, regions of Gikasso and Kouïtiala

**From 2016 to 2019**

**Objectives:** In Mali, children and young people can use different technologies to improve their learning and access to information. The ATIC project aims to improve access to quality education of children and young people in the Sikasso region through teacher training. It’s about training contractual staff recruited by educational supervisors and to reinforce the abilities of other teachers to improve their teaching practices.

**Impact:** The project has trained school principals and teachers in the Sikasso and Kouïtiala regions. During these trainings 735 students benefited directly of the project. 3,472 students in total, including 503 girls will eventually benefit from this project.

**Partners:** University Agency of La Francophonie (UAF); University Skills in Research Laboratories / Bernard DUMONT; National Directorates of Normal Education (SINEN, Mali), Orange Labs Paris, Orange Mali
List of projects managed by Aide et Action in Africa in 2018

Support Project for Promotion and Modeling Educational Gateways in Niger (PassEduc)
Niger, villages of Niamey, Kollo, Kouré, Hamdallaye
From 2017 to 2020
Objectives: The villages of Niamey, Kollo, Kouré, Hamdallaye have the highest illiteracy rate in the sub-region (over 69% of the population aged 15 and over cannot read nor write). In addition, more than 2 million children aged 9 to 16 are not in school or have been out of school either for reasons of early marriage, or due to population displacement. The project must guarantee access to education for 1,600 girls and boys from 9 to 16 years old that are out of school or don’t go to school at all. They will be able to benefit, via bridging classes, from formal or informal education or join vocational training centres.
Impact: In 2018, 1,053 students aged 9 to 16, out of school or not attending school, have benefited from both a non-formal and formal educational offer in a proper learning environment. 44 teachers from non-formal education centres were trained in pedagogical coaching of bridging classes. 280 members from 60 parents associations, 280 members of 60 associations of mothers and 280 members of 60 decentralized school management committees have been trained in management of the centres.

Orange Village
Niger, village of Banikane
From 2017 to 2018
Objectives: Tackle the challenges of education, health coverage and hydraulics of the village of Banikane. Aide et Action, in partnership with the Orange and Orange Niger Foundation, the urban commune of Dosso, the departmental directorates of education, health and of the Dosso region, the commune of Dosso, provide access to drinking water, improve access of populations to drinking water, improve the quality of sanitation and hygiene services.
Impact: In 2018, 2 classrooms were built and equipped. A health centre was also build. It is equipped with solar panels, pharmaceutical and delivery equipment. To facilitate access of populations to drinking water, a water point was equipped with a water filter and was put in place. A school greenhouse has been also trained, benefiting more than 300 inhabitants and 317 children.

Education and Empowerment Project of Communities in Niger (NECS+)
Niger, regions of Agadez, Maradi, Zinder, Diffa, Tillabéri and Dosso
From 2013 to 2018
Objectives: The low quality of education is notable. Teacher strikes are numerous and come to disrupt continuation of lessons. This results in a high drop-out rate (around 20%). The project is expected to increase performance of first and second grade students, in improving teaching in schools and developing within communities a culture of reading.

Project of Implementation of Standard Fundamentals of Quality and Equity (NFQOE)
Niger, Zinder and Maradi regions
From 2014 to 2018
Objectives: The Zinder and Maradi regions suffer from an education system which is particularly weak. Analysis of the performance of the programme in the last ten years reveals that the Sector Programme of Education and Training (PSEF, 2014-2024) will need to address two major challenges: ensuring equity in education and improving quality apprenticeships for students, especially girls and those living in a rural environment. The most important progress has been observed in countries that have put in place an inclusive approach to defining standards of quality and equity, identification of needs at planning and monitoring / evaluation of interventions. The project aims to improve the quality and equity of education through implementation of school projects in 100 schools in the Maradi and Zinder regions.
Impact: In 2018, the project benefited 20,922 children (including 10,483 girls) and 1,200 adults.

Management Improvement Programme for a Participatory School (PAGE)
Senegal, regions of Kédougou and Tambacounda
From 2016 to 2018
Objectives: Kédougou and Tambacounda are two regions where school statistics are the weakest. Gross enrollment rates as well as school achievement rates are below the national average. This is explained by the large number of children with difficulty in learning, low access to education (73.9%), weakness in learning, lack of family interest in education, the burden of domestic chores for children. The environment remains not very conducive to learning either, especially because of the lighting challenges in schools and homes and illiteracy of parents. The project contributes to the implementation of the Sector Programme for the Improvement of Quality, Equity and Transparency (PACKAGE, 2013-2023). It aims in particular at improving academic performance of students from both regions, as well as access to and maintenance of children in situations of high vulnerability, especially girls and children with disabilities.
Impact: In 2018, 9,570 students (including 5,421 girls) benefited from schools, 1,100 vulnerable students were covered by Universal Health. Out-of-school children referred to bridging classes, 253 teachers and 70 members of the School management were trained in school support techniques. Pedagogical management has been reinforced, a school cell has been installed and an ardent home (community support school space) was designed and implemented in 29 schools.

Basic Education Improvement Project in Casamance (PAEBCA)
Senegal, regions of Sédhiou and Ziguinchor
From 2015 to 2019
Objectives: In the Sédhiou and Ziguinchor regions, classes are overcrowded. They are, for many, temporary shelters (24% classes in public elementary schools in Sédhiou and 47% in Ziguinchor). This percentage reaches 25% in Sédhiou for secondary education and 6% in Ziguinchor. The school environment is characterized by violence, especially against girls. Result: apprenticeships are very weak. The success rate at the bachelor’s level is only 29% in Ziguinchor and 24.37% in Sédhiou. The project works to improve the public service of education in Casamance, in order to favour social cohesion, peace and fight against inequalities and better development of students’ skills.
Impact: In 2018, 7 new schools were received, 21 new classes are under construction. 40 schools were equipped with hygiene and sanitation equipment. Finally, 140 tutors were trained to provide tutoring to primary school students.

College Reform Support Project
Togo, Maritime Region
From 2014 to 2018
Objectives: The region suffers from a lack of infrastructure and equipment. Girls’ education and retention at school are a real challenge: they are often kept at home to perform domestic and farming tasks. Families are unable to afford school fees for all their children. The community remains very little involved in education. These elements explain the low rates of access and school completion by children. The project contributes to implementation of the Sector Plan of Education (PDES) through reform of secondary education in Togo. The project seeks to promote local colleges to improve reception capacity, equity, quality and local management of participative colleges in the Maritime Region.
Impact: In 2018, the project benefited 38,052 people, including 6,526 children.

Child Friendly School (EAE)
Togo, Savanna and Plateaux regions
From 2018 to 2019
Objectives: In both regions, between 32% and 60% of children of 5 years or older are not enrolled in the first year of primary school. They are often late, which encourages repetition (20.8% to 23.6% of school children have repeated their class). A proportion of children enrolled in 1st year of primary school do not access 4th grade: 53.9% for the Savannas and 34.1% for the Plateaux. Difficulties in enrollment (access, retention and school results) are aggravated for girls. The quality of school supply is reinforced in 244 schools in the Plateaux and Savannas regions through the reinforcement of effective participation governance. The project is fighting against non-registration, late registration and selective schooling to the detriment of girls and vulnerable children, as well as against violence, especially those related to gender in schools and families. It promotes the creation, within schools, of school governments to promote the right to participation of children and encourages the development of life skills education. Finally, it trains members of the community in governance of schools.
Impact: In 2018, the project benefited 54,478 people, including 53,537 children.

Improvement of Hygiene and Sanitation in Schools (PHASE)
Benin
From 2018 to 2019
Objectives: Improvement of hygiene and sanitation conditions in schools through the construction and equipment of structures, training in their use and maintenance, raising student and communities awareness on hygiene rules in schools and within the family.
Impact: In 2018, 640 sanitary napkin kits were distributed in 50 schools for the benefit of 325 girls; 144 mothers of schoolgirls were made aware of the project, 2,444 reproductive health brochures were distributed to girls in 8 colleges of the commune concerned.

Partners:
- French Development Agency (AFD), PLAN Togo
-UNICEF, COGEP, CRPPE, DRE, IEEP, MEPSFP
-UNICEF, DEE / DPRE / DEMSG, IA, IEF, MEN, UCDE

Partners:
- Ministry of Primary Education (Niger), PLAN International, USAID
- Ministry of Hydraulics (Niger) Ministry of Primary Education (Niger); UNICEF
- Ministry of Health (Niger); State Technical Services (Niger)
- Municipality of Dosso; Orange Foundation; Ministry of Education (Niger); Ministry of Hydraulics (Niger) Ministry of Health (Niger); State Technical Services (Niger)
- French Development Agency (AFD), DEE, APE, ARD, KEY, DEE / DPRE / DEMSG, IA, IEF, MEN, UCDE
- Francine Talon Foundation

Partners:
- Ministry of Education (Niger), Strömme Foundation
- Orange and Orange Niger Foundation, the urban commune of Dosso, the departmental directorates of education, health and of the Dosso region, the commune of Dosso, provide access to drinking water, as well as to quality sanitation and hygiene services.
- Partners: Ministry of Primary Education (Niger), UNICEF
- Partners: Ministry of Primary Education (Niger), UNICEF
- Partners: French Development Agency (AFD), PLAN Togo
- Partners: French Development Agency (AFD), DEE, APE, ARD, KEY, DEE / DPRE / DEMSG, IA, IEF, MEN, UCDE
- Partners: Ministry of Primary Education (Niger), PLAN International, USAID

Impact: In 2018, the project reached 21,888 children, including 10,483 girls; 530 teachers, and 1,500 parents and other stakeholders; 100 Management Committees of Decentralized School Establishments with 700 members. In total, 76 schools impacted; about 400 teachers were trained and 7,000 students concerned.
Support Project for Schooling and Sanitary Development (PASS)

Madagascar, regions of Anosy, Androy and Atsimo Andrefana

From 2018 to 2019

Objectives: These southern regions of Madagascar are the most affected by food insecurity. PASS aims to promote the adoption of attitudes conducive to good nutrition, hygiene and health by and for children and the school community of 30 target schools.

Impact: In 2018, PASS was set up in 30 schools for the benefit of 6,954 children.

Partners: World Food Programme (WFP)

Learn To Change (APC)

Burkina Faso, provinces of Sissili and Ziro

From 2015 to 2019

Objectives: Since 2015, APC aims to empower women of the NUNUNA Federation in the provinces of Sissili and Ziro in Burkina Faso. Illiteracy, difficult access to loans and land for women constitute real obstacles to the development of their activities. APC combines literacy, technical training and financial support for women.

Impact: In 2018, 122 learners learned to read, write and count. The success rate at literacy sessions ranges from 97% to 100%. 137 women participated in the implementation of income generating activities.

Partners: Communes of Sogouy, Léo, Cassou and Sae, Directorate Provincial Council of Education of Sissili and Ziro, Federation NUNUNA, L’Occitane Foundation

Joint Programme for Strengthening Organizations of civil society and Guinean Youth (PROJEG)

Guinea

From 2016 to 2019

Objectives: PROJEG was set up so that recurrent violations of human rights diminish in Guinea. It has also been designed to improve the accountability of institutions, to contribute to the construction and organization of Guinean civil society and increase youth participation in decision-making powers.

Impact: Thanks to PROJEG, Guinean civil society, and especially youth organizations, are gaining strength to influence the definition and implementation of public policies, so that they contribute to sustainable development and reduction of inequalities and poverty. In 2018, the project benefited 3,044 adults (21% women).

Partners: 500 Guinean and French stakeholders (unions, associations, ODI, universities, ministries, local elected officials...), French Development Agency

Local and International Solidarities for Development through Education (SOLIDE)

Benin, Senegal, Togo

From January to December 2018

Objectives: SOLIDE aims to create solidarity citizenship for children and young people through learning communities, the implementation of participatory approaches applied to education, citizenship and international solidarity, the sharing of know-how, as well as good practices in global citizenship and sustainable development. The project contributes to the emergence of new approaches to citizenship education and international solidarity (ECIS) with educational stakeholders, children and young people.

Citizen monitoring of public action and participation local governance

Guinea, Conakry and 14 communities in 7 regions

From 2018 to August 2019

Objectives: The project aims to improve participatory democracy and representation by strengthening democratic processes, in particular via strong advocacy for democracy. It must also strengthen social dialogue and independent social partners, by developing transparency and accountability of public institutions.

Impact: In 2018, the project benefited 503 adults (19.2% women).

Partners: Ministry of Territorial Administration and decentralization (Guinea); European Union

Girls Friendship School (EAF)

Guinea, villages of Cayyah, Beffa, Boké and Dubréka

From 2015 to 2019

Objectives: EAF responds to 3 problems that the Guinean school is confronted with: low school enrollment of girls in rural areas, high drop-out rate and insufficient involvement of communities and parents in school management. EAF contributes to the emergence of an environment conducive to schooling, retention and success of children in school, especially girls. It raises awareness and builds the capacity of communities to become involved in management of the school.

Impact: In 2018, EAF benefited 5,000 children (2,650 girls) and 150 teachers (60 women) in 21 schools.

Partners: Oranges Foundation; Tuning Foundation

Family care project for small children (DOLL)

Mali, city of Sénou

From 2018 to 2019

Objectives: The project contributes to improving the socio-cognitive awakening of young children and to facilitating their access to quality education through holistic family development from early childhood.

Impact: In 2018, the project identified 120 children aged 3 to 6 years, including 61 girls; 20 tutors, including 18 women; as well as 3 facilitators. Tutors are trained by facilitators who are early childhood specialists. At the end of their training, tutors take care of the supervision of children. The facilitators also ensure monitoring and evaluation of tutors.

Partners: Village of Mayrén; Sénou town hall

BUDGET AND HUMAN RESOURCES 2018 PER COUNTRY + REGIONAL OFFICE

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>AEA BUDGET 2018</th>
<th>NUMBER OF AEA EMPLOYEES 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Office</td>
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<tr>
<td>Africa</td>
<td>€1,311,204</td>
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<td>Ivory Coast</td>
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<tr>
<td>Togo</td>
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<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>€7,448,807</td>
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</table>

AIDE ET ACTION WISHES TO THANK ALL OF ITS PARTNERS, BOTH FINANCIAL AND OPERATIONAL, WHO, IN 2018, WORKED AT OUR SIDE, IN AFRICA, FOR ACCESS TO QUALITY EDUCATION FOR ALL.
AIDE ET ACTION IN SOUTH ASIA

The World Bank acknowledges South Asia as a paradox of development. It attracts the attention of the world through its economic growth, contrasting with its 70% of the poorest population of the world. Education is mediocre and is part of the development challenges faced by South Asian countries. About 11.3 million children at the age to attend primary school (5.8 million girls and 5.5 million boys) and 20.6 million children at the first cycle of secondary education (8.9 million girls and 11.1 million boys) do not go to school. According to UNICEF (2018), only half of the children of primary schools are educated according to minimal learning conditions. India is coming at the top of the list of countries in which a 2nd year pupil cannot perform a two-digit subtraction and ranks second in the list of countries in which a 2nd year pupil cannot read a single word. Government priorities in South Asia regarding education are mainly focused on access rates, enrollment and completion rather than only on "learning outcomes". This has created an unprecedented "learning crisis".

In 2018, the projects led by Aide et Action in South Asia are mainly focused on themes: // Early childhood // Access and quality of education // Livelihood Education // Migration

With Corporate Social Responsibility (CSR) turning mandatory in India, there is an increased involvement of Corporates in development work. But, preference is towards urban/suburban locations around Mumbai. The focus is more towards short term quick result bearing programs (eg: Vocational training initiatives) than for sustainable change initiatives.

DATA

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of countries</th>
<th>Number of projects</th>
<th>Number of child and youth beneficiaries</th>
<th>Number of adult beneficiaries</th>
<th>Number of schools impacted by our actions</th>
<th>Number of AEA employees</th>
<th>Number of beneficiaries</th>
<th>Number of schools impacted</th>
<th>Number of AEA employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Asia</td>
<td>4</td>
<td>33 (see pages 30 – 34)</td>
<td>226,947 of whom 51% girls</td>
<td>511,089 of whom 49% women</td>
<td>6,257</td>
<td>383</td>
<td>738,036</td>
<td>1,064</td>
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</tbody>
</table>

Bhutan

Bhutan is currently experiencing the highest growth rate of urban population and internal migration in South Asia. Due to rapid urbanization and modernization, problems become more and more complex and interdependent.

Rural-urban migration has alarming environmental effects and generates related threats such as waste management, air and water pollution, increasing loss of biological diversity, reduction of forest area and degradation of eco-systemic services. While more than 50% of the total population is under 25 years old, the rural exodus of young people continues to threaten long-term sustainability of urban, rural and natural environments in Bhutan. It is therefore urgent to deal with the issue of rural exodus. To do this, it is necessary to tackle underlying problems of employment opportunities in rural areas.

PROJECT FOCUS

My village Gakidh

Livelihood Education

From 2014 to present

In the Punakha district

If Bhutan suffers from a wide disparity in skills of young people and qualifications and attitudes required by the labour market, especially among rural youth who migrate to urban areas in search of employment opportunities. High rates of unemployment (10.6% according to PHBB, 2017) are due to problems of substance abuse, crime and violence, as well as public health problems.

The project aims to curb migration and offer young people better job opportunities. In particular, it encourages recovery of trades in the community and the use and management of renewable natural resources.

In 2018, 140 young adults (including 52 women) were involved in our activities.

WITNESS REPORT

"I work with children with disabilities, especially girls from poor families. My role is to enroll them in neighbouring public schools so that they are properly supported. They eat regularly and interact with other children and teachers. There is a lot improvement at home. A small effort on my part gives happiness to these children; that makes me happy."

Shyamala works for the ENLIGHT project operated in Hyderabad, India (see page 31).

Partners:

Bhutan Youth Development Fund

For more about our projects in Bhutan see pages 31 – 35

Source: UNDISCO Institute for Statistics (www.un statistics.org)
India

India is the second most populous country and the largest democracy in the world. The Indian economy is the 6th largest in the world in terms of nominal GDP, the third in terms of power parity purchase and the country is considered newly industrialized. However, it continues to face challenges of poverty, unemployment, corruption, health and nutrition issues and hygiene, but also education problems.

PROJECT FOCUS

Education Development Project for children from ethnic minorities.

Access and quality of education

From 2010 to 2020 Andhra Pradesh

Policy and decisions made by the government in tribal areas have led to the denial of children’s right to education from the tribes. Over the years, the government has focused on closing of primary schools in the villages and instead put children in boarding schools. This resulted in an increase in drop-out rates in tribal areas. Today, more than 20% of girls who have dropped out of school are in tribal areas. The lack of a central audit system within schools, especially by the communities themselves, is one of the factors explaining the lack of transparency and accountability of the authorities in education.

The project aims to promote the right to education, including tribal policies and decisions. It includes tribal leaders and communities in order to respect the right to education of tribal children. It encourages in particular the strengthening of school committees. It supports the creation of children’s clubs to improve school infrastructure and the local environment as well as the development of new technologies of information and communication. Finally, an important part of the project is to improve the quality of teaching & learning and develop better accountability of the authorities in education.

In 2018, 1,511 children (50% girls), 22,951 adults (51% women), 112 teachers and 55 schools were involved in our activities.

For more about our projects in India see pages 31 – 35

Nepal

Nepal is a landlocked country in South Asia located mainly in the Himalayas but also includes part of the Indo-Gangetic Plain. AEA commenced its intervention in the year 2009 focusing on Access and quality Education and Livelihood Education. Despite high enrollment rate (90%) of children in school only 38% of children from the indigenous communities, 20% of Dalits and a mere 1% of disabled children are enrolled in primary schools. Due to lack of livelihood opportunities, the rate of migration is high. Most migrating youths are from underprivileged section lacking skills and therefore unable to explore gainful employment or entrepreneurial initiatives.

PROJECT FOCUS

Rebuilding for Change

Disaster Response Access & Quality Education

Since 2015 Lamjung district, Nepal

Following the disastrous earthquake in 2015, AEA partnered with SCAN & DWO and intervened in 26 villages/hamlets of Bichaur, Kapan pokhari and Dughpokhari VDCs of Lamjung district. Immediate relief was provided to 200 families. School education was reinstated firstly through temporary shelters and then through infrastructure support to 21 schools and Early Child Development (ECD) centers including rebuilding of 14 classrooms and 12 toilets with separate facility for boys and girls. Teachers and social mobilizers were trained to provide psycho-social healing. This reduced post-disaster trauma. Teachers were capacitated in contextually relevant TLMs which improved quality of teaching & learning and developed better relationship between Teacher, Student and Parents.

In 2018, 1,511 children (50% girls), 22,951 adults (51% women), 112 teachers and 55 schools were involved in our activities.

For more about our projects in Nepal see pages 31 – 35

Sources: UNESCO Institute for Statistics (www.uis.unesco.org)
Despite the ravages of a 27-year civil war that began in 1983 and ended in 2009, the country maintains one of the highest literacy rates in South Asia. If public studies in secondary and higher education are free of charge for all citizens, people living in regions still in the recovery phase of the civil war have less access to quality education than those living in other regions. Low school attendance, high drop-out rates, low educational attainment and poor teaching skills have an impact on general quality of education provided in schools. Drug addiction and unemployment are a few reasons why young people cannot earn a decent living.
List of projects managed by Aide et Action in South Asia in 2018

**Gurukul - Arumbu: School Development Project**

- **India, State of Tamil Nadu**
  - From 2015 to 2018
  - **Objectives:** To develop the overall performance of the child in school governance. Active participation of parents and the community to school governance.
  - **Impact:** In 2018, 1,731 children were directly affected by our activities; 80% success rate between grades 6 and 10; 90% attendance rate in all schools.
  - **Partners:** HCL Foundation

**ENLIGHT: Access and quality education for vulnerable girls**

- **India, Delhi, Chennai, Salem, Kolkatta, Hyderabad, Trichy, Mumbai, Bengaluru and Pune**
  - From 2015 to 2020
  - **Objectives:** To ensure a better life for girls through education. Improve the enrollment and retention rates of girls; Increase the number of girls opting for higher education and the number of girls who can enjoy the same status at home, school and at home from the community.
  - **Impact:** In 2018, 2,000 girls were directly affected by our activities; 5,000 girls were indirectly affected.
  - **Partner:** Cagemein

**SIRAGUGAL: Helping children grow up in life (school development project)**

- **India, State of Tamil Nadu**
  - From 2010 to 2020
  - **Objectives:** To ensure children’s learning through quality education and environmental awareness. Through regular training, peer learning and practical experience, the programme focuses on strengthening the capacities of teachers.
  - **Impact:** In 2018, 120 teachers and 11,425 people were directly involved in our activities.
  - **Partner:** Hemendra Kothari Foundation

**Back 2 Basics: Guaranteeing the right to education for children from ethnic minorities**

- **India, State of Telangana**
  - From 2010 to 2021
  - **Objectives:** To guarantee the right to education of children from ethnic minorities through a new communication system and innovation. Provide early childhood education, which is both inclusive and quality, for girls aged 3 to 5 from the Lambada minority. Address school issues and impact global learning environment. Involve communities and the School Management Committee (SMC) in the management of the school. Putting children back into a process of learning; improve their learning abilities, their enrollment and retention rates and increase their skills levels.
  - **Impact:** In 2018, 2,641 people were directly affected by our activities.
  - **Partner:** 100% Aide et Action

**LIVELIHOOD EDUCATION**

**My Gakidh Village**

- **Bhutan, Punakha District**
  - From 2014 to 2018
  - **Objectives:** To limit the migration of young people from rural areas to urban areas and preserve the environment by offering these young people to train and develop their skills and leadership, for livelihood and sustainable employment (in the sectors of tourism and traditional crafts) in their communities of origin. Improvement and support of the community.
  - **Impact:** In 2018, 2,036 young people were directly affected by our activities.
  - **Partner:** Youth Development Fund - Bhutan

**ILEAD: Education and Training Initiative for livelihood development - Initiative for Livelihood Education and Development**

**India**

- **From 2005 to ongoing**
  - **Objectives:** Development and promotion of micro enterprise. Enable better employability and / or entrepreneurship for disadvantaged youth so that they have a better life.
  - **Impact:** In 2018, 52 operational iLEAD centres in India, 11,779 young people (especially girls) trained and employed or having started a business.
  - **Partners:** Accenture, Syibenkyu, Eicher; HCL Foundation, TechMahindra; TFWA

**ILEAD: Education and Training Initiative for livelihood development - Initiative for Livelihood Education and Development - Youth Spark**

- **India, multiple regions**
  - From 2012 to 2018
  - **Objectives:** Promote sustainable economic development among young people by improving their skills in entrepreneurship. Empowering young people from poor and marginalized social classes (including girls / women and people with disabilities) and enable them to benefit from better means of existence and lead a dignified life.
  - **Impact:** In 2018, 12,000 young people were directly affected by our activities.
  - **Partner:** Microsoft

**Support development of human capital**

- **India, Meghalaya State**
  - From 2014 to 2019
  - **Objectives:** To increase the capacity and responsiveness of teaching and technical and vocational training and the number of young people trained in skills needed to find a job or become self-employed.
  - **Impact:** In 2018, 16,000 children and youth were directly concerned by our activities.
  - **Partner:** Asian Development Bank

**Himayat Project**

- **India, Jammu and Kashmir states**
  - From 2013 to 2018
  - **Objectives:** Skills development.
  - **Impact:** In 2018, 5,987 young people were directly affected by our activities.
  - **Partner:** Ministry of Rural Development (India)

**Technical education and professional training for young people**

- **Nepal, slums of Kathmandu, Lalitpur and Bhaktapur**
  - From 2010 to 2019
  - **Objectives:** To provide vocational training to 1,800 vulnerable young people, aged between 18 and 35 years old.
  - **Impact:** In 2018, 20,383 young people were directly affected by our activities.
  - **Partner:** 100% Aide et Action

**Development and promotion of micro-enterprise**

- **India, State of Assam**
  - From 2016 to 2018
  - **Objectives:** Professional training and promotion of micro business via peer groups.
  - **Impact:** In 2018, the project was deployed in 12 villages and slum districts, located on the bank of the river Brahmaputra and threatened by frequent floods.
  - **Partner:** Asian Development Bank

**ILEAD: Education and Training Initiative for livelihood development - Initiative for Livelihood Education and Development**

- **Sri Lanka, districts of Galle, Ratnapura and Kalutara**
  - From 2009 to 2019
  - **Objectives:** Acquisition of computer skills and literacy.
  - **Impact:** In 2018, 1,000 children and 160 teachers were directly concerned by our activities.
  - **Partner:** 100% Aide et Action

**Development and promotion of micro business**

- **India, Meghalaya State**
  - From 2015 to 2019
  - **Objectives:** Professional training and promotion of micro business via peer groups. Youth training, mainly women, to entrepreneurship. Improvement of incomes and family life. Respect and recognition in all areas of life.
  - **Impact:** In 2018, 210 people were directly affected by our activities.
  - **Partner:** TATA TRUST

**Support development of human capital**

- **Sri Lanka, Mullaitivu, Kilinochchi and Balangoda districts**
  - From 2017 to 2018
  - **Objectives:** To develop youth leadership, their abilities and their skills to find a job or become self-employed, but also to promote democracy and reconciliation in 3 districts of Sri Lanka.
  - **Impact:** In 2018, 1,263 young people were directly affected by our activities.
  - **Partner:** Embassy of the United States in Sri Lanka
List of projects managed by Aide et Action in South Asia in 2018

**ILEAD: Education and Training Initiative for livelihood development - Initiative for Livelihood Education and Development - International Academy**

Sri Lanka, city of Panadura
From 2014 to 2018
**Objectives:** Acquisition of computer skills and literacy.
**Impact:** In 2018, 835 young people were directly affected by our activities.
**Partner:** 100% Aide et Action

**Educational centre for migrant children on construction sites**

India, city of Patna
From 2016 to 2018
**Objectives:** Children of seasonal migrant workers have better access to their fundamental rights and live in a safe and healthy environment at the parents’ workplace.
**Impact:** In 2018, 250 groups of young migrants aged 3 to 6 years were welcomed at the educational centre developed by Aide et Action. 150 children aged 6 to 14 were able to access nearby schools.
**Partner:** 100% Aide et Action

**School development project**

India, State of Madhya Pradesh, Balaghat City
From 2014 to 2018
**Objectives:** To ensure children’s learning through quality education and environmental awareness. Improving skills and continuing education of children.
**Impact:** In 2018, 2,255 school children were directly concerned by our activities.
**Partner:** TATA TRUST

**MIGRATION**

**Educational Centre for the care of migrant children**

India, Telangana State
From 2017 to 2020
**Objectives:** To provide a protected environment and meet the needs of migrant children, aged 0 to 14, at 5 sites.
**Impact:** In 2018, 570 children aged 0 to 14 years were directly concerned by our activities.
**Partner:** SNCF

**Care and learning for migrant children on construction sites**

India, Dehi city
From 2016 to 2018
**Objectives:** To provide a protected environment and meet the educational needs of children.
**Impact:** 830 people involved since the implementation of the project.
**Partner:** Times Foundation

**PAHAL: Care for children from sex workers**

India, New Delhi City
From 2010 to 2019
**Objectives:** Care and protection for children of single prostitute mothers. Educational and vocational rehabilitation of their children.
**Impact:** In 2018, 30 children of prostitutes and 100 children from the underprivileged community had access to the centre. 10 young people were hosted in a vocational training centre.
**Partner:** 100% Aide et Action

**EARLY CHILDHOOD**

**Educational centres for migrant children on construction sites**

India, State of Tamil Nadu, cities of Bhopal, Bhubaneshwar, Hyderabad
From 2016 to 2018
**Objectives:** To provide nutrition, education and protection for child migrants.
**Impact:** 60 childcare and learning centres have been opened for children and teenagers living on construction sites. In 2018, 1,550 children were directly affected by our activities.
**Partner:** Bernard van Leer Foundation (BvLF)

**Health Education**

**Prevention of HIV-AIDS among intravenous drug users**

India, Punjab
From 2012 to 2018
**Objectives:** Prevent new HIV-AIDS infections among intravenous drug users and liaising with care services and support for HIV-positive people.
**Impact:** In 2018, 465 intravenous drug users have been identified and have received prevention advice and / or medical support.
**Partner:** Punjab AIDS Control Society

BUDGET AND HUMAN RESOURCES 2018

PER COUNTRY + REGIONAL OFFICE

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>AEA BUDGET 2018</th>
<th>NUMBER OF AEA EMPLOYEES 2018</th>
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<tbody>
<tr>
<td>Regional Office</td>
<td>North Asia (Bhutan included)</td>
<td>806,390</td>
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<tr>
<td>India</td>
<td>€2,040,400</td>
<td>324 (including staff of Ilead centres)</td>
</tr>
<tr>
<td>Nepal</td>
<td>€96,410</td>
<td>32</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>€257,850</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>€3,199,050</td>
<td>383</td>
</tr>
</tbody>
</table>

AIDE ET ACTION WISHES TO THANK ALL OF ITS PARTNERS, BOTH FINANCIAL AND OPERATIONAL, WHO, IN 2018, WORKED AT OUR SIDE, IN SOUTH ASIA, FOR ACCESS TO QUALITY EDUCATION FOR ALL.
Despite the socio-economic development of the region, the difference in GDP and income disparities between countries are considerable. Cambodia, Laos, Vietnam and Myanmar, whose GDP is among the lowest in the region, are struggling to achieve the Sustainable Development Goals, including Goal 4 dedicated to education. In national budgets, investments in sectors such as health care have priority over investments in education, which has, generally, a long-term impact.

While some countries have increased their school attendance, retention and completion and reduced gender gaps, problems in educational opportunities remain. Access to basic education, especially in rural areas, is still lacking. Many children do not benefit from quality learning because of their socio-economic situation and geographical location, their disability and/or their state of health, their ethnic origin, their language barriers or their gender. High rates of poverty, especially in rural areas and areas where ethnic minorities live, exacerbate this inequality.

Migration and rapid urbanization also push some populations to the margin of society by compromising education of their children. For example, in Sichuan Province, China, children and women whose husbands and fathers are migrant workers suffer a learning disadvantage.

In 2018, the projects led by Aide et Action in Southeast Asia are mainly focused on themes such as:

- Access and quality of education
- Inclusive education
- Early childhood education
- Education of women and girls

Through these projects, Aide et Action worked to open the way for long-term systematic changes in low-income communities, especially in areas where ethnic minorities face great challenges. For example, our community solutions reached children in remote villages in the District of O’Chum, in the province of Battambang in Cambodia.

Inclusive education

In Cambodia, many children with disabilities are still not in school. There are many reasons: poverty of households, distance from school, lack of means of transport, poor school facilities, lack of qualified teachers. But discrimination against people in a situation of disability remains very significant and the parents themselves are not always aware of the need to take their children to school.

We seek to integrate children with disabilities with their peers by increasing access to schools adapted to their needs so that they can play a more active role in society. We enroll children with disabilities in school and provide tailored educational services to keep them in school and see their results improve. We also work with teachers to help provide the skills and tools necessary to provide quality education.

In 2018, 1,701 children (69.4% girls), 2,153 adults (69.8% women), 47 teachers and 18 schools were involved in our activities.

For more about our projects in Cambodia see pages 41-43.

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**WITNESS REPORT**

My name is Ngim.

I’ve been a librarian at an Aide & Action mobile library for a year now. Five days a week, I visit various villages and schools in Srei Reap district, Cambodia. I wanted to become a mobile librarian with Aide et Action because I believe that educating our children is the best way to advance our society. I like this role because I can give books to children who otherwise would not have the opportunity to read or build on their knowledge outside of the classroom.

Ngim, volunteer librarian of the mobile library project in Cambodia (see page 42).

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**Cambodia**

The World Economic Forum recently ranked Cambodia 101 out of 140 countries in terms of quality of education and schooling. Challenges include an education system which is under-financed, discrimination against children with disabilities and mature learners, belief that education is not important for all, poor school environments, geographical distance, lack of education in the mother tongue, migration, and exploitation of children, poverty and family difficulties. Thanks to Aide et Action, more and more children with intellectual disabilities and/or learning difficulties have access to quality education.
China’s economic development is stronger in the East Coast provinces than in the West, about 169 million migrant workers have settled (in 2016) in urban areas to find work. Gender inequality continues to disadvantage women on the socio-economic level, particularly in the more rural western provinces, and is exacerbated by the imbalance of the male-female birth rate. Together with the rapid changes in society, these factors pose additional challenges to women in particular and to education of younger ones from China.

PROJECT FOCUS
Developing livelihood for vulnerable women in rural China

Girls’ and women’s education

From 2017 to 2021
In Sichuan Province, Qianjin County and City of Chengdu
Sichuan Province is the most populous rural area of Western provinces and has the largest number of migrant workers. Approximately 8 million married men have migrated from the province, leaving their wives at home to care for children and the elderly. Most of these women, as well as others living in the area, are at a disadvantage because of their low level of education, their financial vulnerability and their unequal social status.

// Sprung from the need for women to adapt to a society in rapid change, this project focuses on their development and empowerment. It strives to promote gender equality through non-formal education and encouraging women to participate in community development, networking and claim their rightful place in society. More specifically, it aims to improve the economic means of women by offering vocational education courses, helping them to build their social network with mutually supportive group actions, to make them aware of community volunteering, and to improve their leadership and management skills.

// In 2018, 740 women, 6 teachers and 2 schools were impacted by our activities.

*Partners:* Air France, Chengdu Civil Affairs Bureau, Beijing Cultural Development Center for Rural Women, China Merchants Charitable Foundation, Jaguan People’s Government, Bang Po People’s Government

For more about our projects in China see pages 41 – 43

Laos

Despite progress made in universal access to basic education, about 160,000 children aged 6 to 14 do not go to school (2016). The national literacy goal (95% by 2020) seems like an unlikely possibility due to high rates of many school drop-outs in the early years of primary education and poor learning outcomes. These problems are more obvious in rural, mountainous and minority communities.

PROJECT FOCUS
Inclusive and responsive primary environments for children from ethnic and marginalized minorities

Access and quality of education

From 2015 to 2018
In Vientiane province, Vangvieng districts, Feuang, Mad, Hinherb and Meun

// Many children in elementary schools do not master the basic reading, numeracy and essential knowledge skills to succeed in apprenticeships and employment later on in life. The causes are largely down to poor quality of education and school governance, inadequate access to pre-primary education, sanitation problems and malnutrition. Poor, remote, and non-Lao speaking communities were the most affected.

// In 2018, 2,382 children (68.4% girls), 1,378 adults (of which 77% women), 107 teachers and 10 schools were involved in our activities.

*Partners:* Embassy of Canada in Thailand, Embassy of the Czech Republic in Thailand, Education and Sports Offices (DESB) Districts of Vangvieng, Quality Assurance and Education Standards Center (QESAC) of the Ministry of Education and Sports, Feuang, Taiwan Children and Youth Fund Family Hinherbs and Meun, Mad, Provincial Education and Sport Service (PESI) of Vientiane Province, Etn柃la Foundation, Masiolana Foundation

For more about our projects in Laos see pages 41 – 43
While Vietnam enjoys wide educational coverage, gaps and challenges remain. By ensuring access to quality education for all children in the country, especially those from poor households, isolated areas and ethnic minorities, we increase coverage further. The underlying issues include language barriers; poor quality of education, school programmes, facilities and infrastructure; water problems and sanitation; poverty; malnutrition and migration.

**PROJECT FOCUS**

Promote inclusive care and relevant education to young underprivileged children from ethnic minorities

**Early Childhood Care and Education**

From 2014 to 2018

In Tam Duong District, Lai Chau Province

More than 75% of the local population in Tam Duong District are living in poverty. The majority of the population is made up of ethnic minorities and the poverty they are living in is preventing children from attending school. A lack of access to education in their mother tongue creates further barriers to receiving equality education.

Objectives:

- Improve quality teaching creates further barriers to receiving a quality education.
- A lack of access to education in their mother tongue couple with poor quality of education, school programmes, facilities and infrastructure; water problems and sanitation; poverty; malnutrition and migration.

**ACCESS AND QUALITY OF EDUCATION**

Cambodia, Banteay Meanchey province

From 2017 to 2018

Objectives:

- We helped children recover from their traumatic experiences and to reintegrate into family or society through a safe haven with various services dedicated to their needs.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-primary education.
- A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children.
- Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.

Impact:

- In 2018, 4,995 people benefited from our activities.

**Improve the reintegration of street children and abused children**

Cambodia, Banteay Meanchey province

From 2017 to 2018

Objectives:

- We helped children recover from their traumatic experiences and to reintegrate into family or society through a safe haven with various services dedicated to their needs.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-primary education.
- A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children.
- Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.

Impact:

- In 2018, 6,723 people benefited from our activities.

**Khmer LEARN: Use technology to improve literacy, teaching and learning**

Cambodia, Banteay Meanchey Provinces, Kep, Kampong Cham, Siem Reap and Tboung Khmum

From 2017 to 2021

Objectives:

- Through the deployment of a series of online quality training applications, we promoted improvement of standards in reading, learning and teaching. We also developed mobile libraries so that the most marginalized children could access books and participate in reading activities.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-primary education.
- A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children.
- Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.

Impact:

- In 2018, 23,400 people benefited from our activities.

**Education for all: reaching marginalized children**

Cambodia, Kandal province

From 2017 to 2021

Objectives:

- We helped children recover from their traumatic experiences and to reintegrate into family or society through a safe haven with various services dedicated to their needs.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-primary education.
- A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children.
- Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.

Impact:

- In 2018, 677 people benefited from our activities.

**Targeted educational strategies for community development of the most destitute people**

Cambodia, Kandal province

From 2017 to 2021

Objectives:

- We helped children recover from their traumatic experiences and to reintegrate into family or society through a safe haven with various services dedicated to their needs.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-primary education.
- A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children.
- Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.

Impact:

- In 2018, 100% Aide et Action

**Education of children from ethnic minorities**

Cambodia, Mondulkiri and Ratanakiri Provinces

From 2014 to 2018

Objectives:

- We have increased the volume, quality and availability of learning content in mother tongue languages for teachers, as well as for students and ethnic minority communities.

Impact:

- In 2018, 6,723 people benefited from our activities.

**Improving the quality of education for children of the most vulnerable communities**

Cambodia, Kampot and Kampong Thom provinces

From 2017 to 2021

Objectives:

- We helped children recover from their traumatic experiences and to reintegrate into family or society through a safe haven with various services dedicated to their needs.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-primary education.
- A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children.
- Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.

Impact:

- In 2018, 4,995 people benefited from our activities.

**For more about our projects in Vietnam see pages 41 – 43**
Objectives: By 2018, this project was in the preparatory phase. In 2019, we will improve children’s reading and math skills for infants and children from ethnic minorities who are geographically isolated and marginalized.

Partners: 100% Aide et Action

Focus on the activity “Mobile Bookshops” in Cambodia, in 180 villages of Kep, Kandal, Ratanak Kiri, Kampot, Kompot, Banteay Meanchey and Pursat.

From 2018 to 2020
Context: Developing reading in all regions of Cambodia represents a challenge, especially in rural and remote areas, due to a lack of available materials in the local language, lack of infrastructure, and in out of school pupils, knowledge gaps in teachers and lack of investment from the education stakeholders.

Project Objectives: The Aide et Action project aims to improve literacy and children’s learning abilities for pupils aged between 3 and 11 in rural Cambodia by reducing the distance between children and infrastructure through the deployment of mobile libraries equipped with books and educational material in a local vehicle called “Tuk-tuk.” Community members will be trained to manage mobile libraries and carry out reading activities. Teachers’ skills will also be reinforced through specific training.

Impact: In 2018, 3,856 people benefited from our activities.

Partner: The Rabbit School

Promote inclusive development of children and young people from ethnic minorities

Vietnam, Lao Cai Province

From 2017 to 2021
Objectives: We're working with children and young people from ethnic minorities to improve their life skills; educate them on child protection and the protection of minority children from ethnic groups; engage parents and teachers on best practices; improve nutrition and care of children; and build career readiness/development.

Impact: In 2018, 1,407 people benefited from our activities.

Partner: Embassy of France in Cambodia; Gertrude Hirtel Foundation; HSBC Vietnam

LIFE EDUCATION

To develop livelihood of vulnerable women in rural areas

China, Sichuan Province

From 2017 to 2021
Objectives: We have promoted development and empowerment of women, encouraged them to participate in the activities of community-wide networks and the establishment of peer-to-peer networks. By doing so, we contributed to advancing gender equality in general.

Impact: In 2018, 764 women benefited from our activities.

Partners: China Merchants Charitable Foundation, People’s Government of Jiaguan, Qianjin People’s Government

INCLUSIVE EDUCATION

Education for children with severe and moderate disabilities

Cambodia, Kandal Provinces, Kampong Speu, Phnom Penh and Siem Reap

From 2017 to 2022
Objectives: Children with disabilities are often excluded from education in Cambodia as well as from society at large. Our project increases access to education for disabled children, alongside their non-disabled peers, in mainstream schools adapted to their needs. Education and peer interaction enables them to become more active members of society.

Impact: In 2018, 3,856 people benefited from our activities.

Partner: The Rabbit School

Integrated Community Partnerships for improved development programmes of both child and school readinessness

Cambodia, Kep provinces, Prey Veng and Takeo

From 2017 to 2021
Objectives: We have expanded our education services to young children aged 0 to 6, giving priority to children from communities and pre-school children at home. This focus allows us to increase quality and provide more equitable access to early childhood services.

Impact: In 2018, 4,441 people benefited from our activities.

Partners: ETA Foundation

Children’s Aid and Care Centres

China, Sichuan and Guanxi provinces

From 2017 to 2021
Objectives: We helped to ensure that young people and children can benefit from good early development thanks to our adapted play centres and community activities that are organized.

Impact: In 2018, 1,030 people benefited from our activities.

Partners: Chengdu Civil Affairs Bureau, Centre for cultural development of Beijing for rural women, China Merchants Charitable Foundation, Air France Foundation and various other local private donors

Inclusive and responsive primary environments for children from ethnic and marginalized minorities

Laos, provinces of Vientiane and Oudomxay

From 2017 to 2023
Objectives: We have strengthened management of schools and we focused on quality-oriented programmes to create – pre-school and primary - inclusive and child-friendly environments. We have also favoured school readiness programmes.

Impact: In 2018, 3,760 people benefited from our activities.

Partners: Ethnice Foundation, Masalina Foundation, HEAD Foundation; Czech Republic; Taiwan Fund for Children and Families (TFCF) and Hong Kong Public Restricted Funds

Promote care and education for relevant and inclusive early childhood for children from ethnic and underprivileged minorities

Vietnam, Lai Chau Province

From 2016 to 2023
Objectives: We have increased access for children from ethnic minorities to pre-school and early primary education, quality and relevance, thanks to improved pedagogy, parental involvement and informed decision-makers.

Impact: In 2018, 9,332 people benefited from our activities.

Partners: HEAD Foundation; European Union

Early Childhood

Promote care and education for relevant and inclusive early childhood for children from ethnic and underprivileged minorities

BUDGETS AND HUMAN RESOURCES 2018

BY COUNTRY + REGIONAL OFFICE

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>AEA BUDGET 2018</th>
<th>NUMBER OF AEA EMPLOYEES 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional SouthEast Asia Office (including Hong Kong)</td>
<td>€213,865</td>
<td>10</td>
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<tr>
<td>Cambodia</td>
<td>€725,595</td>
<td>54</td>
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<td>China</td>
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<tr>
<td>Laos</td>
<td>€235,211</td>
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<tr>
<td>Vietnam</td>
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<td>TOTAL</td>
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</table>

AIDE ET ACTION WISHES TO THANK ALL OF ITS PARTNERS, BOTH FINANCIAL AND OPERATIONAL, WHO, IN 2018, WORKED AT OUR SIDE, IN SOUTHEAST ASIA AND CHINA, FOR ACCESS TO QUALITY EDUCATION FOR ALL.
As of 1 January 2016, the European Union has a population of 510 million, of which 136 million young people between the ages of 0 and 24, 27% of the total population of the EU. In their institutional diversity (weight of public sector, mode of governance of institutions, training and recruitment of teachers, etc.), systems, European educational institutions are characterized by common phenomena such as gradual broadening up of education, different levels of education. Overall, European educational systems testify neither of the existence of a "Common core" challenge nor by continuity of structure between lessons of the primary and lower secondary education, without subject options at this level.

In general, there are very high schooling rates at the final compulsory age of education in the EU in 2015. Only 5 countries do not reach 90% at this age: Bulgaria, Hungary, Luxembourg, Malta and Romania.

In 2018, the projects led by Aide et Action in Europe are mainly focused on the themes: Global development of education and citizenship
Education for life

Although the goal of universal education is considered to be achieved in France and more generally in Europe, the question of school inequalities, learning conditions and the relationship between education and social change question the quality and equity of education systems, especially in France. Every year, nearly 98,000 young people leave the French education system without a diploma or qualification.

In Seine Saint-Denis, France
From 2018 to 2022
In Seine Saint-Denis (93), a bordering department of Paris, one estimates that 600 children live in slums and that 80% of them do not have access to school. The project aims to defend the right to education of all children and to prepare them for school through a tool called "Bridge", which is an intermediate preparation for schooling.

PROJECT FOCUS
Access to education of vulnerable and marginalized populations in Seine-Saint-Denis

In Seine Saint-Denis, France
From 2018 to 2022

PROJECT FOCUS
Access to education of vulnerable and marginalized populations in Seine-Saint-Denis

// Since September 2018, Aide et Action has been supporting ASET 93 for the implementation of a project to facilitate entry into school of excluded children. It's about supporting families in the administrative process, support educational teams with the reception of children and their families and of course to bring children to success at school. This project is organized around 4 axes: to allow access to the child\'s school; promoting retention in school and success at school contributes to social and professional integration of families; carry out advocacy actions. For this, children and their families are welcomed in a "school truck" made available to the ASET 93 association by Aide et Action.

\n
WITNESS REPORT
"Going to school is a real challenge for one\'s self-confidence. Children have to rely on themselves and accept an environment where they all lose their points of reference. It takes a lot of courage. Our wish is not of one as a substitute for school, but to ensure a personalized follow-up of each child so that he gets to feel good once in class."

Cécilia Chopinaud, educator and coordinator of the ASET 93 association, Aide et Action's partner, on the project led to the education of children away from school in Seine-Saint-Denis (see page 44).

Sources: INSEE (2019); Ministry of National Education (2016); UNESCO (2016); ANLCI (2018), UNESCO Institute for Statistics (www.uis.unesco.org)

For more on our other projects in France see page 47

© Kristen Poels
More than 40% of Romania’s population and more than 49% of children are at risk of living in precarious situations because of the difficulties of access to health and education services, lack of information, exclusions and discriminations. A large gap in access to education is noted between rural areas and urban areas with a 25% higher drop-out rate in rural youths under 14 years of age. Added to this are a lower quality of education and an increased lack of qualified staff. Further analysis by the Romanian Ministry of Education shows that of a cohort of children followed for 8 years, almost 30.4% give up before the end of cycle 2 (14 years) and only 56.9% average the national assessment exam.

**PROJECT FOCUS**

**Together for a better life: Project for social and economic inclusion of the Roma community of Satmarel**

Access and quality of education / vocational training

From 2018 to 2019

In Satmarel, Satu Mare, Romania

350 inhabitants of which nearly 150 Roma children currently live in Satmarel, one of the shanty towns of Satu Mare, including access to and retention of children from 6 to 14 years by improving, among other things, quality of education. The project also includes an approach with parents to involve them more in education and empower them in their access to rights. Finally, it proposes via the creation and the maintenance of a solidarity garden to increase the level of employability and skills of young adults.

In 2018, 45 children aged 6 to 16, 10 parents and 10 young adults in socio-professional inclusion were concerned by our activities.

**Partners:** CCFD-Terre Solidaire, Departmental Centre of resources and educational assistance (CJRAE), General Directorate of Social Assistance and Satu Mare Child Protection (DGASPC), Public Health Branch, Departmental Administration for Youth and Sport (DUTJS), Octavian Goga School of Satu Mare and its antenna of Satmarel, Swatch Foundation, Obediancii Ieru Romania, School Inspectorate of Satu Mare Department, Satu Mare Town Hall, Secours Populaire Roumain, Childhood Solidarity Romania, STEA, Holy-Day

For more on our other projects in Romania see page 47.
Our financial overview

2018 was the year of the launch of our Transformation to even better meet increased quality requirements, efficiency and accountability to serve our social mission. Special consideration is given to strengthening Support Services, including Finance & Administration, Human Resources and Information Systems to put in place unique policies and procedures that are homogeneous within the network.

In this context, we prioritize the homogenization of rules and accounting methods and strengthening of reporting on projects for the preparation of combined audited accounts.

The information presented are unaudited financial data in combination of the AEAI Network, composed of ‘Regions’ Aide et Action International (AEAI), France & Europe (FR and CH), Africa (AFR), South Asia (AS), Southeast Asia and China (ASEC). The figures presented are therefore the subject of manual groupings for the purposes of aggregation of accounts. So far, some topics are not treated as homogeneous within the network especially the recognition of the South Asian cash flow approach and approach commitment for the rest of the Network.

The figures presented are in Euros. The result amounts expressed in different currencies have been converted to annual average rates.

Operational result

The year 2018 ends with an operating deficit of €0.3 million, down €1 million compared to 2017.

This is explained by a reduction in revenues, especially institutional and private donations, partially offset by a decline in costs.

Some significant projects financed by the institutions were completed at the end of 2017, explaining a lower level of income in 2018.

Financial resources

It’s the generosity of all – individuals, institutions, businesses, foundations - which has enabled us to fulfill our social mission and to help more than 1.2 million people in 2018. We thank them warmly.

Products from the generosity of the general public represent more than 62% of our resources, i.e. €12.6 million which is stable compared to 2017. Our second source of funding comes from public and institutional investors - €3.3 million, down more than 50%.

More than 60% of the Network’s 2018 resources are unaffected.

Jobs

In 2018, our operating expenses covered 74 projects in 19 countries.

Africa concentrates the majority of our social mission, with 9 country of intervention and more than one-third of network expenditure. With 4 countries each, South Asia and SouthEast Asia total, respectively a quarter and a sixth of our programmes. France, where we work with underprivileged populations, represents 3% of the mission. Finally, Switzerland, with its support for projects in Mali, India and Vietnam, represents 1% of project expenses.
Structure of our network

<table>
<thead>
<tr>
<th>Executive</th>
<th>International General Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International Board</td>
</tr>
<tr>
<td></td>
<td>International Congress</td>
</tr>
<tr>
<td></td>
<td>Associative</td>
</tr>
</tbody>
</table>

Our offices

Aide et Action International
Rue de Lausanne 45A
1201 Geneva – SWITZERLAND
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www.aide-et-action.org

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www.aeahk.org.hk

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1201 Geneva – SWITZERLAND
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www.aide-et-action.ch

Workforce of the network (employees), in the 1st quarter of 2019:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Management</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Management Africa</td>
<td>117</td>
<td>135</td>
</tr>
<tr>
<td>Management South Asia</td>
<td>383</td>
<td>380</td>
</tr>
<tr>
<td>Management SouthEast Asia and China*</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>Management France</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Management Switzerland</td>
<td>3.5</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>631.5</strong></td>
<td><strong>649</strong></td>
</tr>
</tbody>
</table>

* Including 3 employees in Hong Kong

International Board:
President: Aïcha Bah Diallo
Treasurer: Gwenaëlle Bouillé
Secretary: Rajiva Wijesinha

Administrators:
Djibril Debourou
Daniel Després
Anorna Dissayanaka
Jacky Lumarque
Radhames Mejia
Rukmini Rao
Yves Tapiero