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For Aide et Action, a crusader for Education for All for almost 40 years, 2019 could not have started under better auspices. Indeed, what could be more promising than the very first “International Education Day” announced on 24 January 2019 by UNESCO? Finally, there was a sign of unprecedented recognition of the universal values promoted by education. Education – which had invariably been set aside by politicians, put on the back burner behind “real emergencies”, ignored by experts and specialists – propelled by the force of the Sustainable Development Goals (SDGs), was finally becoming “an international priority, a human right, a public good and a public responsibility”. Adopted four years earlier, the SDGs had in fact already anointed education as being the “golden thread” of development, a critical pillar for building a just and sustainable world, a human right with a multiplier effect that would ultimately make it possible for people to learn about all their rights and claim them. From one end of the planet to the other, the urgent need for Education for All started resonating unilaterally in 2019. The French President, Emmanuel Macron, who was also President of the G7 at the time, chose to make it his summit’s priority in order to better succeed in the fight against inequalities, while in July 2019, it became the focus of attention of the United Nations High-Level Policy Forum. The 30th anniversary of the International Convention on the Rights of the Child (CRC, 20 November 2019) ended the year by reminding the world that the right to Education for All was guaranteed by a text of universal and historic significance and that it finally needed to be applied by almost all the States that had ratified it – i.e. 196 out of 197 States.

Yes, but as the months went by, the lack of results became more and more glaring. Fine words
followed upon one another but have never – or too rarely – given rise to concrete action and serious commitments. Inequalities\textsuperscript{1}, exclusion, poverty, discrimination, famine and epidemics have only increased... Education for All also seems to have lost its fight against ignorance. Far from progressing, it is stagnating or even regressing\textsuperscript{4}, with the result that a growing number of marginalised children – who, despite years of mobilisation, have remained inexorably excluded from development – are falling by the wayside and being left to their own fate. Today, an estimated 258\textsuperscript{5} million children remained deprived of education, 128 million of whom live in situations of conflict or crisis\textsuperscript{6}. It is estimated that 46\% of the most marginalised groups have very little chance of going to school by 2030, whereas 31\% have none at all\textsuperscript{7}. Poverty, remoteness, religion, ethnicity, language spoken – which is sometimes different from the official medium of instruction, gender, etc. are some of the numerous causes. Furthermore, 25 years after the Beijing Declaration\textsuperscript{8} (considered “the most progressive blueprint” ever for the empowerment of women and girls worldwide), girls\textsuperscript{9} are still the ones who are subjected to and face the most discrimination and remain deprived of their most basic rights. Speeches by the greatest experts and international organisations have followed upon one another, warning that, under these conditions, the goal of achieving the SDGs by 2030 would be compromised\textsuperscript{10}. If current trends were to continue, one child in six will be out of school in 2030 as regards primary and secondary education, while four out of ten young people will be excluded from secondary education\textsuperscript{11}. The situation for adults will not be much better: more than 750 million adults in low- and middle-income countries will lack the skills to participate in tomorrow’s economy and 1.5 billion adults will not be educated beyond the primary school level\textsuperscript{12}.

But this situation did not come about by chance – these figures have resulted from the political decisions made, as the urgent messages conveyed by civil society fell on deaf ears, from hands voluntarily remaining inactive when they had the power to change the world. Our policy-makers have once again failed to keep their promises and 2030 will probably not see the birth of a new world. As always, the worst affected will, of course, be the most vulnerable.

Faced with such injustice, Aide et Action has chosen to turn a corner and rethink its mission “to help build a world where everyone has the opportunity to develop their full potential through access to quality education and learning”. Established in 1981 to ensure Education for All, the association focuses its actions on the most vulnerable and marginalised, the most isolated, those whose human rights – in particular the right to education – are the most flouted. It supports them throughout their lives so that they can acquire knowledge – from preschool to primary and secondary school to socio-professional learning – and become free citizens, capable of contributing to social change. These new approaches in our interventions will enable us to act globally, addressing all the impediments to education, so that the most vulnerable and marginalised can, through knowledge and learning, remain in charge of their own development and therefore contribute as quickly as possible to a more peaceful and sustainable world.

\textbf{Aïcha Bah Diallo}

\textbf{International President}
An association working towards development through education, for the past 40 years, Aide et Action has been ensuring access to quality education for the most vulnerable and marginalised populations, especially children, girls and women, so they can take charge of their own development and contribute to a more peaceful and sustainable world.

Since access to quality education actually helps to fight against poverty and disease, limit climate change and build peace in a sustainable world, Aide et Action promotes lifelong learning. Thus, we pay special attention to Early Childhood Care and Education, Access and Quality of Education at the primary and secondary levels, as well as Vocational Training and Social Inclusion.

By basing our work on our values of dignity, inclusion and integrity as well as our principles of action – transparency, accountability and solidarity – and with the support of our 51,000 donors, we conduct over 83 projects in Africa, Asia, Europe, particularly in France, for more than 1.9 million children, young people and adults.

// Vision : Aide et Action : Changing the world through education.

// Mission : Aide et Action ensures access to quality education for the most vulnerable and marginalized populations, especially children, so they can take charge of their own development and contribute to a more peaceful and sustainable world.

// Values
- Dignity : We believe education helps to build an individual’s capacity enabling them to live with dignity. We always value and respect every person for their own sake and treat them ethically.
- Inclusion : Our belief in all humans having equal rights is unshakable. By lifting barriers to inclusion from education we help others exercise their rights. Our workplace is inclusive and does not discriminate in any way.
- Integrity : Collective and personal integrity are all-important to us and help guide all decisions and initiatives we take. We strive to be honest, fair and ethical in everything we do, and live by our values.
The Aide et Action Charter

Aide et Action 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:

- **Solidarity**: We are united in the belief of education for all as a way to stand and act together with the communities and supporters we work with. Our commitment is always visible in whatever we do, both as individuals and as an organization.
- **Transparency and Accountability**: Transparency is ensuring openness to all our stakeholders with respect to our policies, programs and finances. We are accountable to our beneficiaries, supporters and donors to use both our financial and human resources in the best possible way.

**Areas of intervention**

Aide et Action develops its action in a perspective of lifelong education, focusing its interventions on programmes and projects favouring the following, for the most marginalised and vulnerable populations:

- Early Childhood Care and Education (ECCE)
- Access and Quality of Education at the Primary and Secondary Level
- Lifelong Learning and Vocational Training

In addition to field projects, Aide et Action promotes citizenship education and mobilises citizens to contribute to social change at the local, national and international levels.

These areas of intervention are consistent with the analysis of educational contexts and issues in the territories, while also paying heed to the challenges faced in terms of climate change, security and migration.

Aide et Action’s scope and logic of intervention for the next 10 years for the development of quality education is based on three complementary pillars:

- **Action towards vulnerable and marginalised populations and educational actors**
- **Education for citizenship, peace and sustainable development; awareness-building; and the mobilisation of citizens and civil society**
- **Advocacy towards institutions and public authorities.**

The Aide et Action 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.
2019 in figures and worldwide

1,911,194 people covered by our activities, including:

- 950,170 children and young people (48.82% girls)
- 800,549 adults (63% women)
- 18,797 teachers involved
- 8,925 schools involved

19 countries
83 projects
463 project staff

13.8 M€ Budget dedicated to operations
18.7 M€ Total budget
51 000 individual donors & 18.2 M€ raised
Countries of intervention

Regions of intervention
- **Africa**
- **South Asia**
- **Southeast Asia**
- **Europe**
In 2019, the security crisis linked to terrorist attacks (Niger, Mali, and Burkina Faso) continued and was sometimes coupled with inter-community ethnic clashes (as in Mali and Burkina Faso). This led to the closure of a number of schools, the destruction of school infrastructure and numerous displacements of populations, depriving children of their right to education. The fragile security situation has meant reduced project capacity, in some locations (such as the BANA project in Niger).

The States, with the support of several partners, continued their efforts to review education sector plans in the light of the Sustainable Development Goals (SDGs). This was the case in Benin with the strengthening of the education system monitoring mechanism through the establishment of the National Education Council. In Niger, several partners, including the Global Partnership for Education (GPE), rallied together, in particular to review the Education and Training Sector Plan (PSEF – Plan Sectoriel de l’Éducation et de la Formation).

The challenges facing the education sector are vocational training for young people and those excluded from the education system, girls’ education and education in a context of population mobility (due to insecurity or natural disasters). The education systems in the countries of intervention here are also confronted with insufficient financial resources, the lack of qualified teachers and overcrowding.

Despite the difficulties, education remains a priority for governments, in terms of the allocation of financial and human resources. All in all, notwithstanding the persistence of insecurity, efforts are being made by most States to guarantee community access to quality education, thanks to the support of technical and financial partners.

In 2019, Aide et Action’s main focus areas in Africa were:

- Access and Quality of Education
- Health Education
- Lifelong and Livelihood Education – Vocational training
- Education for Sustainable Development and Global Citizenship
- Education in emergency and post-emergency situations
- Early Childhood Care and Education (ECCE)

Mrs. Aissatou Soumah, Principle of the primary school in the centre of Dabiss, Guinea, while talking about the “A Light For Africa” (ALFA) project (see pages 11 and 20), said:

“The electrification of our school by Aide et Action has been more than salutary. Now, in the evenings, teachers can prepare classes without any difficulty thanks to the classrooms being lit up. Students can also study after school. And most certainly, the children’s success rate will improve. We are planning to hold literacy classes for women at night, as during the day they are all busy with field and domestic work. This is not the first time that Aide et Action has supported our school. We had already benefited from textbooks, digital tablets, funding for our school projects, etc.”
In Benin, 11.48 million inhabitants live, with 42% of the population being younger than 14 years old. Compulsory schooling lasts from 6 to 11 years of age. The net enrolment rate in pre-primary education is 14.39%, with 14.55% for girls. For primary school enrolment, the rate is 97.21%. Survival rate to the last grade of primary school is 47.49%, with 46.34% for girls. The net secondary school enrolment rate is 46.58%, with 39.81% for girls. Illiteracy rate for people over 15 years old is 57.64%, with 68.93% for women.

Net primary school enrolment rate: 97.21% for girls, NC (not communicated) for boys.
Survival rate to the last grade of primary school: 47.49% for girls, 46.34% for boys.
Net secondary school enrolment rate: 46.58% for girls, 39.81% for boys.

Source: UNESCO-UIS

In West Africa, 9 out of 10 schools do not have electricity, i.e. about 200,000 schools, which has a strong impact on learning conditions. Indeed, classes can only take place during the day (while night sometimes falls early) and without a ventilation system during heat waves. In addition, books in these schools are scarce and other teaching material is often of poor quality or even non-existent. Without electricity, digital learning materials, which would be a practical and inexpensive alternative, cannot be used. Our solution: Using solar energy to electrify schools to improve the learning environment and the quality of education in these schools.

**PROJECT FOCUS:**

**A Light For Africa (ALFA)**

**Access and Quality of Education**

**January to June 2019**

Gbéto, Agbodjèdo, Tonzoun-Bliguédé Gbèhadji and Houngon-Djimon villages, Adjarra, Aguegués, Allada and Avrankou communes, Atlantique and Ouémé administrative departments.

**Partners:** Gertrude HIRZEL Foundation, Service des Industriels de Genève (SIG).

**In 2019,** 1,382 pupils, including 654 girls (47.32%); 650 adults, including 425 women (65%); 27 teachers; 5 schools benefited from this project.
In Burkina Faso, a certain number of obstacles prevent women entrepreneurs from fully playing their role as an economic driver: low levels of education, qualifications and income, high illiteracy rate, difficulties in accessing credit, lack of land ownership, poor access to means of production (inputs, modern equipment), family constraints, socio-cultural burdens, lack of coordination of interventions in the field of women’s entrepreneurship, etc.

In addition, women have very limited access to vocational training. In fact, only 4.5% – 6.3% men and 3.1% women – of the population aged 16 to 64 years have benefited from technical and vocational education and training.

*EICVM - Enquête Intégrale sur les Conditions de Vie des Ménages or Integrated Household Living Conditions Survey – 2009/2010

### PROJECT FOCUS:

**FORSELF : Training for Women’s Leadership**

Lifelong and Livelihood Education – Vocational Training

**Focus on Women**

January 2019 to December 202

District No. 10 in the Ouagadougou commune

**Project objective:** Contribute to the sustainable improvement of the living conditions of women in District No. 10 of the Ouagadougou commune through the promotion of income-generating activities and micro-enterprises.

**In 2019:** 30 young girls and women learned to read, write, do arithmetic, manage and supervise their activities. Each has a business plan and a better knowledge of financing structures.

**Partners:** District No. 10 in the Ouagadougou commune.
Ivory Coast has a Sectoral Education and Training Plan covering the 2016-2025 period. It is a document for operationalising the strategic direction relating to the acceleration of human capital development and the promotion of social welfare. Essentially, the country’s vision for the Education and Training sector is to provide Ivory Coast with quality and productive human resources through equitable, inclusive and quality education that is in line with labour market needs. The training and integration of young people are therefore at the heart of the issue.

PROJECT FOCUS:

**ECLAT : Being Like Others Through Work**
Lifelong and Livelihood Education - Vocational training
March 2019 to March 2021
Gontougo – Bondoukou Region

// Project objective : Propose an alternative training-based educational programme, in line with the local demand through a curriculum adapted to local realities and consistent with the opportunities offered by institutional training and integration supervisory mechanisms.

// In 2019: 3 training centres have been set up for 100 out-of-school youth (40% girls), aged between 15 and 30 years old.

**Partners:** Agence Nationale d’Appui au Développement Rural (ANADER – National agency for support to rural development), Embassy of Switzerland, Centre de Formation Professionnel (CFP – Vocational training centre), Institut de Formation et d’Éducation des Femmes (IFEF – Women’s training and education institute), Soleil Levant Education (NGO).
Guinea has a history of recurrent human rights violations. In addition, there is a lack of any space for dialogue between the State and Civil Society Organisations (CSOs), a virtual absence of young people and women in public debate, and barely any culture of accountability on the part of those in power.

**Guinea**

<table>
<thead>
<tr>
<th>Project Focus: PROJEG: Concerted Programme for Capacity Building of Guinean Civil Society and Youth Organisations</th>
<th>Sustainable Development and Global Citizenship Education</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Guinea map" /></td>
<td><strong>Guinea</strong></td>
<td><img src="image" alt="Guinea image" /></td>
</tr>
</tbody>
</table>

**12.41 million inhabitants**

- **44% < 14 years**

**Compulsory schooling from 7 to 12 years of age**

- Net enrolment rate in pre-primary education: **10.6%**
  - 10.33% for girls

- Net enrolment rate in primary education: **76.02%**
  - 68.77% for girls

- Survival rate to last year of primary school: **65.89%**
  - 65% for girls

- Net enrolment rate in secondary school: **32.21%**
  - 25.56% for girls

**Illiteracy rate for those >15 years of age:**

- **68%**
  - 78.04% for women

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**Source:** UNESCO-UIS

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**Partners:** Agence Française de Développement (AFD – French development agency), Ministry of Territorial Administration and Decentralisation, Ministry of Europe and Foreign Affairs, Guinean and French CSOs.

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**In 2019:** 1,550 adults (8% women) and 472 young people (27% girls) were covered by this project.

---

**Project objective:** Contribute to the development of the most strategic public policies, the management, appeasement and consolidation of national unity, the defence of human rights, the fight against impunity and the strengthening of the legitimacy of civil society.
In Madagascar, pre-school education has expanded due to the annual increase in public-sector educational services on the one hand, and the increase in the number of public and community Centres d’Activités Préscolaire (CAP – Preschool Activity Centres), on the other. However, analyses and estimates of the access rate to these centres in 2014-2015 revealed wide disparities: low public provision of pre-school education, or almost none at all in rural areas, and insufficient parental involvement in pre-school development activities.

**PROJECT FOCUS:**

**TAIZAKO : Integrated Early Childhood Development project**

ECCE 🌟

**Analamanga region**

**Project objective:** Strengthen the Centres d’Activités Préscolaire (CAP – Preschool Activity Centres) and the development of community initiatives; In addition to supporting the quality and upgrading of “conventional” preschool centres, propose experimenting with the diversification of the system; Support the establishment of spaces for early-learning and stimulating activities for the development of children aged 0 to 4, without dedicated infrastructure and at an affordable cost (playgrounds and environments conducive to exploration); Mobilising and raising awareness of early childhood education issues and developing a “parental education” component.

// In 2019: 360 children, 800 adults, 4 teachers and 4 schools benefitted from the project.

**Partners:** ASMAE, Fonds d’Intervention pour le Développement (FID – Intervention fund for development), Kolo zaza malagasy (KOZAMA), Ministère de l’Éducation Nationale et de l’Enseignement Technique et Professionnel (MENETP – Ministry of National Education and Technical and Vocational Teaching).
Since Mali suffers from a shortage of qualified teachers, the State decided to go in for a mass recruitment of contract teachers, most often without academic qualifications and without initial teachers’ training. Added to this is the weakness of the initial and in-service teacher training system.

**PROJECT FOCUS:**

**ATIC : Learning through Information and Communication Technologies**

**Access and Quality of Education 🎓**

**March 2016 to September 2019**

Sikasso region

// **Project objective :** Improve, through in-service teacher training, the quality of education at the junior high school level, within the framework of basic education, in the Sikasso region. The aim is to train the contract teachers recruited in emergency situations without initial training by pedagogical supervisors, on the one hand, and to build the capacities of other teachers to improve their teaching practices, on the other.

// **In 2019:** 24 tutors, 733 school principals and teachers were trained in the use of Information and Communication Technologies (ICT) in learning. 280 schools benefited from this project.

The communes of Niamey, Kollo, Kouré and Hamdalaye have the highest illiteracy rate in the sub-region (over 69% of the population aged 15 and over cannot read or write). In addition, more than 2.2 million children aged 9 to 14 either do not attend school or drop out of school very early either for reasons of early marriage or for reasons of immigration.

**PROJECT FOCUS:**

Promotion and Modelling of Educational Bridging classes support

Access and Quality of Education

2017-2020

Niamey, Kollo, Kouré and Hamdalaye communes

Project objective: Guarantee access to education for 1,600 girls and boys in the 9-12 and 13-14 age group who are out of school or dropouts, by providing bridging classes to enable access to formal or informal education or vocational training centres.

In 2019: 1,053 out-of-school and dropout pupils in the 9-14 age group, of whom 47.70% girls, benefited from non-formal and formal education in an appropriate learning environment; 44 teachers from non-formal education centres have been trained in the pedagogical facilitation of bridging classes; 280 members of 40 decentralised School Management Committees have been trained in the management of training centres; Establishment and equipment of 40 bridging centres; Mobilisation of the communities of about 33 villages in the communes of Niamey, Kollo, Kouré and Hamdalaye.

Partners: Agence Francaise de Développement (AFD – French development agency), GREF, Ministry of Primary Education, ONEN, RECAC.
Overcrowded classrooms, mostly in temporary shelters, a school environment marked by violence, particularly against girls... According to a study conducted in 2016, access to education is especially at risk in the two regions of Sédhiou and Ziguinchor (higher than average number of institutional and teacher-perpetrated violence against pupils). Added to this is the low learning quality: success rate for high school diploma (29% in Ziguinchor and 26.37% in Sédhiou in 2013), enrolment rate in scientific subjects (only 14.4% of students in Ziguinchor and 18.1% in Sédhiou against 32.6% nationally).

**PROJECT FOCUS:**

**PAEBCA : Project for the Improvement of Basic Education in Casamance**

Access and Quality of Education

April 2015 to December 2019

Sédhiou and Ziguinchor regions

//**Project objective:** Improve the conditions of public education services in Casamance, in order to foster social cohesion, peace and the fight against inequalities and enable the better development of basic education skills for pupils.

// **In 2019:** 285,511 pupils, 980 Management Committee members (including 420 women), 5,420 teachers, 79 local authorities, 140 public middle schools and colleges benefited from this project.

**Partners:** Agence Française de Développement (AFD – French development agency), Regional Development Agencies, Local Authorities, Ministry of National Education.
In Togo, the national context is marked by poor access to the drinking water and sanitation infrastructure. The indicators for access and quality of basic education and literacy at the regional level are strongly influenced by these shortcomings. Thus, in the education sector, particularly in the Savannah region, only 12% of primary schools in the region have at least one water point and only 5% have a water point, latrines and hand-washing facilities. The gender parity index of the primary school access rate is 0.94 and can be explained, in part, by the socio-cultural context and the domestic work assigned to girls, including that of fetching water.

**PROJECT FOCUS:**
**Joint Action on Water-Environment-Education for Tomorrow**
Access and Quality of Education & Health Education
2019-2021
Savannah region

**Project objective:** Contribute to the improvement of the living environment of the inhabitants of 2 communes of the prefecture of Cinkassé, located in the Savannah region, through the education of children, young people and women.

In 2019: 1,875 pupils, including 920 girls, 175 members of community bodies, 42 teachers, 700 parents, 20 local elected officials and a preschool and primary education inspectorate have benefited from this project.

**Partners:** Parents’ Associations, Public Primary Schools’ Management Committee, Prefectural Directorate of the Environment, Prefectural Directorate of Hygiene and Sanitation, Regional Directorate of Hydraulics, Preschool and Primary Education Inspectorate.
A multi-territory project
Access and Quality of Education

Objectives: Contribute to improving the quality of education and the teaching/learning conditions in primary schools in West Africa, thanks to solar electricity; to strengthen pedagogical learning mechanisms; to develop the multi-functionality of educational and training infrastructures.

Benin
See page 11

Burkina Faso
July 2018 to June 2020
Primary schools (Hornogo and Bozo), Yargatenga and Boura communes
In 2019: 2 schools equipped with functional solar energy devices; 4 members of the School Management Committee and 17 teachers trained; Specific modules and other complementary educational activities are initiated by teachers (remedial courses, use and/or initiation to Information and Communication Technologies, etc.); Local skills are promoted for the maintenance and management of facilities; 438 students, including 269 girls, have benefited from this project.

Partners: 100% Aide et Action.

Ivory Coast
January 2019 to December 2019
Gontougo – Bondoukou region
In 2019: One public primary school; 116 children; 3 teachers; 813 adults, including 402 women, benefited from this project.

Partners: School Management Committee, Katiola Regional Directorate of Education, Thales Foundation, Preschool and Primary Education Inspectorate, City Hall, Parents, Prefecture, Soleil Awegb. (Optional)

Senegal
2017 – Ongoing
Ziguinchor region
In 2019: Installation of solar kits in schools; Initiation of teachers, students and members of the School Management Committee (CGE – Comité de Gestion de l’École) to the computer tools; Training of members of School Management Committees (teachers, parents and students in the upkeep and maintenance of facilities); Organisation of tutoring courses for students facing difficulties; Organisation of literacy courses for women and young people; 84 members of School Management Committee, including 36 women; 42 teachers; 1,081 children, including 676 girls, benefited from this project.


Togo
March to December 2019
Savannah region
In 2019: 2 schools fully equipped with functional solar energy and communication devices; 229 pupils, including 147 girls, are benefited from a strategy of making classrooms multi-functional during the project’s pilot phase; Specific modules and complementary forms of education initiated by teachers (remedial classes, use and/or initiation to Information and Communication Technologies, etc.). Local skills are promoted for the maintenance and management of facilities; 1,225 pupils, including 597 girls and 55 teachers from 3 schools have benefited from this project.

Partners: Parents’ Association, Public Primary Schools’ Management Committee, Regional Directorate of Education, Preschool and Primary Education Inspectorate, Ministry of Primary and Secondary Education, Energy Station.

1. A Light For Africa (ALFA)
A project carried out in partnership with Ethik Investment

© V. Reynaud-Lacroze
2. SOLIDE : Local and International Solidarity Project for Development through Education/Children without identity papers:

**Benin**

*From November 2019 to July 2020*

Coastal Department in 2 public primary schools (Schools of Siké Sud and Houéyiho Vodjé Kpota) and 2 high schools (CEG Houéyiho and CEG du LAC)

**In 2019:** Elaboration of training modules on stakeholder mobilization techniques; Development of tools for the conduct of individual and team investigations and research; Information workshop and identification of courses of action; Putting stakeholders in contact; Provision of computer equipment / Information and Communication Technologies / Multimedia for a primary school and a high school; Computer and social media training for students and teachers; Re-establishment of the mission; Advocacy brought forward on the occasion of the 30th anniversary of the International Convention on Child Rights (CIDE); Preparation of the micro-project document entitled "Support project for the reduction of cases of children without identity in the coastal department of Benin - [PARESI]"; Establishment of a database by educational establishments making an inventory of the situation of children. 54 stakeholders have been trained; 9,199 pupils (including 4,345 girls) and 15 teachers from the 4 schools concerned benefited from this project.

**Partners:** Caen Academy, Thales Foundation.

**Burkina Faso**

*January to December 2019*

District No. 10 of the Ouagadougou commune

**In 2019:** 1,210 students, including 633 girls; 21 teachers; 2 School Management Committee members; 1,000 people have benefited from this project.

**Partners:** Fondation Thales.

**Ivory Coast**

*January to December 2019*

Hambol – Katiola region

**In 2019:** 2 primary schools; 567 children and 12 teachers have benefited from this project.

**Partners:** School Management Committees, Katiola Regional Education Department, Thales Foundation, Preschool and Primary Education Inspectorate, Town Hall, Parents, Prefecture, Soleil Awegban.

**Senegal**

*October 2018 to June 2019*

Rufisque, Mbour and Kolda’s Education and Training Inspectorates

**In 2019:** 18 adults and 346 children, including 155 girls, benefited from this project.

**Partners:** Thales Foundation.

**Togo**

*January 2018 to December 2019*

Savannah region

**In 2019:** As a result of the research work carried out by the project’s 4 partner schools, 737 children without birth certificates were identified in the Dapaong commune; 420 pupils from the 4 schools were introduced to action research techniques and mobilised for these surveys; 938 parents of pupils were approached during the surveys; 2,960 pupils and teachers were made aware of the importance of birth certificates; 500 parents of pupils were made aware of the importance of birth registration and related documents.

**Partners:** Parents’ Associations, Neighbourhood Development Committees, Public Primary School Management Committee, Regional Education Department, Thalès Foundation, Marie de Dapaong (Town Hall).

3. Benin

**PAESB : Secondary Education Support in Benin**

*Education for Sustainable Development and Global Citizenship*

*July 2019 to November 2020*

9 communes (Cotonou, Ouidah, Kpomassé, Tori, Allada, Zè, Toffo, Abomey Calavi and So Ava, Atlantic and Coastal Departments)

**Objectives:** Promote the development of local secondary schools in 9 communes of the Atlantic and Coastal (Littoral) departments; Improve the quality of learning, the steering and management of the schools through sustained mobilisation; Inform and raise the awareness of actors (heads of central and decentralised State services, heads of NGOs and associations) and other partners in education (school heads) at the communal and departmental levels, about the project, its challenges, objectives and implementation approaches; Identify and train endogenous facilitators, management committees [COGES] and "school life" teams on themes, roles and responsibilities; Establish Women’s Reflection Circles (CRF) in the villages; Establish and train management and control bodies through the school life team, at secondary school level.
In 2019: 102,747 students, including 46,639 girls; 2,808 adults, including 1,620 women; 756 teachers and 112 secondary schools benefited from this project.

Partners: Agence Française de Développement (AFD – French development agency).

PACTE: Improvement of the Learning and Working Conditions of Pupils and Teachers
Access and Quality of Education
September 2016 to May 2017
Sissili and Passoré province
Objectives: Contribute to improving the supply and quality of formal and non-formal education. Specifically, the project aims to: Improve the school environment conditions for basic education students and the living environment of their teachers, through the construction of classrooms and their facilities; Contribute to increasing access to educational alternatives, through the construction and equipment of non-formal basic education centres; Ensure the quality of educational infrastructure construction and equipment.

In 2019: 50 members of the offices of the Management Committees and 33 teachers trained.

Partners: Ministry of National Education and Promotion of National Languages.

PASS: Schooling and Health Development Support
Access and Quality of Education & Health Education
October 2018 to March 2020
Manni commune (Gnagna province)
Objectives: Contribute to improving access to quality education and health services, as well as the conditions of access to drinking water and hygiene for the inhabitants of the village of Obdaga, in the rural commune of Mani; Improve the conditions of access and retention of children, particularly girls, in primary school; Strengthen the nutritional status of 236 pupils in the Obdaga School.

In 2019: 236 pupils, including 126 girls; 3 teachers; 11 mother educators; 4 canteen girls and 4 members of the Management Committee, benefited from this project.

Partners: Bel Foundation, Orange Foundation.

APC: Learning for Change
Lifelong and Livelihood education – Vocational training
Focus on Women
April 2015 to April 2020
Communes of Cassou, Gao, Léo and Sapouy, Sissili and Ziro provinces
Objectives: Empower women with a view to effectively taking charge of their financial needs in general and make literacy programmes sustainable as a lever for the development of women members of the NUNUNA Federation in the provinces of Sissili and Ziro.

In 2019: Support of 5 women’s groups for conducting income-generating activities: beekeeping, rice parboiling, small livestock breeding, production and marketing of Dolo (local beer); 122 women learned to read, write and count [the success rate in literacy sessions varies between 97% and 100%]; 131 women participated in the implementation of income-generating activities; 33 women were trained in beekeeping production techniques; 40 people were trained in simplified accounting, stock management and marketing; 20 people were trained in small livestock breeding.

Partners: Communes of Léo, Cassou, Gao and Sapouy, NUNUNA Federation, L’Occitane Foundation.

PASS: Schooling and Health Development Support, Kataly (Girl-Friendly School)
Access and Quality of Education & Health education
Focus on Girls
December 2018 to November 2019
Coyah (Lower Guinea)
Objectives: Improve conditions of access to health care and education and promote the retention and success of children, particularly girls, in primary education; Promote people’s participation in the management of education.

In 2019: Construction of a school, a health post and a borehole.

Partners: Coyah’s Prefectural Education and Health Departments, Orange Foundation.

5. Guinea

List of other Aide et Action projects in Africa in 2019
SCAP-GLP: Citizen’s Monitoring of Public Action and Local Participatory Governance
Education for Sustainable Development and Global Citizenship
August 2018 to October 2019
14 communities in the administrative regions of Kindia, Boké, Mamou, Labé, Kankan, Faranah, N’Zérékoré and Conakry.

Objectives:
Build the expertise of 130 Civil Society Organisations as independent and effective actors; Support their actions in monitoring public policies and improving local governance in 14 rural communes; Facilitate the appropriation of the rights-based approach by 300 civil society actors and 28 members of local public authorities.
In 2019: 2,504 young people, of whom 26% girls; 5,084 adults, of whom 21% women; 14 communities have benefited from this project.


PAEB: Basic Education Support, School construction sub-component
Access and Quality of Education
2019-2022
Boina, Betsiboka and Melaky regions

Objectives: Capacity-building of the 100 “FEFFI” management committees and their respective bodies in terms of delegated project management of school infrastructure.
In 2019: 8,000 children; 1,000 adults; 400 teachers and 100 schools benefited from this project.

Partners: World Bank, Ministry of National Education and Technical and Vocational Education.

6. Madagascar
PEN: Locally Adapted School Nutrition Education
Access and Quality of Education & Health Education
October 2018 to December 2019
Ampanihy School district

Objectives: Promote the adoption of behaviours conducive to good nutrition, hygiene and health by children and the school community in 30 target schools; Empower the school community to ensure the sustainability of the implementation of “Petites Actions Faisables et Importantes” (PAFI – Small, Feasible and Important Actions) in favour of nutrition, hygiene and health through the local planning of educational development and, more particularly, the “Projet d’Etablissement Contractualisé” (PEC – Contractualised Establishment Project).
In 2019: 8,484 children, of whom 42.7% girls; 651 adults; 141 teachers and 30 schools benefited from this project.

Partners: Ministry of National Education and Technical and Vocational Education, Plan International Guinea, European Union

7. Mali
PAQAMA: Improvement of Access, Quality and Governance of Basic and Secondary Education
Access and Quality of Education
August 2016 to July 2019
Gao and Ménaka regions

Objectives: Improve the quality, access and governance of education in the Gao region; Capacity-building of decentralised departments and communities in charge of education.
In 2019: 15 pedagogical supervisors trained in the balanced approach, along with the integration of local knowledge and support to local authorities; 10 pedagogical advisers and 2 agents from Teaching Academies trained on the “EGRA” tool; 13 teacher managers trained on the teachers’ administrative management procedures; 19 pedagogical supervisors equipped with digital tablets and trained in the use of Information and Communication Technologies for learning; 396 children, including 185 girls, have been supported; 119 pedagogical advisers and 30 schools have been covered.

**PACETEM : Access to Education for All Children in Mali**

**Access and Quality of Education**

**September 2019 to November 2021**

**Mopti region**

**Objectives:** Improve the access of out-of-school children to quality primary education and promote their integration in an education cycle within the Mopti and San Academies; Improve learning conditions to improve quality; Strengthen decentralised bodies for a better steering of the education system.

**In 2019:** 27,674 out-of-school children, including 3,024 children from Koranic schools; 1,650 children aged 6-7 living in sparsely populated hamlets; 5,000 children from nomadic communities; 3,600 children (8-11 years) over the age to attend conventional primary school; 14,160 children from the poorest families; 240 children with disabilities; 727 adults; 314 teachers and 314 schools benefited from this project.

**Partners:** Subai Gumo Association, Éveil, Educate a Child Foundation, Education Above All Foundation, Jèkabaara, Ministry of Education Nationale.

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**ACTIF : Supporting Youth and Territorial Communities in their Training and Professional Integration Initiatives**

**Access and Quality of Education & Livelihood Education – Vocational Training**

**January 2018 to December 2021**

**Mopti region**

**Objectives:** Improve the economic resilience of the youth, in order to reduce the feeling of exclusion and increase their participation in the socio-economic development of the Mopti region through literacy, vocational training and teachers’ training; Build the capacities of young people to respond to the needs of the labour market or promote self-employment and to develop their ability to adapt.

**In 2019:** 9 teachers, 40 language trainers and 290 unregistered students, 20 French language trainers and 186 unregistered students, 369 communal counsellors, 100 members of management committees of the alpha language centres, 140 members, 825 adults (50.01% women), 49 teachers and 49 schools benefited from this project.

**Partners:** Académie d’Enseignement rive droite (Right Bank Teaching Academy), Centre d’animation pédagogique (Educational Facilitation Centre) in Sénou, Meyrin Commune, National Directorate for Preschool and Special Education / Ministry of National Education, Sénou Town Hall.

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**POUPÉE : Family Early Childhood Care Project, Sénou, Mali, Phase II**

**ECCE**

**November 2018 to February 2020**

**Commune VI of Bamako, Sénou district**

**Objectives:** Improve the socio-cognitive development of young children and facilitate their access to quality education through holistic family development from early childhood.

**In 2019:** 23 tutors and trainers were trained on the techniques of initiation to reading and writing, on training methodology and parental education; 15 parental education sessions conducted; technical and financial support to the Wasolo SIGUIDIA association; 120 children, of whom 61% girls; 23 adults and 9 schools benefited from this project.

**Partners:** Académie d’Enseignement rive droite (Right Bank Teaching Academy), Centre d’animation pédagogique (Educational Facilitation Centre) in Sénou, Meyrin Commune, National Directorate for Preschool and Special Education / Ministry of National Education, Sénou Town Hall.

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**BANA : Diffa Youth**

**Education in emergency and post-emergency situations**

**2018-2021**

**12 communes in the Diffa region**

**Objectives:** Promotion of socio-educational reintegration frameworks for youth, while rehabilitating and institutionalising spaces for dialogue and exchange within decentralised entities and local civil society.

**In 2019:** Establishment and/or stimulation of 59 Sports and Cultural Associations; 3,569 young potential sports practitioners mobilised; Provision of sports and cultural equipment and material to 57 Sports and Cultural Associations; Establishment of 12 consultation frameworks with basic texts defining the roles and responsibilities of the various actors, i.e. one framework for consultation and monitoring of sports and cultural activities in each commune; Preparation and validation of 12 communal sports and cultural plans; 54,967 people, including 27,864 women, and 33,826 young people from the poorest and most vulnerable communities have benefited from this project.

**Partners:** Care, Regional Council, High Authority for Peacebuilding, Karkara, Nigetec, Plan International.

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**8. Niger**

**List of other Aide et Action projects in Africa in 2019**
**9. Togo**

**Children and Girl Friendly School**

**Access and Quality of Education**

**Focus on Girls**

**May 2018 to April 2019**

**Plateaux and Savannah regions**

**Objectives:**
- Strengthen the quality of schooling in 264 schools in the Plateau and Savannah regions by strengthening more participatory and efficient governance;
- Consolidate the achievements of 200 former child-friendly schools in the Plateau and Savannah regions by strengthening the monitoring and evaluation mechanism for the implementation of projects and children’s governments.

**In 2019:**
- 26,400 pupils, including 11,880 girls; 1,584 teachers; 82 managers; 2,640 members of Primary School Management Committees; 13,200 parents; 168 members of the School Project Steering Inspection Committees and 14 members of the Regional School Project’s Steering Committees [CRPPE] benefited from this project.

**Partners:**
- Parents’ Associations, Public Primary Schools’ Management Committee, CRPPE, Regional Directorate of Education, Preschool and Primary Education Inspectorate, Ministry of Primary and Secondary Education and Vocational Training, UNICEF.

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AIDE ET ACTION WOULD LIKE TO THANK ALL ITS PARTNERS – BOTH FINANCIAL AND OPERATIONAL – WHO HAVE WORKED AND CONTINUE TO WORK SHOULDER TO SHOULDER WITH IT IN AFRICA FOR ACCESS TO QUALITY EDUCATION FOR ALL.
UNICEF’s 2019 Global Report on Early Childhood Care and Education shows that more than 35 million children in South Asia do not receive age-appropriate pre-primary education. With a high number of children in the pre-primary age group, South Asia is missing out on a critical investment opportunity, increasing the risk of school drop-outs and relegating the youngest children to the shadows of their luckier peers.

More broadly, the region has more than 28 million out-of-school children, including at the primary and secondary levels. The region faces significant challenges in providing access to quality education for all children. For example, the lack of budgets leads to insufficient infrastructure, a lack of basic facilities in public schools and a lack of qualified teachers. Currently, in the region, only one child in three who reaches the 4th year of primary school is able to read basic texts. The majority of children who have completed primary school do not have sufficient command over basic math and literacy skills. These challenges significantly affect the overall quality of education.

These shortcomings in the primary and secondary education systems result in a significant skills and employment challenge in the region. Young people are not receiving the necessary learning and training to keep pace with the changing demands of the labour market.

In South Asia, our projects target children, adolescents, youth and adults from disadvantaged population segments, particularly those living in difficult conditions.

In 2019, Aide et Action’s main areas of intervention in South Asia were:

- Access and Quality of Education
- Health Education
- Lifelong and Livelihood Education – Vocational Training
- Education in emergency and post-emergency situations
- Migration and Education
- Early childhood care and education (ECCE)

**TESTIMONIAL**

B. Devanathan, Education Officer, in Villivakkam, Chennai, had this to say about the "ENLIGHT" project (see page 31):

“In 2015, when Aide et Action’s team told me about the Enlight project and asked me for permission to implement it, I had no hesitation because it was going to benefit the girls of the Adi Dravida community, one of the most vulnerable in Tamil Nadu, where the status of women and girls is very problematic. Although the girls are in school, they drop out soon or marry early. Their educational skills are also quite poor. After four years of this project, I see an improvement. Retention rates and academic skill levels have improved. The children are active, confident and now participate in school activities.”
In Bhutan, the high number of out-of-school children and adolescents, the prevalence of high youth unemployment, and the low participation of women in the labour force are challenges that may prevent Bhutan from realising the demographic dividend. Over the 2027-2047 period, the working age population will increase to 0.8-0.85 million.

According to the World Bank Report (2019), due to declining agricultural productivity each year, more and more people are withdrawing from agriculture, especially young people, who prefer to migrate to urban areas, or out of the country, in search of more remunerative livelihoods. But the lack of appropriate skills and resources in the labour market prevents them from working better and becoming entrepreneurs. Moreover, migration also creates pressure on urban areas.

To address these challenges, the Royal Government of Bhutan identified five priority areas for sustainable economic growth and job creation: hydropower, tourism, agriculture, mining and small and medium enterprises (SMEs).

**PROJECT FOCUS:**
**My Gakidh village**
**Lifelong and Livelihood Education - Vocational Training 2014-2024**
Goemka, Begana, Thinleygang, Renekha and Menchuna territories, Punakha district

In Bhutan, there is a significant mismatch between the skills, qualifications and attitudes required and the jobs available, especially for rural youth who migrate to urban areas in search of work opportunities. The high rate of youth unemployment has been attributed to emerging issues such as drug abuse, crime and violence, as well as mental and public health problems that pose serious challenges to the nation as a whole. At the same time, Bhutan is currently witnessing the highest urban population growth rate and rural-to-urban internal migration in South Asia (almost double the rate of internal migration in neighbouring India).

**Project objective:** Provide livelihood opportunities for youth mainly through the promotion of ecotourism and other related livelihood activities (tea manufacturing unit, organic farming cooperative).

**In 2019:** 2,036 young people benefited from this project.

**Partners:** Youth Development Fund Bhutan.
In India, the national education policy highlights the ‘severe learning crisis’ observed among large numbers of primary school students. Nearly 50 million children are falling behind or have fallen behind and that it is difficult for them to catch up. According to UNICEF, about 6 million children are out of school in the country. Poor infrastructure and an insufficient number of teachers, especially female teachers, are the main reasons why girls drop out of school. The working age population (20-59 years), which accounted for 50.5% of the total population in 2011, will increase to about 60% by 2041. Consequently, India will remain in the “demographic dividend” zone for the next two decades. Despite the 75% increase in GDP, the labour market has failed to grow. As a result, youth unemployment and underemployment remain high.

PROJECT FOCUS:
Schooling and Learning improvement
Access and Quality of Education & ECCE
2015-2020
Garhi - Kanha Tiger Reserve, Balaghat and Mandla districts, State of Madhya Pradesh

The Balaghat and Mandla districts are among the most disadvantaged in India. Although significant efforts have been made to promote access and school enrolment through the national Sarva Shiksha Abhiyan (universalisation of primary education) programme, access remains a concern in the forested parts of these districts. Due to the recruitment of a large number of under-qualified and untrained para-teachers, the quality of education is also problematic. Moreover, because of how difficult it is to reach these schools/villages, teacher absenteeism is endemic.

// Project objective: Improve school functioning and ensure quality education through effective participation of local governance and community; Ensure basic learning of children in primary school (linguistic and arithmetic); Promote dedicated holistic Early Childhood development and care, as well as quality pre-school education in Integrated Child Development Services centres. Remedial education centres called ‘Anand Ghar’ (‘house of joy’) have been established in the 77 target schools to promote activity-based learning. These centres have improved the academic skills of the children; nursery school teachers have been trained in many basic learning activities that have improved nutrition, health, hygiene and self-reliance. Children were prepared for their transition to primary schools; in order to develop interest in reading, children had access to the school library and reading clubs. The mobile library, promoted by the project, reached the most remote villages. Several books, translated into local dialects, were widely distributed in schools and communities; Workstations equipped with libraries, laboratories, teaching aids and other useful resources for learners and teachers were created in many schools. This has also enabled collaboration between schools for experience-sharing and cross-learning. The active engagement and participation of several stakeholders, especially Mothers’ Committee members, has led to the inclusion of all children in schools and improved retention and skills. These initiatives have helped to influence various government actors and programmes, resulting in the children’s and people’s access to their entitlements and rights, better infrastructure and an enabling environment in schools and homes.

// In 2019: 2,255 school children benefited directly from this project; 6,114 people (including 800 young people), 46 teachers and 46 members of 13 Teachers’ Resource Groups (TRGs) indirectly benefited from this project.

Partners: Initially funded by TATA TRUST and Wildlife Conservation Trust, this project has been partly funded since December 2019 by Excel Control Linkage Pvt Ltd/Earth Focus Foundation.
In Nepal, there have recently been significant improvements in the education sector and most young people now have better educational opportunities than previous generations. There has also been a significant improvement in girls’ participation in education. Their entry into elementary, secondary and tertiary levels has improved. However, high drop-out rates affect both boys and girls, particularly at the secondary level. Most children who drop out come from poor families or have difficulty accessing school because they live in remote areas.

According to the "Report on the Global Initiative on Out-of-School Children", a number of issues lead Nepalese children to drop out of school or never go to school. These include poverty, social exclusion, and lack of preparedness due to non-attendance at early childhood development facilities, lack of access, social norms, gender bias, child marriage, emergencies and natural disasters, among others.

**Future projects in Nepal**

**Access and Quality of Education and Lifelong and Livelihood Education - Vocational Training**

**Focus on Girls & Women**

// Aide et Action started its projects in Nepal in 2009 and joined forces with two NGO partners to implement projects on the themes of Access and Quality of Education and Lifelong and Livelihood Education. The Empowerment and Education of Girls and Women were the cross-cutting themes to ensure their inclusion. These two projects, carried out in two phases, were evaluated by the Nepal Social Welfare Council (SWC) and were highly appreciated for their quality, solidarity and ability to bring about changes in the lives of the target communities.

With the recommendation of the SWC and in line with our mandate to reach out to and support the most disadvantaged, Aide et Action decided to implement projects in the country’s Province 3 (Kathmandu and Lalitpur) and Province 2 (Sarlahi and Rautahat). In Province 2, the focus will be on a combination of two themes: Access and Quality of Education and Lifelong and Livelihood Education. In Province 3, the focus will be on Lifelong and Livelihood Education. Women’s empowerment and education will remain a non-negotiable theme of intervention.

In accordance with SWC rules and regulations and based on a rigorous evaluation process, Aide et Action identified four NGO partners, developed the project proposal and submitted it to the SWC for approval. This proposal goes through several stages of approval before the final decision is communicated. Aide et Action is currently awaiting the SWC’s decision.
Sri Lanka

According to a World Bank report, with a GDP per capita of $4,102 (2018), Sri Lanka has recently become a middle-income country. The country’s economy is shifting from predominantly rural to urban, with an emphasis on industry and services. However, an increase in the number of citizens aged 65 and over by 2030 will increase the dependency ratio, i.e. the number of people that each person of working age has to support. In addition to the demographic transition, Sri Lanka also faces many other challenges in the skills sector. Due to the precarious nature of employment and the stigma associated with certain industries (such as construction), available jobs are unattractive to young people. In many cases, labour market opportunities simply do not meet their expectations, especially among young people with qualifications but without significant work experience. Once they graduate, their expectations are high, but they are disappointed by the choices available to them. Promoting quality education, entrepreneurship and women’s participation in the labour force can help meet these challenges.

PROJECT FOCUS:

Peace, Reconciliation and rebuilding lives through Livelihood Education and Youth Empowerment

Lifelong and Livelihood Education - Vocational Training

2006 – Ongoing

National

In Sri Lanka, the number of young people wishing to explore new livelihood options rather than traditional ones (farming, tea picking, rubber tapping, gemstone mining) is increasing. However, due to the lack of the required skills, these young people often find themselves trapped in small, urban jobs with no future.

// Project objective: Addressing the education and skills development needs of those impacted by the 30-year civil war that ended in 2009, returning refugees and young people from poor and marginalised communities in the North, East, South, Western and Sabaragamuwa provinces. Aide et Action manages 10 “iLEAD” vocational training centres in 7 districts of the country. 7 out of 10 centres are located in former war-affected districts in the north and east of the country and meet the educational needs of young people who have been affected by the conflict. Among them are returnees from the state of Tamil Nadu, India. They were either born in India or were too young when their parents fled. The other three iLEAD centres are located in the central and southern districts of the country and focus on livelihood education for young people from disadvantaged families. The iLEAD programme has been very effective in reconciling, rehabilitating and rebuilding war-affected lives of young people with no future.

// In 2019: 962 young people were trained and 459 of them found employment. By the end of 2019, 2 iLEAD centres received National Vocational Qualification (NVQ) accreditation and 2 more centres were registered with the Tertiary and Vocational Education Commission (TVEC).
### Multi-Territory Project

**Lifelong and Livelihood Education - Vocational Training**

**Objectives:** Building the capacity of young people and helping them to become successful entrepreneurs; Training and skills development for young people; Providing access to better employability, entrepreneurship and a better life for disadvantaged young people; Creating employment opportunities and reducing the number of people living below the poverty line; Increasing the monthly income of young people; Developing “agents of change” so that they can help others living in poverty to lead a better life in dignity; Breaking down socio-cultural barriers and empowering young girls; Advocating for similar approaches in private and public training programmes focusing on employability and entrepreneurship opportunities.

### India - iLEAD

2005 – Ongoing

**National**

In 2019: 2,349 young men and 3,653 young women benefited from this project.


### India - Micro Entrepreneurship Promotion Programme & iLEAD

2018 – 2023

**Shillong district, State of Meghalaya**

In 2019: 100 young people/100 families directly benefited from this project; 200 young people/400 families indirectly benefited from this project.

**Partners:** Child Aid Network, Small Industries Development Bank of India (SIDBI).

### Sri Lanka - iLEAD

2017 - 2024

**National**

In 2019: 1,260 young people directly benefited from this project and were trained to support the reconstruction of the war-affected areas where they live; 6,300 people indirectly benefited from this project (parents and communities).

**Partners:** 100% Aide et Action.

### Sri Lanka – iLEAD International Academy

2014 – 2019

**Panadura city, Kalutara district**

In 2019: 390 rural youth directly benefited from this project and were trained in computer skills and English; 1,960 people indirectly benefited from this project.

**Partners:** 100% Aide et Action.

### ENLIGHT

* + Health Education & Inclusive Education

**Focus on Girls**

2015-2022

**Cities of Bengaluru, Chennai, Delhi, Kolkata, Hyderabad, Mumbai, Pune, Salem and Trichy**

**Objectives:** The project aims at a better future for children living in difficult conditions (especially girls) through continued access to quality education; Strengthening community educational governance (effective functioning of schools); Cognitive development of children through access to expanded learning spaces thanks to Information and Communication Technologies; Promotion of better health and hygiene practices, protection and restoration of children’s environment.

In 2019: 2,000 disadvantaged girls directly benefited from this project; 4,000 people (50% women) indirectly benefited from this project.

**Partners:** Capgemini.
### Tribal Children Education Development

**2010 - 2020**  
**Vizianagaram district, State of Andhra Pradesh**

**Objectives:** With the active participation of the community and School Management Committees (SMCs), achieving 100% enrolment and retention of children in school and reaching an acceptable level of competence through easier access to schools and efficient school operations; Building the capacity of newly elected members of SMCs on educational governance and the right to education by actively supporting government and community organisations and institutions to ensure access to quality education for children.

**In 2019:** 1,095 children and 930 schools benefited directly from this project; 10,776 men, 11,520 women, 634 young people and 21 persons with disabilities benefited indirectly.

**Partners:** 100% Aide et Action.

### Back to Basics

**Champanar district, State of Bihar**  
**2010-2020**

**Objectives:** Enable a better life for tribal minority children through quality education; Achieve a project size that can influence state government approaches to access to quality education for these children.

**In 2019:** 15,500 children (Scheduled Caste (SC) and Scheduled Tribes (ST)) directly benefited from this project; 21,500 people indirectly benefited from this project (including 22,517 women).

**Partners:** 100% Aide et Action.

### Bandipur School Development

**2013 - 2019**  
**Chamarajanagar district, State of Karnataka**

**Objectives:** Increase and/or build capacity of teachers and improve their relations with students; Improve the skill levels of children; Reduce the drop-out rate and achieve 100% enrolment; Encourage the proactive participation of parents and communities who can play a key role in promoting the education of tribal minority children.

**In 2019:** 1,920 men, 1,748 women, 1,895 boys and 1,969 girls directly benefited from this project; 45,187 people indirectly benefited from this project; 10,776 men, 11,520 women, 634 young people and 21 persons with disabilities benefited indirectly.

**Partners:** 100% Aide et Action.

### Help Children to Raise up in their Life (School Development Project) (SIRAGUGAL)

**2011-2020**  
**Nilgiris district, State of Tamil Nadu**

**Objectives:** Promote and strengthen community institutions and collectives to strengthen the governance of education for sustainable quality education.

**In 2019:** 11,625 people directly benefited from this project; 21,832 people indirectly benefited from this project.

**Partners:** 100% Aide et Action.

### School Development BR Hills Tiger Reserve

**2011 - 2020**  
**Bilgiriranga Hills, Tiger Reserve, Chamarajanagar district, State of Karnataka**

**Objectives:** The project focuses on the capacity building of teachers through regular training. Emphasis is placed on practical teachers’ training: monitoring, peer learning and practical experiences.

**In 2019:** 3,556 children have directly benefited from this project; 11,208 people have indirectly benefited from this project (families, teachers, members of School Management Committees, and members of Panchayat Raj Institutions (PRI – village councils)).

**Partners:** Cognizant Foundation.

### Access and Quality Education for Children of Adivasi ethnic minority

**2018 - 2023**  
**Biswananth district, State of Assam**

**Objectives:** Improve school functioning, enrolment and retention rates in primary schools by developing an understanding for the need and relevance of education within the Tea Garden community; Promote participation in the effective functioning of schools; Undertake the capacity building of teachers to adopt innovative and context-sensitive pedagogy; Promote quality education; Facilitate the right to education.

**In 2019:** 24,474 people directly benefited from this project; 30,287 people indirectly benefited from this project.

**Partners:** 100% Aide et Action.

### Ensuring Quality Education with the support of Information Technology

**2017-2022**  
**Lakhimpur district, State of Assam**

**Objectives:** Ensuring quality learning for children through quality education and information support; IT support to schools; Teacher and student participation.

**In 2019:** 8,000 community members, 120 teachers and 40 School Management Committees (SMCs) directly benefited from this project; 40,000 community members (including 800 women) indirectly benefited from this project.

**Partners:** Child Aid Network.

### Transforming Villages through Education

**2018-2021**  
**Alirajpur & Jhabua districts, State of Madhya Pradesh**

**Objectives:** Strengthen the education eco-system through the capacity building and promotion of proactive collaborative actions among multiple stakeholders such as change agents, parents, teachers, children, community organisations, School Management Committees (SMCs), Panchayat Raj Institutions (PRIs, village governance bodies) and the Ministry of Education by promoting access to quality education through trained community educators [change agents]; Strengthen community ownership and support the local ecosystem to sustain education; Promote collaborative actions of community educators, parents, community, school and government entities; Strengthen the education system.

**Partners:** Transform Rural India Foundation.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Duration</th>
<th>Description</th>
<th>Objectives</th>
<th>In 2019</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redefining life of the Girl Children of Domestic workers through quality Education</td>
<td>2019-2022</td>
<td>State of Maharashtra</td>
<td>Provide access to quality primary education for the daughters of domestic workers through overall child development enabling continuous education for a better life and discouraging or even stopping child labour by influencing parents and the community.</td>
<td>135 daughters of domestic workers have directly benefited from this project; 270 domestic workers (50% women) have indirectly benefited from this project.</td>
<td>100% Aide et Action.</td>
</tr>
<tr>
<td>Gurukul - Arumbu (School Development Project)</td>
<td>2015-2019</td>
<td>Chennai &amp; Hyderabad districts, States of Tamil Nadu &amp; Telangana</td>
<td>Achieving the desired overall performance level of children in public high schools with the active participation of parents and the community in school governance.</td>
<td>853 men, 1,114 women, 1,127 boys and 1,345 girls directly benefited from this project.</td>
<td>HCL.</td>
</tr>
<tr>
<td>India Lifelong and Livelihood Education – Vocational training projects (other than iLEAD)</td>
<td>2019-2022</td>
<td>States of Arunachal Pradesh, Odisha, Chhattisgarh and Madhya Pradesh</td>
<td>Promote new bamboo products; Support and develop local initiatives through community-driven multi-stakeholder development models; Promote sustainable linkages between financial institutions and local businesses and strengthen policy dialogue and dissemination of proven development models relevant to the bamboo sector.</td>
<td>800 people directly benefited from this project.</td>
<td>Small Industries Development Bank of India.</td>
</tr>
<tr>
<td>Supporting Human Capital Development in Meghalaya</td>
<td>2014-2019</td>
<td>11 districts, State of Meghalaya</td>
<td>Increasing the capacity and responsiveness of technical and vocational education and training by improving teaching and learning in state-funded secondary and tertiary schools; Increasing the capacity and responsiveness of technical and vocational education and training; Increasing community/stakeholder awareness and participation; Improving project management, monitoring and evaluation through technical support for the implementation of project activities and capacity building; Hiring a research institute or consulting firm to undertake a skills gap analysis; Developing a database of baseline samples of migrant children to create linkages with government agencies, institutions and administrative processes for access to basic entitlements.</td>
<td>1,600 young people (including 400 girls) and school children (including 400 girls) directly benefited from this project; 32,000 family members (including 16,000 women) indirectly benefited from this project.</td>
<td>Asian Development Bank.</td>
</tr>
<tr>
<td>Initiative for Upliftment of 14 Villages of 6 Panchayats through Community Development in and 3 districts of Madhya Pradesh</td>
<td>2019-2022</td>
<td>Indore, Dhar and Dewas districts, State of Madhya Pradesh</td>
<td>Build a community-driven village development programme in 14 villages in 6 Panchayats (village councils), in 3 districts of Madhya Pradesh, establishing democratic processes and community structures to ensure a bottom-up approach and collective action to address issues related to education, health, livelihood and skills development, and the environment; Women’s empowerment, health and linkages with government programmes.</td>
<td>5,000 adults (including 2,500 women), 1,608 young people (including 804 girls) and 500 children (including 250 girls) have directly benefited from this project.</td>
<td>Eicher Foundation.</td>
</tr>
<tr>
<td>Microenterprise Development and Promotion in Meghalaya</td>
<td>2015-2019</td>
<td>East Jaintia Hills, East Khasi Hills, Ribho, South-West Khasi Hills, West Jaintia Hills, West Khasi Hills, State of Meghalaya</td>
<td>Financial assistance to 20 existing entrepreneurs to scale up their units; Disbursement of revolving fund loans including recovery of loans from training project participants; Functioning of the Technical Advisory Committee (TAC)/Advisory Committee.</td>
<td>102 underprivileged young people wishing to become entrepreneurs directly benefited from this project; 408 people indirectly benefited from this project.</td>
<td>Sir Dorabji TATA TRUST.</td>
</tr>
<tr>
<td>iMpower</td>
<td>+ ECCE</td>
<td>2019-2022</td>
<td>State of Delhi</td>
<td>A project jointly led by the M3M Foundation and Aide et Action to maximise the potential of the workforce by securing resources on construction sites in the Delhi National Capital Region (NCR).</td>
<td>E-CLIP LEADERSHIP TRUST.</td>
</tr>
</tbody>
</table>
In 2019: 500 men, 500 women, 275 young men, 275 young women, 500 boys and 500 girls directly benefited from this project.

**Partners:** M3M Foundation.

### Care and learning for young migrant children at construction sites

**+ ECCE ***

**2005 - 2019**

**Delhi**

**Objectives:** Demonstrate that child development and a quality learning model for young migrants, in the parents’ workplace, also engages key stakeholders to ensure access to basic services and a better living environment for young migrants on construction sites; Access and continuation of education, in their mother tongue, at the local school.

In 2019: 97 men, 73 women and 36 children directly benefited from this project.

**Partners:** Times Foundation.

### Safe, Healthy and Learning Environment for Migrant Children

**2017-2020**

**Hyderabad district, State of Andhra Pradesh**

**Objectives:** Provide a safe learning and inclusive environment for young migrant children (aged 0-5 years); Ensure access to basic facilities and rights/entitlements related to health, hygiene and nutrition for their cognitive and physical growth.

In 2019: 450 children aged 0-5 years, 120 children aged 6-14 years, 450 adolescent girls, 1,350 families, and 120 pregnant/lactating women have directly benefited from this project.

**Partners:** SNCF.

### Caring and safe environment for young migrants at worksites

**+ ECCE ***

**2017-2019**

**Patna district, State of Bihar**

**Objectives:** Improve the access of seasonal migrant workers’ children to their basic rights and entitlements and to a safe and healthy environment in their parents’ workplaces.

In 2019: 900 children directly benefited from this project; 1,800 family members indirectly benefited from this project.

**Partners:** 100% Aide et Action.

### Providing Safe & healthy environments and Education for Constructions workers children in Hyderabad

**+ ECCE ***

**Focus on Girls & Women ***

**2018-2020**

**Hyderabad district, State of Telangana**

**Objectives:** Provide a safe learning and inclusive environment for young migrant children (aged 0-5 years) and ensure access to basic facilities and entitlements related to health, hygiene and nutrition for their cognitive and physical growth; Ensure that migrant children (aged 6-14 years) have access to continuing education in their parents’ workplace and continue to attend school once they return to their home village; End violence against and exploitation of children, women, adolescents and girls in the workplace; Exert influence and obtain the support and participation of employers to ensure a safe and learning atmosphere for children, adolescents and women; Influence government services (Education, Health & Nutrition) to extend support to migrant children and pregnant/lactating women to ensure their access to their rights and entitlements; Develop and institutionalise security measures for the migrant population.

In 2019: 360 men, 258 women, 82 boys, 110 girls and 110 adolescent girls benefited from this project.

**Partners:** VIBHA Foundation.

### Documenting of migrant children in Tamil Nadu

**May to December 2019**

**State of Tamil Nadu**

**Objectives:** Identify and analyse the vulnerability of migrant children living in informal workplaces in Tamil Nadu by collecting key information on their place of origin and destination, the seasonality of employment, living conditions, informal sector typologies and any secondary data/research/documents obtained for mapping migrant children; Consultation with key government agencies, caregivers, civil society organisations working on children rights, migrant children’s rights, workers’ rights for input to the mapping exercise; Documentation of a comprehensive profile of migrant children, key informal sectors and the situation of migrant children; Development of a sample basic database of migrant children to create linkages with government agencies, institutions and administrative processes for access to basic entitlements; Establish an analytical status of migrant children in the workplace and a roadmap for the development of a child-friendly plan of action for migrant children.

In 2019: 5,000 families have directly benefited from this project.

**Partners:** UNICEF.
Caring and Safe Environment for young migrants at worksites
2016-2019
Thiruvallur & Kanchipuram, Rangareddy, Medak, Bhopal, Khurda, Cuttack and Puri districts, States of Telangana, Odisha, Madhya Pradesh and Tamil Nadu

Objectives: Improve the access of young migrants to a safe environment and healthy development on work sites in cities; Demonstrate and advocate the replication of a model of quality care, learning and child development for young migrants in the workplace; Establish a strategic partnership with various stakeholders to ensure quality care and a learning environment on construction sites; Promote innovations that improve childcare, parenting and a healthy environment in the workplace; Influence policies and programmes related to the portability of government entitlements and a healthy environment for young migrants.

In 2019: 9,000 children (including 4,500 girls), 850 women and 850 men directly benefited from this project; 120,000 children (including 60,000 girls), 5,000 women and 5,000 men indirectly benefited from this project.

Partners: Bernard van Leer Foundation.

India
Emergency and Post-Emergency Education projects

Reducing vulnerability and rebuilding lives and livelihoods of Cyclone Fani affected people

Objectives: Target the most vulnerable children, women and men affected by Cyclone Fani and reduce their vulnerabilities through relief measures and the reconstruction of their lives; Strengthen and collaborate with the government and other civil society agencies in the emergency cyclone programme in the project area.

In 2019: 4,000 children from cyclone-affected families (psychosocial and educational support); 1,500 members of 300 families (livelihood restoration); 500 family members of 100 young people (vocational training and support for entrepreneurship development) benefited from this project.

Partners: 100% Aide et Action.

Creating Child Friendly Space in cyclone affected villages
June to November 2019
Puri district, State of Odisha

Objectives: Assist children affected by Cyclone Fani and facing inequitable access to basic services and their entitlements, especially children from marginal communities and girls, who are more exposed to risk and discrimination in the context of disasters; Assist adolescents, both boys and girls, who are at greater risk of exploitation in villages; Create a sustainable and disaster-resilient community.

In 2019: 2,500 adults (50% of whom are women), 5,000 children (50% of whom are girls), 70 adolescents (50% of whom are girls) benefited from this project.

Partners: UNICEF.

Promotion of child friendly spaces in 50 villages + Health Education
August 2019 - July 2020
Lakhimpur and Biswanath districts, State of Assam

Objectives: Improve access to education for children by developing the preparedness skills of community stakeholders, including children; Develop disaster preparedness skills among children and youth; Improve health and hygiene behaviour among children; Develop the capacity of school authorities to respond to children’s educational needs.

In 2019: 24,260 adults (including 11,669 women), 7,027 children (~50% girls) benefited from this project.

Partners: 100% Aide et Action.

MIRC
2016 - 2019
Bhubaneshwar

Objectives: Ensure good nutrition, education and protection of migrant children at their place of origin and destination; Make migration safe, informed and dignified for children and all migrants; Ensure care, safe and healthy environment for young migrants in parents’ workplaces; Ensure the portability of their entitlements from one location to another, including those related to citizenship rights.

In 2019: 2,150 people directly benefited from this project; 11,400 people indirectly benefited from this project.

Partners: 100% Aide et Action.

Ensuring Inclusive and Quality Education of Lambada tribal Girls by strengthening ECCE
2010 - 2021
District de Nalgonda, État de Telangana

Objectives: Strengthen basic school services and rural childcare services (called “Anganwadi” centres) to ensure that children have access to their rights and entitlements.

In 2019: 6,755 children and mothers directly benefited from this project; 16,688 parents and “Anganwadi” workers indirectly benefited from this project.

Partners: 100% Aide et Action.

PAHAL- Care for children of sex workers
2010-2019
Delhi district, State of Delhi

Objectives: Strengthening the identity and dignity of children and sex workers; Changing the mind-set of mothers and getting them to take proactive actions for a better future for their children.
### Empowering Adolescent and Youths-Safe City Initiative

**2019-2021**  
**Bhopal district, State of Madhya Pradesh**  
**Objectives:** Enable children to move freely in public spaces without fear of harassment; Deploy a District Strategic Plan for Children and Adolescents focusing on child protection priorities through the establishment of emergency Child Protection Committees (CPCs) with active community and government participation.  
**In 2019:** 625 men, 625 women, 1,250 boys and 1,205 girls directly benefited from this project.  
**Partners:** UNICEF.

### To initiate the process of transforming villages bringing all round progress in villages around Kanha Tiger Reserve

**October 2019 to March 2022**  
**Balaghat district, State of Madhya Pradesh**  
**Objectives:** A pedagogical resource group to be formed, with all the teachers from the project schools as participants; Improvement of teachers’ capacities, skills, motivation and pedagogy through mentoring; It is proposed to interact with teachers from states where the Right to Education Act (RTE) and School Management Committees (SMC) are working well.  
**In 2019:** 500 adults (of whom 50% women), 310 young people (of whom 50% young women), 500 children (including 50% girls) shall be covered by this project.  
**Partners:** Excel Control linkage Pvt Ltd.

### Targeted Intervention among Injecting Drug Users

**2011-2020**  
**Jalandhar district, Punjab State**  
**Objectives:** Prevent, through a targeted intervention, new HIV-AIDS infections among injecting drug users identified in the project area; Establish the necessary links with care and support services for HIV-positive people.  
**In 2019:** 483 men and 1 woman, all injecting drug users, directly benefited from this project; 2,177 men and 2,100 women benefited indirectly from this project.  
**Partners:** Punjab AIDS Control Society.

### Empowerment through Education and Skill

**Lifelong and Livelihood Education - Vocational Training**  
**2019-2022**  
**Kathmandu**  
**Objectives:** The project enables community and local organisations/ institutions to take the lead and proactively address issues related to access to education, livelihoods and other entitlements and benefits.
AIDE ET ACTION IN SOUTHEAST ASIA AND CHINA

Although considerable progress has been made in recent years in school enrolment and retention rates in Cambodia, Laos and Vietnam, disparities persist. Across the region, unequal access to and quality of pre-primary and primary education impacts children marginalised by poverty, geographical remoteness or ethnicity, leading to their failure to reach age-appropriate learning standards.

In Cambodia, despite primary school enrolment rates rising to 98% in 2018, UNICEF reported that nearly 25% of children in Grade 3 could not write a single word during a dictation test. In Laos, the net primary school enrolment rate is 98.7%. But the research we conducted in 2019 showed that more than 70% of Grade 3 children were unable to acquire age-appropriate writing skills. According to statistics, 100% of primary school age children are enrolled in schools in Vietnam. However, ethnic minority children are more likely to lag behind grade levels - 12% of 15 to 17-year-old ethnic minorities who should be in upper secondary level are enrolled in lower secondary level, compared with 7.5% of Kinh majority students.

Factors such as malnutrition, language, inadequate infrastructure, poor quality teaching and learning, irregular school attendance, and not being ready to enter school impact learning outcomes force some children to drop out before they can acquire the basic literacy skills.

Aide et Action improves the quality of education so that children can benefit from a path of lifelong learning, starting with quality education from early childhood through to secondary school and vocational education.

In 2019, Aide et Action’s main areas of intervention in Southeast Asia and China were:

- Access and Quality of Education
- Lifelong and Livelihood Education – Vocational Training
- Inclusive Education
- Early childhood care and education (ECCE)

Lu, a mother of two, joined Aide et Action’s Early Childhood Care and Education (ECCE) project in Vietnam in 2018. Her reasons were, “to become a better parent and to learn about nutrition and food security”.

“Lu attends monthly sessions on parenting, nutrition and other topics related to creating and maintaining a safe and clean environment at home for young children. ‘I have learned how to care for my children better and support their development. My dreams in life are for my children to study well and succeed in life,’ she says.

Photograph © C. Redmond
In Cambodia, about 250,000 school-age children have had no education at all. While universal access to primary education (98% enrolment by 2018-2019) has increased year on year, in reality poor quality learning and inconsistent access for specific population groups – children with disabilities, girls and children from ethnic minorities – threaten the global goal of quality education for all by 2030.

Since 2017, Aide et Action has been proud to lead the Cambodian Consortium of Out of School Children, composed of 23 organisations and local partners, which provides marginalised and out-of-school Cambodian children with access to equitable, quality and relevant primary education.

**PROJECT FOCUS:**
**Cambodian Consortium of Out of School Children**
**Access and Quality of Education**
**2017-2023**
**Banteay Meanchey, Kampong Thom, Kampot, Siem Reap and Phnom Penh provinces**

Cambodia’s education system faces many challenges: Lack of educational, technical and financial resources; Insufficient and under-qualified teachers; Poor management systems; And many other factors that keep children out of school, such as discrimination against children with disabilities or those that are considered “too old”, remoteness, poor school environments but also migration, exploitation and child labour, and family difficulties.

**// Project objective:** Provide marginalised and out-of-school children (street children, over-aged children, poor children or those living far from school) with access to equitable, quality and relevant primary education. To achieve this, the project supports schools, teachers, parents, caregivers, communities and marginalised children to increase equitable access to primary education opportunities and improve the quality and relevance of existing conditions. Through community engagement, we aim to raise awareness about the importance of education, culture, reading and other social and environmental issues.

**// In 2019:** 7,194 children, including 749 “drop-outs” (46% girls) have benefited from this project. 6 new classrooms were built and 25 other classrooms were renovated. 712 scholarships were granted to disadvantaged children and 2,358 children benefited from in-kind support.

**Partners:** Damnoek Teuk (DT), District Office of Education, Schools, Ministry of Education, Youth and Sport, Provincial Office of Education, Young Men’s Christian Association (YMCA), Youth Star Cambodia (YSC).

*It's compulsory for schools/State to provide children with education for eight years but it's not compulsory they go.*
According to the Global Gender Gap Report 2018, China ranks 103rd out of 149 economies worldwide in terms of its gender gap. Rapid growth and changes in Chinese society have posed additional challenges to economic conditions, learning opportunities, political participation, the health and well-being of women in society, and early childhood care and education, especially in rural areas.

PROJECT FOCUS:
Developing Livelihoods for Vulnerable Women in China

Lifelong and Livelihood Education – Vocational Training & Health Education & ECCE

Focus on Women
2017-2020

Sichuan province

In China, the gender inequality rate in rural areas is almost twice as high as in urban areas. Care for pregnant women is limited to nutrition and other aspects of their condition, but neglects mental health, social health and other factors. China has witnessed rapid economic growth in recent years, driven by the digital technology, urbanisation and rapid population movements. However, this growth has made it difficult for rural women with little schooling to adapt to the development of this newly evolving society and created a demand for non-formal education. The Global Women’s Gender Gap Report 2020 stated that “support for gender equality is essential to build a strong, cohesive and resilient society.”

// Project objective: Promote public awareness and advocate for a mother and baby-friendly environment through training and health care management (online and offline), public campaigns and research to build social support networks for women and better economic opportunities; Promote women’s livelihoods by supporting new mothers and local communities; Enhance women’s livelihood skills by providing vocational training courses; Improve women’s and public awareness of maternity and child health management; Provide psycho-social support to women during motherhood and after birth; Advocate for the development of a mother and baby-friendly environment.

// In 2019: 2,341 people (including 73% women) benefited directly from our project to increase women’s livelihood skills (vocational training courses). In addition, we worked to improve women’s and public awareness of the importance of managing maternal and child health through a series of campaigns; 2 WeChat online groups were created for over 120 pregnant women in Chengdu City to expand their social support network and provide them with a combination of offline support group activities and online training (health education, such as prenatal nutrition and prevention of childhood diseases). We focused on building the capacity of vulnerable rural women and were pleased to cooperate with other NGOs to replicate the project model.

Partners: 100% Aide et Action.
In Laos, literacy from an early age remains a major challenge. There are significant differences between urban schools and more rural and remote schools, with the latter often having more students who do not speak Lao as their first language. Children of ethnic minorities living in poor, rural and economically excluded communities are disproportionately impacted and account for the lowest educational achievement levels in the country.

**Project Focus:**

**Innovative Approaches to Early Literacy and Numeracy**

**Access and Quality of Education & Inclusive Education** 📚 📚

2018-2023

Vientiane and Oudomxay provinces

Current pedagogical practices do not provide effective support for children to develop literacy and math skills from an early age. This has a negative impact on the students’ ability to participate effectively in education, lifelong learning and employment opportunities. In addition, many children live in family environments with few or no books available, which does not help to support school learning.

// **Project objective:** Implement an innovative approach to teaching literacy and mathematics with the aim of improving the learning outcomes of ethnic and marginalised children in pre-school and primary school through the use of Information and Communication Technologies (ICT) and the application of child-centred teaching and learning methodologies. The project provides financial support to improve the reading environment, including libraries in schools and mobile libraries equipped with books and games. The project also provides training for teachers and local authorities on child-centred teaching and learning methodologies.

// **In 2019:** Partnerships were developed to advance the role of ICT in education, 20 classrooms were equipped, a user manual was developed and teachers were trained in the use and maintenance of the equipment. 6,242 people, 1,115 pre-primary students (50% girls), 4,912 primary students (50% girls) and 175 teachers benefited from this project. To facilitate training, a user manual was developed in collaboration with the Information and Communication Technology Centre of the Ministry of Education and Sport, ensuring the project’s sustainability.

**Partners:** District Education and Sports Bureaus (DESB), Education Standards and Quality Assurance Centre (ESQAC), Information, Communication, and Technology Centre (ICTC), Ministry of Education and Sports (MOES), National University of Laos (NUOL), Provincial Education and Sports Services (PESS), Research Institute for Education (RIES).
Although policies on Early Childhood Care and Education are in place in Vietnam and national standards have been adopted for early learning development as part of the pre-primary curriculum, the access and quality of early childhood education remain limited in remote and isolated areas where the most disadvantaged, vulnerable and ethnic minority families are mainly located.

**PROJECT FOCUS:**
Improving the quality of Early Childhood Care and Education for ethnic minority and disadvantaged children

Access and Quality of Education & ECCE  
2016-2024

**Doan Ket, Tien Phong et Yay Nua communes, Da Bac district, Hoa Binh province; Lau Thi Ngai and Lung Cai communes, Bac Ha district, Lao Cai province; Khun Ha and Nung Nang communes, Tam Duong district, Lai Chau province**

Pre-schools in remote areas of Vietnam often lack adequate infrastructure and facilities. This, combined with the language barriers faced by ethnic minority children, the lack of recognition and awareness of the importance of early childhood education among key stakeholders, the lack of active parental involvement and the limited number of qualified pre-school staff and teachers, has a significant impact on children’s cognitive and socio-emotional development, their ability to acquire knowledge and to make a successful transition from pre-school to primary school.

**Project objective:** Improve learning opportunities from an early age and enhance children’s cognitive and socio-emotional development through the implementation of child-centred teaching strategies and an improved learning environment. Involve parents, teachers and local authorities in supporting early childhood care and education and bring about behavioural change in the community.

**In 2019:** 2,158 children aged 3-8 years in target schools in Lai Chau, Hoa Binh and Lao Cai provinces benefited from this project (provision of learning materials, application of child-centred teaching and learning methods in the classroom and involvement of their guardians in parenting education, meetings). 170 teachers and principals of pre-primary and primary schools were contacted through training and coaching activities. 682 caregivers and 41 government and local authority officials were contacted through parenting education meetings, dialogue meetings and community communication events.

**Partners:** Provincial and District People’s Committee, Bureau of Education and Training, Pre-Primary and Primary Schools, Provincial Department of Education and Training.
Holistic Educational Strategies for Pro-Poor Community Development Project

Access and Quality of Education & ECCE 2019-2023

To date, development actions in the Cambodian education sector have proved insufficient to bring about a comprehensive and sustainable improvement as they have mainly focused on the functions of the different departments without paying sufficient attention to local authorities and communities. Aide et Action has joined other initiatives to promote and strengthen the capacity of the community and local authorities in the development, monitoring and mobility resources for education.

Objectives: Early Childhood Care and Development; Promotion of reading; Peace Education; Evidence-based policy formulation; Comprehensive planning; Competent leadership; Frequent and consistent management and monitoring.

In 2019:

- We strengthened the capacity, performance and accountability of local authorities in planning and delivering community development services, as well as in improving access to quality education services for community development for educationally marginalised groups.
- 567 women, children, youth and persons with disabilities benefited from this project.

Partners: Local authorities and schools.

List of other Aide et Action projects in Southeast Asia and China in 2019

1. Cambodia

Integrated community partnerships for improved child development and school readiness program

ECCE 2017-2023

With a teacher/pupil ratio of 1/31, teachers dedicated to early childhood are far outnumbered by the number of pupils, reducing the quality of teaching and learning. Children in marginalised communities face many obstacles that further hinder their learning.

Objectives: Integrate a child-centred Early Childhood Education programme with “teachers, caregivers and communities who are ready” so that the most marginalised children improve their cognitive and socio-emotional development and make a successful transition from preschool to primary school.

In 2019:

- 2,531 children have benefited from this project. 91% of the children involved improved their learning, engagement and participation in classroom activities (compared to 67% at the beginning of the project). In addition, after being assessed three times a year by their teachers, 523 pre-school children have been integrated into the first grade in public schools.

Inclusive Education for Children with Disabilities and Ethnic Minority Children

Access and Quality of Education & Inclusive Education 2017-2023

In Cambodia, the lack of quality education leads to poor school environments and discrimination against children with disabilities and children of ethnic minorities. Teachers are not fully equipped to support them and parents and guardians do not fully support their children in education.

Objectives: Ensure equitable, quality and relevant primary education for children with disabilities by increasing the equity of access and quality of education and by strengthening the accountability of those responsible to uphold the rights of children and persons with disabilities.

In 2019:

- 28 schools have been renovated and adapted to meet the needs of children with disabilities and children of ethnic minorities.
- 509 children received in-kind support (nutrition, transport grants to and from schools).
- 773 education plans for children with disabilities were developed and 277 children of ethnic minorities were supported (remedial and accelerated learning courses).

Partners: Department of Education, Schools, Ministry of Education, Youth and Sport, Provincial Offices of Education.
Harnessing innovative ICT for improved literacy, teaching and learning

Access and Quality of Education
2017-2023

Limited access to reading and learning materials and an insufficient number of teachers are some of the main problems hampering the development of children’s education in Cambodia.

Objectives: Harness Information and Communication Technologies (ICT) in the field of education; To improve literacy and create a culture of reading and learning among children and adults; Improve learning outcomes of primary and lower secondary students through access to science, technology, engineering, arts and mathematics education; Address the low literacy and high drop-out rates by introducing innovative educational/ICT solutions that increase the availability of literary and interactive educational content (audio, video, etc.)

In 2019: 14,906 books were provided to 20 schools and 10 mobile libraries. A beta version of our “Khmer Library” application was released in early December (288 new users downloaded and used it during the same month).

Partners: Local authorities and communities, Schools, Ministry of Education, Youth and Sport.

Inclusive, Child-friendly and Improve Quality Learning Outcomes of Pre- and Primary School Environments

Access and Quality of Education & ECCE
2017-2023

Quality Early Childhood Education plays a key role in developing the skills and capacities of the youngest children. But access to quality early childhood education continues to be a challenge for disadvantaged, remote and/or non-Lao communities. Facilities and staff are often insufficient to provide pre-school education.

Objectives: Improve school governance and the quality of learning outcomes for boys and girls of pre-school and primary school age; Strengthen quality school management; Develop an inclusive and child-friendly pre-school and primary school environment; Promote preparedness and nutrition programmes in target schools.

In 2019: 2,234 children benefited from this project (access to improved school environments). A notable achievement of the year was the signing of the official Memorandum of Understanding between Aide et Action and the Laotian government authorising us to undertake our work for the next 4 years.

Partners: UK Embassy, Czech Republic, Taiwan Fund for Children and Families (TFCF).

Promoting ECCE for Vulnerable Communities in Rural China

ECCE
2017-2020

China’s rapid economic and social development has led to an equally rapid growth in the number of children left behind, including children of migrant workers. As parents find work outside their hometowns, children are often educated by grandparents. Moreover, because of the centralisation of education in the canton’s centre, the educational environment is often cut off from the community. Traditional culture and local knowledge are difficult to transmit.

Objectives: Promote Early Childhood Education to schools, teachers, children and parents in vulnerable communities; Increase parents’ awareness and capacity for early childhood education; To integrate the community’s Early Childhood Education services’ resources.

In 2019: 975 children (52% of whom are girls) benefited from this project, 1,098 parents contributed to awareness-building and Early Childhood Education skills (daily classes in the centre, parent-child activities, community activities, etc.)

Partners: 100% Aide et Action.

Promoting quality and inclusive Early Childhood Care, Education and Parenting

ECCE
2016-2024

The provinces of Lao Cai, Hoa Binh and Lai Chau are located in the mountainous regions of northeast Vietnam and are home to various ethnic minorities. School dropouts are very common and quality vocational training and economic opportunities are limited.

Objectives: Promote sustainable livelihoods for ethnic minority youth in secondary school by improving vocational guidance, employability and entrepreneurship; Increase the adaptability of ethnic minority youth to labour market needs; To strengthen partnerships and engagement between local businesses and youth; Identify and support the entrepreneurship initiatives of young people from ethnic minorities.

In 2019: 7 secondary schools adopted our project for 3 months (42 teaching sessions, for 723 students (including 47% girls); 2,180 copies of career guidance materials were distributed to 19 schools in the 3 target provinces.

Partners: Bac Ha Bureau of Education and Training, Bac Ha People’s Committee, HSBC, SCB (since 2020), European Union (since 2020), Youth Union in Hoa Binh province, Youth Union in Lao Cai province.
Promoting inclusive development for ethnic minority youth in Vietnam through improved employability and entrepreneurship

Access and Quality of Education & Lifelong and Livelihood Education - Vocational Training
2017 – 2024
Lao Cai, Hoa Binh and Lai Chau provinces

The provinces of Lao Cai, Hoa Binh and Lai Chau are located in the mountainous regions of northeast Vietnam and are home to various ethnic minorities. School dropouts are very common and quality vocational training and economic opportunities are limited.

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Increasing Equitable Access to Quality Education for Ethnic Minority Children

Access and Quality of Education
2017-2024
Hoa Binh and Lao Cai provinces

In the northern mountainous provinces of Hoa Binh and Lao Cai, the children of ethnic minorities lack the general skills (communication, interpersonal relations, group work and presentation) necessary to participate effectively in educational activities. Children also have limited knowledge about social issues related to their daily lives, such as how to prevent injuries, self-protection, gender equality and prevention of human trafficking.

Objectives: Promote equitable and quality education for ethnic minorities and other disadvantaged children; Strengthen the children’s voice and their participation in education through responsive school governance.

In 2019: Our activities in the Bac Ha district focused on raising awareness about the prevention of human trafficking. In both provinces, we established Children’s Clubs and worked to build the capacity of primary school teachers. We organised 4 training sessions involving 117 teachers and head teachers, 2 district education experts and Aide et Action staff to develop child-centred methodologies.

Partners: French Embassy, Bureau of Education and Training, Swiss Donors, Elementary Schools, HSBC, Provincial and District People’s Committee, Provincial Department of Education and Training.
As on 1 January 2017, the European Union (EU) had a population of 511.8 million, of which 136 million were young people aged 0-24, i.e. 27% of the total population. In their institutional diversity (weight of the public sector, mode of governance of institutions, teachers’ training and recruitment, etc.), European education systems are marked by common phenomena, such as the gradual spread or “massification” of education and the different levels of education.

For the most part, European education systems reveal the existence of a ‘common core’, defined by a structural continuity between primary and lower secondary education, with no sub-streams at this level. Generally speaking, enrolment rates were very high at the compulsory school leaving age in the EU in 2015. Only 5 countries failed to achieve 90% enrolment at this age: Bulgaria, Hungary, Luxembourg, Malta and Romania.

In France, and more generally in Europe, although the goal of universal schooling is considered to have been achieved, the issue of school inequalities, learning conditions and the relationship between education and social change raise questions about the quality and equity of education systems, particularly in France. Every year, nearly 98,000 young people leave the French education system without a diploma or qualification*.

In 2019, the main thematics of Aide et Action’s intervention in Europe were:
- Access and Quality of Education
- Lifelong and Livelihood Education - Vocational Training
- Education for Sustainable Development and Global Citizenship

**TESTIMONIAL**

Cristina Bala, director of STEA, a partner of Aide et Action, about the project being implemented in Romania for the social and economic inclusion of the Roma community in Satmarei (see page 48):

“Our objective is to guarantee the social and economic inclusion of the slum dwellers in order to break the cycle of inequality they suffer.

The community’s children have no role models to identify with and no notion of personal development. Giving them access to education gives them the opportunity to have aspirations and helps them realise the importance of school in achieving them.”

* Sources : Eurostat; L’Europe de l’éducation en chiffres (Educational Europe in figures) – Ministry of National Education and Ministry of Higher Studies and Research, UNESCO-UIS
In France, three observations are obvious: inequalities in education tend to be concentrated in the most disadvantaged areas, some populations still remain far-removed from school and education-sector stakeholders need to cooperate better with each other. Although the goal of universal schooling is considered to have been achieved, these problems call into question the quality and equity of the French education system. Every year, nearly 98,000 young people leave the system without a diploma or qualification.

In Seine-Saint-Denis (93), a department bordering the capital, Paris, it is estimated that 1,700 people live in shantytowns, nearly half of whom are minors. Studies show that 80% of school-age children do not have access to school. The project conducted by the ASET 93 and Aide et Action associations upholds the right to education for all children and prepares them for school through an intermediary "bridging" system of preparation for schooling.

**PROJECT FOCUS:**

**Access to schooling for vulnerable and marginalised populations in Seine-Saint-Denis**

**Access and Quality of Education**

**2018-2022**

**Seine Saint-Denis (93)**

// **Project objective:** Since September 2018, Aide et Action has been supporting the ASET 93 association for the implementation of a project aimed at facilitating the entry to school of excluded children. The aim is to provide support to families in going through the required administrative procedures, to support the educational teams, to welcome the children and their families and, of course, to lead the children to successful school outcomes. The project is based on 4 pillars: to enable children to gain access to school; to promote school retention and academic success; to contribute to the social and professional integration of families; and to carry out advocacy actions. For this purpose, children and their families are welcomed in a “school truck” made available to the ASET 93 association by Aide et Action.

// **In 2019:** 179 children benefited from this project; 65% of them have been enrolled in school; 9% are awaiting registration or assignment; 8% were lost to sight following the community’s expulsion; and 18% were taken in, but were not yet ready for school.

**Partners:** ASET 93 / ASKOLA.
In Romania, more than 40% of the population and more than 49% of the children are at risk of living in precarious conditions due to difficulties in accessing health and education services, lack of information, exclusion and discrimination. There is a wide gap in access to education between rural and urban areas, with school dropout rates among young people under 14 years of age that are 25% higher in rural areas. In addition, the quality of education is lower and there is an even greater shortage of qualified staff. Further analysis by the Romanian Ministry of Education shows that out of a cohort of children followed for 8 years, almost 30.4% dropped out before the end of cycle 2 (14 years) and only 56.9% obtain the average in the national evaluation exam.

374 inhabitants, including nearly 165 Roma children, now live in Satmarel, an outlying district of the city of Satu Mare, which has become the largest slum in the region. The majority of these families have been living there without official permission for more than 6 generations. Their living conditions are extremely precarious: insalubrious housing, road infrastructure in very poor condition, difficult access to public services, limited access to electricity, running water, gas etc. They face difficulties in accessing education, health, social services and assistance and employment.

**PROJECT FOCUS:**

Together for a better life project - Social and Economic Inclusion project of the Roma Community of Satmarel

**Access and Quality of Education and Lifelong and Livelihood Education - Vocational Training**

2018-2022

Satmarel, Satu Mare district

**Project objective:** Our project – carried out in collaboration with the Romanian association, STEA, promotes the social and economic inclusion of families living in the Satmarel shantytown. It acts, in particular, for the access and retention in school of children aged 6 to 14 years by improving the quality of education, among other things. The project also plans to work with parents in order to increase their involvement in education and make them more autonomous in their efforts to access rights. Finally, through the creation and maintenance of a solidarity garden, it proposes to increase the employability and skills of young adults.

// In 2019: 68 children in the 6-16 age group, 13 parents and 6 young adults in the process of socio-professional inclusion have benefited from this project (activities organised at Satmarel School, day care centre and the STEA Garden). With regard to the component on the “improvement of the conditions of health and mediation for access to rights”, our intervention targeted the whole of the marginalised community of Satmarel. Thus, in 2019, 248 people benefited from financial assistance for the purchase of medicines; 26 people were provided support to obtain/renew their identity documents; 14 adults of Satmarel were given our support in their search for employment and in their medical and administrative procedures for employment.

**Partners:** CCFD-Terre Solidaire, Departmental Centre for Resources and Educational Assistance, Directorate of Social Assistance of the City of Satu Mare, Directorate of Public Health, Departmental Directorate for Youth and Sport, Directorate General of Social Assistance and Child Protection of Satu Mare, Octavian Goga School of Satu Mare and its branch in Satmarel, Swiss Foundation, Grenoble Isère Romania, School Inspectorate of Satu Mare County, Satu Mare Town Hall, Secours Populaire de Roubaix, Solidarité Enfance Romania, STEA.
**Citizens’ Mobilisation**

**Education for Sustainable Development and Global Citizenship**

**Ongoing**

**National**

**Objectives:** Mobilising civil society with regard to access to quality education for all. Aide et Action’s volunteers are agents of change and strengthen each person’s abilities to become aware of the environment around them, their responsibility and their power to act. They act to develop a collective awareness of the importance of access to quality education for all. Their actions promote and participate in the financing of innovative, participatory and effective education programmes. They raise awareness on global citizenship, represent Aide et Action in the regions, vis-à-vis the general public and local actors, and raise funds to support Aide et Action’s projects.

**In 2019:** Grouped into 25 teams and present in 22 departments in France, 234 volunteers have been mobilised. They organised 85 actions to raise awareness or raise funds, accounting for 127 days of intervention in all. They also intervened in 11 schools and one university. Their actions reached 11,600 people, including 824 children. 57,500 € were collected via the voluntary movement.

**Partners:** 100% Aide et Action.

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**SOLIDE : Local and International Solidarity for Development through Education/Children without identity**

**Education for Sustainable Development and Global Citizenship**

**2019-2020**

Benin, Burkina-Faso, Côte d’Ivoire, France, Senegal and Togo (see page 21)

**Objectives:** Contribute to making known, communicating and raising awareness about the situation of children without identity papers and the impact that this can have on them, as well as on the development of a country; Give an impetus to, encourage and support sustainable dynamics of cooperation, interaction, dialogue and discussion between educational actors (pupils, teachers, authorities), from different territories, around this subject; Build and implement local solutions to respond to this issue; Raise awareness among communities about the importance of declaring and registering the birth of their children and to promote the values of peace, tolerance and solidarity.

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**In 2019:** Project activities have involved 52 schools (32 primary schools and 20 secondary and high schools), 159 learning communities have been set up (2,012 members, including 110 teachers) and four reference associations have been identified (two in Togo and two in Senegal).

**Partners in France:** Caen Academy.

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**AIDE ET ACTION WOULD LIKE TO THANK ALL ITS PARTNERS – BOTH FINANCIAL AND OPERATIONAL – WHO HAVE WORKED AND CONTINUE TO WORK SHOULDER TO SHOULDER WITH IT IN EUROPE FOR ACCESS TO QUALITY EDUCATION FOR ALL.**

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2019 was earmarked by the launch of work on the 2020-2024 five-year strategic plan and the continuation of our transformation, in order to better meet increased requirements of quality, efficiency and accountability to serve our social mission. We continued to strengthen Support services, including Finance and Administration, Human Resources and Information Systems, in order to set up unique and homogeneous policies and procedures within the Aide et Action Network.

The information presented is unaudited combined financial data from the Aide et Action International Network (AEA-I), composed of the AEA-I “regions”, France & Europe (FR and SW), Africa (AFR), South Asia (SA) and Southeast Asia and China (SAAC). The figures presented are therefore subject to manual grouping for the purposes of account aggregation. To date, certain subjects have not been dealt with homogeneously within the Network.

The figures presented are in euros. The profit amounts expressed in different currencies have been converted at annual average rates.

Operational result
The result for the year 2019 is an operational deficit of 0.5 M € against 0.3 M € in 2018.

The scaling back in income, particularly institutional and private donations, was only partially offset by lower costs.

Significant efforts have been made to obtain new funding. As a result, we have obtained new agreements whose effects will be seen in 2020.
Financial

It is the generosity of everyone - individuals, institutions, businesses, foundations - that has enabled us to fulfill our social mission and to help more than 1.9 million people in 2019. We thank them warmly.

Yield from the generosity of the public represents more than 68% of our financial resources, or €12.3 million, slightly down compared to 2018 (€12.6 million). Our second source of funding comes from private funds (companies and foundations) - up to €3.7 million, up significantly from the previous year (€2.9 million).

Over 69% of the Network’s 2019 financial resources are unallocated.

Expenses

In 2019, our operational expenses covered 83 educational projects in 19 countries.

The majority of our social mission is concentrated in Africa, with 9 countries of intervention and almost half of the Network’s expenses. With 4 countries each, South Asia and Southeast Asia and China account for, respectively, a quarter and almost a sixth of our program spending. France, where we work with disadvantaged populations, represents 11% of the mission.

<table>
<thead>
<tr>
<th>Region</th>
<th>Project Budget</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td>6,981,000</td>
<td>6,455,000</td>
</tr>
<tr>
<td>SOUTH ASIA</td>
<td>3,468,000</td>
<td>3,207,000</td>
</tr>
<tr>
<td>SOUTHEAST ASIA &amp; CHINA</td>
<td>1,890,000</td>
<td>1,748,000</td>
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<tr>
<td>EUROPE</td>
<td>1,504,000</td>
<td>4,807,000</td>
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<tr>
<td>HONG KONG</td>
<td>0</td>
<td>322,000</td>
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<tr>
<td>INTERNATIONAL</td>
<td>0</td>
<td>1,599,000</td>
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<tr>
<td>SWITZERLAND</td>
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<td>585,000</td>
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<td><strong>TOTAL €</strong></td>
<td><strong>13,843,000</strong></td>
<td><strong>18,723,000</strong></td>
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</table>
Structure of our network

<table>
<thead>
<tr>
<th>International Board</th>
<th>Members</th>
<th>Anoma Dissanayaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>President: Aïcha Bah Diallo</td>
<td>Ratanamanee Chomanat</td>
<td>Jacky Lumarque</td>
</tr>
<tr>
<td>Treasurer: Gwenaëlle Bouillé</td>
<td>Djibril Debourou; Baba Diané</td>
<td>Radhames Mejia</td>
</tr>
<tr>
<td>Secretary: Rajiva Wijesinha</td>
<td>(since July 2019)</td>
<td>Rukmini Rao</td>
</tr>
<tr>
<td></td>
<td>Daniel Desprès</td>
<td>Yves Tapiero</td>
</tr>
</tbody>
</table>

Workforce of the network (employees), in 2019:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>Project staff 2019</th>
<th>Management staff 2019</th>
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</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td>117</td>
<td>70</td>
<td>63</td>
<td>7</td>
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<tr>
<td>SOUTH ASIA</td>
<td>383</td>
<td>417</td>
<td>356</td>
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<tr>
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<td>83</td>
<td>45</td>
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<tr>
<td>SWITZERLAND</td>
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<td>3.8</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>631.5</td>
<td>579.2</td>
<td>463</td>
<td>116.2</td>
</tr>
</tbody>
</table>
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