ACTIVITY REPORT

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Keeping the promise of education for all in 2030 is an imperative goal!

It’s been three years since 193 heads of state committed to “ensuring access for all to quality education, on an equal footing, and to promote the possibilities of lifelong learning” by 2030. Since then we have had some nice speeches, many promises of leaving no one behind and finally some previously unseen announcements of funding for education. These have even reached $112 billion during the Global Partnership for Education Financing Conference (GPE) in February 2018. This commitment reflects a real awareness of the essential role of education for the future of humanity. Nonetheless, has the situation really changed? Have we made any progress in the fight against inequality and exclusion of those who still deprive today 263 million children from access to education? There has been some progress, but the road is still long to achieve our goals.

‘Access to quality education is not just an objective in itself, it is especially the golden thread that will reduce famine, to fight against poverty and disease, to limit climate change, in short to reach all sustainable development objectives and create a world of lasting peace.”

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Against poverty and disease, to limit climate change, in short to reach all Sustainable Development Goals and create a world of lasting peace.

Indeed, for 10 years, the number of children that are excluded from education has remained at the same level, development programmes fail to reach populations that are the most marginalized. 617 million children, of whom more than half still go to school, yet do not master basic skills and more than 750 million adults are illiterate. By 2030, 800 million young people will enter the labour market without having the skills needed to get a job. In the current state of affairs, quality education for all will not be reached in 2030 but it will be a more than 50 year old delay. Once again, we will not succeed in keeping our commitment. Once again, the poorest children, those boys and girls who rely most on us will be deprived of their right to education.

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

In Vietnam together with ethnic minorities; in India alongside unemployed youth, without training; in Africa, with illiterate women, our teams worked alongside those who suffer each day from exclusion and discrimination in 2018. Quality education, which is truly inclusive, is not built from an office but in the field, with exchanges, in touch with reality. And our strength is there: our teams are involved in cities as well as in the most remote areas, they exchange with the most marginalized communities, teach them to foster contact and to create together not simply a school, but “their” school, an open learning eco-system, adapted to their needs and to their cultures. The education offered here is the result of outreach work with local teachers that we offer the means but also the opportunity to experiment, to innovate and deploy new learning methods while respecting national programmes.

And the results, as you will read in this activity report, are there: in 2018, in our 74 projects conducted in 19 countries in Africa, South Asia, SouthEast Asia and Europe, 1,204,428 people were impacted by our activities (624,157 children and young people, 564,197 adults and 16,074 teachers from 2013 schools). The path remains difficult and challenges lie ahead. But in front of them, we will be humble, ready to roll up our sleeves; listen to local people to forge new partnerships for the development of new projects that act simultaneously on all the obstacles towards education.

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

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

Aicha Bah Diallo
International President
In 2015, 193 states committed to achieving 17 Sustainable Development Goals (SDGs) by 2030. Among them, SDG 4, dedicated to education, provides for ensuring access to quality education for all, on an equal footing, and to promote opportunities for life-long learning. In 2017, Peter Thomson, then President of the UN General Assembly said: “Education is the golden thread that runs through the SDGs.”

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

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

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

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

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

- 624,157 children and youth
- 564,197 adults
- 16,074 teachers

€19.8M raised

2,013 schools involved

19 countries

74 projects

Areas of intervention:

- Africa
- South Asia
- South East Asia
- Europe

Nepal

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

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

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

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

WITNESS REPORT
"PROJEG, which Aide et Action manages, is the starting point of a frank and lasting dialogue between youth and public authorities. No development is possible without having into account the concerns of populations, especially youth. We have problems with public schools, health infrastructure, water conveyance in drinking water. Young people and women face employment problems, sustainable development and social economic integration. To make this dialogue a reality, I can contribute to mobilize young people and raise their awareness of violence through sports activities, especially in schools. With my efforts, young people from neighbourhoods impacted by projects would like to thank Aide et Action and the government for the promotion of the underlying activities which places young people at the heart of the development of their local communities."

Kadiatou Diallo, President of the NGO Femme Active Pour son Épanouissement (FAPE), player of the Concerted Capacity Building Programme for Civil Society Organizations (PHASE) in schools in Benin: menstrual hygiene and sanitation项目

Since 2014, the project led by Aide et Action aims to strengthen the quality of education by improving the conditions of hygiene and sanitation in schools. It provides, among other things, for the construction of sanitation equipment, training for use and maintenance of sanitary infrastructure, awareness campaigns for pupils and communities with hygiene rules in schools and families.

In 2018, 640 sanitary napkin kits were distributed to 325 girls in 50 schools in two target communities; 43 main contacts have been identified and trained to help girls better manage their menstrual hygiene; 323 girls were trained in the use of sanitary napkins; 164 mothers of schoolgirls were made aware about project; 2,446 brochures on reproductive health were distributed to girls from 8 colleges of the municipalities of Avrankou, Adjarra and Cotonou.

Benin

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

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

Support quality of education through the improvement of hygienic conditions

From 2016 to 2018
In five communes of southern Benin: Adjara, Arrankou, Apogoua, Porto-Novo and Sô-Ava

Partners: Claudine Talon Foundation, NSP

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

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

**PROJECT FOCUS**

**Learning For Change (APC)**

**Education for life**

From 2015 to 2019

In the provinces of Sissili and Ziro in the Midwest

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

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

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

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

![Partners: Villages of Sapsy, Léo, Casso and Gao, Provincial Directorate of Education of Sissili and Ziro, NUNUNA Federation, L’Occitane Foundation. For more about our projects in Burkina Faso see pages 20 – 25](image)

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Ivory Coast

Aide et Action takes action in Ivory Coast in a political and social context of post-crisis. The education system in the north of the country was disrupted or destroyed during the crisis from 2002 to 2010. Rebuilding this system in the whole country has been a priority.

**PROJECT FOCUS**

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

**Access and quality of education**

From 2015 to 2018

In the cities of Bondoukou, Bouaké, Katiola

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

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

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

![Partners: AFD, MENETFP, Decentralized State Services (DREN, IEPP) For more about our projects in Ivory Coast see pages 20 – 25](image)
The educational context was affected by strikes initiated by the Free Union of Teachers and Guinean researchers (SLECG) who disrupted the courses in the first and fourth semester in 2018. In addition, the government massively recruited contractors to overcome the many absences of incumbent teachers on strike.

### Guinea

#### PROJECT FOCUS
**Girls Friendship School (EAF)**

**Access and quality of education**

- **From 2015 to 2019**
  - In the villages of Coyah, Boffa, Boké, Dubréka

  - The Girls Friendship School project addresses three issues to which the Guinean school is confronted: low education of girls in rural areas, the high drop-out rate of students in two districts of southern Madagascar revealed that food, health and nutrition circumstances of school-age children are very insecure. In these regions, the indicator rate of food insecurity is very high among households. It hovers between 43% and 68%. In addition, children suffering from malnutrition clearly suffer significant delays in their psychomotor and intellectual development. Available food production is insufficient to cover food needs of the population of which more than a third is undernourished. In addition, Madagascar is exposed to cyclones that constitute true natural disasters destroying everything on their way.

  - In 2018, 6,954 children (47.2% girls), 76 teachers and 30 schools were impacted by our activities.

**Partners:** Orange Foundation, Turing Foundation, SUEZ Foundation

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### Madagascar

**Project Focus**

**Support Project for Schooling and Sanitary Development (PASS)**

**Access and quality of education**

- **From 2018 to 2019**
  - In 30 schools in the school district (CISCO) of Ampanihy

  - The project contributes to the emergence of a favourable education environment, retention and success of children in school management.

  - In 2018, 5,000 children (including 53% girls), 4,000 adults (of which 51.25% women), 150 teachers and 21 schools were involved in our activities.

**Partners:** Orange Foundation, Turing Foundation, SUEZ Foundation

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**Mali**

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

### PROJECT FOCUS

**Impr rovement Project of Access, Quality and Governance of basic and secondary education (PAQAMA)**

**Access and quality of education**

From 2016 to 2019

In the regions of Gao and Menaka, Northern Mali

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

- Partners: Academies of Education (AE) of Gao and Menaka, and Pedagogical Animation Centres of Ansongo, Bourem, Gao, French Agency of Development [AFD], Humanity and Inclusion [HI], International Rescue Committee [IRC], Menaka and Wabiafa, Ministry of National Education, Norwegian Refugee Council [NRC]

**Compulsory education**

From 7 – 15 years old

<table>
<thead>
<tr>
<th>Number of inhabitants</th>
<th>18.5 million</th>
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<tbody>
<tr>
<td>Over 15 years old</td>
<td>66.9% for both genders</td>
</tr>
<tr>
<td>Net enrollment primary school</td>
<td>47.7% for girls</td>
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<tr>
<td>Net enrollment secondary school</td>
<td>29.4% for girls</td>
</tr>
<tr>
<td>5-14 years old</td>
<td>77.8% for women</td>
</tr>
</tbody>
</table>

**Net enrollment secondary school**

5% for both genders

**Becoming rate of over 15 years old**

1% for girls

**Net enrollment primary school**

10% for both genders

**Net enrollment primary school**

10% for both genders

**Net enrollment pre-primary school**

15% for both genders

**Number of inhabitants**

18.5 million

48% 14 years old

**Compulsory education**

From 7 – 15 years old

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</table>

**Net enrollment secondary school**

7.5% for both genders

**Becoming rate of over 15 years old**

15% for both genders

**Net enrollment primary school**

15% for both genders

**Net enrollment pre-primary school**

15% for both genders

**Number of inhabitants**

21.4 million

48% 14 years old

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


**Niger**

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

### PROJECT FOCUS

**Diffa Youth Project (BANA)**

**Migration and vocational training of young people**

From 2018 to 2021

In the region of Diffa

- The Diffa region is going through a complex and major humanitarian crisis: conflicts, extortions and terrorism led to the displacement of 302,387 people including 184,404 internally displaced persons. 88,668 refugees, of whom 21,315 young immigrants, returned to their village of origin because of the insecurity of their host sites. These events have contributed to destroying all social bonds within communities. The economy is totally unstructured.

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

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

- Partners: French Development Agency [AFD], Care, Diffa Regional Council, High Authority for the Consolidation of Peace, Karanka, Niger, International Plan

**Number of inhabitants**

21.4 million

48% 14 years old

**Compulsory education**

Not compulsory

**Net enrollment primary school**

50% 14 years old

**Net enrollment secondary school**

60% 14 years old

**Becoming rate of over 15 years old**

18.5 million

77.8% for women

**Net enrollment primary school**

7.5% for both genders

**Net enrollment secondary school**

7.7% for both genders

**Net enrollment pre-primary school**

4.8% for both genders

**Number of inhabitants**

21.4 million

48% 14 years old

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

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

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

In both regions, between 32% and 60% of children aged 5 or more go to school. These percentages rise to 35% in Sedhiou for secondary education and 43% in Ziguinchor.

For more about our projects in Senegal see pages 20 – 25.

PROJECT FOCUS
Basic Education Improvement Project in Casamance (PAEBCA)
Access and quality of education
From 2015 to 2019
In the Sedhiou and Ziguinchor regions
In the Sedhiou and Ziguinchor regions, classes are overcrowded. They are, for many, made of temporary shelters (24% of public elementary school classes in Sedhiou and 41% in Ziguinchor. This percentage rises to 35% in Sedhiou for secondary education and 43% in Ziguinchor.

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

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

In 2018, 7 new schools were opened, 21 new classes are under construction. 60 schools were equipped with hygiene and sanitation installations. Finally, 160 tutors were trained to provide school support to primary school children; 285,017 children (including 67% girls), 980 adults (62.8% women), 5,424 teachers and 140 schools were involved in our activities.

For more about our projects in Senegal see pages 20 – 25.

Togo

The education system in Togo is earmarked by a strong demand for educational provision because of demographic growth, a significant proportion of children are out of school or don’t go to school, the insufficiency of the non-formal educational offer, the weakness of school reception characterized by unfavourable teaching and learning conditions, a staff challenge of qualified teachers, a significant proportion of unqualified voluntary teachers, and low access and retention of girls in school, especially in high school. However, there is some progress, including the adoption of a special status for teachers, a 3% increase in the state budget allocated to education, effective medical coverage in pre-school and primary education, the adoption of the National Early Childhood Policy and the update of the Education Sector Plan and the State Report of the National Education System.

In Togo, access to school is not universal. There are barriers for girls and for the Plateaux region. Difficulties in education (access, maintenance and academic results) are aggravated for girls.

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

In 2018, the project benefited 76,476 people, including 53,537 children (63.77% girls) and 21,939 adults (40.64% women), 1,479 teachers and 266 schools were involved in our activities.

PROJECT FOCUS
Child Friendly School Project (EAE)
Access and quality of education
From 2018 to 2019
In the Plateaux and Savanes regions
If in both regions, between 32% and 40% of children aged 5 or more are not enrolled in the first year of primary school. They are often late which favours a repetition (20.8% to 23.6% school children have repeated their class). A significant proportion of children enrolled in nursery school do not access primary school: 93.9% for the Savanes and 34.1% for the Plateaux.

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For more about our projects in Togo see pages 20 – 25
ACCESS AND QUALITY OF EDUCATION

A Light For Africa (ALFA)
Benin, Burkina Faso, Ivory Coast, Guinea, Mali
From 2017 to 2018
Objectives: To improve the learning environment and the quality of education in schools, ALFA uses solar energy to provide electricity for schools in four West African countries (Benin, Burkina Faso, Ivory Coast, Guinea, and Senegal) to improve the learning environment and quality of education in the targeted schools.
Impact: In 2018, in Benin, for example, the project allowed the equipment of 112 primary schools to be used in 36 communities for 112 learners (including 67 women); training of 36 local craftsmen per school in order to maintain electrical installations around the schools; the organization of support courses for 674 children (including 327 girls) and 12 teachers / Burkina Faso: the project helped equip a public primary school with solar kits, the organization of support courses for the benefit of 17 students in the fifth grade class with learning difficulties in order to prepare them for the end of the year.

Project to support improvement of the quality of education (PAQUE-Nikki)
Benin, Borgou Department, village of Nikki
From October to December 2018
Objectives: The project aims to contribute to the improvement of access rates, of completion and success, through better governance in 121 schools and 36 nursery schools in the village of Nikki. It promotes capacity building of institutional and operational partners on the school project approach as well as on building capacity for teaching, management and guidance in primary and nursery schools of the municipality.
Impact: In 2018, training of 190 partners on the approach and tools for setting up, executing and monitoring school projects; Establishment of 112 three-year school development plans (EPOTD); development of 112 annual school development plans; training of 270 teachers on the tools and process of implementation of school governments; census of 2,792 out of school children including 2,117 girls and 4,907 boys; setting up of 121 child governments; training of 1,460 children members of governments on their roles and responsibilities.

Orange Village
Burkina Faso, Province of Gnagna, village of Mammé
From 2018 to 2019
Objectives: To contribute to improving access to quality education, drinking water and quality health services in the village of Oldaga in the rural village of Mammé.
Impact: The project started in the last quarter of the year 2018; it was essentially the implementation of activities preparations, including launch of the project and planning with players in the field, as well as launch of the selection process of companies for the building of infrastructures health centers, latrines, boreholes.

Emergency Support Project to Education for All (PAUET)
Madagascar, regions of Diana, Boiny, Betsiboka, Sofia and Antsiranana
From 2015 to 2018
Objectives: In Madagascar, communities now need provisions for implementing the construction project of school infrastructures, including management of school markets and financial management. PAUET trains communities so that they can assume these new responsibilities. The project aims to improve reception capacity of public primary schools and strengthen capacity of local management committees in the implementation of their school infrastructures construction project.
Impact: In 2018, the project enabled construction and equipment of 28 classrooms and 14 blocks of latrines. 16 committees of local management have been trained in participatory planning.

Access to Education for All Children in Mali
Mali, Mopti region
From 2017 to 2021
Objectives: In 2018, the project benefited 3,324 out-of-school children (1,933 girls), 4,413 out-of-school children went to school. 30 centres of accelerated schooling strategy were opened for 85 children including 390 girls, 33 facilitators were trained and 20 management committees were set up. Children over the normal age of enrollment will benefit from accelerated training in these centres for a period of 9 months to be enrolled in schools. 1,765 vulnerable children were identified and enrolled in school (including 872 girls). The project has allowed the opening of 15 schools, 15 volunteer coaches were trained.

Partners: French Development Agency (AFD); In Togo: Togolaise National Coalition for Education for All; Ministry of social action, the promotion of women and literacy and its central services including DAENF; ministry of Primary, Secondary and Vocational Teaching (MEFSPPT) and its decentralized services (DRE and IEFP); Network of journalists and communicators specializing in education / In Mali: Sub-damouso Association (ASG); ministry of National Education and its decentralized services: Academy of Education (AE) of Mopti and Douenza, CAP of Sâvaré; NGO Awakening Mali; NGO Guinama / In Burkina Faso: Association of municipalities of Burkina Faso (AMBf); Framework of Consultation NGOs and Active Associations in Education of Burkina Faso (CCEBF); National Coalition Education for All - Burkina Faso (CN-IEPTF) / In Ivory Coast, Senegal, Benin, Guinea, Niger: Ministries of National Education and Decentralized Services.

Partners: Ethik Investment, Abraham Hannibal Endowment Fund; Club Med Foundation / ASMDA / Archimedes Competition Foundation.

Improvement and Diversification Programme of the Educational Offer in West Africa (PADOE)
Benin, Burkina Faso, Ivory Coast, Guinea, Mali, Niger, Senegal
From 2015 to 2018
Objectives: For decades, many education systems in West African countries counted millions of young people without a qualification. Given the weakness of learning systems and trade training, these young people find themselves idle and without future prospects. In this context, Aide et Action has set up the PADOE project aimed at improving and diversifying the offer in West Africa. It promotes the development of local capacities for management and guidance of education systems and the promotion of alternative education systems and the promotion of alternative education systems.
Impact: In 2018, the project was carried out in 50 schools and benefited 330 teachers (one-third women). Ultimately, more than 14,000 students will benefit from this project (93% girls). In Mali: 610 copies of the report on integration of local knowledge into the Malian education system have been published and distributed. It was carried out by the competent departments of education with contact people and accompaniment by Aide et Action. 70 teachers were trained on teaching methods of writing and reading; 64 teachers were accompanied.

Partners: French Development Agency (AFD); In Togo: Togolaise National Coalition for Education for All; ministry of social action, the promotion of women and literacy and its central services including DAENF; ministry of Primary, Secondary and Vocational Teaching (MEFSPPT) and its decentralized services (DRE and IEFP); Network of journalists and communicators specializing in education / In Mali: Sub-damouso Association (ASG); ministry of National Education and its decentralized services: Academy of Education (AE) of Mopti and Douenza, CAP of Sâvaré; NGO Awakening Mali; NGO Guinama / In Burkina Faso: Association of municipalities of Burkina Faso (AMBf); Framework of Consultation NGOs and Active Associations in Education of Burkina Faso (CCEBF); National Coalition Education for All - Burkina Faso (CN-IEPTF) / In Ivory Coast, Senegal, Benin, Guinea, Niger: Ministries of National Education and Decentralized Services.

Partners: Ethik Investment, Abraham Hannibal Endowment Fund; Club Med Foundation / ASMDA / Archimedes Competition Foundation.

Access and Quality of Education in Niger (PADOE)
Niger
From 2017 to 2021
Objectives: In Niger, the project aims to improve access, quality and governance of education in the Niamey region.
Impact: In 2018, the project enabled construction and equipment of 28 classrooms and 14 blocks of latrines. 16 committees of local management have been trained in participatory planning.

Partners: Ministry of National Education (Madagascar)

Emergency Support Project to Education for All (PAUET)
Mali, Mopti region
From 2018 to 2021
Objectives: The project aims to build the capacity of young people to meet the needs of the labour market or become self-employed. This helps reduce their sense of exclusion and increase their participation in the socio-economic development of the Mopti region. Main actions of the project are literacy, vocational training and teacher training.
Impact: In 2018, 400 teachers from the Alternative Strategy for Recruitment of Teaching Staff were trained in didactics subjects; 4,864 students (including 358 students with disabilities and 219 girls) benefited from the educational impact of this session. 73 teachers from the Teacher Training Institute have been trained in Koro and Sévaré on the didactics of subjects.

Partners: French Development Agency (AFD); Humanity and Inclusion (HI), Ministry of National Education (Mali)

Learning by Information and Communication Technology (ATIC)
Mali, regions of Sikasso and Kouiloua
From 2016 to 2019
Objectives: Malian students from a lack of qualified teachers. The project aims to improve the quality of education in the first cycle of basic education in the Sikasso region through teacher training. It’s about training contractual staff recruited by educational supervisors and to reinforce the abilities of other teachers to improve their teaching practices.
Impact: The project has trained school principals and teachers in the Sikasso and Kouiloua regions. During these trainings 735 smart-phones were distributed to 860 teachers. This tool allows them to access specially designed training courses and in partnership with the Ministry of National Education to better prepare and deliver courses in mathematics and science in 5th and 6th grade classes; 6,742 students in total, including 50% girls will eventually benefit from this project.

Partners: University Agency of La Francophonie (UAUF); University Skills in Research Laboratories / Bernard DUMONT; National Directorate of Normal Education (SNEN, Mali); Orange Labs Paris; Orange Mali

Impact:

Access and Quality of Education in Niger (PADOE)
Niger
From 2017 to 2021
Objectives: In Niger, the project aims to improve access, quality and governance of education in the Niamey region.
Impact: In 2018, the project enabled construction and equipment of 28 classrooms and 14 blocks of latrines. 16 committees of local management have been trained in participatory planning.

Partners: Ministry of National Education (Madagascar)
**Support Project for Promotion and Modeling Educational Gateways in Niger (PassEduc)**

**Niger, villages of Niamey, Kollo, Konar, Hamdaly**

**From 2017 to 2020**

**Objectives:** The villages of Niamey, Kollo, Konar, and Hamdaly have the highest illiteracy rate in the sub-region (over 69% of the population aged 15 and over can neither read nor write).

**Impact:** In 2018, 1,053 students aged 9 to 14, out of school or not attending school, have benefited from both a non-formal and formal educational offer in a proper learning environment. 44 teachers from non-formal education centres were trained in pedagogical coaching of bridging classes. 280 members from 60 parents’ associations, 280 members of 40 associations of mothers and 280 members of 40 decentralized school management committees have been trained in management of the centres.

**Partners:**
- French Development Agency: Ministry of primary education (Niger), Strimme Foundation

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**Project of Implementation of Standard Fundamentals of Quality and Equity (NFQOE)**

**Niger, Zinder and Maradi regions**

**From 2014 to 2018**

**Objectives:**
- The Zinder and Maradi regions suffer from an education system which is particularly weak. Analysis of the performance of the programme in the last ten years reveals that the Sector Programme of Education and Training (PSEP, 2014-2024) will need to address two major challenges: ensuring equity in education and improving quality apprenticeships for students, especially girls and those living in a rural environment.
- The most important progress has been observed in countries that have put in place an inclusive approach to defining standards of quality and equity, identification of needs at planning and monitoring / evaluation of interventions.
- The project aims to improve the quality and equity of education through implementation of school projects in 100 schools in the Maradi and Zinder regions.

**Impact:** In 2018, the project benefited 20,922 students (including 9,725 girls) and 1,200 adults.

**Partners:**
- Ministry of Primary Education (Niger), UNICEF

---

**Management Improvement Programme for a Participatory School (PAGE)**

**Senegal, regions of Kédougou and Tambacounda**

**From 2015 to 2018**

**Objectives:**
- Kédougou and Tambacounda are two regions where school statistics are the weakest. The enrolment rates as well as school achievement rates are below the national average.
- This is explained by the large number of children with difficulty in learning, low access to education (73.9%), weakness in learning, lack of family interest in education, the burden of domestic chores for children. The environment remains not very conducive to learning either, especially because of the lighting challenges in schools and homes and illiteracy of parents. The project contributes to the implementation of the Sector Programmes for the Improvement of Quality, Equity and Transparency (PACKAGE, 2013-2023). It aims in particular at improving academic performance of students from both regions, as well as access to and maintenance of children in situations of high vulnerability, especially girls and children with disabilities.

**Impact:** In 2018, 9,350 students (including 5,421 girls) benefited from schools, 1,100 vulnerable students were covered by Universal Healthcar. Out-of-school children were referred to bridging classes. 254 teachers and 70 members of the School management were trained in school support techniques. Pedagogical management has been improved in 35 schools and an ardent home and community support school space was designed and implemented in 29 schools.

**Partners:**
- UNICEF

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

**Senegal, regions of Sédhiou and Ziguinchor**

**From 2015 to 2019**

**Objectives:**
- In the Sédhiou and Ziguinchor regions, classes are overcrowded. They are, for many, temporary shelters (24% classes in public elementary schools in Sédhiou and 47% in Ziguinchor). This percentage rises to 25% in Sédhiou for secondary education and 6% in Ziguinchor. The school environment is characterized by violence, especially against girls. Results: apprenticeships are very weak. The success rate at the bachelor’s level is only 29% in Ziguinchor and 24.37% in Sédhiou. The project works to improve the public service of education in Casamance, in order to favour social cohesion, peace and fight against inequalities and better development of students’ skills.

**Impact:**
- In 2018, 7 new schools were received, 21 new classes are under construction. 40 schools were equipped with hygiene and sanitation equipment. Finally, 140 tutors were trained to provide tutoring to primary school students.

**Partners:**
- French Development Agency (AFD), COE, APE, ARD, KEY, DEE / DPRE / DEMSG, IA, IEF, MEN, UCGE

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**College Reform Support Project**

**Togo, Maritime Region**

**From 2014 to 2018**

**Objectives:** The region suffers from a lack of infrastructure and equipment. Girls’ education and registration in schools are a real challenge: they are often kept at home to perform domestic and farming tasks; families are unable to afford school fees for their children. The community remains very little involved in education. These elements explain the low rates of access and school completion by children. The project contributes to implementation of the Sector Plan of Education (PESSE) through reform of secondary education in Togo. The project seeks to promote local colleges to improve reception capacity, equity, quality and local management of participative colleges in the Maritime Region.

**Impact:** In 2018, the project benefited 189,052 people, including 66,526 children.

**Partners:**
- French Development Agency (AFD), PLAN Togo

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**Child Friendly School (EAE)**

**Togo, Savannah and Plateaux regions**

**From 2018 to 2019**

**Objectives:** In both regions, between 32% and 60% of children of 5 years or older are not enrolled in the first year of primary school. They are often late, which encourages repetition (20%) to 23% of school, children have repeated their class. A proportion of children enrolled in 1st year of primary school do not access 4th grade: 53.9% for the Savannah and 34.1% for the Plateaux. Difficulties in enrolment (access, retention and school results) are aggravated for girls. The quality of school supply is reinforced in 244 schools in the Plateaux and Savanes regions through the reinforcement of effective participation of communities in the governance. The project is fighting against non-registration, late registration and selective scheduling to the detriment of girls and vulnerable children, as well as against violence, especially those related to gender in schools and families. It promotes the creation, within schools, of school governments to promote the right to participation of children and encourages the development of life skills education. Finally, it trains members of the community in governance of schools.

**Impact:** In 2018, the project benefited 74,476 people, including 53,537 children.

**Partners:**
- UNICEF, COGEP, CRPPE, DRE, IEF, IEP, MEPSFP

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**Health Education**

**Improveoment of Hygiene and Sanitation in Schools (PHASE)**

**Benin**

**From 2016 to 2019**

**Objectives:** Improvement of hygiene and sanitation conditions in schools through the construction and equipment of structures, training in use and maintenance, raising student and communities awareness on hygiene rules in schools and within the family.

**Impact:** In 2018, 660 sanitary napkin kits were distributed in 50 schools for the benefit of 325 girls; 144 mothers of schoolgirls were made aware of the project, 2,444 reproductive health brochures were distributed to girls in 8 colleges of the communms concerned.

**Partners:**
- Claude Talon Foundation
Support Project for Schooling and Sanitary Development (PASS)  
Madagascar, regions of Anosy, Androy and Atsimo-Andrefana  

From 2015 to 2019  
Objectives: These southern regions of Madagascar are the most affected by food insecurity. PASS aims to promote the adoption of attitudes conducive to good nutrition, hygiene and health by and for children and the school community of 30 target schools.  
Impact: In 2018, PASS was set up in 30 schools for the benefit of 7,969 children.  

Partners: World Food Programme (WFP)  

LIFE EDUCATION  

Learn To Change (APC)  
Burkina Faso, provinces of Sissili and Ziro  

From 2015 to 2019  
Objectives: Since 2015, APC aims at empowering women of the NUNUNA Federation in the provinces of Sissili and Ziro in Burkina Faso. Illiteracy, difficult access to loans and land for women constitute real obstacles to the development of their activities. APC combines literacy, technical training and financial support for women.  
Impact: In 2018, 122 learners learned to read, write and count. The success rate at literacy sessions ranges from 97% to 100%. 131 women participated in the implementation of income generating activities.  

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

SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP EDUCATION  

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

From 2016 to 2019  
Objectives: PROJEG was set up so that recurrent violations of human rights diminish in Guinea. It has also been designed to improve the accountability of institutions, to contribute to the construction and organization of Guinean civil society and increase youth participation in decision-making powers.  
Impact: Thanks to PROJEG, Guinean civil society, and especially youth organizations, are gaining strength to influence the definition and implementation of public policies, so that they contribute to sustainable development and reduction of inequalities and poverty. In 2018, the project benefited 3,044 adults (20% women).  

Partners: 500 Guinean and French stakeholders (luné, associations, ONG, universités, ministries, local elected officials…), UNDP, French Development Agency  

Citizen monitoring of public action and participation in local governance  
Guinea, Conakry and 14 communities in 7 regions  

From 2018 to August 2019  
Objectives: The project aims to improve participatory democracy and representation by strengthening democratic processes, in particular via strong advocacy for democracy. It must also strengthen social dialogue and independent social partners, by developing transparency and accountability of public institutions.  
Impact: In 2018, the project benefited 533 adults (18.29% women).  

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

EDUCATION OF GIRLS AND WOMEN  

Girls Friendship School (EAF)  
Guinea, villages of Ceyah, Boba, Baké and Dubréka  

From 2015 to 2019  
Objectives: EAF responds to 3 problems that the Guinean school is confronted with: low school enrollment of girls in rural areas, high drop-out rate and insufficient involvement of communities and parents in school management. EAF contributes to the emergence of an environment conducive to schooling, retention and success of children in school, especially girls. It raises awareness and builds the capacity of communities to become involved in management of the school.  
Impact: In 2018, EAF benefited 5,000 children (2,650 girls) and 150 teachers (60 women) in 21 schools.  

Partners: Orange Foundation; Turing Foundation  

MIGRATION  

New commitment of youth of Diffa to strengthen social ties (BANA)  
Niger, region of Diffa  

From 2018 to 2021  
Objectives: The Diffa region is going through a major complex humanitarian crisis: conflicts, extortions and terrorism led to displacement of 302,387 people including 184,404 internally displaced ones; 88,688 refugees, of whom 29,315 young people returned to their village of origin because of insecurity of their host sites. These events contributed to the destruction of all social ties within communities. The economy is totally unstructured. The project is intended to promote socio-educational reintegration frameworks for young people, while rehabilitating and institutionalizing spaces for dialogue and exchange within decentered entities and local civil society.  
Impact: In 2018, the project benefited 54,977 people (27,103 men and 27,864 women). Of these beneficiaries, 33,826 are young people from the poorest and most vulnerable communities (including 60% women) from 32 municipalities in the Diffa region.  

Partners: Care; Regional Council of Diffa; High Authority for the Consolidation of Peace; Négalbi; NGO Karkara; PLAN International, Sahal Action  

BUDGET AND HUMAN RESOURCES 2018 PER COUNTRY + REGIONAL OFFICE  

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>AEA BUDGET 2018</th>
<th>NUMBER OF AEA EMPLOYEES 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>€1,311,204</td>
<td>14</td>
</tr>
<tr>
<td>Burin</td>
<td>€609,969</td>
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<tr>
<td>Burkina Faso</td>
<td>€605,548</td>
<td>7</td>
</tr>
<tr>
<td>Guinea</td>
<td>€1,179,513</td>
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<td>Ivory Coast</td>
<td>€151,672</td>
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<tr>
<td>Madagascar</td>
<td>€136,898</td>
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<td>Mali</td>
<td>€923,607</td>
<td>21</td>
</tr>
<tr>
<td>Niger</td>
<td>€864,102</td>
<td>10</td>
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<tr>
<td>Senegal</td>
<td>€798,256</td>
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<tr>
<td>Togo</td>
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<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>€7,448,807</td>
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</tbody>
</table>

AIDE ET ACTION WISHES TO THANK ALL OF ITS PARTNERS, BOTH FINANCIAL AND OPERATIONAL, WHO, IN 2018, WORKED AT OUR SIDE, IN AFRICA, FOR ACCESS TO QUALITY EDUCATION FOR ALL.
The World Bank acknowledges South Asia as a paradox of development. It attracts the attention of the world through its economic growth, contrasting with its 70% of the poorest population of the world. Education is mediocre and is part of the development challenges faced by South Asian countries. About 11.3 million children at the age to attend primary school (5.8 million girls and 5.5 million boys) do not go to school. According to UNICEF (2018), only half of the children of primary schools are educated according to minimal learning conditions. India is coming at the top of the list of countries in which a 2nd year pupil cannot perform a two-digit subtraction and ranks second in the list of countries in which a 2nd year pupil cannot read a single word. Government priorities in South Asia regarding education are mainly focused on access ratios, enrollment and completion rather than only on “learning outcomes”. This has created an unprecedented “learning crisis”. In 2018, the projects led by Aide et Action in Southeast Asia are mainly focused on themes: 
- Access and quality of education
- Early childhood
- Professional training
- Migration

The size of the region and the number of underprivileged populations constitute a major challenge for our projects which, while providing support to the greatest number, must remain of quality. Our projects at the short term (vocational training) are mostly supported by companies that see an immediate impact. Most donors prefer to support local NGOs, our international identity limits mobilization of resources in India, Sri Lanka and Nepal. Among the projects supported by the government, funding is often a big obstacle. Otherwise, the region is experiencing an increase in natural disasters. Interventions by emergency services become essential for the affected populations.

**Bhutan**

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

**PROJECT FOCUS**

**My village Gakidh**

**Professional training**

**From 2014 to present**

In the Punakha district

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

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

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

**WITNESS REPORT**

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

Shyamala works for the ENLIGHT project, conducted in Hyderabad, India (see page 211).
India is the second most populous country and the largest democracy in the world. The Indian economy is the 6th largest in the world in terms of nominal GDP, the third in terms of power parity purchase and the country is considered newly industrialized. However, it continues to face challenges of poverty, unemployment, corruption, health and nutrition issues and hygiene, but also education problems.

**PROJECT FOCUS**

**Education Development Project for children from ethnic minorities.**

Access and quality of education

From 2010 to 2020

Andhra Pradesh

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

// The project aims to promote the right to education, including tribal leaders and communities in order to respect the right to education of tribal children. It encourages in particular strengthening of school committees. It supports the creation of child clubs to improve school infrastructure and the local environment as well as new technologies of information and communication. Finally, an important part of project is promotion and protection of identity and tribal culture.

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

**Partners:** Department for Action in Rural Technologies

For more about our projects in India see pages 30 – 34

Sources: UNESCO Institute for Statistics (www.uis.unesco.org)

Sri Lanka

Despite the ravages of a 27-year civil war that began in 1983 and ended in 2009, the country maintains one of the highest literacy rates in South Asia. If public studies in secondary and higher education are free of charge for all citizens, people living in regions still in the recovery phase of the civil war have less access to quality education than those living in other regions. Low school attendance, high drop-out rates, low educational attainment and poor teaching skills have an impact on general quality of education provided in schools. Drug addiction and unemployment are one reason why young people cannot earn a decent living.

**PROJECT FOCUS**

**iLEAD**

Professional training

From 2006 to present

In the districts of Galle, Ratnapura, Trincomalee, Vavuniya, Mullaitivu, Kilinochchi and Jaffna.

// Sri Lanka has one of the highest enrollment rates in Asia for general education. The majority of students leaves the system after the ordinary level of GCE (General Certificate in Education). Nearly 300,000 students prepare for the "A-level" exam the GCE (General Certificate of Secondary Education), but only 22,000 places are available in the classic university education system. This often results in a low employability status of vocational and technical training students.

// The project must meet educational and development skills needs of communities affected by war and poor and marginalized youth in the northern, southern, East and Sabaragamuva areas. It contributes to the rehabilitation process and post-war government reconciliation in Sri Lanka, thanks to the development of skills of young people and old fighters in the northern provinces affected by the war.

// In 2018, 1,070 people (71% women) were involved

**100% Aide et Action**

For more about our projects in Sri Lanka see pages 30 – 34

Sources: UNESCO Institute for Statistics (www.uis.unesco.org)
List of projects managed by Aide et Action in South Asia in 2018

**School development project**

**India, Karnata State (Tiger Hills Reserve)**

**From 2012 to 2018**

**Objectives:** To ensure children’s learning through quality education and environmental awareness. Through regular training, peer learning and practical experience, the programme focuses on strengthening the capacity of teachers.

**Impact:** In 2018, 3,556 children were directly affected by our activities.

**Partner:** Hemendra Kothari Foundation

**School development project in Bandipur**

**India, State of Karnataka**

**From 2013 to 2020**

**Objectives:** To increase and / or strengthen the capacities of teachers and improve their relationships with students. Improve skills levels of children. Reduce drop-out rate and reach 100% enrollment rate. Encourage involvement of proactive parents and a community that can play a key role in promoting education of tribal minority children.

**Impact:** In 2018, 44,210 people were directly affected by our activities.

**Partner:** Hemendra Kothari Foundation

**Ensure quality education with the support of information technologies**

**India, State of Assam**

**From 2017 to 2022**

**Objectives:** To ensure quality learning for children via quality education and support of information. Computer support for schools. Participation of teachers and students.

**Impact:** In 2018, 8,000 children and 120 teachers were directly concerned by our activities.

**Partner:** Capgemini

**Access and quality of education for children from the Adivasi ethnic minority**

**India, State of Assam**

**From 2018 to 2023**

**Objectives:** To improve functioning of schools, enrollment and retention rates in primary schools by developing the sense of need and relevance of education within the “Tea Garden” community. Promote participation in effective functioning of schools. To ensure children’s learning through quality education and environmental awareness. Through regular training, peer learning and practical experience, the programme focuses on strengthening the capacity of teachers.

**Impact:** In 2018, 4,621 children were directly affected by our activities.

**Partner:** Transform Rural India (TRIF)

**Provide quality education with ecological awareness**

**India, State of Madhya Pradesh (Kanha Tiger Reserve)**

**From 2013 to 2020**

**Objectives:** To ensure children’s learning through quality education and environmental awareness. Improving skills and on-going education of children.

**Impact:** In 2018, 2,255 school children and 46 teachers were directly concerned by our activities.

**Partner:** Hemendra Kothari Foundation

**Impact:**

From 2013 to 2020, 1,731 children were directly affected by our activities.

**Partner:** Hemendra Kothari Foundation

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

**India, State of Telangana**

**From 2010 to 2021**

**Objectives:** To ensure children’s learning through quality education and environmental awareness. Through regular training, peer learning and practical experience, the programme focuses on strengthening the capacity of teachers.

**Impact:** In 2018, 120 teachers and 11,625 people were directly involved in our activities.

**Partner:** Hemendra Kothari Foundation

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

**India, Delhi, Chennai, Salem, Kolakata, Hyderabad, Trichy, Mumbai, Bengaluru and Pune**

**From 2015 to 2020**

**Objectives:** To ensure a better life for girls through education. Improve the enrollment and retention rates of girls; Increase the number of girls opting for higher education and the number of girls who can enjoy the same status at home, school and at home from the community.

**Impact:** In 2018, 2,000 girls were directly affected by our activities; 9,000 girls were indirectly affected.

**Partner:** Cappemini

**Youth employment and improvement of primary learning skills**

**India, states of Siraha, Saptari, Baglung & Parbat**

**From 2010 to 2019**

**Objectives:** To encourage organizations and institutions, and the community to show leadership and proactively solve problems related to access to education, livelihood and other rights.

**Impact:** In 2018, 575 people were directly affected by our activities.

**Partner:** 100% Aide et Action

**LIFE EDUCATION**

**My Gakidh Village**

**Bhutan, Punakha District**

**From 2014 to 2018**

**Objectives:** To limit the migration of young people from rural areas to urban areas and preserve the environment by offering these young people to train and develop their skills and leadership, for livelihood and sustainable employment (in the sectors of tourism and traditional crafts) in their communities of origin. Involvement and support of the community.

**Impact:** In 2018, 2,036 young people were directly affected by our activities.

**Partner:** Youth Development Fund – Bhutan

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

**India**

**From 2005 to ongoing**

**Objectives:** Development and promotion of micro enterprise. Enable better employability and / or entrepreneurship for disadvantaged youth so that they have a better life.

**Impact:** In 2018, 52 operational ILEAD centres in India; 11,779 young people (especially girls) trained and employed or having started a business.

**Partners:** Ascentis; Synbionyme; Eicher; HCL Foundation; TechMahindra; TPWA

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

**India, State of Tamil Nadu**

**From 2010 to 2020**

**Objectives:** To ensure children’s learning through quality education and environmental awareness. Through regular training, peer learning and practical experience, the programme focuses on strengthening the capacity of teachers.

**Impact:** In 2018, 1,731 children were directly affected by our activities; 88% success rate between grades 6 and 10; 10% attendance rate in all schools.

**Partner:** HCL Foundation

**My Gakidh Village**

**Bhutan, Punakha District**

**From 2014 to 2018**

**Objectives:** To limit the migration of young people from rural areas to urban areas and preserve the environment by offering these young people to train and develop their skills and leadership, for livelihood and sustainable employment (in the sectors of tourism and traditional crafts) in their communities of origin. Involvement and support of the community.

**Impact:** In 2018, 2,036 young people were directly affected by our activities.

**Partner:** Youth Development Fund – Bhutan

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

**India**

**From 2005 to ongoing**

**Objectives:** Development and promotion of micro enterprise. Enable better employability and / or entrepreneurship for disadvantaged youth so that they have a better life.

**Impact:** In 2018, 52 operational ILEAD centres in India; 11,779 young people (especially girls) trained and employed or having started a business.

**Partners:** Ascentis; Synbionyme; Eicher; HCL Foundation; TechMahindra; TPWA
### List of projects managed by Aide et Action in South Asia in 2018

#### iLEAD: Education and Training Initiative for livelihood development - Initiative for Livelihood Education and Development - Youth Spark

India, multiple regions
From 2012 to 2018

**Objectives:** Promote sustainable economic development among young people by improving their skills in entrepreneurship. Empowering young people from poor and marginalized social classes (including girls / women and people with disabilities) and enable them to benefit from better means of existence and lead a dignified life.

**Impact:** In 2018, 12,000 young people were directly affected by our activities.

**Partner:** Asian Development Bank

#### Development and promotion of micro-enterprise

India, State of Assam
From 2014 to 2018

**Objectives:** Professional training and promotion of micro business via peer groups.

**Impact:** In 2018, the project was deployed in 12 villages and slum districts, located on the bank of the river Brahmaputra and threatened by frequent floods.

**Partner:** Asian Development Bank

#### Development and promotion of micro business

India, Meghalaya State
From 2015 to 2019

**Objectives:** Professional training and promotion of micro business via peer groups. Youth training, mainly women, to entrepreneurship. Improvement of income and family life. Respect and recognition in all areas of life.

**Impact:** In 2018, 210 people were directly affected by our activities.

**Partner:** TATA TRUST

#### Development of leadership of young people and their skills to promote democracy and reconciliation in 3 districts of Sri Lanka

Sri Lanka, districts of Galle, Ratnapura and Kaluthara
From 2009 to 2019

**Objectives:** Acquisition of computer skills and literacy.

**Impact:** In 2018, 1,000 children and 160 teachers were directly concerned by our activities.

**Partner:** 100% Aide et Action

#### support development of human capital

India, Meghalaya State
From 2014 to 2019

**Objectives:** To increase the capacity and responsiveness of teaching and technical and vocational training and the number of young people trained in skills needed to find a job or become self-employed.

**Impact:** In 2018, 16,000 children and youth were directly concerned by our activities.

**Partner:** Asian Development Bank

#### iLEAD: Education and Training Initiative for livelihood development - Initiative for Livelihood Education and Development - International Academy

Sri Lanka, city of Panadura
From 2014 to 2018

**Objectives:** Acquisition of computer skills and literacy.

**Impact:** In 2018, 835 young people were directly affected by our activities.

**Partner:** Ministry of Rural Development (India)

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

Nepal, slums of Kathmandu, Lalitpur and Bhaktapur
From 2010 to 2019

**Objectives:** To provide vocational training to 1,800 vulnerable young people, aged between 18 and 35 years old.

**Impact:** In 2018, 20,383 young people were directly affected by our activities.

**Partner:** 100% Aide et Action

#### Himayat Project

India, Jammu and Kashmir states
From 2013 to 2018

**Objectives:** Skills development.

**Impact:** In 2018, 5,987 young people were directly affected by our activities.

**Partner:** Ministry of Rural Development (India)

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

India, Telangana State
From 2017 to 2020

**Objectives:** To provide a protected environment and meet the needs of migrant children, aged 0 to 14, at 5 sites.

**Impact:** In 2018, 570 children aged 0 to 14 years were directly concerned by our activities.

**Partner:** 100% Aide et Action

#### School development project

India, State of Madhya Pradesh, Balaghat City
From 2014 to 2018

**Objectives:** To ensure children’s learning through quality education and environmental awareness. Improving skills and continuing education of children.

**Impact:** In 2018, 2,255 school children were directly concerned by our activities.

**Partner:** TATA TRUST

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

India, city of Patna
From 2014 to 2018

**Objectives:** Children of seasonal migrant workers have better access to their fundamental rights and live in a safe and healthy environment at the parents’ workplace.

**Impact:** In 2018, 250 groups of young migrants aged 3 to 6 years were welcomed at the educational centre developed by Aide et Action. 150 children aged 6 to 14 were able to access near by schools.

**Partner:** 100% Aide et Action

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

India, State of Tamil Nadu, cities of Bhopal, Bhubaneswar, Hyderabad
From 2016 to 2018

**Objectives:** To provide nutrition, education and protection for children and teenagers living on construction sites.

**Impact:** In 2018, 3,100 children were directly affected by our activities.

**Partner:** Bernard van Leer Foundation (BvLF)

#### Support and promotion of micro-enterprise

India, Meghalaya State
From 2015 to 2019

**Objectives:** Youth training, mainly women, to entrepreneurship. Improvement of income and family life. Respect and recognition in all areas of life.

**Impact:** In 2018, 2,255 school children were directly concerned by our activities.

**Partner:** Bernard van Leer Foundation (BvLF)

#### Imperial Market

India, Delhi city
From 2016 to 2018

**Objectives:** To provide a protected environment and meet the educational needs of children.

**Impact:** 830 people involved since the implementation of the project.

**Partner:** Times Foundation

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

India, New Delhi City
From 2010 to 2019

**Objectives:** Care and protection for children of single prostitute mothers. Educational and vocational rehabilitation of their children.

**Impact:** In 2018, 30 children of prostitutes and 100 children from the underserved community had access to the centre. 10 young people were hosted in a vocational training centre.

**Partner:** 100% Aide et Action

#### Educational development project

India, Punjab
From 2012 to 2018

**Objectives:** To ensure children’s learning through quality education and environmental awareness. Improving skills and continuing education of children.

**Impact:** In 2018, 1,260 young people were directly affected by our activities.

**Partner:** 100% Aide et Action

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

India, Punjab
From 2012 to 2018

**Objectives:** Prevent new HIV-AIDS infections among intravenous drug users and liaising with care services and support for HIV-positive people.

**Impact:** In 2018, 465 intravenous drug users have been identified and have received prevention advice and / or medical support.

**Partner:** Punjab AIDS Control Society
List of projects managed by Aide et Action in South Asia in 2018

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of AEA Employees 2018</th>
<th>Number of AEA Employees 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Office</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>South Asia (Bhutan included)</td>
<td>€804,390</td>
<td>24</td>
</tr>
<tr>
<td>China</td>
<td>€2,040,400</td>
<td>324</td>
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<tr>
<td>including staff of Ilead centres</td>
<td></td>
<td></td>
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<tr>
<td>Nepal</td>
<td>€96,410</td>
<td>32</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>€257,850</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>€3,199,050</td>
<td>383</td>
</tr>
</tbody>
</table>

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

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Despite the socio-economic development of the region, the difference in GDP and income disparities between countries are considerable. Cambodia, Laos, Vietnam and Myanmar, whose GDP is among the lowest in the region, are struggling to achieve the Sustainable Development Goals, including Goal 4 dedicated to education. In national budgets, investments in sectors such as health care have priority over investments in education, which has, generally, a long-term impact.

While some countries have increased their rates of school attendance, retention and completion and reduced gender gaps, problems in educational opportunities remain. Access to basic education, especially in rural and isolated areas, as well as the quality of the results of teaching and learning must still be improved, as should school facilities, learning environments and teaching materials.

Too many children do not go to school or do not benefit from quality learning because of their socio-economic situation and geographical location, their disability and/or their state of health, their ethnic origin, their language barriers or their gender. High rates of poverty, especially in rural areas and areas where ethnic minorities live, exacerbate this inequality.

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

In 2018, the projects led by Aide et Action in Southeast Asia are mainly focused on themes:
- Access and quality of education
- Inclusive education
- Early childhood education
- Education of women and girls

Through these projects, Aide et Action worked to open the way for long-term systematic changes in low-income communities, especially in areas where ethnic minorities face great challenges. For example, our community solutions reached children in remote villages in the District of O’Chum, in the province of Ratanakiri in Cambodia, Tam District Doung, in the province of Lai Chau in Vietnam and Van Vieng District, in the province of Vientiane in Laos. By reaching children from underprivileged groups, we can have a social impact and, in working at the national level, we can multiply this impact exponentially by providing solutions to communities and to entire countries.

WITNESS REPORT

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

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

Number of inhabitants: 16 million
- 31% < 14 years old

Gross enrollment primary school:
- Not compulsory
- Net enrollment primary school:
  - Not available

Net enrollment secondary school:
- No data available

Rural literacy rate of over 15 years old:
- 19.4% for both genders
- 24.9% for women

Sources: CIA World Fact Book, UNESCO Institute for Statistics (www.uis.unesco.org)

For higher education, the population used is that of the five consecutive years beginning with the secondary school graduation age.

Gross enrollment rate:

Net enrollment rate:

The number of students in the age range that theoretically corresponds to a given level of education, expressed as a percentage of the total population of that age group.

Siem Reap

In Phnom Penh and Kandal Provinces, Kampong Speu and from 2017 to 2022, education for children with severe and moderate disabilities in school and provide tailored educational services to keep them in school and use their results to improve. We work with teachers to help provide the skills and tools necessary to provide quality education.

PROJECT FOCUS
Education for children with severe and moderate disabilities in Cambodia.

Inclusive education
From 2017 to 2022
In Phnom Penh and Kandal Provinces, Kampong Speu and Siem Reap.

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

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

In 2018, 1,781 children (54.9% girls), 2,253 adults (69.8% women), 47 teachers and 18 schools were involved in our activities.

For more about our projects in Cambodia see pages 40 – 42

Sources: CIA World Fact Book, UNESCO Institute for Statistics (www.uis.unesco.org)

China

Number of inhabitants: 1.4 billion
- 18% < 14 years old

Gross enrollment primary school:
- Not available

Net enrollment primary school:
- Not available

Net enrollment secondary school:
- No data available

Rural literacy rate of over 15 years old:
- 4.8% for both genders
- 7.2% for women

Sources: CIA World Fact Book, UNESCO Institute for Statistics (www.uis.unesco.org)

Girls’ and women’s education
From 2017 to 2021
In Sichuan Province, Qinghai County and City of Chengdu.

Sichuan Province is the most populous rural area of Western provinces and has the largest number of migrant workers. Approximately 6 million married men have migrated from the province, leaving their wives at home to care for children and the elderly. Most of these women, as well as others living in the area, are at a disadvantage because of their low level of education, their financial vulnerability and their unequal social status.

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

In 2018, 1,781 children (54.9% girls), 2,253 adults (69.8% women), 47 teachers and 18 schools were involved in our activities.

For more about our projects in China see pages 40 – 42

Sources: CIA World Fact Book, UNESCO Institute for Statistics (www.uis.unesco.org)

PROJECT FOCUS
Developing livelihood for vulnerable women in rural China.

Girls’ and women’s education
From 2017 to 2021
In Sichuan Province, Qinghai County and City of Chengdu.

Sichuan Province is the most populous rural area of Western provinces and has the largest number of migrant workers. Approximately 6 million married men have migrated from the province, leaving their wives at home to care for children and the elderly. Most of these women, as well as others living in the area, are at a disadvantage because of their low level of education, their financial vulnerability and their unequal social status.

We work with women to help provide the skills and tools necessary to provide quality education. We enroll children with disabilities in school and provide tailored educational services to keep them in school and use their results to improve. We also work with teachers to help provide the skills and tools necessary to provide quality education.

In 2018, 700 women, 6 teachers and 2 schools were impacted by our activities.

For more about our projects in China see pages 40 – 42

Sources: CIA World Fact Book, UNESCO Institute for Statistics (www.uis.unesco.org)
Laos

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

**PROJECT FOCUS**

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

**Access and quality of education**

From 2015 to 2018

In Vientiane province, Vangvieng districts, Feuang, Mad, Hinherb and Meun

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

- This project aims to guarantee access for underprivileged children of ethnic origin to a quality primary education. It helps schools to create school development plans based on quality standards and promotion of the rights of the child.
- The project aims to enroll all children in target schools, especially girls from ethnic minorities living in poor rural areas. It addresses the underlying issues of low attendance and learning through nutrition initiatives, the establishment of pre-schools, scholarships based on the needs and promotion of the rights of the child.
- In 2018, 2,382 children (68.4% girls), 1,378 adults (of which 77% women), 107 teachers and 10 schools were involved in our activities.

**For more about our projects in Laos see pages 40 – 42**

Vietnam

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

**PROJECT FOCUS**

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

**Early Childhood Care and Education**

From 2016 to 2018

In Tam Duong District, Lai Chau Province

- More than 75% of the local population in Tam Duong District are living in poverty. The majority of the population is made up of ethnic minorities and the poverty they are living in is preventing children from attending school. A lack of access to education in their mother tongue coupled with poor quality teaching creates further barriers to receiving a quality education.
- The aim of the project is to increase access for minority children from ethnic groups aged 3 to 8 to pre-school education of pre-primary quality. A key objective is to improve their learning outcomes and their preparation for school by training and coaching teachers in focused teaching methods for children, early detection of disabilities and integrating teaching in the mother tongue. It also stimulates and facilitates increased involvement of parents, community and authorities in the education and development of their young children. Another goal is to build the capacity of policy makers to implement inclusive education for these children through development of bilingual materials, documentation and distribution of good practices.
- In 2018, 5,263 children (including 51.5% girls), 4,069 adults, 192 teachers and 6 schools were involved in our activities.

**For more about our projects in Vietnam see pages 40 – 42**
List of projects managed by Aide et Action in SouthEast Asia and China in 2018

**ACCESS AND QUALITY OF EDUCATION**

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

Cambodia, Banteay Meanchey province
From 2017 to 2018
Objectives: We helped children recover from their traumatic experiences and to reintegrate into family or society through a safe haven with various services dedicated to their needs.
Impact: In 2018, 677 people benefited from our activities.
Partner: 100% Aide et Action

**Education of children from ethnic minorities**

Cambodia, Mondulkiri and Ratanakiri Provinces
From 2014 to 2018
Objectives: We have increased the volume, quality and availability of learning content in mother tongue languages for teachers, as well as for students and ethnic minority communities.
Impact: In 2018, 6,723 people benefited from our activities.
Partner: Development Innovations (financed by USAID)

**Education for all: reaching marginalized children**

Cambodia, Kampot and Kampong Thom provinces
From 2017 to 2021
Objectives: Through inclusive and adapted education approaches, we improved quality, accessibility and relevance of education for marginalized children.
Impact: In 2018, 26,003 people benefited from our activities.
Partner: 100% Aide et Action

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

Cambodia, Kandal province
From 2017 to 2021
Objectives: We strengthened the role of community centres by developing their communities through engagement with the most marginalized and vulnerable populations (early childhood, hygiene and health, nutrition, promotion of reading, youth empowerment).
Impact: In 2018, 4,975 people benefited from our activities.
Partner: Hong Kong Public Restricted Funds

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

Cambodia, Banteay Meanchey Provinces, Kep, Kampong Cham, Siem Reap and Tbong Khmum
From 2017 to 2021
Objectives: Through the deployment of a series of online quality training applications, we promoted improvement of standards in reading, learning and teaching. We also developed mobile libraries so that the most marginalized children could access books and participate in reading activities.
Impact: In 2018, 23,400 people benefited from our activities.
Partner: PSA Foundation

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

From 2018 to 2020
Objectives: The Aide et Action project aims to improve literacy and children’s learning abilities for pupils aged between 3 and 11 in rural Cambodia by reducing the distance between children and infrastructure through the deployment of mobile libraries equipped with books and educational material in a local village called “Tuk-tuk.” Community members will be trained to manage mobile libraries and carry out reading activities. Teachers’ skills will also be reinforced through specific training.
Impact: 6,624 children in pre-primary school (including 50% girls), 16,400 children in primary and middle school (including 50% girls), 108 teachers (50% women), 5,190 parents and members of the community (60% of whom are women) will benefit from this activity.
Partner: The Rabbit School

**Promote inclusive development of children and young people from ethnic minorities**

Vietnam, Lao Cai Province
From 2017 to 2021
Objectives: We’re working with children and young people from ethnic minorities to: improve their life skills; educate them on child protection and the protection of minority children from ethnic groups; engage parents and teachers on best practices; improve nutrition and care of children; and build career readiness/development.
Impact: In 2018, 1,401 people benefited from our activities.
Partner: Embassy of France in Cambodia; Gertrude Hirzel Foundation; HSBC Vietnam

**To develop livelihood of vulnerable women in rural areas**

China, Sichuan Province
From 2017 to 2021
Objectives: We have promoted development and empowerment of women, encouraged them to participate in the activities of community-wide networks and the establishment of peer-to-peer networks. By doing so, we contributed to advancing gender equality in general.
Impact: In 2018, 10k women benefited from our activities.
Partner: China Merchants Charitable Foundation, People’s Government of Jiaguan, Qianjin People’s Government

**INCLUSIVE EDUCATION**

**Education for children with severe and moderate disabilities**

Cambodia, Kandal Provinces, Kampong Speu, Phnom Penh and Siem Reap
From 2017 to 2022
Objectives: Children with disabilities are often excluded from education in Cambodia as well as from society at large. Our project increases access to education for disabled children, alongside their non-disabled peers, in mainstream schools adapted to their needs. Education and peer interaction enables them to become more active members of society.
Impact: In 2018, 3,854 people benefited from our activities.
Partner: The Rabbit School

**Promote inclusive development of children and young people from ethnic minorities**

Vietnam, Lao Cai Province
From 2017 to 2021
Objectives: We’re working with children and young people from ethnic minorities to: improve their life skills; educate them on child protection and the protection of minority children from ethnic groups; engage parents and teachers on best practices; improve nutrition and care of children; and build career readiness/development.
Impact: In 2018, 1,401 people benefited from our activities.
Partner: Embassy of France in Cambodia; Gertrude Hirzel Foundation; HSBC Vietnam
List of projects managed by Aide et Action in SouthEast Asia and China in 2018

**EARLY CHILDHOOD**

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

**Cambodia, Kep provinces, Prey Veng and Takeo**
From 2017 to 2021
Objectives: We have expanded our education services to young children aged 0 to 6, giving priority to children from communities and pre-school children at home. This focus allows us to increase quality and provide more equitable access to early childhood services.
Impact: In 2018, 6,441 people benefited from our activities.

**Laos, provinces of Vientiane and Oudomxay**
From 2017 to 2021
Objectives: We have improved access to education and the quality of this one for better learning outcomes in children aged from 3 to 8 years; strengthened capacities and practices of parents in the protection and education of children; and strengthened support from local authorities and communities for protection and early childhood education.
Impact: In 2018, 3,229 people benefited from our activities.

**Children’s Aid and Care Centres**

**China, Sichuan and Guanxi provinces**
From 2017 to 2021
Objectives: We have to ensure that young people and children can benefit from good early development thanks to our adapted play centres and community activities that are organized.
Impact: In 2018, 1,003 people benefited from our activities.

**Vietnam, Hoa Binh province**
From 2017 to 2021
Objectives: We helped to ensure that young people and children can benefit from good early development thanks to our adapted play centres and community activities that are organized.
Impact: In 2018, 9,332 people benefited from our activities.

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

**Vietnam, Ha Giang province**
From 2016 to 2023
Objectives: We have improved access for children from ethnic minorities to pre-school and early primary education, quality and relevance, thanks to improved pedagogy, parental involvement and informed decision-makers.
Impact: In 2018, 1,003 people benefited from our activities.

**Vietnam, Lai Chau Province**
From 2016 to 2023
Objectives: We have improved access for children from ethnic minorities to pre-school and early primary education, quality and relevance, thanks to improved pedagogy, parental involvement and informed decision-makers.
Impact: In 2018, 9,332 people benefited from our activities.

**Inclusive and responsive primary education for children from ethnic and marginalized minorities**

**Laos, provinces of Vientiane and Oudomxay**
From 2017 to 2023
Objectives: We have strengthened management of schools and we focused on quality-oriented programmes to create – pre-school and primary - inclusive and child-friendly environments. We have also favoured school readiness programmes.
Impact: In 2018, 3,760 people benefited from our activities.

**OBJECTIVES**

**Families (TFCF) and Hong Kong Public Restricted Funds**

**et al.**

**BUDGETS AND HUMAN RESOURCES 2018 BY COUNTRY + REGIONAL OFFICE**

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>AEA BUDGET 2018</th>
<th>NUMBER OF AEA EMPLOYEES 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional SouthEast Asia Office (including Hong Kong)</td>
<td>€233,865</td>
<td>10</td>
</tr>
<tr>
<td>Cambodia</td>
<td>€725,595</td>
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<tr>
<td>China</td>
<td>€186,307</td>
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<td>Laos</td>
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<td>Vietnam</td>
<td>€345,011</td>
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<td>TOTAL</td>
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</table>

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

**WITNESS REPORT**

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

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

**Sources:** Europe of education in figures - Ministry of National Education and Ministry of Higher Education and Research, UNESCO Institute for Statistics (www.uis.unesco.org)
In France, three observations stand out: school inequalities tend to be concentrated in the most disadvantaged areas, some populations remain distant from school and stakeholders in educational institutions need to cooperate better. Although the goal of universal schooling is considered to have been achieved, these issues 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.

**PROJECT FOCUS**

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

**Access and quality of education / Youth and adults**

*From 2018 to 2022*

**In Seine-Saint-Denis, France**

A project aims to defend the right to education of all children and to prepare them for school through a tool called "Bridge", which is an intermediate preparation for schooling.

From September 2018, Aide et Action has been supporting ASET 93 for the implementation of a project to facilitate entry into school of excluded children. It’s about supporting families in the administrative process, support educational teams with the reception of children and their families and of course to bring children to success at school. This project is organized around 6 axes: to allow access to the children’s school, promoting retention in school and success at school contributes to social and professional integration of families, carry out advocacy actions. For this, children and their families are welcomed in a "school truck" made available to the ASET 93 association by Aide et Action.

In 2018, 49 children and 40 families were involved in our activities.

For more on our other projects in France see page 46


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In Satmarel, Satu Mare, Romania

More than 40% of Romania’s population and more than 48% of children are at risk of living in precarious situations because of the difficulties of access to health and education services, lack of information, exclusions and discriminations. A large gap in access to education is noted between rural areas and urban areas with a 25% higher drop-out rate in rural youths under 14 years of age. Added to this are a lower quality of education and an increased lack of qualified staff. Further analysis by the Romanian Ministry of Education shows that a cohort of children followed for 8 years, almost 30.4% gave up before the end of cycle 2 (14 years) and only 56.9% average the national assessment exam.

**PROJECT FOCUS**

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

**Access and quality of education / vocational training**

*From 2018 to 2019*

In Satmarel, Satu Mare, Romania

350 inhabitants of which nearly 150 Roma children currently live in Satmarel, an outlying area of the city of Satu Mare, which has become the biggest slum of the region. The majority of these families have lived there without official authorization for more than 6 generations. Their living conditions are extremely precarious: unsanitary housing, infrastructure in very poor condition, difficult access to public services, limited to electricity, running water, gas etc. They encounter difficulties of access to education, health, social assistance and employment services.

The aim of this project is to promote social inclusion of families living in the shantytown of Satmarel, including access to and retention of children from 6 to 14 years by improving, among other things, quality of education. The project also includes an approach with parents to involve them more in education and empower them in their access to rights. Finally, it provides them with the creation and the maintenance of a solidarity garden to increase the level of employability and skills of young adults.

In 2018, 45 children aged 6 to 14, 10 parents and 10 young adults in the process of socio-professional inclusion have been impacted by our activities.

For more on our other projects in Romania see page 46

Sources: www.romaniaeducata.eu, Unicef, UNESCO Institute for Statistics (www.uis.unesco.org)
Promote vulnerable children’s education by a device of preparation to schooling for children and social and professional accompaniment for their parents

France, Seine-Saint-Denis (93)

From 2018 to 2022

Objectives: Increase the number of children away from school with access to education. By accompanying children and parents, a school truck as well as advocacy for the right to education of all children, we strive to build academic success of children away from school in Seine-Saint-Denis.

Impact: In 2018, 49 children and 40 families were affected by our activities.

Partners: ASET 93

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

Romania, Satmarel district in Satu Mare

From 2018 to 2022

Objectives: Increase in the school attendance rate among children and early involvement of mothers in monitoring children. Through school support for children, parents and an insertion garden for young people and adults, we make sure that education, health and social services and assistance to members of the Roma community of Satmarel are accessible.

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

Partners: CCFD-Terre Solidaire; Departmental Centre of resources and educational assistance (C.R.R.A); Direction General Social Assistance and Child Welfare; STEA, Holy-Dis Foundation; Grenoble Isere Romania; School Inspectorate of the Department from Satu Mare; Satu Mare Town Hall; Popular Relief of Roubaix; Childhood Solidarity Romania; STEA, Holy-Dis

Develop educational approaches to citizenship and international solidarity to allow access to knowledge and to foster living together

(SEDIC)

France, Benin, Senegal, Togo

From 2015 to 2018

Objectives: We took care to train socio-educational stakeholders, to foster cooperation and exchange between pupils, teachers, coaches from different territories in an approach aimed at going beyond a vision of international solidarity in terms of underprivileged countries, but rather in terms of horizontal cooperation.

Impact: 15,000 children, adolescents and young people were made aware and engaged directly and indirectly on the issues of sustainable development and global citizenship in areas of intervention.

Partners: In France: Aide et Action Isère; Apprentices d’Auteuil; Coeurs of the World; Here and then; School of Peace; school establishments and socio-cultural coaching centres; ORDR; The bee ; Thanks Foundation / In Africa: Aide et Action Afrique; Senegalese Association for Modern School (ASEM); Senegalese Synergy for Education and Development (SYSED)

BUDGETS AND HUMAN RESOURCES 2018 PER COUNTRY + REGIONAL OFFICE

<table>
<thead>
<tr>
<th>Operational</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>€1,382,905</td>
<td>36</td>
</tr>
</tbody>
</table>

Regional Office France-Europe

€4,044,758 36

TOTAL

€5,427,643 36

Our financial overview

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

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

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

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

Operational result

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

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

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

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

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

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

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

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

Jobs

<table>
<thead>
<tr>
<th>Programme</th>
<th>% Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>57%</td>
</tr>
<tr>
<td>South Asia</td>
<td>14%</td>
</tr>
<tr>
<td>South East Asia &amp; China</td>
<td>25%</td>
</tr>
<tr>
<td>France</td>
<td>3%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1%</td>
</tr>
</tbody>
</table>

International Board:

- **President**: Aïcha Bah Diallo
- **Treasurer**: Gwenaëlle Bouillé
- **Secretary**: Rajiva Wijesinha

Administrators:

- Djibril Debroux
- Daniel Després
- Anoma Dissayanaka
- Jacky Lumarque
- Radhames Mejía
- Rukmini Rao
- Yves Tapiero

Structure of our network

<table>
<thead>
<tr>
<th>International Board</th>
<th>Executive</th>
</tr>
</thead>
<tbody>
<tr>
<td>International General Management</td>
<td></td>
</tr>
<tr>
<td>Management Africa</td>
<td></td>
</tr>
<tr>
<td>Management South Asia</td>
<td></td>
</tr>
<tr>
<td>Management SouthEast Asia and China</td>
<td></td>
</tr>
<tr>
<td>Management France</td>
<td></td>
</tr>
<tr>
<td>Management Switzerland</td>
<td></td>
</tr>
</tbody>
</table>

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

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

* Including 3 employees in Hong Kong
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