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Letter from the Regional President

Dear Friend,

Two factors shaped AEAI’s work in Southeast Asia and China: the economic growth experienced over recent years, and the prevalence of inequities. 2014 has been a year of focus on innovation, guided by the belief that through education, economic and social justice can be created. We placed emphasis on innovation in 2013 and we will continue to do so in 2015.

Issues of exclusion, ethnicity, gender and poverty continue to be a focus of our work. AEAI is at the forefront of efforts to ensure that every person can have the chance to gain knowledge, skills and abilities needed to secure a better future for themselves and their families. The involvement of local communities in all our projects is crucial to ensure their success and improve their sustainability.

Keeping in mind that collective action brings change. We relied on strong and enduring partnerships with communities, national and international organisations and governments to create educational opportunities for the most marginalised.

Remember that behind the numbers and statistics, there are people’s lives. On the pages that follow, you will meet people we work with, some of our partners, team members and supporters. We are fully confident that everything we do would not be possible without their support. We would like to take this opportunity to thank everyone who helped to reach and change the lives of as many people as possible through education.

Looking ahead, we aspire to take additional steps to measure, ensure and improve the quality of our work. We are finding ways to better track and understand both the efficacy and the long-term impact of our programmes.

Yours sincerely,

Yasmin Abdeen (Ms)
Letter from the Regional Director

Dear Friend,

It is with great pride that I share this regional annual report. AEAI has come a long way since it first started its work in Southeast Asia and China more than 10 years ago. This year, we have managed some of the most challenging day-to-day issues with positive results and changes. We tailored our responses to the specific needs of children whose access to formal education were hindered by economic and social factors.

2014 was marked by the beginning of an ambitious new country programme (2014–2017) in Cambodia, which aims to reduce disparities and transform children’s lives. With a focus on innovation, we created work studios in China so that women could work from home while taking care of their families. We also have integrated Information Communication Technology (ICT) in our projects with the development of a mobile app for access to books and stories in local languages.

The world is fragile in many ways and the ability to work effectively with people from different cultures remains critical for the long-term prosperity of the human race. The concerted efforts of our country teams in addition to financial, technical and advisory support from our national and international partners determined many of AEAI’s achievements. Thanks to this collaboration, close to a quarter million people’s lives have changed through education.

We will continue to work towards ensuring that the relationships we have nurtured and our presence in the region remains robust and resilient, such that marginalised communities are as well-prepared as they can be for the future – whatever that might be. We hope to bring together more resources, partners, communities and volunteers locally and from overseas. It is our hope that you will be part of our effort to change the world through education.

Best wishes,

Prasert Tepanart (Mr)
In 2014, we reached 244,966 people, including 105,311 children.

Our mission is to advance the cause of “Education for All” for vulnerable populations whose fundamental right to education is not respected or is in jeopardy to enable them to choose their future freely.

Founded in 1981, Aide et Action International (AEAI) is a development organization without political or religious affiliations. With headquarters in Geneva, Switzerland, we are now present in over 20 countries in Africa, Asia, the Caribbean and Europe. AEAI started working in Southeast Asia in 2003, first in Cambodia and later extending its programmes to Vietnam, Laos, China, and Myanmar.
we reached 244,966 people, including 105,311 children.

In 2014, +20,000 +50,000 +100,000 +1,000 +20,000 +50,000

Countries of intervention

Southeast Asia and China

CAMBODIA
113,297 people, including 52,914 children

CHINA
52,295 people, including 5,681 children

VIETNAM
20,100 people, including 1,601 children

LAOS
64,274 people, including 45,115 children

THAILAND

Observatory countries

Countries of intervention

CAMBODIA
CHINA
MYANMAR
THAILAND
VIETNAM
LAOS

Children

Southeast Asia and China

CAMBODIA
CHINA
MYANMAR
THAILAND
LAOS

People

Children

+20,000

+1,000

+50,000

+20,000

+50,000
2014 in review

January 2014
First library on mobile phone in Cambodia

Aide et Action Cambodia exhibited its new reading Application to the public during the “Exhibition of Mobile Apps”, held at Cambodia’s Institute of Technology. It was the first mobile phone library program in Cambodia, and was created to promote reading among all Cambodian people. The program was an overwhelming success having more than 100,000 users.

April 2014
Launching new project in Phu Yen Province

There was a signing ceremony of agreement between AEA Vietnam and The Union of Friendship Organization of Phu Yen (PYUFO) for the implementation of the project: “Engaging minority and non-minority communities in early childhood care and development” in Hoa Hoi commune, Phu Hoa District, and Phu Yen Province. The project aims to improve children’s health, school readiness and to promote empathetic cultural understanding among ethnic minority and non-minority children.

September 2014
The first full-day Aid and Care Children Center in China

In 2014, AEA China continued to serve the vulnerable urban communities and provide preschool education services. In September, we set up the first full-day of children’s activities in the centre of the community of Juanzishu. Activities promoted the growth and development of children from vulnerable communities, while enhancing the education awareness and capacity of parents.

December 2014
The success of holistic ECCE project implementation in Laos

AEA Laos in collaboration with the Ministry of Education has successfully implemented a three-year early childhood project, which has benefited more than 9,094 young children, 7,945 primary school students, and 3,000 parents in 35 communities. The project had a remarkable impact on child learning, improving behaviour, attitude and knowledge.
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AEAI envisions a world where quality education will be accessible to all, as the basis for mutual understanding, personal empowerment, and equitable societies throughout the world.
Our work

ACCESS AND QUALITY OF EDUCATION
8 projects in 2 countries
- Cambodia: Targeted educational strategies for pro-poor community development.
- Cambodia: Recovery and reintegration for abused children and children at high risk.
- Cambodia: Development of a literate environment to improve the quality of education and fight against illiteracy in Cambodia.
- Cambodia: Education for all, reaching the marginalised
- Cambodia: Schooling for ethnic minority children.
- Laos: Secondary school facility improvement.

EARLY CHILDHOOD CARE AND EDUCATION
6 projects in 4 countries
- Cambodia: Integrating Parenting Education in preschool and kindergarten program.
- China: Kindergarten and ECCE for the Rural areas in Guangxi Province.
- China: Aid and Care Centre for Vulnerable Children.
- Laos: Early Childhood Care and Education.
INCLUSIVE EDUCATION
1 project in 1 country
- Cambodia: Education for children with moderate-severe disabilities

MIGRATION
1 project in 1 country
- Cambodia: Education for children with moderate-severe disabilities

LIVELIHOOD EDUCATION
1 project in 1 country
- China: Life skill based Education and intellectual network for Women Coping With Risk in Globalization
Early Childhood Care and Education

Key information:
Actions that promote physical, psychological, social and cognitive development of children aged 0 to 6 with the family and community constituting the basic framework for child development.

Components:
- Neo-and postnatal care
- Infancy and early childhood care
- Pre-school

No. of projects:
6 projects in Cambodia, China, Laos

34% of annual budget
Early childhood is a time of remarkable brain development with a high potential for learning. However, many children in the region, especially in poor and remote areas are not able to reach their full potential because of serious health concerns, poor nutrition and limited cognitive and non-cognitive stimulation.

Early Childhood Care and Education (ECCE) is a right recognized in the Convention on the Rights of the Child. It involves the holistic development of a child including physical, cognitive, emotional and psychosocial development. Therefore, AEA implemented integrated programmes and provided support in health, nutrition, care, protection, early stimulation and learning. Essential services provided to young children through the period of their growth and preparation for formal education.

A total of 19,424 young children in the region were supported through AEA’s early childhood activities. These children will continue to grow, develop and will perform better in all schools, which will in turn support a more productive workforce in the future.
ECCE is still at its early stage of development in Cambodia. In 2013, only 34% of preschool children aged 3-5 years old had access to ECCE services including community preschools, home-based education programmes, and state-run preschools.

The aim of the initiative is to expand early child education services for children (0-6 years old), to improve the quality and provide more equitable access to ECCE services. The project reached 1,700 children and 408 teachers, librarians and educational authorities. It helped to improve the learning environment through enhanced teaching quality, learning materials and infrastructure development in 34 schools or centres. In addition, 1,360 parents and caregivers have improved their understanding of early childhood education/development and parenting roles.
Though China is rapidly developing, about 32% of preschool-aged children still have no access to preschool education. Such statistics are even more critical in rural villages in western China.

In 2014, AEA’s project reached 1,295 children, 7 schools and 45 teachers and educational authorities through the development of community-based early education services such as kindergartens, early education public welfare centres and early education mobile sites.
The 7th National social and economic development plan (NSEDP) 2011-2016 identified education as a key priority in Lao PDR. Despite the significant investment in education, the government’s expenditure to ECCE was merely 3% of the total educational budget in 2012-2013. In 2013, the proportion of 3 to 5 years old children enrolled in ECCE programmes was 33%; which is low compared with other countries with similar income levels.

The AEA project contributed to improved enrolment and retention rates in basic education in the capital city of Vientiane, Bolikhamxay and Huaphan. A series of interventions were designed to build local capacities of 527 teachers, communities, school principals, etc. In addition, community mobilization has been greatly strengthened along with the empowerment of 15,476 parents to become more involved in the education of their children. School renovations have greatly improved the learning environment in 66 schools. The quality of teaching and learning in basic education has also improved. Various activities have been conducted according to ECCE approach for 12,238 children to ensure them to grow physically healthy, mentally alert, emotionally secured and socially competent.
Vietnam faces numerous challenges related to Early Childhood including high malnutrition rates (25% of children below the age of 6), poor teaching quality, a lack of schools, few learning materials, and a need for 25,000 additional teachers. Furthermore, parents lack knowledge of early childhood care and education.

In 2014, AEA Vietnam conducted two projects under this thematic. In Thai Nguyen, the project contributed to the prevention of malnutrition through parenting education that benefited 1,372 children under 6. The malnutrition rate has reduced from an average rate of 21% to 16.5%. However, stunting remains a big concern (average 21%). Despite this, the enrolment rate in ECCE has increased from 59% to 65% this year. In addition, 120 teachers as well as 492 parents, community development workers and local authorities reinforced their skills and knowledge on child health care, child development, and health monitoring.

In Phu Yen, quality education has improved in one school through the equipment of learning and teaching materials, teacher trainings and the organisation of full-day schooling for children who also enjoyed healthy and nutritious lunches. This has a big impact on 229 children. For example, the health of the children has improved through the renovation of a canteen; training on nutrition, meal preparation and food hygiene and medical check-ups for all children, which are conducted twice a year.
Access and quality of education

Key information:
To ease access to education and bring a pertinent quality response to the educational needs of each person.

Components:
- Teaching practices and content
- Educational governance
- Management of educational systems
- Local expertise
- Learning environments

No. of projects:
8 projects in Cambodia and Lao PDR

36% of annual budget
Educational systems in the intervention area are struggling to enable each child and each youth to acquire the necessary knowledge and skills. Despite some progress there are still persistent challenges, especially in rural areas including high repetition, low primary completion rates, weak performance beyond the primary levels, low enrolment, and weak literacy rates. This causes high dropout rates and a minimal quality of education within the region.

In 2014, continuous efforts by AEAI on Access and Quality of Education in Cambodia and the Lao PDR placed its focus on educational governance and access for the most marginalised populations to quality education. This includes the diversification of educational alternatives and improvement of learning and teaching conditions in both countries.
Despite the seemingly high official enrolment rate, Cambodia still faces challenges in ensuring the retention and attendance of children. In 2012/13, 8% of enrolled children dropped out of school before they completed Grade 1, indicating the need for relevant and quality education. Currently, there is an estimated 220,000 primary aged children who are out-of-school.

Our programmes which include the Cambodian Consortium for Out of School Children (CCOSC) have provided tailored education services to the specific needs of children from diverse backgrounds. As of December 31st 2014, through joint efforts, 49,358 children, 12,655 teachers, librarians and 43,120 parents benefited from this initiative.

Vanthorn, 12 years old: “The Damnoek Toek centre for street children has changed my life. I have to work hard at school and at home to achieve my dreams.”
Poverty and hunger affect a child’s development. Large budget constraints and limited teaching materials, and few qualified teachers who speak the local languages make the challenge of accessing quality education even more difficult, especially for girls. Lack of clean water and poor hygiene practices further worsens the situation for schools in remote areas.

AEA in partnership with The Lao Ministry of Education and Sports has provided teaching materials and improved the conditions in the schools to accommodate ethnic children in the remote areas of Vientiane province. In addition, we also supported street children to reintegrate them into their society and protect their rights. In total, AEA Laos reached 32,877 children, 157 teachers, educational authorities and librarians, and 2,999 parents and family members in 2014.
Inclusive education

Key information:
To enable the social integration of children with little or no access to quality education because of their social and economic conditions or disability.

Components:
- Children suffering from abuse
- Educational governance
- Children with disabilities
- Marginalized and vulnerable children

No. of projects:
1 project in Cambodia

8% of annual budget
Working to prevent the exclusion of children with disabilities (CWD) through education is one of AEAI’s interventions in Cambodia. CWD are one of the most vulnerable groups in this country and are least likely to attend school. Less than 10% of children and youth with disabilities have access to any form of education (UNESCAP, 2002) due to their medical conditions. Extreme poverty, distance from school to home, obsolete teaching methods, lack of skilled teachers and cultural isolation are further factors that hinder CWD from attending school.

AEAI contributes to the development of inclusive education according to the principle of inclusive education adopted at the Salamanca World Conference on Special Needs Education in 1994. AEAI developed an educational alternative appropriate to the local context and supported schools to adapt to the needs of CWD. AEAI and its partners address challenges faced by these children through health rehabilitation, scholarships as well as training and awareness raising activities that target educational actors and parents.
The latest figures published by the Cambodian National Institute of Statistics in 2011 estimates that 8.1% of the Cambodian population lives with a form of handicap. According to the MoEYS EMIS (Ministry of Education Youth and Sport Education Management Information System) statistics, the total number of children with one or more types of impairment enrolled at public primary schools nationwide was 70,870 in 2006-2007 (about 3% of the total children enrolled at school).

AEA Cambodia works in partnership with various implementing partners to support CWD as part of the Cambodian Consortium for Out of School Children. In 2014, AEA Cambodia and its partners supported 1,856 CWD, 600 teachers, educational authorities, librarians, 25 schools or centres and 2,240 parents and family members in Phnom Penh and Pursat Province. 94 children were referred to special health services or benefitted from rehabilitation services and 105 children received support (school materials or transportation) to facilitate access to education. In addition, 78 teachers were trained and, several events were organized to advocate for the inclusion of CWD.
Children with disabilities should attain education inclusively alongside less disadvantaged children. Children’s interaction builds self-reliance and confidence. These are two very important aspects in one’s ability to live a normal life in spite of differences.
Livelihood education

Key information:
Education and training activities that enable young adults to acquire the knowledge and skills necessary to live a life of dignity and to take part in their country’s economic development.

Components:
- Right to education of girls and women
- Livelihood education for woman
- Women’s entrepreneurship education

No. of projects:
1 project in China

4% of annual budget
In China, around 54 million people are illiterate (China’s Sixth Population Census, 2010). It was estimated by experts that nearly two-thirds of this group are women in rural western China. Their economic and family status is usually inferior and they often lack self-confidence, therefore lacking the abilities to educate their children. As a result, their children remain limited.

In response to the transforming needs of the Chinese society and more specifically, the changing needs of women, AEAI has been supporting the education of rural women for eight years. The Livelihood Education programme has benefitted a total of 7,763 people in Qingshen and Jiaguan.

Specifically, 155 women in Qingshen improved their sewing skills. A work studio was established and 20 sewing machines were provided to allow women to work from home. In Jiaguan, 228 rural left-behind women in 3 villages and communities of Jiaguan reinforced their skills and self-confidence and continued to improve their livelihoods through home-based employment.

AEA China collaborated with the Women’s Federation Research Institute and the East Asia and Pacific United Nations Girls’ Education Initiative during the Regional Forum for Gender Equality in Education to advocate for the improved livelihood of vulnerable women.
Migration

To support impoverished communities forced to migrate for economic, political or environmental reasons and to facilitate their integration within their host population.

Components:
- Education on migration.
- Multiculturalism and intercultural rights
- Education of minorities and migrants
- Education for diasporas development

No. of projects:
1 project in China

1% of annual budget
Not only does AEAl’s thematic area of migration aim at encouraging nor curbing migration, but accompanying it as a social phenomenon. Our strategy is to support migrant families and promote cultural and social harmony in host areas by supporting their need for mobility, while reducing their vulnerability risks.

Since our initiative in 2012, the migrant families themselves have been acting as the agents of change in the community through our support in revealing the challenges they face daily in their society. They have improved their relationship with the community members and expanded and strengthened their social support networks. Our photography exhibition on the day-to-day issues faced by the migrant families organized in collaboration with the Xinlianxin community attracted more than 1,200 people. Moreover, our short films have been shown in this community to more than 13,000 audiences.

Our actions to improve the lives of migrant families also attracted media attention. To help people understand the challenges the Chengdu Evening News reported about the needs of greater integration between migrant and non-migrant families.
You make a difference

The road to Education for All is still long and difficult but Aide et Action is not alone in this journey! We encourage you to join hands with us and make the world a better place.

Aide et Action appreciates every dollar you donate and we strive to be a good steward of your donations. Your regular support is important to ensure our education projects continue to support the children of the most vulnerable. Globally, 67% of Aide et Action’s funding* comes from the general public, including our regular donors and project sponsors.

Be our regular donors or project sponsors
Sponsors of the Nutrition and Parenting Education Project in Vietnam

“During this visiting day, March 10, we have met the entire project’s participants, the teachers, and the representatives of Phu Tien and Trung Hoi communities. We were touched by their very warm welcome and we kept that as an excellent souvenir. The meeting and the discussion with Aide et Action Vietnam (dynamic, effective, and motivated team), teachers, chiefs of the village and president of the district allowed us to apprehend the reality of the project (as we live 10000km away from here), and to discover the scope and details of the work done."

Evelyne & Christian Peltier
Join our public fundraising events

In Hong Kong, our fundraising office organizes various events a year to promote the work of AEA and raise funds to support our projects.

Experience Trips!

Since 2009, AEA Hong Kong has been organizing Experience trips to our project countries as a platform for individuals to fundraise for AEA while having a memorable travel experience supporting a meaningful cause. Each participating tripper is a volunteer, a donor as well as a fundraiser! By having this first-hand experience about AEA’s projects, trippers help to spread the word and relay the message of “Changing the World through Education”.
Charity Chinese Calligraphy Contest
Date: Jan-Apr, 2014
No. of participants: 442
Special guests: Ms Susan Tse, Ms Agnes Wu

“Fun for Funds” Charity Party
Date: 19th Sep, 2014
No. of guests: around 100
Special guests: Mr Ronan Pak, Ms Agnes Wu, Mr Hui Yiu Pun

“On the Way to School” Charity movie night
Date: 11th & 25th Apr, 2014
No. of attendees: 259

Charity Sales at St. Stephen’s Chapel Christmas Fete
Date: 6th Dec, 2014
No. of participants: around 400
Financial Highlights

In the year 2014, Aide et Action’s Southeast Asia and China income was 3.2 million, 77% more than the previous year. The major income increase came from the consortium project of Cambodia’s out of School Programme lead by AEA Cambodia together with 17 implementing Partners. AEA takes full responsibility and accountability for the receipt, custody and disbursement of all contributions provided by donors. Within the extension of our work, Aide et Action International as well as Aide et Action Southeast Asia and China’s management team, as overseen by the different Steering Committees, has continued to establish and maintain strong internal controls and reporting methods that emphasize documentation, implementation, and testing to respond to unpredictable financial times especially the Euros crisis.

Preparation of Financial Statements – Reporting and Accountability

The financial statement for the year 2013 has been draw up following regulation No. 99.01 of (France Law) and Regulation No 99.03 as declared by the “Comite de la ReglementationComptable” (the C.R.C – the Accounts Regulations Committee). The Financial Statements of AEA Hong Kong is consolidated with AEA France under special conditions.

The statements were prepared with the purpose of proving reciprocal statements for final consolidation by AEAI while Hong Kong’s Statements were prepared in accordance with Hong Kong accounting standards. These statements are audited by Ernst & Young Cambodia and Tam, Au & Co, Hong Kong local audit firm under AEAI audit scope followed by Group Audit’s instructions from E&Y France.

AEA is committed to ensuring that, in all that we do, we are accountable to those with whom we work, from our programme partners, communities and donors to other involved groups such as our staff, volunteers, or those who we campaign through and with. We use several tools to monitor, evaluate, assess and learn from everyone concerned.

We believe that our internal controls, coupled with continued enhancements, oversight and internal audit process testing, provide reasonable assurance that our financial reports and statements are reliable and that they comply with International Financial Reporting Standards (IFRS).

Statements of funds used in 2014

As our statements were prepared for final consolidation, here we illustrate only the funds have been utilized in the programmes deliveries. The projects expenditures were classified into the thematic, fundraising, governance, and other operation costs including thematic development, and general administration. Other operating costs relating to the projects functioning were apportioned in accordance with the time spent and the project volume budget. We remain conscious of the need to increase cost effectiveness and value for money in our operations.
Source of funds

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<td>1,393,808</td>
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<td>Institutional Donor</td>
<td>1,477,338</td>
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<td>Foundation</td>
<td>273,318</td>
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<td>Corporate</td>
<td>23,684</td>
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<td>Others</td>
<td>1,900</td>
<td>1,618</td>
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<td>Total</td>
<td>3,170,544</td>
<td>1,794,144</td>
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Operating Expenses

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<tr>
<th>Thematic programme services</th>
<th>2014</th>
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<tr>
<td>Access and Quality of Education</td>
<td>821,394</td>
<td>457,689</td>
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<td>Inclusive Education</td>
<td>194,354</td>
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<td>Early Childhood Care Education</td>
<td>825,238</td>
<td>609,281</td>
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<tr>
<td>Education for Girls and Women</td>
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<td>109,607</td>
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<td>Livelihood Education</td>
<td>87,172</td>
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<td>Migration</td>
<td>14,677</td>
<td>16,846</td>
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<td>Theme development</td>
<td>75,147</td>
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<td>Total Thematic Programme Services</td>
<td>2,017,981</td>
<td>1,413,867</td>
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<tr>
<th>Expenses</th>
<th>2014</th>
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<tr>
<td>Board and Governance expenses</td>
<td>2,751</td>
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<td>Fundraising expenses</td>
<td>276,072</td>
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<td>General Administrative Expenses</td>
<td>126,412</td>
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<tr>
<td>Total Operating Expenses</td>
<td>2,423,217</td>
<td>1,718,874</td>
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Expenditure by Country

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<tr>
<th>Country</th>
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<tr>
<td>Cambodia</td>
<td>989,372</td>
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<td>Vietnam</td>
<td>218,752</td>
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<td>Laos</td>
<td>472,558</td>
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<td>China</td>
<td>251,894</td>
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<td>Hong Kong</td>
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<tr>
<td>Total</td>
<td>2,423,217</td>
<td>1,718,874</td>
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Financial Partners


**Asia Capital Reinsurance Group (ACR)**, a risk solutions provider group which includes reinsurance subsidiary, Asia Capital Re, began its sponsorship of AEA’s Early Childhood Care and Education project in China in 2011. The 3-year ECCE project in Tiandong, Guangxi, was successfully completed in 2014.

**Chengdu Jinjiang District Social Organization Development Foundation** supports the Aid and Care Children Centre and iView-Migrant Family Photo Project in Chengdu City, China.

**Chengdu Civil Bureau** supports Aid and Care Children Centre and Homemakers Projects in Chengdu City and Jiaguan Town, China.

**Cloud For Public Good** supports the iView-Migrant Family Photo Project and iView-Full Record for Rights of the Child in Migration Family in Chengdu City, China.
**Commune de Meyrin.** The commune of Meyrin (Switzerland) spends 0.7% of its operating budget on projects for development in countries in the Global South. They are supporting AEA early childhood project in Dinh Hoa, Thai Nguyen, Vietnam.

**Educate A Child (EAC)** a global program of the Education Above All (EAA) Foundation is the major donor partner of the Cambodian Consortium for Out Of School Children (CCOSC) led by AEA Cambodia.

**European Union.** AEA Cambodia received funding from the European Union for its Targeted Educational Strategies for the Pro-Poor Community Development project which ran from 2011-2014 in Prey Veng and Kratie provinces.

**Fondation Gertrude Hirzel.** The purpose of the Foundation is primarily to finance or co-finance projects building or developing hygienic schools to benefit the children in poor countries. Since 2013, they have been supporting the building and equipment of kitchens with AEA Vietnam.

**Le Fonds d’Aide Migros** supports social and environmental projects in developing countries. They are supporting AEA’s parenting education project in Dinh Hoa, Thai Nguyen, Vietnam.

**Shanghai United Foundation** supports the Aid and Care Children Centre Project in Lushan City, China.

**Sunglory Education** supports one of AEAI action-research projects on Early childhood care and education.

**The UBS Optimus Foundation** is an expert grant-making foundation established by UBS in 1999. The Foundation supports our ECCE project in Laos benefiting more than 9,094 young children, 7,945 primary school students, and 3,000 parents in three provinces.
At the international level, AEAI is made up of:

- 5 legal regional entities in Africa, Latin America, Europe, South Asia, and Southeast Asia and China
- 20 Country offices

Accountability is maintained through the international board made up of members who are elected by founding members; regional board members; thematic Representatives; and Resource Persons – the international congress- to ensure that our senior executives run the organization with accountability.

**Regional board**

- Ms. Yasmin Abdeen, President
- Mr. Seng Hong, Vice President and Secretary
- Mr. Narongsak Boonyamalik, Treasurer
- Mr. Tchen Chi-Yang, France
- Mr. Huang Yunong, China

**Key regional staff**

- Mr. Prasert Tepanart, Regional Director
- Mr. Savy Lach, Regional Operations Manager
- Ms. Vithanya Noonan, Lao PDR programmes coordinator
- Ms. Zhang Xuemei, China programmes coordinator
- Mr. Samphors Vorn, Cambodia programmes coordinator
- Ms. Tu Nguyen, Vietnam programmes coordinator
- Ms. Justina Law, Hong Kong General Manager until December 2014
- Ms. Shirley Yau, Hong Kong Liaison Manager from December 2014
Researching, innovating and impact measurement will continue to emerge in our strategy as a learning organisation to improve our operational efficiency. The result of our pilot tests will direct us to another level of improvement to continue to innovate and maximize key components to maximize our impacts.