Aide et Action International
South East Asia and China Annual Report 2011

Changing the World Through Education!
Aide et Action International South East Asia and China

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This year marks a significant milestone in our organization—the establishment of the Aide et Action International South East and China (AEAI-SEA & China) Association, a member of Aide et Action International. The formation of regional AEAI association across many parts of the world initiates the internationalization process of our association. This process shifts the management of the organization to be one that is localized, yet abreast with changes and developments in the world. Also, the International Congress was established to ensure that communications are kept open and ideas are developed in a two-way direction.

It has been an honour to take on the role of President of the AEAI-SEA & China Board. It is also a privilege to be involved with an organization that is making significant and enduring contributions towards building a better world. Our Regional Board is a small group who are dedicated to the vision embedded in the universal right for all to have access to quality education, as the basis for mutual understanding, personal empowerment and equality. Our members are based across South East Asia and China and we work on the philosophy that change begins with us.

Our challenge, and one that we are all rising to meet, is to create stronger advocacy around the importance of education at the local, provincial and national levels across South East Asian countries and China. We explored ways in which we can contribute locally through our partnerships with the community, partner organizations and our donors in meeting this challenge. In addition to advocacy, we work on human capacity building and service coordination. The objectives of these help drive forward the development of quality, holistic education systems that millions of people in our region can benefit from. These activities truly exemplify that the whole is greater than the sum of each part.

This year, our Board of Directors’ focus has been on strategic planning, expanding fundraising capability and building our staff’s competencies. Within the constraints of a much weaker economy, we advocate for the creation of a strong organizational name and building awareness of our work through personal and professional networks. Recognizing that economic recovery has been slow and that consumer confidence is still fragile, we ensured that our programmes benefits are maximized and this has translated to 80% of our expenditures going directly to our beneficiaries. The Board members have also taken it upon itself to share their expertise and knowledge to build the competencies of our region’s staff by providing the staff with free in-house training, we reap dual benefits, both in terms of cost-savings in staff development and in terms of channelling these savings to our beneficiaries.

We have invested significant time in communications and fundraising activities this year continuing to build and maintain a stable financial base to support the work we do. The importance of community, corporate support and engagement cannot be overly emphasized. These are must have ingredients in ensuring that affordable and quality education will be available to all.

Last but not least, I wish to extend my thanks to my fellow Board members who dedicate their time and energy in helping our organization as it evolves. My sincere appreciation to our staff for their ongoing dedication and commitment, and to the volunteers who are so vital to the work of AEAI – you are an inspiration for us. We are also extremely fortunate to be supported by community members and I gratefully thank all of them. My heartfelt gratitude also goes to our donors who make our work possible – without you, it would be difficult for us to move forward.

As members of this large extended community, it is my hope that we will share the responsibility as individuals, organizations, or as donors to work in partnership to create greater access to education for all. We are the architects of our future; so don’t worry about going back to start a new beginning... but start today to make a new ending. Support AEAI!

Sincerely,
Yasmin Abdeen, President, AEAI-SEA & China Regional Board

I am very pleased to present you our 2011 Regional Annual Report. The year began with Aide et Action International (AEAI) celebrating its 30th anniversary as an organisation. Founded in 1981, AEAI has been supporting the development of quality education through working with government agencies, partner organisations and various stakeholders. As part of AEAI-SEA & China for several years, I am very proud to be part of an organisation that is made up of people from different cultures and professional experiences but who share the goal of Education for All.

This year, two important events were witnessed in the region. First, the AEAI-SEA & China’s governing body consisting of 10 founding members was created on 15th February 2011. The second important event was the creation of the Hong Kong board of directors in September 2011. In addition, there were also a number of volunteers for events, such as the students from University of Hong Kong Science and Polytechnics who helped put together a cookie selling event in Hong Kong, and various volunteers across the region that have helped to make our project implementation a success.

The AEAI-SEA & China board members have met to discuss various issues pertaining to the promotion of the AEAI brand. For 2012 and the coming years, the focus is “Investing for the Future of AEAI-SEA & China”. In addition, different ideas were coined as to what training packages the governing body members can provide to the region.

During the year, we launched several new initiatives such as projects on child-friendly schools in Cambodia by strengthening the capacities of teachers and early childhood education in rural parts of China and Lao PDR. Despite the recent economic boom in SEA and China, the disparity between the rich and poor, and the urban and rural in this region has widened, in spite of the rosy pictures of growth and prosperity painted by the media. In rural areas of these countries, the problem of access to education is acute. In order to take on the enormous challenges involved in providing education for all, a more holistic view of education is needed. It is clear to the development community that a multi-sector and multi-disciplinary approach is needed to address this gap and that we need to work together if we are to succeed in our goals. Working with local partner organisations including governments and communities, we empower people to work their own way.

As with previous years, we put our best efforts forth to advocate for education as a lever for positive livelihood changes. Our advocacy activities tackle the underlying issues that are often neglected; and Big Story, to collect best examples of students who became successful despite difficulties are maximized and this has translated to 80% of our expenditures going directly to our beneficiaries.

The Board members have also taken it upon itself to share their expertise and knowledge to build the competencies of our region’s staff by providing the staff with free in-house training, we reap dual benefits; both in terms of cost-savings in staff development and in terms of channelling these savings to our beneficiaries.

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Thank you everyone for all that you do for us, and your contributions to the life-changing work that you can read about in this report.

Sincerely,
Prasert Tepanart
Regional Director
AEAI-SEA & China

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ETG

The Etats Généraux (ETG), Stakeholder’s Parliament, were organized for the first time in 1998. The ETG reconvened in 2004 and at this time began to hold regular meetings. In 2011, ETG was in the first time organized in South East Asia & China, and the ETG was organized for the first time in 1998. The ETG reconvened in 2004 and at this time began to hold regular meetings. The ETG is a mechanism especially devoted to listening to people and to collective learning, comprising Aide et Action stakeholders. The 3rd ETG was conducted in 2011 mobilizing 5,450 people, both children and adults, in debates across 5 continents. Three common themes were selected to be the topic of debate:

- Development actors and partners
- Solidarity links - Discourse and Influence
- Social innovation in the associational and solidarity sector

In South East Asia & China, there were 305 participants including volunteers, communities, teachers, students, children, government officials, professors, board members, staff, etc. who participated in the discussions. Nine orientations were proposed by our region, these orientations were discussed as part of the three day closing meeting from 21st to 23rd October in Geneva. The meeting gathered together 130 participants from 29 countries, as a result 11 orientations were formulated that were subsequently validated by the International Congress. These orientations will be translated into an operational strategic plan via Global Development Plan (PGD), which will guide the association for the next five years. To read more on this, please visit the ETG special report at http://www.aide-et-action.org/en/our_news/docs/ETG_Special_Report.zip.

The 1st International Congress

On 24 October 2011, in Chavannes-de-Bogis near Geneva, Aide et Action held its first International Congress. On this occasion, a new Board of Directors, consisting of 24 members from varying professional and cultural backgrounds, was elected. The boards have the solid responsibility of managing the entire Association, ensuring the implementation of its global orientations and representing the organisation. The election of the 1st Board of Directors of the Aide et Action International Organisation marks an unprecedented democratic innovation in the associational and solidarity sector. The International Board of Directors consists of the following:

- Mr. Jacques LEMARECHAL, President
- Mrs. Aïcha BAH DIALLO, Secretary
- Mr. Y.R.K. REDDY, Treasurer
- Board members: Mrs. Monique BREMOND, Mr. Daniel DESPRES, Mr. Jacky LUMARQUE, Mr. Radhamés MEJIA, Mr. Teeka RAM BHATTARAI; Mrs. Rukmini RAO.

Mrs. Yasmin ABDEEN, the president of AEAI-SEA & China, was elected as a Thematic Representative at the International Congress in Committee No. 1 in charge of Access and Quality Education, Girls and Women’s Education, and Early Childhood.

Mr. Seng Hong, the secretary of AEAI-SEA & China, was elected as a Thematic Representative at the International Congress in the Committee No. 2 in charge of Inclusive Education, Migration, Emergency and Post-Emergency.

Mr. Narongsak BOONYAMALIK, the treasurer of AEAI-SEA & China, was elected as a Thematic Representative at the International Congress in the Committee No. 3 in charge of Livelihood Education, Health Education, Education for Global Citizenship and Sustainable Development.

Formation and election of regional board

Under the internationalization framework, the Constituent General Assembly of the Aide et Action International South East Asia and China (AEAI-SEA & China) was held on 13th February in Bangkok, Thailand. After Africa, South East Asia and the amendment of the France Association’s Statutes, South East Asia has become the fourth member Association of Aide et Action International.

The newest Association’s 15 founding members come from China, Cambodia, Vietnam, Thailand, Singapore, and France. All are firmly committed to the promotion of education for all both at the regional and globally, and they extensively contribute their time, skills and commitment to AEAI as a whole. The General Assembly elected a board of directors which is composed of five members, these include:

- Mrs. Yasmin Abdeen, President
- Mr. Tchen Chi-Yang, Vice President
- Mr. Narongsak Boonyamalik, Treasurer
- Mr. Seng Hong, Secretary
- Mr. Huang Yunong, Board Member

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30th Anniversary

Pierre Bernard Le Bas was a young volunteer working in India, through the experiences he gained in India, Le Bas returned to France believing in the value of utilizing education as a fundamental development tool. Upon his return, Pierre Bernard Le Bas founded AEA in February 1981. Approximately six months after the creation of Aide et Action, Le Bas commented to his supporters: “What was obviously a crazy project at the outset took shape gradually from the beginning of the year, now it is a definite reality, thanks to all of you. You were sponsoring 22 children at the end of February and you are now sponsoring 1,816 children as of August 12, 1981. We have only one ambition: that more of you will bring hope to children’s lives.”

Le Bas began the first editorial of the Aide et Action magazine in July 1981, just five months after the founding of the association and the initiation of the first child sponsorships. As of December 31, 1982, 9,000 children were being sponsored. Today, thirty years later, there are 57,000 sponsors contributing to the education of more than two million children. There are thousands of stories to tell with our 30 years experiences. However, all of these stories incorporate similar components, these are stories of communities and villagers, from Togo to Cambodia, of the children and adults in far flung places who can now read, write and count, thanks to the teams from Aide et Action and its partners. You can follow our timeline on our website at: http://www.aide-et-action.org/ewb_pages/dossier/4270.php.

Organizational Milestones of 2011

Formation and election of regional board

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Countries Overview

Regional Highlights

Aide et Action International South East Asia and China currently has projects in: Cambodia, China, Lao PDR, Myanmar, and Vietnam. In recent years the region has seen success particularly in an economic sense, as the region has acted as a leader on the path towards global economic recovery, following the 2007-2008 financial crisis. Much of this is due to ASEAN integration, anti-protectionist policies, and the development of a strong intra-regional production network.

However, development challenges persist, particularly in the areas of equality and education. Many children are denied access to education because of gender, ethnicity, poverty and/or disability. Furthermore, despite economic progress, poverty is still highly prevalent throughout the region, with rural and minority areas the most disproportionately affected. AEAI sees education as a human right, no matter what a child’s ethnicity, gender or economic status may be.

Therefore, in collaboration with local implementers and governments, AEAI is determined to address educational shortfalls in the region, with the hope that increased access and quality of education will assist in the sustainable socio-economic development of South East Asia and China.

Cambodia

Cambodia has faced many challenges given its many years of conflict and loss of human resources, however the country has made significant progress over the past decade, with poverty rates declining from 34.7% in 2004 to 30.1% in 2007 and GDP per capita increasing from 293.6 in 2000 to 795.2 in 2010 according to the World Bank. Although, the education sector has also seen an increase in school enrolment and literacy rates, the country’s education sector still faces many challenges. Although the educational system has undergone reform in the past decade, it still lacks infrastructure/materials, trained teaching staff, proper salaries for teachers, and few programs take into consideration the economic constraints of the community. Nearly four million individuals in Cambodia do not master reading and writing, resulting in high rates of illiteracy, restricting many citizens ability to achieve higher education or professional work.

As a result AEA and its partners have worked tirelessly to fill the educational gaps among those who lack access to proper educational services. AEA Cambodia in partnership with Krousar Thmey and Australian Red Cross worked to provide access to quality education for deaf or blind children in 13 target provinces. Through AEA’s partnership with SIPAR, referral libraries were developed to energizing and enriching the management and animation of national educational libraries. With New Humanity, positive behaviors and attitudes were adopted in regards to child rights among the rural communities. In partnership with MoEYS, improved quality of teaching and learning were developed and community engagement in education for all children through implementation of the child-friendly school program was promoted. Partnerships with local authorities, SIPar and the EU built the capacity of local authorities in designing, implementing and managing Education Development Plans and projects, resulting in the implementation of tailored educational services.

China

Although China is now viewed as a top economic competitor worldwide, with increasing growth, prosperity and global power, the country still faces many challenges to meet the needs of all of its citizens, particularly in rural areas. China’s “National Outline for Medium and Long-term Education Reform and Development” (2010-2012) focuses on advancing China’s education system and raising national spending on education, as a percent of GDP, from 2.82 percent to 4 percent by the year 2012. However, no current findings can be seen that this goal has been achieved.

AEA currently has programs focused in China’s disaster area of Sichuan Province and Southwest rural areas. These projects focus on providing post-emergency assistance as well as establishing women’s literacy programs that are aimed at helping rural illiterate women better cope with globalization through the development of literacy skills; currently 150 women are receiving literacy training. The post-emergency assistance project has also achieved success, with 109 teachers from 53 local schools participating in the project, with estimates that more than 2,500 teachers and 500,000 students will benefit. In addition to success seen in these areas, AEA has also used volunteer mobilization its China projects as means of advocacy/community education, allowing AEA to further expand its reach.

AEA is also implementing ECCE projects in Guangxi Zhuang Autonomous Region after we completed ECCE project in the Tibetan-Area of Sichuan Province.
Myanmar

This has been a historic year for the country of Myanmar, marking the 2010 release of Aung San Suu Kyi, who had been under house arrest for approximately 21 years, followed by the country’s government army taking control of key rebel territory and signing a 2012 cease fire agreement, signifying an end to the approximately 49 year civil war. This coupled with Secretary of State, Hillary Clinton’s visit to the country in late 2011 have all been signs of significant political progress towards the country’s future stability, however despite these historic steps the civil conflict does continue to persist in some regions.

Out of all South East Asian countries, Myanmar currently ranks lowest on the Human Development Index (HDI) and the country still faces many issues of poverty, lack of infrastructure and lack of education. Lack of early childhood education is one particular focus of AEA within the country, with only six percent of children nationwide enrolled in preschools.

Therefore, AEA’s current efforts in Myanmar focus on promoting access to quality education for children, particularly at the pre-primary level. Parenting education classes are...in valuing early childhood education. Additionally, ECCE centers and a library have been constructed, with significant construction assistance and local ownership held by local community stakeholders.

Lao PDR

The Lao People’s Democratic Republic (Lao PDR), is a land-locked country that remains one of the poorest countries in South East Asia. Among other things, lack of infrastructure and a skilled workforce, the country also lacks access to quality education (including early childhood education) and health services.

AEA began its work in Lao PDR in 2004, and has focused its work on early childhood education, and providing access and quality education to disadvantaged/excluded populations. These efforts are paired with those of local NGO’s and the Ministry of Education, in order to better reach populations who are most in need of assistance and to better facilitate with the Ministry in order to bring about national reform and capitalize on progress that has been made.

Currently AEA focuses on increasing infrastructure, parent and teacher training, and increasing access, through the development of local libraries, the provision of school materials, books, desks, child counselling services for street children, drug prevention programs, and reintegration programs with a total of 41 street children reintegrated into schools this year.

Vietnam

Despite the Vietnamese government’s efforts to improve the educational development of the country, much work must be done to reach quality education for all. Vietnam still faces many challenges in its education sector, including lack of adequate teaching materials, lack of teaching equipment and toys for children, poor infrastructure and sanitation, and low levels of enrolment. Additional challenges are also met by the country’s ethnic minorities (hill tribe population). Not only do these populations face the problems met at the country level, but also many do not speak the national language or hold birth certificates, thus preventing them from attending national public schools.

AEA’s specific focus within Vietnam is in the intervention areas of early childhood education and inclusive education particularly focused on ethnic minorities. Much has been done over the past year through the mobilization and education of communities/stakeholders, improvements in the quality of infrastructure and resources for children, and improvements in the health of children through the installation of latrines and 100 percent of minority children in Suoi Cat’s early childhood education project receiving vaccination.
How We Work

Overview

In 2007, Aide et Action International revised its project implementation strategy by deciding to adopt thematic interventions. Since then our actions and project have been structured on nine themes, of these Aide et Action South East Asia and China focuses on five thematic areas, these include: Access and Quality of Education; Inclusive Education; Early Childhood Care and Education; Education of Girls and Women; and Emergency and Post Emergency. Within these thematic areas Aide et Action South East Asia and China currently has projects in: Cambodia; China; Lao PDR; Myanmar; and Vietnam.

Access and Quality of Education

To give greater access to education and bring a pertinent and appropriate response to the educational needs and quality of each person.

Components:
Teaching practices and content
Educational governance
Management of educational systems
Local expertise
Educational environment

6 projects in Cambodia, Lao PDR, Myanmar
420,000 direct beneficiaries
28% of the annual budget

While significant progress has been made in the region towards achieving the 2015 Millennium Development Goal of Universal Primary Education, Cambodia, Lao PDR and Myanmar still face many challenges when it comes to education access and quality, both at the primary school level but also at the pre-primary (early childhood) and secondary/high school levels. Secondary dropout rates range between 30 to 45 percent and secondary completion rates are calculated at around only 14 percent in Cambodia, indicating the continued need for increased education accessibility, quality and reintegration programs.

Aide et Action International South East Asia and China works on crucial components related to the theme of Access and Quality of Education including: recruitment and training of teachers, improving educational infrastructure, development of literacy, and promotion of educational innovations and alternative education.

Aide et Action International South East Asia and China currently has 6 projects related to Access and Quality of Education. The following highlights each project’s main 2011 achievements:
Targeted educational strategies for pro-poor community development

In an effort to enhance the Centres of Education for All (CEFS)’s role as a tool for community development by engaging the most marginalized and vulnerable populations, this project focuses on building the capacity of commune councils in designing, implementing and managing educational development plans and projects. Furthermore, the project aims at proposing tailored educational services based on commune needs and constraints, which are linked with the local and national service providers, resulting in the direct benefit of 4,950 people and 26,000 indirect project beneficiaries.

Just one year into this project significant achievements have already been made. Participatory approaches have been used throughout the project, with 90 individuals from the Provincial Council, Commune Council, and additional stakeholders, participating in the project launch; 54 Commune Councils, animators and volunteers participated in developing tools and methods of data gathering; and 3 early childhood subcommittees were set up in four communes.

Also, as training is one of the major components of this project, to date more than 70 village leaders and Commune Council members were trained and are now active in planning educational services and identifying community educational needs. Twenty-four CEFA animators were trained and now manage reading activities for children, youth and adults, and seven teachers received training on ECCE Teaching Methodology, allowing all participants to further expand and utilize their skills in enhancing educational services. Furthermore, six classes of community preschool in 4 communes and 175 children (age 3-5) and 205 drop-out children were enrolled. Additional accomplishments include the implementation of a baseline survey on basic knowledge of parenting education, which was conducted in 10 communes, comprising 2,500 families.

There are challenges faced in 2012, however AEA in partnership with SIPAR and key associates have developed strategies in order to mitigate these obstacles. As the commune council is a major stakeholder and leader in this project, one of the biggest challenges presented is the upcoming commune council election. This presents two possible challenges, first that commune council leaders may be replaced in the upcoming election by newly elected members, and second that the commune council may be less active in educational services during the election time.

However, AEA has anticipated these challenges and expects 80 percent of the current commune council to be re-elected. Also many assessments have been undertaken in determining which communes to implement this project in, all communes selected are incredibly active and dedicated to the project, therefore resulting in project participation despite the election.

Projects in Cambodia

Access and Quality of Education

Development of a literate environment to improve the quality of education and fight against illiteracy in Cambodia

This project has achieved success in the development of multiple referral and school libraries throughout the region, this includes: the development of three provincial referral libraries; 20 school librarians trained on new national training manuals; 30 libraries were able to benchmark participation, enrichment, management and animation of their library systems; and libraries located in 10 provinces apply the National Library Standards. Additionally, the concept of network management and new manual development for school libraries is being practiced by Ministry of Education, Youth and Sport (MoEYS) Officers, Provincial Education Officers and Teacher Training Centres. Moreover, policy makers, the general public and key stakeholders fully recognize the importance of reading in Cambodia.

A school for deprived children in Poi Pet - Poi Pet

Poi Pet is a city located on the border area between Thailand and Cambodia. Poverty in this location is a crucial issue as it has had a significant effect on children’s access to education and has increased child labour and cross-border child trafficking. In an effort to increase enrolment, prevent trafficking and ease the financial burden of sending children to school, AEA in partnership with Krousar Thmey provide free quality formal education for children at Prum Nimith School.

At this point in the project 392 students, of which 187 were girls, were enrolled in the new school year; all students received schooling materials and uniforms. In total 1082 students (523 girls) have access to free and quality education from grade two to grade five. Furthermore 110 students (54 girls) successfully completed their primary school education with 90 percent of students regularly attending the school library and 100 percent of teachers and directors receiving extra salary monthly.

Access and Quality of Education

Projects in Cambodia

Projects in Cambodia
**Access and Quality of Education**

### Project in Lao PDR

**Reading promotion and pre-primary education in Laos**

This project has two primary focal areas, first to improve the quality of primary education through reading promotion and second, to prepare five year old children for their entry into primary school. As of September 2011, two reading rooms and classrooms in the Oudomxay province and two additional reading rooms and classrooms in Champasak were renovated and equipped with furniture including, book shelves, wardrobe, librarian desk, sand chairs, tables and chairs for readers, books, and other reading materials. Parent training was also organized by local trainers and primary school teachers; as a result, 422 teachers and parents, and 55 (27 female) facilitators were trained. The librarians in this project conduct reading activities and served children, teachers and the communities of 20 schools. As a result in 2011, 42,224 students (27,609 girls) read in the libraries, 21,161 boys and 11,343 girls borrowed books from the libraries.

Overall, 426 children (272 girls) and 21 teachers (21 females) directly benefit from this project, while 16,243 people from four communities indirectly benefitting from the project. Furthermore, in line with the project goal to increase access to education and preparing five year old children from primary school, 20 classes were opened in 2011 to five year old children in the project area.

2012 is projected to be the final year of this project, therefore this year AEA intends to hand over the project to the Lao PDR government. There are however, challenges in this transition period, particularly the challenge of project continuity, as it will now be under full control of the Lao PDR government. However, through the training and capacity building sessions conducted by AEAI over the past three years, the government is prepared and capable to successfully handle this transition.

### Project in Myanmar

**Promoting the access and quality education for children**

This project focuses on the construction of learning centres for ECCE and library construction. Throughout the project community awareness raising activities were conducted, specifically related to parenting education, which was held in May and consisted of 35 participants. In June 2011, with labour contribution from the village, the building plan for the ECCE learning centre and library were mapped and the initial foundation for construction was laid. The building of the site was finalized in October and the building is now in use. As a result of the projects parenting education and library management training, there are now two librarians and nine members of the library management committee.

One of the biggest accomplishments that this project has achieved is community mobilization and cohesion. This is the first project in this region that has included the entire community consisting of varying tribes/groups, therefore drawing this diverse community together in one place, under the theme of education.

During the construction process, neighbouring villages have visited the site, observed during trainings and requested Banmaw LDO (the project partner) and AEA, to work with their communities as well. Therefore, AEA is looking to expand into five additional communities; however there are several challenges that are faced in expansion. These challenges include funding restrictions, government restrictions, mobility and other challenges faced because of the civil conflict that is ongoing. Therefore, because of the current challenge, AEAI is scaling down its operations in the country. However, given the ease of partner collaboration, and community willingness to engage in projects, AEAI will be looking for further funding and intervention opportunities throughout 2012.

### Inclusive Education

The Inclusive Education thematic area take into consideration the UN Declaration on the Rights of the Child as well as the UN Convention on the Rights of Persons with Disabilities by favouring the integration of children disproportionately affected by issues of poverty, social issues or reasons relating to disability (physical, mental or motor) which prevent them from attaining educational services.

Currently there are approximately 20,000 deaf and blind children in Cambodia, among this number only about eight percent attend school. There are two main reasons for this, first, services are inadequate to assist disabled students and second, there are social stigmas related to disabled children. According to Buddhist belief, any mental or physical disability results from bad Karma, due to bad actions in previous lives. Therefore families are ashamed of disabled children and often neglect them, resulting in further marginalization. This, however, is not only an issue in Cambodia, but is a widespread issues that effects most South East Asia countries.

Poverty is also an issue that affects the entire region, preventing educational access because uniforms and school materials are too expensive to allow parents to send their children to school. Also, sending children to school, rather than having children work to assist the family economically can prove to be a burden to the family. Additionally, children categorized as “street children” are also a population who lacks access to education because of poverty, social stigmas and lack of reintegration programs.

Therefore, Aide et Action International South East Asia and China currently has three projects dedicated to address these issues and allow for inclusive education for the most marginalized. The following highlights each 2011 project achievement:
### Inclusive Education

**Project in Cambodia**

**Schooling for deaf and blind children in Cambodia**

This project focuses on providing quality, effective education to deaf and blind children, as well as changing negative community mentalities on how disabled persons are perceived. To date, 44 integrated classes have been integrated in 15 provinces, effectively providing education to 272 deaf students (105 girls) and 94 blind children (98 girls). Also, 54 public school teachers and directors are receiving ongoing training enhancing their special education skills.

Early childhood education has also been provided by establishing kindergarten classes for eight deaf children, 2,800 signs were also created which assist deaf and blind children and advocacy tools have been utilized to improve community understanding of the deaf and blind, and their needs. Additionally, the Sign Language Committee has produced training and learning materials in Mathematics for deaf students, grades seven to 12.

In order to promote quality education for all, AEA collaborated with related key actors in the Cambodia disabilities sector for reinforcing the effective implementation of National Disability Law, such organize a series of media program (TV and Radio Program), Support DPOs in claiming their right through the press conference, active participated in National Disability Coordination Committee and Disability Action Council, and actively support the process of ratifying the UN Convention on the Rights of Persons.

**Testimony**

My name is Theory Sok. I am a house wife and have two daughters, one of them is deaf. Pisey, I knew about the deafness of my daughter when she was one year old. Before that, I never knew that she was deaf! I would try to call her and played with her, but she seemed not to hear anything. First, I thought that she was too small to hear or recognize the sound. When she was one year old, I brought her to meet the doctor. It was at that time, that I knew she’s deaf. It was difficult as a mother because she keeps growing but we cannot communicate to each other.

When she was 4 years old, I tried to send her to the public kindergarten, but the school did not accept her as there was no teacher for deaf children there. The hope became less and less, and the concern became heavier and heavier for me. I started to worry of my daughter’s future. Fortunately, one day, I was informed about the school for deaf students in Siem Reap. I immediately contacted the school director for detail information. I was very delighted when my daughter could enrol in this school.

Now, it is the second year that Pisey is able to attend the kindergarten class in the school for deaf children in Siem Reap. She is very happy here. She can express her feeling by using sign language and by drawing in books. Our communication is much better than before. I would like my daughter to attend school through higher education, as education will allow her to find a suitable job and to live independently.

I would like so much to thank Aide et Action and Krousar Thmey who make efforts to provide my daughter and other deaf children with a free specialized education.

### Inclusive Education

**Project in Lao PDR**

**Schooling for street children in Vientiane**

This project aims to sustainably reduce the number of street children in Vientiane, by directly targeting 300 street children and 600 children at risk of becoming street children through family reintegration (130 participants), drug awareness, staff training and outreach, counselling, curriculum design (including educational games, songs, child protection strategies, and basic reproductive health education) and material support to 274 families.

This project partners with Peuan Mit; the activities under this project can be grouped into three categories: activities that encourage street children to leave the street, reintegration activities, and centre based services. Under the activity which encourages street children to leave the street, multiple actions have been taken in order to educate children on the dangers of drug use and equip them not to fall under the influence of peer pressure. Under this objective 809 non-formal education events were organized for children ages two to 19 and 1,660 life skills service events in marginalized communities on the topics of drug prevention, migration, reproductive health, nutrition and hygiene were also implemented.

Centre based services were also conducted by the project street children centre that was created, in order to meet the needs and educate street children, and at risk children. Children in the centre have improved their knowledge of hygiene, nutrition, drug dangers, reproductive health, and life skills. Non-formal education activities were conducted with 193 children, while 403 children were supported in school. Life skills education sessions take place every day throughout the year; there are 190 children participating with a total of 1,660 service events. The centres also provide safe lodging for street children and/or children with special needs and are currently servicing 89 children.

This project has also succeeded in reintegrating children into public schools; this year 41 children (23 girls) were reintegrated. An additional 399 children were supported in school this year through the donation of school uniforms, materials and payment of school fees.

**Testimony**

I am a 12 year old boy who was left to live with my father after my mother left. My younger brother and I lived with our father in the village of Chansawang. While I stayed with my father I did not receive any support from him. He had a new wife who gambled and used drugs. My brother and I had no food and no one cared if we even had food. We got no chance to go to school.

Upon the completion of this project in May of 2011, many accomplishments can be recognized. The environments of four schools and four school kitchens were improved through equipment and construction upgrades. Overall, awareness raising activities were conducted benefiting 400 families resulting in parents being highly participatory in ensuring children receive quality education and hygiene. Increased awareness has also increased project participation when the project began, 143 children participated, however upon project completion in 2011, 413 children were involved. All 413 of these children go to school regularly and their hygiene and health has also greatly improved. Additionally, achievements have also been made: all 413 children eat lunch at school, 1 latrine was installed, 3 latrines were renovated, 498 septic tanks for families in 10 communities were constructed and regular health checks for children by commune health stations were conducted.

I am a 12 year old boy who was left to live with my father after my mother left. My younger brother and I lived with our father in the village of Chansawang. While I stayed with my father I did not receive any support from him. He had a new wife who gambled and used drugs. My brother and I had no food and no one cared if we even had food. We got no chance to go to school.

One day I went fishing. I saw many children in my village going to play with the mobile school project team, so I followed them and got some snacks to eat. I went to join them and play every time when the car came, and I talked to Sister Boon (Ms. Phaliboon, who is a life skills trainer at the mobile school project). I asked her to help me go to school and she went to meet my father. After she talked to my father I felt better and I had hope. The next day, I decided to come and stay in the project centre. I had been staying in the centre for three month, when Sister Boon told me that my mother was in Xiengkhouang province. I missed my mother and I wanted to see her again, so Sister Boon went to find my mother in Xiengkhouang province. She has a new husband and they are farmers. After a while, I went to meet them with Sister Boon. When I got there I decided to stay with them and move to study in that village.

Today, my mother and step-father receive support from the project and Sister Boon. I am very happy. Since I came to stay here, my step-father has never shouted or hit me, and I can get along with his children easily. We play together, go to the farm and go to school together. Sister Boon asked me if I wanted to go back to visit my father in Vientiane. I said no. I am afraid he will not let me come back to my mother.

I was given school materials, one ball and rattan ball from Sister Boon. These are very useful. I have friends and play in school. I live in a small house, but we are happy and soon we will get electricity in our village, it makes us easier to study and do homework at night.
Early Childhood Care and Education

The Early Childhood Care and Education thematic areas focus on the global development of children age zero to six years old, in order for them to develop both mentally and physically to prepare them for a smooth, healthy transition into primary school.

Under this theme, the region faces many challenges. First the lack of understanding by parents and teachers about the necessity of early childhood care and education, and its importance for future childhood development is an issue. Therefore parent and communication, combined with advocacy efforts, is a pivotal component of achieving success in ECCE development.

Second, health, nutrition, environmental and sanitary issues are also a challenge. Current data shows that 47.6 percent of children under the age of five living in Lao PDR, suffer from malnutrition, while malnutrition rates in Cambodia rank similar, at 39.5 percent and Vietnam ranks at 30.5 percent (World databank, World Bank). Sanitation facilities have improved greatly to populations who have access, Vietnam has seen a 75 percent improvement and Lao PDR has improved by 53 percent, while Cambodia still ranks quite low with only a 29 percent improvement in sanitation.

Additionally, children who are excluded from the education system because they are ethnic minorities, lack birth certificates and/or legal status, or may not speak the national language, meet additional challenges that must be addressed. These populations typically lack health services and immunizations, which is why both birth registration and immunization is incorporated under projects in this theme.

Aide et Action International South East Asia and China currently has five projects dedicated to addressing these issues, allowing for increased ECCE community understanding and activities in targeted communities. The following highlights each 2011 project achievement:

**Early Childhood Care and Education in Cambodia**

The focus of this project is to educate parents on early childhood development through training, skills building activities and using participatory approaches that encourage project ownership.

Currently there are monthly teachers meetings and bi-monthly parent education sessions that are conducted with an average of 20 community participants in each session; totaling 300 mothers and 50 fathers attending the sessions. Additional outcomes from this project include improved capacity of teachers in facilitating parenting education sessions, encouragement of male community members to participate in early childhood parent training, and developing an experienced based training manual and other advocacy materials in parenting education.

The next steps of the project focus on collaboration with the ministry of Education in order to develop national training materials and advocacy tools on parenting education and expanding ECCE activities in the community.

**Early Childhood Care and Education in Lao PDR**

This project’s main objective is to improve access and quality of gender based early childhood care and education for vulnerable and disadvantaged children. Thus far, training of trainer activities were organized by 10 local ECCE trainers and were conducted with ECCE teachers.

Participatory approaches to project planning were also used to incorporate and motivate community stakeholders in project management and implementation, resulting in the establishment of an advisory committee and project management team. These committees are now having a meaningful impact on the development of the project, informing the planning process and technical development of activities, which has resulted in the establishment of the project implementation plan for 2012.

Additionally, there is now a strong desire for participation at the community level because community representatives and local school leaders are part of the advisory committee and project management team. There is also a large supply of highly motivated ECCE trainers who will disseminate ECCE practices to teachers at the grass roots level.

Currently the project is on schedule for implementation. Stakeholder trainings have been finished and the project team is now starting school renovations, supporting school activities and producing school learning materials. 2012 is sure to be a pivotal and successful year in regards to the implementation progress of this project.
Early Childhood Care and Education

Projects in Vietnam

ECCE for minorities in Suoi Cat

The Suoi Cat community in Vietnam faces many challenges in its ECCE education system, particularly lack of infrastructure, equipment and teachers. This coupled with the challenge of malnutrition (more than 80 percent of children from zero to five years old are malnourished), language (children are ethnic minorities who do not speak Vietnamese, limiting their access to education in public schools), and lack of legal status and/or birth certificates, also provide further challenges to attaining educational access.

Currently the project has increased enrolment rates, children’s health, infrastructure, teaching, and has effectively mobilized the community in participating in and valuing ECCE education. Enrolment rates have increased from 75 children in 2005 to 103 children in 2011, while malnutrition rates have decreased from 67 percent to 25 percent upon project completion, due to the school lunch program, which provides healthy balanced lunches to ECCE school children. Additionally, children’s health is regularly checked at the commune health station and 100 percent of the project site participants have been vaccinated.

Regarding infrastructure and mobilization, 2 classrooms and playgrounds were built and are fully equipped, a kitchen was also built to serve school lunch. Community mobilization has also been a key to success in this project. The entire commune was mobilized to participate in the project, especially the team of community workers organized by the project who visit families once or twice/month to discuss with parents about problems of health and others issues (enrolment, feeding children, birth certificates, etc.). The theme of each visit was determined by the team leader in consultation with the school and information collected from these visits was then shared with the school.

Family-school, friendly and safe environment for children, Thai Nguyen

This project aims to create friendly and safe environments both at school and in the family setting in order to allow for children's adaptation and developmental needs to be met. The project focuses on achieving this through increasing knowledge of child care, education quality, school infrastructure, and materials and equipment available.

The three major components of this project include awareness raising for parents and community, teacher training and capacity building, and equipment/infrastructure upgrades. To date parent and community mentalities have been changed towards early childhood care, and parents have been key project implementers, participating in school renovation, construction, etc. Also one of the most successful aspects of this has been the mobilization of community members and all local government offices. This mobilization includes awareness raising activities, which resulted in reaching over 8,700 parents and teachers on ECCE related topics. Also, parent meetings conducted by schools resulted in the attendance of 1,560 persons, while family visits and face-to-face meetings with parents at schools and health centres were also conducted. Workshops were conducted in which 91 parents 26 local authorities and 34 teachers engaged in shared learning experiences on child care and education.

As a result of these various activities malnutrition rates have decreased and school environments and hygiene has been improved through the installation and renovation of 13 toilets and 13 classrooms. Additionally four outdoor toy sets were purchased to equip four central schools and five teaching aids/kits were purchases for each school.

Projects in China

Education of environmental protection in pre-schools

This project promotes a safe, hygienic and friendly setting for children through educating and empowering the community, families and schools to protect the country’s natural resources. Parents, social workers and community agents actively participated in the project by planting trees, and keeping schools and houses clean and safe. Parents began to understand more childcare and environmental protection issues and in the commune, people began to understand more about environmental protection. 55 teachers and 13 senior/middle education managers were trained to work in the field, with participating families, resulting in the training of 2,838 (89 percent) of the parents. Additionally 40 people mastered the production of toys for children, 20,000 leaflets on environmental protection were distributed throughout the communities and a contest on environmental protection was organized with 300 participants.

In 2012 this project will be expanded into the district of Dien Khanh, taking into consideration the lessons learned from the projects 2011 implementation, the Dien Khanh project will implement the same modified activities as the previous year. Most of the project activities will be organized in the first quarter of 2012 in order to facilitate follow-up on the project’s impact. Also two contest in the Ninh Hoa district will be organized.

Pre-school Education and Culture Center of Dongma Village

This project began in late 2008 and ended earlier than expected in July of 2011. The early completion date was a result of government regulations on foreign NGOs working in Tibetan areas of the country, particularly multinatinal NGOs, who are currently under strict supervision by the government. The purpose of this government supervision is to build a harmonious society in Tibet. Due to these challenges, in order to comply with the government’s policies, pre-school class in the Dongma village was suspended on May 28th 2011, after partner consultation.

Despite its early completion, this project has seen remarkable achievements, including the output of a local story book entitled "My hometown, Dongma village", a documentary film entitled "Watch and Relay", three rounds of local family training, local voluntary teacher training, more than 20 volunteers from around the world joined two village volunteer trips, and more than 50 children and 270 stakeholders directly benefited from the project.

Most importantly, despite project completion, local communities were mobilized and built skills through training and capacity building, which enabled them to successfully take control of the project. All parents and villagers are strongly committed to the continuation of the pre-school and they have organized together to pay the local teacher monthly, thus also showing local mentality changes towards the importance of ECCE. Additionally, after two and a half years of project implementation, the project now has set up a Government resource network to facilitate its next stage.

Furthermore, through training the local voluntary teacher has expanded her skills and in 2012 the local Bureau of Education signed a contract with her and now pays her monthly salary. She is also now studying Early Childhood Education at Sichuan Normal University; she successfully completed her first examination in March of 2012.

Finally because of the success of this project in Dongma, this project has been replicated and scaled up, resulting in its 2011 expansion into the Guangxi Province.
Women with their children in the class is practising how to write Mandarin.

**Education for Girls and Women**

The Education for Girls and Women thematic area focuses on the promotion of education to transform the relationships between men and women in favour of greater equality, encouraging women’s participation and decision making in order to promote women’s leadership and socio-economic progress.

AEA’s current activities under this theme are currently focused on illiterate Chinese women. The population of adult women in China who are illiterate is estimated at just over 47 million, particularly predominating in rural communities (World dataBank, World Bank). Illiteracy creates many challenges not only economically by prohibiting women from achieving work in skilled jobs, but also in a social and political sense, therefore lowering the standard of living for women and also affecting the lives and often educational access of these women’s children.

The following highlights AEA’s 2011 project achievements under this theme:

**Intellectual network and development strategy for illiterate women**

Although globalization has significantly enhanced the development of some Asia economies, it has also had a disproportionately negative effect on some rural communities. This project aims at developing strategies for illiterate women to cope with the risks associated to globalization by initiating projects in China to increase literacy development and advocacy.

Currently 150 women in five classes are receiving literacy education. Additionally, 21 voluntary literacy teachers were trained; one training manual was developed; one workshop was organized in which 14 experts participated; and a website was established which is being used as an advocacy and communications tool to increase understanding on the issue. To visit the website please go to: www.aea-china.org.

**Emergency and Post-Emergency**

The Emergency and Post-Emergency thematic assists in preservation, maintenance and restoration of educational systems following natural disasters, as well provides educational programming on disaster preparedness and prevention. This particular thematic area currently has one project focused on the Sichuan, post-earthquake affected area of China.

The Sichuan earthquake is ranked the 21st most deadly earthquake of all time, killing an estimated 68,000 people. As a result, the earthquake completely destroyed schools and/or badly damaged them.

The following project represents Aide et Action International 2011 accomplishments in this post-disaster project:

**New Life Summer Camp project in Earthquake-affected areas of China**

This project was established directly after the earthquake in June 2008, in Sichuan, China, to assist in rebuilding classes for disaster affected schools. The Seeded Teacher Training School Promotion Project has used a participatory teaching mode for school disaster prevention and safety education, which has achieved massive attention from both the local society and the media. There are 109 teachers from 51 local schools involved in the project; through trainings of these participants it is forecasted that by 2012 more than 2,500 teachers and 500,000 students will benefit from this project because of the knowledge transfer program that has been established.

Additional accomplishments from this project include: the development of one safety chess game; one set of distant DPE online lectures video were formed; one summary conference was carried out; and the summer camp story book titled “Volunteer Team is In Action: The Cases from Wenchuan Earthquake Affected Area” was published by Sichuan People’s Publishing House with 1000 copies made for volunteer teams and advocacy.

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*Images:*

- Women with their children in the class is practising how to write Mandarin.
- In Summer Camp class children listen to the volunteer carefully.
What We Stand For: Communication and Advocacy

Month by month

01
17 stories written by students and teachers from AEAI project schools.

02
A group of volunteers from Hong Kong University of Science and Technology (HKUST) came to Dongma village. They were accompanied by AEAI Hong Kong staff and AEAI China staff in order to help them gain experience. They also helped with the school facilities amendment and played games with the children.

03
AEAI Laos collaborated with its local partners in Oudomxay Province to organize International Children’s Day in Champassak and Oudomxay provinces.

04
Responding to the Global Action Week of Education for All

The Global Action Week (GAW) of Education for All (EFA) in Vietnam was held from 2-8/5/2011 with the theme: “Education for the vulnerable women and girls” by the Ministry of Education and Training and the Coalition of Global Campaign for Education in Vietnam.

As a member of the Coalition, AFA Vietnam participated not only in the activities of the GAW at the national level but also co-organized the lectures of the “Big Story” in collaboration with the Department of Education and Training in collaboration with the People’s Committee of Khah Vinh district, Khanh Hoa province.

05
Disengagement period of Early Childhood Project in Suoi Cat.

After five years of project intervention, this project came to its end on May 26 with the annual review and meeting discussing the transition of this project into the hands of the local stakeholders. The commune and the school agreed to take over the activities and the director pointed out that with the participation of parents, the school would be able to continue to manage the canton. The meeting ended with the signing of a commitment to end the project.

06
Celebration of International Children’s Day in Champassak and Oudomxay provinces.

AFA Laos collaborated with its local partners to organize International Children’s Day in Champassak and Oudomxay provinces on June 1st. More than 3000 participants (children, teachers, parents, local authorities, villagers, etc.) took part in the event to promote quality education and access to school for children living in remote and disadvantaged areas, and to promote the importance of investing in children.

07
Promote the improvement of education on TV shows.

AFA Cambodia collaborated with the Ministry of Education and a local TV channel to produce a series of TV shows to make the Cambodian people aware of the progress, problems encountered and the measures taken in the national education system in Cambodia. This program, which ran from July 2011 to December 2012, was broadcast every Saturday from 1400 to 1700. The program also illustrated the achievements of AFA Cambodia and its partners in the development of a national education system, as well as the reinforcement of laws in regards to people with disability. To see clips from the show, please visit: http://www.youtube.com/watch?v=ksiJGFCm7E&context=CjCjRc7jY-AOGfJgs1s0w5Dh9r3q1WiW0T6

08
Organized a charity trip for 10 donors from Hong Kong.

10 donors from Hong Kong, together with AEAI Hong Kong staff, conducted a field visit for the projects in Cambodia in order to understand more clearly the real situation of the projects at the grassroots level. They visited Damnoen Tont Neak Leung Centre, Centre of Education for All, Neak Leung community, Rabbit School, The Deaf and Blind School and Krousar Thmeuy Child Protection Centre. The trip allowed them to promote AFA’s visibility and raise funding from the people of Hong Kong. The donors told us that they would promote the activities of the association among their relatives, colleagues, friends, etc.

09
Advocate the Educational Access for girls and women on Women’s Day.

AEAI China organized a salon on March 9th to celebrate International Women’s Day and to discuss women’s education and empowerment. The outcome was to raise public awareness of AEAI China’s work, as well as potential volunteers and supporters for the cause of education.

10
 AEAI China collaborated with its members of Global Campaign for Education (GCE) organized a series of radio talk shows to promote Education For All in Cambodia. This program ran from September to December, and covered all the main sectors of education, early childhood, formal and non-formal education, gender, teaching quality, etc. The key actors from the ministry of education and other stakeholders were invited to discuss education issues.

11
Campaign on World Teachers’ Day.

AEIA Cambodia and its members of Global Campaign for Education (GCE) organized a series of radio talk shows to promote Education For All in Cambodia. This program ran from September to December, and covered all the main sectors of education, early childhood, formal and non-formal education, gender, teaching quality, etc. The key actors from the ministry of education and other stakeholders were invited to discuss education issues.

12
Toy Making Workshop – A Learning Experience for Teachers & Parents.

In November 2011, AEAI China organized a Toy Making Workshop – A Learning Experience for Teachers & Parents in Beijing. The “Toy Making Workshop – A Learning Experience For Teachers & Parents” took place on November 12, 2011. Project beneficiaries, local leaders, and AEAI China members were invited to participate in this event. The workshop aimed to emphasize and captivate more attention to build awareness on the importance and value of teachers in developing educational systems. To emphasize and capture more attention to the importance and value of teachers in developing educational systems, AEAI China organized a Toy Making Workshop – A Learning Experience for Teachers & Parents in Beijing.

13
Volunteers’ Day.

AEAI China celebrated Volunteers’ Day on December 13, 2011 to express their thankfulness to volunteers who have supported AEAI’s activities in the past. All staff of AEAI China and 20 volunteers from Sichuan Academy of Social Sciences, Sichuan Normal University, Sichuan University and Southwest University of Finance and Economics joined this event. Overall, they were impressed with the way we interact with volunteers and were willing to participate in future work with us.

14
Celebration of International Children’s Day.

AEIA Laos collaborated with its local partners to organize International Children’s Day in Champassak and Oudomxay provinces.

15
Advocate the Educational Access for girls and women on Women’s Day.

AEAI Laos collaborated with its local partners in Champassak and Oudomxay provinces on March 8th-9th. This event was to: (1) advocate the access to education for girls and women, especially for those who are from the ethnic groups in all provinces; (2) provide a good understanding on the importance of education to parents and local authorities at different levels; and (3) promote girls’ and women’s rights, and reduce gender discrimination between women and men in society.

16
Volunteers’ Day.

AEAI China celebrated Volunteers’ Day on December 9th, 2011 to express their thankfulness to volunteers who have supported AEAI’s activities in the past. All staff of AEAI China and 20 volunteers from Sichuan Academy of Social Sciences, Sichuan Normal University, Sichuan University and Southwest University of Finance and Economics joined this event. Overall, they were impressed with the way we interact with volunteers and were willing to participate in future work with us.
“You make a difference - Fundraising”

Hong Kong SAR, China

Following the set up of the Hong Kong Office three years ago, the key tasks continue to be building public awareness of AEA’s global interventions, as well as to develop resources in order to support AEA’s projects in the South East Asia and China region.

The year 2011 was full of trials and excitement with different attempts to approach the public, it was also a year of starting successful partnerships with corporate donors, including in alphabetical order: Asia Capital Reinsurance Group (ACR), Hang Seng Bank and Hoi Meng Foundation. Moreover, the addition of new board members from various professions and backgrounds marked a new milestone of AEA’s development in Hong Kong.

“Buy our cookies, help change a mother’s destiny” Cookie Charity Sale

On Mother’s day and the day before, AEA Hong Kong held a cookie charity sale at night locations all around Hong Kong. Apart from promoting the cookie packs as Mother’s day gift, volunteers helped educate the public about the women illiteracy issue in rural areas of China. This was also a first-time trial of co-organizing this event with 20 students from HKUST Business School. The co-operation turned out to be a great success which made this public event possible.

Board Inauguration & Charity Wine Party

Upon the addition of new board members, AEA Hong Kong held the HK Board Inauguration Ceremony in December. It was a ceremonal occasion where board members, volunteers, as well as friends and many new faces, gathered together for a meaningful cause.

Corporate Donation

Asia Capital Reinsurance Group (ACR)

Generous support from ACR provides fund for Aide et Action China to start up the Early Childhood Care and Education program in Guangxi, China (Zuodeng Township, Tiandong County). This project aims to directly impact about 457 children in three years’ time by increasing the access of rural children to pre-school education, improving the quality of kindergarten education (including hardware and software), and improving the environment that affects children’s growth (families and communities) by advocacy.

Hang Seng Bank

As a new initiative, Hang Seng Bank helped AEA launched the Fight Against Women’s Illiteracy 2011 campaign that supports the offer of basic education to about 15,000 illiterate rural women in China. The campaign included the development and production of a new teacher training manual for volunteer teachers to help rural illiterate women better cope with the risks associated with globalization, ultimately to gain self-confidence and livelihood skills to end poverty.

Hoi Meng Foundation

Hoi Meng Foundation sponsored the Child Friendly Schools project in Cambodia, which aims to improve the quality of teaching and learning. It also aims to promote community engagement and to reduce parental cost barriers of all kinds, such as informal school fees, benefiting some 1,273 students in Kindergarten, Primary and Lower Secondary Class in Cambodia.
**Overview**

The global economy faced continued turbulence in 2011, as a result of the European debt crisis and United States economy. Additionally, financial markets as a whole have declined over the past year. As a result there has been increases in unemployment, lower retail spending, and increases in the consumer price index due to the fluctuation of exchange rates. Consequently, the global subsidy budget allocation to South East Asia and China, by the head office in France, decreased in contrast to what was initially planned, which has had a negative impact on programme spending.

**Risk Management**

AEAI-SEA & China sees the development of a risk management system as the overarching component to mitigate organizational challenges and improve the organization’s strategic, planning, and decision making. This involves ensuring that risk management is embedded into daily operations and that the process is not seen as distinct from day to day activities.

**Preparation of Financial Statements**

Under the framework of International Direction, in order to reinforce our financial management system a new accounting software ERP5, which runs on a web browser, was piloted in three countries in Africa in 2010, with the aim of full deployment to all countries programmes in 2011. In our region, ERP5 has been implementing in all countries from the beginning of 2011. The function of the new system is not only to improve financial management but also to allow for better facilitation in programme and sponsor management.

The financial statements for the year 2011 have been draw up in conformance with regulation No. 99 on (France Law) on the modalities of establishing the annual financial statements of the association and Regulation No 99.02 on the rewriting of the French chart of accounts, declared by the “Comite de la Reglementation Comptable” (the C.R.C – the Accounts Regulations Committee). The Financial Statements of AEA Hong Kong with juridical status registered under Hong Kong Inland Revenue Department, 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. Moreover, the statements are audited by Ernst & Young (E&Y) Cambodia under AEAI’s audit scope followed by Group Audit instructions from E&Y Paris in accordance with International Auditing Standards (IAS), while Hong Kong’s statements are audited by TAM, Au & Co., with internal clearance to E&Y Paris under AEAI.

**Financial Overview**

**Statement of funds used in 2011**

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

**Statement of Activities**

For the year ended December 31, 2011 and 2010 (USD)

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual*</td>
<td>1,570,948</td>
<td>1,484,981</td>
</tr>
<tr>
<td>Institutional Donor</td>
<td>773,644</td>
<td>241,198</td>
</tr>
<tr>
<td>Foundation</td>
<td>343,095</td>
<td></td>
</tr>
<tr>
<td>Corporate</td>
<td>79,154</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>6,545</td>
<td>1,982</td>
</tr>
<tr>
<td>Total</td>
<td>1,951,228</td>
<td>1,723,541</td>
</tr>
</tbody>
</table>

* French sponsorship and individual donation from Hong Kong.
Volunteerism

Education is everyone’s business. Our volunteer mechanism goes beyond boundaries; we aim at engaging volunteers not only as speakers to raise awareness about the issue of education, but also in project implementation whenever possible. The combination of different skills and competencies that volunteers offer adds value and diverse insight into AEAI’s project areas.

Volunteer testimony from Hong Kong

Mr. Eddie Chow:
“After retiring, I spend more time contributing to charitable work and first learned about AEA-HK through an advertisement in the newspaper, which was calling for participation in a Sichuan visit in 2009. Afterwards, I continued volunteering with AEA and took part in fundraising events and other project site visits. The reason I continued participating with AEA is the strong belief on making Education for All a reality on an equitable societal basis. Moreover, rather than building hardware, AEA projects focus on software development and sustainability.

In 2011, I had an impressive experience in Cambodia. We visited three projects but I was most impressed by the mobile library project. The little kids were self-motivated and I can see their urge to learn. These voluntary experiences widened my global horizon and I cherish the chance to have had personal encounters with the beneficiaries.”

A success story: Volunteerism development in AEA China

After a giant earthquake in Sichuan, AEA China mobilized and trained more than 2000 volunteers, most of them university students. We also involved about 350 volunteers to work directly in AEA’s projects, to teach pre-school children in villages, to open summer camps for children, to conduct field surveys linked with AEA’s themes and their own studies, to organize advocacy events, etc. Among these, about 30 volunteers participate on a regular basis. They are indeed the backbone of the volunteers’ team.

Dandan is a 25 years old girl, who is now working for a media magazine as a photographer in Beijing. She taught children in AEA’s ECCE project site in Dongma village for one year in 2009. The children there are from 3-6 years old whom Dandan calls them “my kids” and “my pre-class”. After one year of study in the pre-class, children who reached seven years old went to primary schools located 20 km away. Because of Dandan’s dedication, the students whom she taught have high scores and believe in the importance of education. Dandan has become famous, even in a small community such as Dongma, where no one could imagine how a teacher could be located in such a remote and isolated place. The school where she taught has gained popularity through the villagers’ word of mouth. Dandan is just a representative of China’s many volunteers who have worked for us, but her voice is similar to the many others who have worked or are currently working with us.”
Our Partners and Friends

AEAI-SEA & China place great importance on maintaining all aspects of a partnership in order to achieve shared goals. Partnerships are considered a source of mutual enrichment for all stakeholders; therefore these relationships are seen as an opportunity to mobilize education stakeholders. There are five orientations ratified in our 3rd ETG which allows AEAI to form partnerships at the grassroots, national, regional and international levels, to ensure joint accountability on the issue of education. In 2011, the generous supports from our donors and friends continued to help our projects and fund much of our innovative work. From governmental development agencies to leading foundations and projects sponsors, AEAI SEA & China thank all our institutional partners and supporters from around the world for their generous contributions. Without their support, we would not have been able to succeed as we have and continue to reach the marginalized in the region.

Institutional partners

Cambodian Ministry of Education Youth, and Sports
Education Department of Kratie Province
Education Department of Preyeng Province
Education Department of Khanh Hoa Province
HKUST
Laos Ministry of Education and Sports
Paccom
Research Training Center for Literacy Education
Sichuan Academy of Social Science
Sichuan Province Yang Yang Chu Institution
Thai Nguyen Department of Education and Training
UNESCO

Institutional Donors, Foundations & Corporate

Australian Red Cross
Air France Foundation
ACR Group
BlueSky
European Union
HK Exchanges & Clearings Ltd
Hoi Meng Foundation
Hang Seng Bank
Lyreco
Roadshow
Symphasis Foundation
UBS Optimus Foundation

NGOs Partners

Bophana Center
Bannmov
Chenxi Children Development Center
Culture Development Center for Rural Women
Huangyuaang Ecology and Culture Association
Krousar Thmeuy
Krousar Yoeung
KAPE
New Humanity
Peuan Mit
SIPAR
Youth Star
Surging Ahead
Perspectives for 2012

‘Changing the world through education’ is our belief. AEA SEA & China strive to transform the lives of thousands of marginalized children by focusing on basic and quality education. Our close collaboration with local communities, partners, and government agencies are our strength.

This collaboration allows us to deliver programmes which equip children with education in order for them to choose their own destiny for a sustainable life. In 2012, we will continue to strengthen our relations with the community in order to propose innovative approaches, which are locally relevant and culturally appropriate; these are the core values in our programme delivery. We will also raise the profile of AEA in the region by organizing various campaigns to promote education for all, as well as raising funds in the regions with corporate and institutional donors. Additionally, staff capacity building and on-the-job training are always vital to build staff competency.

The 11 orientations adopted by the 3rd ETG and the 1st congress is our base document to continue building the Global Development Plan (GDP) for the next five years. Our Regional Strategic Plan for 2013+2015 will be developed in 2012 in link with the PGD, with close consultation with each country, in order to define a clear road map to advance AEA’s progress in the region by 2015.
Design
Mr. Ronald NHIM

Photo Credits
Mr. Nguyen Vu DOAN
Mr. Prasith CHIN
Ms. Chenda SAY
Ms. Kangqi CHENG
Ms. Shirley YAU
Mr. Lou MAHATHILAH
Mrs. Sandrine ASSOULINE

Contact Us
AEA International Head Office
Rue des Paquis, 11 - 1201
Geneve - Suisse
Tel: (41) 22 716 52 10

Regional office
PO Box 1370, #29, Street 294, Sangkat Tonle Bassac, Khan Chamkarmon, Phnom Penh, Cambodia
Tel: (855) 23 221 940/220 940
www.aea-sea.org

AEA Cambodia
PO Box 1370, #29, Street 294, Sangkat Tonle Bassac, Khan Chamkarmon, Phnom Penh, Cambodia
Tel: (855) 23 221 940/220 940

AEA Hong Kong
Unit D, 1/F, Yue Xiu Industrial Building, 87 Hung To Road, Kwun Tong, Kowloon.
Tel: (852) 2815 3834
Fax: (852) 2815 3870
www.aea-ea.org.hk

AEA Laos
318/1, Unit 025, Sibounheung Road, Chanthaboury District, Vientiane Capital Lao PDR
Tel: (856) 21 265 925

AEA Vietnam
Nha Trang Address: KA 57, Cu Lao Thuong, Vinh Tho, Nha Trang, Khanh Hoa
Tel: (84) 58 3 838 881
Hanoi Address: 4th floor, 8 Hang Thanh, Ba Dinh, Ha Noi
Tel: (84) 4 3 9 275 031

Approved by the French Ministry of Education / Actions carried out in more than 10,000 schools with more than 2 millions children / 832 employees / 63000 sponsors and regular donors / 650 volunteers / 106 projects in 22 countries / Budget: 32 millions Euros / Classified as being of public interest.