ANNUAL REPORT 2010

Aide et Action International South East Asia & China

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Cambodia & Regional Office, 14 staff
Projects:
  1. Center of Education for All
  2. Development of a literate environment to improve the quality of education
  3. Integrating parenting education in pre-school programmes
  4. Schooling of deaf or blind children in Cambodia

China & Hong Kong SAR, 8 staff
Projects:
  1. Illiterate Women Network and Development Strategy
  2. New Life summer camps project in earthquake-affected areas
  3. Pre-school education in Dongma village center, Sichuan province
  4. Volunteers’ education for a post-emergency response
  5. Women literacy class and training of literacy teachers

Laos, 9 staff
Projects:
  1. Schooling of street children in Vientiane
  2. Reading promotion and preprimary education

Myanmar, 1 staff
Project:
  1. Initiative for raising the quality of education in Shan state

Vietnam, 7 staff
Projects:
  1. Early Childhood Care for the minorities in Susi Cat
  2. Early Childhood Care in Phu Luong, Thai Nguyen province
  3. Reading rooms in Phu Yen
  4. Socio-educational and sanitary support for minorities in Dien Khan

Observatory
  Countries refer to regions where we are examining opportunities for developing projects and fund raising activities.
  Intervention countries refer to territories where Aide et Action operates and where we develop projects and organize fund raising activities.
Foreword

It is my pleasure and honour to present to you this first Regional Annual Report of Aide et Action International, South East Asia and China (AÉAI-SEA & China) for 2010. The year 2010 was a year of transition. It was the year when the economic crisis hit the world the hardest. Developing countries, including many countries in Southeast Asia, face the enormous challenge of ensuring equitable access to quality education with demonstrable results, in the context of deepening globalisation and increasing international competition. They must simultaneously meet the goals of Education For All and the Millennium Development Goals at the basic education level.

This first regional report highlights the major activities undertaken, as well as the achievements realized and challenges encountered by AÉAI-SEA & China in 2010. We are proud of this performance and hope to continue in the same spirit for many years to come, bringing education and progress to the most vulnerable children and adults alike.

In Vietnam, the provincial authorities of Khanh Hoa consider our project with minority communities as a model to be replicated in other areas. In Laos, the project implemented with Phexam Mit is the first initiative in the country addressing the needs of street children by providing both an education and the support to reintegrate their societies. Other equally important initiatives include the leading role AÉAI took in major educational advocacy events, for instance, the worldwide celebrated World Teachers’ Day in the beginning of October. This event attracted the participation of many students to pay tribute to their beloved teachers. It also came as a reminder to the government of Cambodia and key actors of the importance of investing in and supporting teachers for quality education.

For AÉAI-SEA & China, 2010 was also a year of recognition for our advocacy work. AÉAI-Vietnam honorably received a special Acknowledgment from the Vietnam Union of Friendship Organizations for “its significant contributions to poverty reduction and development in Vietnam” during an awarding ceremony recognizing the value of the contributions of INUDs in Vietnam organized in November 2010. On the occasion of the launching of the National Disability Law in June 2010, AÉAI-Cambodia received a Gold Medal of Working from the Royal Government for its outstanding contribution to the rights of persons living with disability. In October, our Hong Kong unit organized AÉAI-SEA & China’s first public fundraising event, “Paint Against Women’s Illiteracy”, which contributed to raise public awareness about the inequalities in access to education, and the need to come together to build a world where education is free and accessible to all.

The year 2011 will mark an important year for Aide et Action International as we will reach the organisation’s 30th anniversary. Looking to the future, in the next cycle of our work plans or the Convention of Objectives 2012-2014, we hope to be more visible in international arenas where we can showcase our work, build more networks with organisations working in the field of education as well as advocate the goals of Education for All.

Representing the voice of persons who have no access to education, we take this privilege to thank our dedicated donors, sponsors, partner organisations, government ministries, and individuals that played their part in the progress and success of all organisational programmes. We would also like to express our sincere gratitude to our advisors and volunteers for their continued collaboration and guidance. My special thanks go to all the dedicated staff who helped to make this happen.

We hope that you find the report informative and of great interest.

Ponwat Tepanart
Regional Director
Aide et Action International South East Asia & China

Aide et Action International

Aide et Action International (AÉAI) is an international organization, headquartered in Geneva, Switzerland. AÉAI began its programs in India in 1981; in 2010 AÉAI implemented over 100 projects in 22 countries. Their actions are developed by more than 600 staff and thousands of volunteers around the world.

AÉAI started working in Southeast Asia in 2003, first in Cambodia and later extending its programmes to Vietnam, Laos, Myanmar and China through both partnerships and direct implementation with local stakeholders (NGOs, governments, communities). AÉAI believes in the universal right to a quality education and bases each intervention around this ethos.

Education changes the world

In 2010, 67 million children did not have access to primary education. The children who are excluded are from the most vulnerable and discriminated groups: girls, children with a disability, children from minority groups, children in remote rural areas and the poorest classes. Education has a direct impact on development at both individual and community level. It is a level for improving health outcomes and democratic participation, to fight against discriminations and to enhance growth. Beyond those effects, education is a fundamental human right enshrined in the Universal Declaration of Human Rights. As any human right, it has to be defended and extended to every individual.

Vision

AÉAI envisions a world where quality education will be accessible to all as the basic for mutual understanding, personal empowerment, and equitable societies throughout the world.

Values

Our engagement and activities are founded in the values of liberty, respect, solidarity, equity and integrity. We share these values with all employees and partners of the organisation.

Commitments

- To act on grassroots, national and regional/international levels
- To sustain the projects via local, national or regional scales
- To innovate and propose educational alternatives with local stakeholders and the whole educational community
- To evaluate our interventions in order to measure our impact
- To spread our best practices through the support, the advising and the training of our partners
Cambodia is moving towards economic development, several decades after isolation and conflict devastated much of the country’s physical, social and human capital. Much has been achieved since the signing of the 1991 Paris Peace Accord and Cambodia has made important progress in ensuring peace and security, and rebuilding institutions.

In recent years, the education sector has become a strong focus of reform through the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP) implemented by the Ministry of Education, Youth and Sport. The policies and strategies raised in the ESP and ESSP are progressively being implemented under close cooperation with the development partners, such as AEAI-SEA, at an encouraging pace.

Aide et Action began its programs in Cambodia in 2002, and has contributed to the rebuilding of the education system in Cambodia. Our areas of expertise include deploying educational strategies to reach marginalized children, providing trainings to improve the quality of teaching and learning, promoting early childhood care and education, and advocating to the government for the promotion of the teachers’ status in society. Our programs combine the use of diverse approaches to act on grassroots, national and regional/international levels. This helps sustain the projects via local and national scaling, and to innovate and propose educational alternatives in close collaboration with partners, stakeholders and the whole educational community.

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

Duration: 2005 - 2010 Budget: 2010: 518,155 euros Partner: Sipar (Soutien à Initiative Privée pour l'Aide à la Reconstructtion des pays du sud-est asiatique)

The project aimed at improving the quality and efficiency of primary education as well as reducing illiteracy through the development of a reading culture. Developing a literate environment requires providing the infrastructures, resources and materials that encourage learning activities and especially reading. This program is still ill highly relevant in the Cambodian context, given the harsh history of the country, which saw the link to knowledge devasted by years of conflicts.

This partnership project between Sipar and AEAI-Cambodia with financial support from the European Commission focuses on supporting commune councils to sustain and manage 40 Centers of Education for All (CEFA) at commune level throughout Cambodia. CEFA are firstly community libraries, but also spaces for non-formal education which provide learning and teaching resources, including textbooks, life skills materials, literature and novels, cultural magazines and educational games, to the whole community. 32 school libraries were established with 2000 books made available in each library. In addition, 7 mobile libraries visited 75 sites benefiting to some 13,000 children, teenagers and adults in the outskirts of Phnom Penh and nearby provinces. At the 18 Teacher Training Centers, 6900 students were trained and benefited from the module on library use in their curriculum during those years. The development of national standards for school libraries, supported by high ownership on the government’s side, is also a key for strong sustainability at the institutional level.

Capitalizing on the resources and the success of this project, AEAI-Cambodia, Sipar and the Provincial Councils of Prey Veng and Kratie with co-financial support from EU will launch a 3-year project in 2011 to enhance CEFA’s role in 18 communes as a tool for community development by engaging with the most marginalized and vulnerable populations in the community.

Expression of student about the library

Srey Neang is a 12 years old girl studying in grade 6 in Vheav Sour Primary school.

"I like reading very much as it brings me a lot of knowledge. That’s a reason I go to the Center of Education for All very often. At the CEFA, I can find a lot of books and educational games which are so important for my studies. In addition, I can read the tales which are inspiring. I love the center for education for all." Srey Neang said. "For me, education is very important as it will allow me to get a suitable job and to help my family. My mother told me that she has never been educated, and therefore she is illiterate. It is hard for her to earn money to send me to school. However, she never complains as she wants me to continue my studies until the higher level. Now, I can help my parents and neighbors to read books, announcements and magazines... Sometimes, I explain to them about the serious diseases such as malaria and HIV and also the laws on domestic violence."
Illiterate Women Intellectual Network and Development Strategy

Duration: 2008 - 2015
Budget 2010: 39,804 euros
Partner: Beijing Cultural development Center for Rural Women, Research and Technology Center of Literacy Education

Despite the ambitious objectives the international community set for itself in 2000 during the Education For All Forum in Dakar and the Millennium Summit, girls and women remain the main sections of the population that are excluded from education. The goal of this project, which started in October 2008, is to find development strategies for illiterate women to cope with risks associated with the globalization process in China. As well as providing literacy classes to rural women, the project is establishing a network of members from NGOs, grassroots communities, researchers, governments. This network, focused on gender and literacy, will consolidate strategies and findings on relevant issues including NGO and government policies. The organization of salons, workshops, research and field visits, all contribute to raising the awareness of both the general public and policy makers on women literacy issues. The network has also enabled the development and testing of pedagogical materials.

In 2010, three literacy classes were opened for rural illiterate women, totalling 10 women reached by the literacy program. These women learnt how to read and write, and developed knowledge and skills related to agriculture, health, child care, family livelihood... In the process, they also gained in self-dignity and self confidence. Five voluntary researchers were trained and completed their research in the field. Their research was focused on women literacy issues, multi-programme action model in women empowerment work, women literacy education in migration... Publication of the findings is underway, and the results will be presented during a workshop in October 2011.

In the coming year, AEAI-China will also focus on literacy teacher training and the completion of a pedagogical handbook for teachers.

The story of one of these women

Because of poverty and gender discrimination, Luo Xiangying has never received any formal education. Having experienced the hardships caused by illiteracy, she tried her best to support her daughter’s studies. The success of her daughter, who graduated from Sichuan University and is now working in Shanghai, led her to join in the women literacy classes last year. It is difficult for a middle-aged illiterate woman to study writing and reading. Fortunately, her husband gave her strong support and even helped her at home.

With encouragement from teachers and friends, she learnt fast. When the classes ended, she was able to write and read her name and some simple Chinese characters. When we visited her home 3 months after the class, she told us she desires to study and will never give up learning. “Learning makes me happy!”
Hong Kong SAR

Established in 2009, the Hong Kong office’s task is to raise the visibility of AEAI and build awareness of AEAI’s projects in China, as well as to develop resources to fund current and new projects in the region. Such activities target not only the general public, but also corporations, universities and foundations.

Paint Against Women’s Illiteracy Charity Fun Day

AEAI Hong Kong’s first public fundraising event was named “Paint Against Women’s Illiteracy”. The Charity Fun Day was held on October 10, 2010 at CityWalk shopping mall, Tsuen Wan, Hong Kong. Participants included donors, volunteers, partner companies, university students, children and their parents. Hong Kong’s well known actress Ms. Tse Suet-sum and her daughter Ka-wing, attended the event as the ‘Fight against Illiteracy’ ambassadors. They officiated the opening of the ceremony and made an appeal to the public and to the press present at the event. The results are encouraging, at the peak hour, around 380 people participated in the event and up to 100 volunteers were mobilized to support the event management and performance. The event was widely covered by the media to further increase public awareness.

Volunteer trip

Street Marketing

The first volunteer team to visit the Women Literacy Class in Guizhou province, China was organized in August. A team of 10 people, including AEAI Hong Kong staff visited several villages in the county of Lou Dian. Participants got the opportunity to talk to project beneficiaries, understand the living conditions of the women students and interact with the volunteer teachers and some local Government officials. The volunteers gave valuable feedback to AEAI in terms of experience sharing for our newsletter, referral of corporate donors and also for the arrangement of new volunteer team visits to other projects in China.

Street Marketing activities in Hong Kong have been running on a daily base since March 2010. The fund-raising representatives of AEAI work at different locations each day to talk to potential donors via face to face, direct dialogue. Such activities help to build a group of stable, regular donors. So far more than 200 regular donors were recruited. It also creates an effective communication channel to introduce our work to the public.
Laos

Reading promotion and preprimary education in Laos

Theme: Access to Quality Education Early Childhood Care and Education

Beneficiaries: 2750 children, 10,000 adults

During the last decade, the Lao People’s Democratic Republic (Lao PDR), one of the poorest countries in Southeast Asia, has made advances in several areas, including economic and educational growth. Nevertheless, the education sector remains inadequately managed, under-financed, and under-professionalized. Most children acquire some schooling but attendance is sporadic. The quality of instruction tends to be poor, and nearly half of those who enter do not complete the primary cycle.

Major national policies give key priority to improving the quality and access to basic education and health services, supporting employment and income-generating activities, thereby strengthening social safety net coverage. The Ministry is keen to have a balanced approach to education sector development to ensure that investment in the national education system is national, uniform and even.

Education for disadvantaged people, access to quality education, and early childhood care have been the main focuses of AEAI since its implantation in Lao PDR in 2004. By being involved in joint efforts with local organizations and working closely with the Ministry of Education, AEAI is able to reach areas and people that it otherwise would not have reached.

AEAI has been running the Reading Promotion and Preprimary Education Project since 2009 in partnership with the Ministry of Education. The overall goal of the project is to improve the quality of primary education through reading, and prepare 5 year old children for the first year of primary school. The project involves the participation of children, parents, educators and the community as a whole in two provinces.

The project invests in the renovation of existing classrooms to be used as reading rooms and preprimary classrooms, and equips them with teaching-learning and reading materials. Training on the use and management of library is conducted for the new project school staffs. Systematic and innovative library activities such as reading, playing games, telling stories, healthy competitions, and quizzes are organized.

In 2010, the activities were extended to 8 new schools totaling to 32 the number of schools reached by the project. A total of 2748 pupils benefited from reading promotion activities and preprimary activities, and 50 teachers received training on the use of the curriculum and in early childhood care and education. Technical and skills trainings also provide the teachers and the village leader specific knowledge on organizing preprimary classes and disseminating early childhood care messages across the community.

In 2011 the project plans to extend its activities to four more schools in Oudomxay and another four in Champassak.

Nadihkh Kiokham is a preparimary teacher

“My name is Nadihkh Kiokham. I graduated from the Teacher’s Training College for Preprimary Education in Champassak province in 2007. I started to work for the reading promotion and preprimary education project in 2009 at the school of Nalane village. I was trained by the project on using the early childhood care and education curriculum, on producing learning materials and on parenting. I have been teaching five year old children using all the valuable teaching and learning materials provided by the project. As a result I have improved my teaching methods a lot. The lessons have become more interesting, engaging and entertaining. The children like to come to class, and therefor they are incentized to remain in school. Their parents are happy and send more children to our class.”
Myanmar

Myanmar has been suffering from civil unrest since its independence from Britain in 1948. According to the United Nations Human Development Report 2010, Myanmar ranks the lowest in South East Asian countries on the Human Development Index (HDI). For the first time in 20 years, the country organised its national election on the 7th November 2010 without the participation of the biggest opposition party, the National League for Democracy led by Aung San Su Kyi, and the election results favours the party backed-up by the junta.

Children often drop out of school in order to scavenge for shelter and food. According to the Watchlist on Armed Children and Conflict, Burmese forces have occupied educational facilities for military purposes, recruited teachers and students for forced labour, and planted landmines close to or on the paths to schools. Through the help of Ethnic Literature and Culture Committees, and Christian and Buddhist faith groups working on basic and adult literacy, the literacy rates in Myanmar have risen to 91.9% and net enrolment to 97% nationwide. However, only 6% of children nationwide enrol in pre-primary education. The dropout rate is extraordinarily high at 26.1% at primary level, and only 49.3% of children continue to secondary school. In total, only 16.6% of the population has been to secondary school.

AEAI has been working in Myanmar since 2005 under observatory status as it is extremely difficult for NGOs to get agreement from the government to work in the territory.

Initiative for raising the quality of education in Shan state

Duration: 2005-2010  
Budget 2010: 23,644 euros  
Partner: Rural Development Society Cooperative

Theme:
Access to Quality Education

Beneficiaries:
730 children, 1500 adults

Since 2005, AEAI has been working in partnership with the Rural Development Society Cooperative (RDS) in Kalaw township, southern Shan state. The project aims to provide access to quality education for students, pre-primary children and parents through Community Learning Centres with the long term goal of supporting local development organisations to become more accountable to the people they work with, and develop and maintain self-reliance among local communities affected by lack of access to quality education. In 2010, there were 415 children library users, and 125 children actively participating in cultural showcases such as songs, dance and story-telling in 5 villages.

In the future, AEAI will continue to support targeted villages in formal and non-formal education, by using a partnership strategy with two key objectives: build the capacity of development partners, and strengthen the network with relevant NGOs and donors on advocacy on access to quality education. In 2011, AEAI will start a new partnership with Banmao Local Development Organisation for a Community Library and ELCLE centre in Mya Le village, on Ayeyarwaddy River bank in Banmao township.

Naw Ei Ei Brown is one of the library managers from our partner RDS.

“I have been working for RDS since 2005 as a general officer and field staff. After being trained by AEAI and SIMAR in 2007 in Cambodia, as well as participating in skill exchange between the three organisations, I was promoted as Library Manager in 2008. Since then I have been in charge of books acquisition, opening the library, supervision, training of individual librarians and report writing. At the beginning most villagers reacted in a slightly resentful way to the introduction of village libraries. But by talking to the villagers and explaining the concept behind the village libraries, they finally showed enthusiasm. The library is not only serving as a reading space but also being used as informal meeting spaces by the villagers. Today after three years as Library Manager, I have great pleasure in being approached from time to time by villagers who tell me about the libraries in some neighbouring village of theirs and asking me if they will get one soon in their own village. This has been a most enriching experience from which I will certainly draw more benefits for the future.”
Vietnam

Despite the Vietnamese government’s and local authorities’ efforts to develop and improve the educational situation, Vietnam still faces many issues related to education access and quality such as poor teacher qualification, lack of adequate teaching materials, lack of indoor and outdoor equipments and toys for children, poor and insufficient infrastructures, difficult school access in rural areas, low enrolment rates, etc. The National Education For All Action Plan 2003-2015 confirms the willingness of the government to achieve the EFA goals, giving priority to ethnic minorities and disadvantaged children.

AEAI started its first intervention in Vietnam in 2004 in partnership with local and national government bodies in Khanh Hoa province and with the Phu Yen’s Union of Friendship Organizations in Phu Yen province in 2006. Since 2008, AEAI Vietnam has expanded its activities to the north of the country, in Thai Nguyen province. To respond to the education needs in Vietnam, AEAI has the ambition to mobilize all stakeholders (government, population, families, schools and children...) to improve the quality of education and ensure access for the disadvantaged children.

Socio-educational and sanitary support to minorities in Dien Khan


In Khanh Hoa province, the marginalization of minority children from primary education is accompanied by poor health and low social cohesion. Before the project was implemented, in most minority-populated communes of Khanh Hoa, enrolment did not reach 50% on average among primary aged children. The most excluded groups were composed of minority children. A lack of effective support by the school, poor teaching and learning methodologies, family financial conditions, and heavy home workload are the main reasons for minority children not attending, not enrolling or dropping out of school. The main objective is to prevent the marginalization of ethnic minority children in Dien Khanh district by improving the school conditions and hygiene at community level. A number of activities have been implemented to respond to needs identified in three areas: education, health, and socio-economic integration.

In 2010, 420 minority children attended school on a full day basis (in Vietnam, children usually attend only half-days) and were regularly evaluated. They also benefited from healthy, balanced meals at school as well as health education in class and health follow-ups. 400 families were visited by the social workers trained for this project, thereby extending awareness of the whole family on the importance of education and hygiene.

2011 will be the disengagement period as the project will end with the school year. The main challenge will be to mobilize the community to take charge of the maintenance and financing of the activities.

The minority project seen by a sponsor of AEAI

Cécile Cunto has been a sponsor of AEAI for 3 years. She visited Southeast Asia in October and November to understand better the projects of AEAI in this region.

I visited the villages of Suoi Tien, Suoi Cat and Tan Dien, three communes in the province of Khanh Hoa, near Nha Trang city. I met the school principals who described the beneficial effects of the project and the difficulties encountered. Minority children are more socially integrated; they learn Vietnamese and are in regular classes. Minority language terms are promoted, their educational level is greatly improved.

They enjoy a rich meal for lunch so they can stay all day at school instead of a half-day. Their health is much improved; it is sometimes their only balanced meal of the day. They learn good habits (washing hands, brushing teeth, take a nap) and participate in the distribution of meals. The children, more motivated and more dynamic, are aware that education is an opportunity and are gradually changing the mindset of parents about the importance of schooling for their children and their health.
Networking with corporations

Intel Corporation is a leading manufacturer of computers, networking and communications products. As a socially responsible enterprise, Intel supports charity work and encourages volunteering in China. AEAI-China was invited to their charity event in January to present its work and also broaden its knowledge of event organizing.

Domestic violence in Cambodia

Publication in ARNEC’s February newsletter of an article on domestic violence written by AEAI-SEA & China’s education adviser on Early Childhood Care and Education. This article gives an account of the issues discussed during a December 2009 forum organized within the framework of the partnership between AEAI-Cambodia and New Humanity. ARNEC Asia Pacific Regional Network for Early Childhood is a cross-sector network, covering 47 countries, established to advance the commitment and investment in early childhood.

International Women’s Day

To celebrate Women’s Day, on the 8th of March, AEAI-China held a “Focus on Gender” salon attended by participants from 15 NGOs. Ms. Xu Ping, the officer from Shitun Women’s Federation gave a lecture as a gender expert followed by a relaxed discussion on the subject.

Parenting education in Laos

AEAI-Laos participated in a workshop organized by the Ministry of Education in collaboration with Plan International in Vientiane on the 12th and 13th of April 2010. The topic was “Parenting and simple educational materials for preprimary class”.

A cartoon storybook for the post-emergency project

Based on the experiences of volunteers working on the post-earthquake emergency project in China, a cartoon storybook was printed in May for the second anniversary of the earthquake. Edited as light literature attractive to youth, this publication is a capitalization on the project: each story relates to the real situation of volunteers’ work and spirit.

Reading promotion and Preprimary Education projects on Lao National TV

Lao national television invited AEAI-Laos and the Ministry of Education to participate in a 30 minutes TV talk show in June to discuss the preprimary and primary education policies as well as the reading promotion and preprimary education project’s achievements in Oudomxay and Champassak provinces.

Myanmar to discuss strategies for the Mekong basin development

The programme coordinator of AEAI Myanmar was invited to participate in the 3rd Regional Stakeholder Forum on the Mekong Basin Development Plan with the topic “Decoding the Development Scenarios and Strategy for Basin Development” in July in Vientiane, Laos.

Increasing the enrolment rate

In August, AEAI-Cambodia and its partner NEP, NGO Education Partnership prepared the enrolment campaign for the new school year. Door-to-door communication with teachers and families helped to inform parents and maintain a good relationship between school staff and the community.

Education For All - Reaching the Marginalized

In September, AEAI-Laos attended the presentation workshop on the launch of the Education For All Global Monitoring Report 2010 “Reaching the Marginalized” organized by the Ministry of Education in collaboration with UNESCO.

Recovery begins with teachers

AEAI-Cambodia and its partners organized on the 5th of October 2010 the World Teacher’s Day on the theme “Recovery begins with Teachers”: 17 events in remote public schools and 10 radio talk shows were organized to celebrate the work of teachers.

Internet exchange on education

This event was organized by AEAI-Cambodia between the 13th and 21st of November. It allowed children from the project of “Schooling for deaf or blind children” and primary pupils of Canfont (France) to exchange, in order to gain a better understanding of sustainable development and its relationship to children’s rights to education. It was also a great moment to build strong ties between education associations and young students in western countries, and engaged them in actions of sponsorship to develop education in developing countries.

Competition on childcare knowledge and skills

On December 23rd, a competition for parents was held in Thai Nguyen by AEAI-Vietnam. This competition was organized in four communes where AEAI implemented the “Family school” project. This competition was a very good opportunity to advocate on topics that the project is working on such as prevention of accidents for children, nutrition, hygiene and child care to a large public.
Preparation of Financial Statements

The financial statements for the year 2010 have been drawn up in conformity with regulation No. 99.01 (French Law) on the modalities of establishing the annual financial statements of associations and Regulation No. 99.03 on the rewriting of the French charts of accounts, declared by the Comité de la Réglementation Comptable (CRC – Accounts Regulations Committee). The Financial Statements of AEAI Hong Kong with juridical status registered under Hong Kong Inland Revenue Department, are consolidated with AEAI France under special conditions. The statements are audited by Ernst & Young (E&Y) Cambodia under AEAI audit scope followed by Deloitte Audit’s institutions from E&Y Paris in accordance with International Auditing Standards (IAS), apart from Hong Kong’s statement which is audited by TAM, Au & Co. with internal clearance to E&Y Paris under AEAI France.

Statements of Expenditures

Following the accrual basis system, the expenditure is classified as a profit and loss statement according to the activity to which it relates. Direct costs, including project base activities, project research, study, monitoring and evaluation and direct attributable salaries, are allocated on an actual basis. Indirect costs (support costs), which include central functions such as general management and coordination, finance, communications and advocacy, resources mobilization, human resources and other costs, are allocated between activities on a proportional basis to the number of projects and timing.

Expenditures by theme (Euro) 2010 2009

<table>
<thead>
<tr>
<th>Theme</th>
<th>2010</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>Access to Quality Education</td>
<td>654,957</td>
<td>645,863</td>
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<tr>
<td>Inclusive Education</td>
<td>211,211</td>
<td>197,522</td>
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<td>Early Childhood Care Education</td>
<td>121,799</td>
<td>167,144</td>
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<tr>
<td>Education for Girls and Women</td>
<td>510,878</td>
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<tr>
<td>Emergency and Post -Emergency</td>
<td>67,487</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,114,332</td>
<td>1,103,046</td>
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Expenditures by country (Euro) 2010 2009

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<th>Country</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>691,260</td>
<td>653,486</td>
</tr>
<tr>
<td>Vietnam</td>
<td>97,838</td>
<td>162,061</td>
</tr>
<tr>
<td>Laos</td>
<td>164,981</td>
<td>169,888</td>
</tr>
<tr>
<td>China</td>
<td>146,705</td>
<td>146,203</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>282,733</td>
<td>159,497</td>
</tr>
<tr>
<td>Myanmar</td>
<td>13,054</td>
<td>21,379</td>
</tr>
<tr>
<td>Regional Development</td>
<td>25,671</td>
<td>32,866</td>
</tr>
<tr>
<td>Regional Direction</td>
<td>64,144</td>
<td>110,444</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,440,428</td>
<td>1,406,075</td>
</tr>
</tbody>
</table>

Source of funds:

AEAI SEA & China receives funds from a wide variety of sources including sponsors, foundations, institutional donors (European Union and Australian Red Cross) and companies through the head office and fundraising offices in France, Switzerland, Hong Kong and local collection.

Sponsorship:

Individual sponsorship is the association’s primary source of funds. This form of support benefits not just the sponsored children and their school but their entire community. The sponsored children do however play an essential part; they are the “ambassadors” of their school from the point of view of the sponsors.

Number of sponsors by project in December 2010

- Center of Education
  - Fun All (Cambodia) 275sp
- Minority Children (Vietnam) 303sp
- Deaf and Blind Children (Cambodia) 413sp
- Street Children (Laos) 622sp
- Reading Promotion (Laos) 229sp
2010 Partners

- NEW HUMANITY
- SIPAR
- 荒原生态文化社
- Sichuan Academy of Social Science
- 慈善妇女

Aide et Action International

Presence and Focus Area in 2010

Aide et Action International
Rue des Paquis, 11 1201 Genève (Suisse)
Tel: +41 22 716 52 10 - www.aide-et-action.org

Approved by the French Ministry of Education / Actions carried out in more than 10,000 schools with more than 2 million children / 632 employees / 4200 sponsors and regular donors / 106 volunteers / 736 projects in 22 countries / Budget: 32 millions Euros / Classified as being of public interest.