AEAI 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). AEAI believes in the universal right to a quality education and bases each intervention around this ethos.

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

AEAI’s mission is to advance the cause of "Education for all", especially primary education, for vulnerable populations whose fundamental right to education is not respected or is in jeopardy to enable them to choose their future freely.
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Dear Friends,

It is our strong belief that every child, no matter where they were born or what circumstances they were born into, deserves to receive a quality education which can allow them to perform at their full potential. Within this belief, marginalized children are at the core of this initiative.

The Aide et Action International South East Asia and China (AEAI-SEA & China) team is pleased to present the 2012 Regional Annual Report. We feel honoured to be able to direct and contribute to an organization which has successfully worked towards sustainable development in the field of education for more than 30 years. Under this theme, we have remained dedicated to achieving AEA’s vision of universal access to quality education through the implementation of participatory and empowering field programmes.

This year AEAI’s efforts have continued to evolve in order to further meet the needs of our stakeholders through sustainable education programming. In consolidation of our achievements over the past ten years in Cambodia, AEAI was awarded the prestigious Sereivath development medal (medal of honour) from the Royal Government of Cambodia. Our disaster prevention programme in China was successfully completed resulting in a number of books and publications on safety education training, with primary and middle school safety education materials distributed and used by more than 50 schools in China. Also, the official permit of our China country programmes is marked as a significant step allowing AEA to solicit funding from Chinese donors and conduct influential advocacy events. In Laos, more than 30 schools were renovated and furnished, creating a child-friendly learning environment. Additionally, with the attempt to improve ECCE programming, 980 teachers and education professionals improved their abilities in Lao PDR, Vietnam, Cambodia and China. In 2013 the team will continue to dedicate themselves to capitalizing on the organizations past successes and lessons learned in order to continue to improve and expand our efforts in collaborating with the most marginalized and vulnerable populations in the region.

We would like to extend our thanks to our donors and partners whose financial, technical and implementing support continue to allow our programmes to expand to meet the development needs of the local people. Also our heartfelt thanks goes to our staff throughout the region, whose dedication and hard work has paved the way for AEAI – SEA & China’s continued success in its initiatives. Our thanks also goes to our volunteers; your commitment and efforts put forth in fundraising, promotion, advocacy and field level volunteerism is an inspiration to the entire team, and we truly admire your dedication to enhancing the sustainability of our programming. Last but not least, we wish to extend our thanks to the AEAI-SEA & China Regional Board who has dedicated their time and energy in helping us meet our development objectives and evolve.

Please join us in supporting AEAI’s efforts!
Reaching the marginalized!

Education is fundamental to an individual’s development and growth. However, the exclusion of marginalized populations from attaining education results from various socio-economic stigmas and barriers, these include but are not limited to: ethnicity or racial bias, gender bias, poverty, health, social status, geographic isolation, disability, etc. Our initiatives seek to reduce these barriers to child enrolment, attendance and educational achievement, therefore fulfilling children’s right to education and putting them on the path towards success.

In 2012 four projects were successfully completed and transitioned into the hand of local stakeholders, in accordance with AEAI’s planned timeframes. During the past year an additional six new projects were launched, with major funding gained from institutional donors, foundations and Hong Kong charity trip fundraising. AEAI also successfully expanded our efforts into programmes addressing migration, a new area of programme intervention, and undertook our first ever donor funded research publication in Cambodia, which successfully identified barriers and recommendations for employment and livelihoods opportunities for persons with disabilities.

Overall the total impact of AEAI’s 2012 efforts include:

<table>
<thead>
<tr>
<th>Direct and indirect stakeholder engaged</th>
<th>Cambodia</th>
<th>China</th>
<th>Laos</th>
<th>Vietnam</th>
<th>Myanmar</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>43,245</td>
<td>1,330</td>
<td>10,656</td>
<td>3,865</td>
<td>30</td>
<td>59,126</td>
</tr>
<tr>
<td>Teachers/ Librarians/ Educational authorities/</td>
<td>3,614</td>
<td>103</td>
<td>658</td>
<td>127</td>
<td>10</td>
<td>4,512</td>
</tr>
<tr>
<td>Parents/Adults/Families</td>
<td>125,531</td>
<td>65,101</td>
<td>92,426</td>
<td>53,722</td>
<td>1,020</td>
<td>337,800</td>
</tr>
<tr>
<td>School/Centres</td>
<td>277</td>
<td>12</td>
<td>150</td>
<td>9</td>
<td>1</td>
<td>449</td>
</tr>
</tbody>
</table>
Regional Highlights

In recent years the region has seen significant economic and developmental growth; this can be seen through the following: public and private investment continues to rise, China continues to perform as an economic leader in the region and is also leading the way in research and development, and East Asia and the Pacific continues to act as the leading international trader among all developing regions globally (World Bank, 2012). Furthermore, the 2015 ASEAN Economic Community (AEC) is also set to bring a new decade of socio-economic development, growth and change to the region.

Despite positive developmental and economic progress in the region, development challenges persist, particularly in the areas of equality and education. Many children are denied access to education because of gender, ethnicity, disability and/or socio-economic status. Furthermore, despite economic progress, poverty is still highly prevalent throughout the region, with rural and minority areas the most disproportionately affected; currently 21 percent of South East Asia’s population lives below poverty line, with 13 percent (173 million) of China’s population living in extreme poverty (less than US$ 1.25/day [PPP]). Effects of poverty have significantly negative impacts on educational attainment as well as health, nutrition and access to clean water, resulting in multiple interrelated developmental challenges.

AEAI sees education as a basic human right, no matter what a child’s ethnicity, gender or economic status may be. Therefore, in collaboration with local implementers and government counterparts, AEAI is determined to address education 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. In 2012, AEAI continued its efforts in: Cambodia, China, Lao PDR and Vietnam, with Thailand and Myanmar currently acting as observatory countries.
Cambodia has faced many challenges given its recent history of conflict and loss of human resources; however the country has made significant progress over the past decade, with poverty rates declining from 47 per cent in 1993 to 30 per cent in 2007. Also, the Cambodian Ministry of Education, Youth and Sport continues to implement its Education Strategic Plan 2009-2013.

With this effort, it can be seen that the net enrolment rate from 2012-2013, reached 97 per cent for primary school, an increase of 0.6 percent compared to 2011-2012 (96.4 per cent). However, the completion rate still stands at only 90 per cent for primary, 42 per cent for lower secondary, and 28 percent upper secondary education respectively.

As a result, AEAI and its partners have worked tirelessly for the past 10 years to fill the educational gaps of those who lack access to quality educational services. In 2012 AEAI Cambodia expanded its efforts and instituted programmes in a new region, Kep province; within the region AEAI has supported and implemented the development of community and public early childhood education programming.

Overall in 2012, AEA Cambodia collaborated with 35 direct local partners, benefiting AEAI’s 9 Cambodia implemented programmes. As a result AEAI Cambodia conducted over 10 educational campaigns throughout the country, resulting in increased enrolment, knowledge on children’s rights and rights of persons with disabilities. Furthermore, AEAI Cambodia’s programmes were highlighted over 100 times in the local and international media (TV, newspapers, etc.) and members of AEAI Cambodian’s team were asked to give presentations on varying topics in a number of national and regional events. Finally, in recognition of AEAI’s achievements for the past ten years in Cambodia, AEAI was awarded the prestigious Sereivath development medal (medal of honour) from the Royal Government of Cambodia.

Cambodia

| Education Expenditure (% of GDP): 2.1% |
| HDI Ranking: 139 |
| Literacy: 77.6% |
| GDP per capita (PPP): $2,400 |
| Population: 14,952,665 |
| Population Below Poverty Line: 31% |

Data Source: CIA World Fact Book
Although China is now one of the fastest growing economies in the world, the country still faces many educational challenges, particularly in the rural areas. In 2010, China developed and adopted the National Outline for Medium and Long term Education Reform and Development (2010-2020) which achieved their commitment to raise the 2012 government educational funding budget to 4 percent of GDP.

The reform lays out built-in measures aimed to ensure a successful and smooth reform implementation. The national reform also resolves to cultivate existing and train new teachers, guaranteeing funding over the whole term of education reform, reinforcing education management according to the current law, and conducting pilots to test areas of education reform that require fundamental changes.

AEAI China’s programmes currently focus specifically on vulnerable persons, migrant populations and gender based programming. These programmes address challenges presented due to China’s quick globalization over the past decade and respond to risks resulting from labour migration, urbanization of rural areas, left behind populations, etc. Continuing projects include post-emergency assistance in Sichuan, and developing women’s literacy programmes and a NGO network of actors addressing gender based life skills programme development.

In 2012, AEAI added two new projects to its existing efforts in the country with the implementation of iView, a photo or arts based programme focused on helping rural to urban migrant families increase self-recognition and safe transition into urban settings. Additionally, AEAI added an ECCE and psychosocial support programme for socially vulnerable groups. Furthermore, AEAI has also used volunteer mobilization in its China programmes as means of advocacy or community education, allowing AEAI to further expand its reach.

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China

Education Expenditure (% of GDP): 4.08%
HDI Ranking: 101
Literacy: 92.2%
GDP per capita (PPP): $9,100
Population: 1,343,239,923
Population Below Poverty Line: 13.4%

Data Source: CIA World Fact Book
Stepping into its fourth year, AEAI Hong Kong continued to strive for new means of fundraising whilst continuing to build up its partnerships with corporate donors. Being a locally registered charity organization that raises funds for projects implemented outside of Hong Kong, it is indeed a challenge for AEAI Hong Kong to fundraise amidst many established international NGOs with well-known signature events.

To tackle this challenge, promotion of AEAI’s projects to the public has become crucial as Hong Kong donors are enthusiastic to know how the funds will be used on the ground.

As a result, in 2012, AEA Hong Kong ran its first ever television fundraising programme entitled: “Give Hope through Education,” which was shot in Cambodia. Additionally, volunteer trips to project sites throughout the region have also slowly become one of AEAI’s signature events that have generated positive results. In 2012, three successful charity trips were achieved, this includes: two trips to Cambodia and one trip to Guangxi, China.
The Lao People’s Democratic Republic (Lao PDR), is a landlocked 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).

The implementation of the Laos Education Development Plan 2009 indicates that national educational development has shown substantial progress with the current net enrolment rate in primary school at 92.7 percent. Despite this achievement and Lao’s effort in successfully implementing the National Plan of Action for Education for All, a number of challenges remain. Challenges include disparity in enrolment, repetition, drop-out, and completion rates between males and females, among ethnic groups, non-poor and poor districts, and between urban areas, rural areas with road access, and rural areas with no road access.

Since our programmes’ launch in 2004, AEAI Laos has focused its efforts on the themes of early childhood education, and providing access and quality education to disadvantaged or excluded populations. These efforts are paired with those of local NGO’s and the Ministry of Education and Sport, in order to better reach populations who are most in need of assistance, bring about national reform and capitalize on the progress that has been made.

Currently AEAI is focused on improving school facilities, parent and teacher training, and increasing access to education, through the development of local libraries, the provision of school materials, books, desks, child counselling services for street children, drug prevention programmes, and street child reintegration programmes.
Vietnam has made significant progress in achieving many of its millennium development goals, specifically in the areas of universal primary education and promotion of gender equality and women’s empowerment nationally. However, despite this progress, the country continues to face development challenges, particularly in rural, remote and minority communities.

Specifically high drop-out rates continue to be seen in the Southern provinces, with rates as high as 30 per cent in some locations. Additionally, Vietnam is among one of the countries with the highest malnutrition rates in the world, with 25 per cent of children below the age of 5 years old suffering from malnutrition.

AEAI has worked in Vietnam since 2004 in the areas of education access and quality, education for minority populations, ECCE, literacy and sanitation. In 2012 AEAI focused its efforts specifically on ECCE, within this framework programmes particularly integrated environmental protection, malnutrition and health into the daily programme s.

Vietnam

Education Expenditure (% of GDP): 5.3%
HDI Ranking: 128
Literacy: 94%
GDP per capita (PPP): $3,300
Population: 91,519,289
Population Below Poverty Line: 10.6%

Data Source: CIA World Fact Book
Global thematic actions and projects have been structured under nine areas, of these Aide et Action International South East Asia and China focus on six of these themes, these include: Access and Quality of Education; Inclusive Education; Early Childhood Care and Education; Education of Girls and Women; Emergency and Post Emergency; and Migration. Within these thematic areas of intervention, in 2012 the region implemented new and continued its existing programmes in: Cambodia, China, Lao PDR, Myanmar and Vietnam.

The two largest thematic areas of focus include Access and Quality of Education which makes up 36per cent of AEAI’s regional projects, and Early Childhood Care and Education which makes up 32per cent of the projects implemented. In 2012, a new theme on Migration Education has been introduced to AEAI ‘s activities and in 2013 AEAI is also planning to extend its project activities into the additional thematic area of Vocational Training.
Access and Quality of Education

The Access and Quality of Education thematic focuses specifically on enhancing children and youth’s abilities to receive quality education from trained teachers in adequately equipped learning environments, while working to minimizing those who are excluded from receiving quality educational services, for example because of disability, distance to school, poverty, etc.

While significant progress has been made in the region towards achieving the 2015 Millennium Development Goal of Universal Primary Education; Cambodia, Lao and Myanmar still face many challenges when it comes to education access and quality at all education levels (pre-primary, primary and secondary/high school). Additionally, despite improvements in enrolment rates throughout the region, keeping student in school is the major challenge due to lack of infrastructure, poorly trained teachers, low teacher salaries which reduce teacher commitment, and few programmes are suited to take into consideration the social and economic situation of the country.

Aide et Action International South East Asia and China currently has 6 projects related to Access and Quality of Education. The following section highlights each project’s main 2012 achievements.

<table>
<thead>
<tr>
<th>Components</th>
<th>Direct Stakeholders</th>
<th>Indirect Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>12 926</td>
<td>19 249</td>
</tr>
<tr>
<td>Teachers/Librarians/Educational authorities</td>
<td>656</td>
<td>785</td>
</tr>
<tr>
<td>Parents/Adult/Families</td>
<td>30 556</td>
<td>76 435</td>
</tr>
<tr>
<td>Schools/Centres</td>
<td>95</td>
<td>98</td>
</tr>
</tbody>
</table>

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

Components:

Teaching practices and content; Educational governance; Management of educational systems; Local expertise; Educational environment.

7 projects

Cambodia, Lao PDR and Myanmar

20% of the annual budget
Targeted educational strategies for pro-poor community development

Since 2002, AEAI Cambodia and our partner Soutien à l’Initiative Privée pour l’Aide à la Reconstruction (SIPAR) have been working in the field of reading promotion and literacy by supporting commune councils (local authorities) to implement and manage 43 Centres of Education for All (CEFAs) in 43 different communes.

CEFAs are community libraries which also act as a space for non-formal education which provide learning and teaching resources, including textbooks, life skills materials, literary texts or novels, cultural magazines and educational games, to the entire community. Thanks to the successful implementation of these CEFAs and AEAI’s alignment with the “Cambodian government decentralization reform,” this project has been designed and implemented to enlarge the activities of the CEFAs. Specifically, the project focuses on building the capacities of commune councils in designing, implementing and managing educational development plans and projects. Furthermore, the project aims at providing tailored educational services based on commune needs and constraints, linked with the local and national service providers, resulting in direct capacity building and service provision to 4,950 stakeholders and 26,000 indirect project stakeholders. The project is co-financed by the European Union.

Currently two years into this project, significant achievements have been seen, key 2012 achievements include:

82 commune council members and key actors were trained in conducting surveys and participated in surveying their communities; the development of surveying skills has allowed commune councils to gather reliable data which can be used for planning socio-economic and education services based on community needs;

24 animators and chairpersons increased their Cefa management capacities (i.e. library management systems, coding, etc.) resulting in increased community stakeholder participation and ownership;

Approximately 550 books of 170-180 titles and six educational posters were provided to the CEFAs of each commune with more than 50 student/community members per day using the CEFAs located in schools and more than 15 students/community members per day used the CEFAs located outside of schools;

675 parents participated in parenting education sessions resulting in improved knowledge in child development, nutrition and health, child rights and protection, etc. And 206 children were enrolled in 4 pre-school classes;

10000 community members (adults and children) improved their understanding on socio-economic issues facing the communities, knowledge was specifically gained in regards to gender equality, domestic violence, human rights, HIV/AIDS, dangers of drug use, history and culture;

171 attended torturing classes (these are classes for student with slow learning) during school holiday of which 142 of them passed to the next grade.
Somaly, 9 years old, student of the tutoring class

Before, I had problems following the teacher’s lessons. I could not read and write well, and I could not pass to the next grade level. After attending tutoring classes from 2011-2012, I improved my reading and writing and was able to pass my exams to study at the next grade level. I am very happy as I can now follow the teaching lessons better and keep up with my studies. In the future, I would like to become a teacher; I want to teach the children in my village as I have been taught.
Recovery and reintegration for abused children and children at high risks

Prey Veng is one of the poorest areas in Cambodia; poverty, difficult family situations and domestic violence, are a few of the main reasons which lead children and youth to the streets. Street children are confronted with high risks associated with unstable lifestyles, lack of medical care and inadequate living conditions, chronic illness, sexual violence and sexually transmitted diseases.

Moreover, children and youth living and/or working on the streets are highly vulnerable to various forms of abuse and exploitation; among this population, low education levels remain a major problem and also prove to be a challenge for the youths in gaining decent work.

In response to these issues, AEAI works to support Damnok Teuk Cambodia (DNT) to provide safe shelter to victimized/vulnerable children in a family-like environment and works to reintegrate them into Cambodian society. The centre provides many services to children including: non-formal education, facilitating reintegration into public schools, vocational training, residency centres, life skills training, medical care, psycho-social support, social work and counselling to families.

The 2012 project key achievements include:

- **230 vulnerable children’s parents** improved their awareness on the importance of education and began sending their children to school;

- **173 new children** were enrolled in non-formal education classes (classes cover kindergarten and grades 1-3) and 150 public school reintegrated children received school material to enhance their studies, 150 reintegrated school children passed their exams and passed to the next grade level;

- **400 children** enhanced their awareness in regards to their rights, trafficking, substance abuse, health and HIV/AIDS, resulting in a reduction of youth who are engaged in risky activities;

- **17 public school teachers** and 86 teachers from public schools were tested to ensure that they held a good understanding of child rights, inclusive education and child participation, based on the knowledge gained from trainings they attended;

- **223 community members** are more aware of the risks facing the children in their communities, due to AEAI’s awareness raising activities specifically focused on safety migration, anti-trafficking and drug prevention programmes.
Peng Peung, 12 years old

Before, I never attended school because I worked to help my parents make money. Last year, I met a teacher who convinced my parents to allow me to attend the DNT centre. I attended the non-formal education programme at the centre and next year I will be integrated to the public school. My dream is to attain a higher level of education, so that I can become a high ranking official/soldier to protect my country and to have a good salary which allows me to support my family."
Development of a reading environment to improve the quality of education and literacy in Cambodia

AEAI and its organizational partner Sipar, work together in the field of reading promotion and literacy by supporting the Ministry of Education and schools to develop and extend school libraries and literacy awareness campaigns.

This approach is focused on improving the management of referral libraries, the definition of national standards, the enrichment of libraries with improved diversity of reading materials, the training of librarians and other education officers throughout Cambodia, the creation of new libraries and particularly the creation of a network of different stakeholders to ensure sustainability and facilitate the extension of the project.

In 2012 project key achievements include:

Six provincial referral library were developed allowing rural children and communities to have access to Khmer and English reading materials;

100 school librarians from 12 provinces across the country were trained on the use of the new national training manual allowing them to utilize the skills learned and train an additional 100 provincial librarians (new manuals for school library management were developed in 2012 by the Ministry of Education, the Provincial Education Office and at the National Teacher Training College);

The general public, policies makers and key stakeholders began to fully recognized the importance of reading in Cambodia, this can be seen through impact evaluations and increased participation among stakeholders;

All libraries located in 10 provinces apply the National Library Standards for library management, ensuring that the system is efficient, effective and easily accessible.
LY Leanghy, 17 years old a student at Preah Sihanouk High School, Kampong Cham province

“Before the school library was established, I could not find interesting books to read. The library offers me access to a lot of books that are very important to my education. I can help my parents and my neighbours who are illiterate by reading books and magazines to them. I bring them information and general knowledge through reading, such as law, hygiene, how to prevent malaria, HIV, etc. To me, reading is very important and it inspires me to be an outstanding student so that I can find a good job in the future.”
Reaching the Marginalized: Targeted strategies for advanced educational development

In this project’s target communities, children from rural poor families often miss school or are unable to attend school due to the fact that their families are unable to pay for informal school fees, school supplies and/or school uniforms.

Also, because this project engages marginalized communities, many of the parents engaged in this project have received limited formal education themselves, thus limiting their skills and abilities to overcome the socio-economic hardships faced by their families. In an aim to break the circle of poverty faced by marginalized families through education, AEAI in close collaboration with the Ministry of Education, parents and commune council or local authorities of targeted communes, have developed a collaborative approach to improve education and guarantee free education for marginalized children.

This approach has brought together key stakeholders in capacity building, ensuring the abolition of informal schools fees, providing the materials/educational supplies necessary for school attendance, implementing awareness campaigns to increase enrolment, training educational actors, providing learning and teaching materials, improving infrastructure, improving health and hygiene facilities/practices, and building child-friendly school environments.

In 2012 project key achievements include:

More than **2500** students were benefitted through the upgrade and improvement of 4 schools, this included the addition of sanitation systems (toilets, clean water, hygienic materials and hand-washing areas) and improved outdoor play equipment or environment;

**1200** students were able to regularly attend class from grade 1 to 9 due to the abolition of informal school fees, resulting in reduced family financial constraints and increased the number of poor children who are able to attend school. Also clean drinking water and hygienic materials in every school resulted in diminished child illness and absenteeism;

**36** teachers received and utilized training on student-centred teaching methodologies, self-evaluation, community engagement in education, and child counselling (with specialized training on girls counselling);

**20** teachers received training on improved lesson planning and developed critical thinking skills in identifying lesson objectives and how to best transfer knowledge or skills in ways which better engage various learning styles;

Four school libraries have been upgraded having received new books, shelves, desks, chairs and improved physical appearance or quality, an increasing number of students have been utilizing the school libraries for studying and literacy.
Reading promotion and pre-primary education in Laos

After four years of implementation (2009-2012), AEAI has successfully built the capacities of its local partners, the Lao P.D.R. government and local stakeholders, allowing for this project to be successfully transitioned and completely run locally.

This project successfully worked to improve the quality of primary education through reading promotion and prepared five-year old children with smooth entry into primary school.

This project was successfully completed in mid-2012 and has achieved the following results:

Six educators from the Ministry of Education and Sport, 10 Provincial Education representatives and 20 District Education representatives mastered project management, implementation, and monitoring and evaluation;

20 reading rooms and 20 pre-primary classrooms were renovated and equipped with reading and learning materials, shelves, desks, chairs and improved physical appearance and quality; as a result it has been seen that an increasing number of students have been utilizing the school libraries for study and literacy;

200 teachers improved their teaching quality and capacities in early childhood care and education (ECCE), curriculum planning and library management;

2872 students received ECCE services, resulting in students smoothly transitioning to grade 1;

16,000 villagers were incorporated in project activities including reading promotion, library management, school activities and parenting sessions resulting in enhanced community ownership engagement and value placed on ECCE programming;

Successful transition (managerial and financial) of the project to the Lao PDR government and local actors.
Promoting access and quality education for children

This project is located in Myanmar’s Kachin State, a region which is home to various ethnic minority populations, specifically the Maw Shan and Bamar people. In recent years, tensions between the Kachin Independence Army and Burmese army have continued to escalate, ultimately resulting in the 2011 collapse of state’s 30 year ceasefire agreement.

Due to the unstable situation of the state, many villages are without access to schools, while civil war zones of the state are further affected and lack basic needs such as food, water and shelter.

Over the past two years, this project has focused on the construction of libraries and learning centres for ECCE, as well as building the capacities of local actors including local partners, officials, teachers, parents and communities. Throughout the project, community awareness raising activities were conducted, with the biggest accomplishment of this project having achieved significant community mobilization and cohesion. Furthermore, this is the first project in this region that has included the entire community consisting of varying tribes and minority groups, therefore drawing this diverse community together in one place, under the theme of education.

Major 2012 achievements include:

- The Centre Management Committee has become a capable Community Based Organisation to lead other development activities of the village;
- 60 developed their psychosocial, cognitive and motor skills through various educational games such as memory games through ECCE services; school children also have access to learning materials, including textbooks which can be borrowed their families;
- 10 teachers were provided with teaching materials to improve their lessons; also these teachers teaching capacities were enhanced through teacher training sessions, resulting in effective lesson planning, library management and increased community engagement in ECCE and literacy activities;
- More than 70 ethnic minority villagers were able to access materials in their own language, allowing for language preservation and sharing of their heritage; also out-of-school children and semi-literate adults were able to maintain or improve their literacy skills.
Inclusive Education

While education is a basic human right in which every child deserves access, marginalized children often lack access or are excluded from educational opportunities due to disability, gender, ethnic minority, location, etc. Children with disabilities are especially marginalized, with only an estimation of 2-4 per cent of students with disabilities enrolled in least developed countries such as Cambodia and Laos. Within SE Asia, specifically Cambodia, social stigmas also significantly affect persons with disabilities. According to traditional Buddhist beliefs, it is believed that mental or physical disabilities are a result of bad Karma, due to bad actions in previous lives. Due to this belief, some families are ashamed of disabled children and often neglect them, resulting in further marginalization. Additionally, children categorized as “street children” are also a population who lack access to educational opportunity because of poverty, social stigma and lack of reintegration programmes.

In response to the challenges faced by persons with disabilities, the Cambodian government has enacted and ratified the Law on the Protection and Promotion of the right of Person with Disability in 2009 and ratified the UN Convention On the Rights of Persons with Disabilities in 2012, both of which have proved to be significant steps towards improving the rights and quality of life of persons with disabilities. Yet the implementation of the law and its reinforcement continue to remain limited.

We currently implement four projects dedicated to addressing these issues by focusing on inclusive education for the most marginalized.
Schooling for deaf and blind children in Cambodia

This project was successfully completed in June of 2012. The programme was structured to provide quality, effective education to deaf and blind children, as well as focused on changing negative community mentalities on how disabled persons are perceived. Under this programme an early childhood education school have also been established, with kindergarten classes instituted for eight deaf children.

AEAI aims to implement and engage in projects focused on long-term project sustainability, therefore throughout programme implementation AEAI works to build the capacities of local actors and government actors in project engagement, implementation and management, allowing local stakeholders to develop skills that allow them to help themselves. AEAI is proud to say that this project was successfully transitioned to the management of the Cambodian Ministry of Education Youth and Sports and the local implementing partner, Krousar Thmey in mid-2012.

Over the course of this project’s implementation various achievements can be noted:

- **44** programmes have been integrated in 13 provinces, effectively providing education to 227 deaf students (103 girls) and 34 blind children (19 girls);
- **94** public school teachers and directors have received on-going training which has enhanced their skills in teaching persons with disabilities;
- **2,800** signs were created which assist deaf and blind children in everyday activities;
- **95** percent of girl students succeeded in the final exam and will pass to the upper grade in the next school year;
- Eight deaf children age 3 to 5 years old attended basic sign language classes in 2 kindergarten classes in Chbar Ampov and Siem Reap School; they were taught numbers, pre-writing, educational games, physical exercises and speech therapy;
- **90** percent of pupils were able to use sign language better, and read and write at a basic level of Khmer; additionally their attitude and confidence has improved.
Education for children with moderate to severe disabilities

Children with disabilities are particularly vulnerable in Cambodia, as they face significant discrimination both within and outside the family, and have very few services currently available to them in regards to quality education which meets their specific needs.

Most educational provision for children with disabilities have been through special schools run by NGOs, each focusing on specific categories of disability, though some have also supported integrated classrooms in primary schools. Furthermore, although some disabled children are in regular schools, few modifications have been made for them and their number is small in proportion to the number of children with disabilities who are not enrolled.

Under this initiative AEAI works with Rabbit School, Disability Development Services Program (DDSP) and PACHID to provide special education services to children with intellectual disabilities.

This project was started in March of 2012 and has thus far achieved the following results:

- **280** children with disabilities were provided access to mainstream education services which adequately meet both their learning and physical accessibility needs;

- **68** children with intellectual disabilities gained access to the special education classes which were implemented in a mainstream school; this allowed children to be mainstreamed with normal student in playtime and school activities, resulting in improved peer understanding and knowledge of persons with disabilities and reduced stigmatization due to sensitization activities and information;

- **150** school teachers and principals were trained on inclusive education curriculum, resulting in improved teaching methodologies, curriculum, student sensitization and student learning outcomes;

- **10,000** posters on children’s right to education were printed and displayed as advocacy materials throughout schools and villages, and aimed at reducing discrimination and increasing enrolment of persons with disabilities;

- **53** civil servants at the provincial level received training on the national law on the protection and the promotion of the rights of persons with disabilities, allowing them to identify legal reinforcement mechanism and further commit to improving the lives of persons with disabilities within the country.
“All the activities at our school enable children to help themselves in daily life. We teach them to be able to do basic things like wash their hands before eating, brush their teeth, bathe, put on clothes, etc. We have extended our efforts by managing their behaviours and improving our understanding of their psychological thoughts processes. My dream is to help them to be able to become better integrated into society, with the ability to live more independently.”
Identifying barriers to employment of youth with intellectual disabilities in Cambodia

This project was a 2012 research study which analysed the challenges regarding the lack of education and employment market access for persons with disabilities; the study was further used to identify the interaction between disability and poverty in Cambodia. Specifically the study explored the following research questions:

This is the first study of its kind on this specific subject matter in the country of Cambodia; as a result the study was able to identify substantial information which can be used for informed disability employment programme development. The project was co-financed by the AusAID/ARC. The full report can be accessed on AEAI’s website at: http://www.AEAI-sea.org/en/our_news/docs/Disability_Research_Report_EN.pdf

Overall this project’s key achievements include:

The report’s findings were disseminated internationally in conferences, workshops, seminars, through both print and online publication, and through AEAI’s network of NGOs and UN working group participation, resulting in an improved knowledge on employment of persons with disabilities and specifically intellectual disabilities;

Employers were interviewed under this research study and a list of employers who are willing to employ persons with mild to moderate intellectual disabilities was identified, created and disseminated, resulting in an improved link between disability service providers and employers;

This research has acted as an initial situation analysis and has allowed AEAI to gather the information necessary to begin planning a large scale Disability Youth Employment Programme aimed at training persons with disabilities in desirable skill areas and creating a safe and dignified employment and NGO support network;

A general best practices checklist was developed identifying steps for increasing employment opportunities for persons with disabilities;

As part of the project, AEAI recruited six local volunteers (five of whom were physically disabled), to assist in research data entry. Volunteers were trained not only on data entry but also on administration, secretarial and clerical skills and NGO programming, allowing them to build their expertise and professional experience, resulting in several volunteers gaining fulltime employment from organizations and employers studied under this research project;

Policy level and NGO network recommendations were identified to improve service provisions, disability employment legislation and protection of persons with disabilities; recommendations were disseminated through engagement with policy makers and NGO actors.
Schooling for street children in Vientiane

This project partners with local actor Peuan Mit, in an aim to sustainably reduce the number of street children in Vientiane, by directly targeting children at risk of becoming street children through family reintegration, drug awareness, staff outreach or training and counselling.

The project team also works to develop curriculum (including educational games, songs, child protection strategies, and basic reproductive health education) and education material support for families and the street children centre.

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.

As a result of these actions several project achievements were accomplished in 2012, these include:

- **971** children age 2 to 24 years old, received non-formal education services resulting in 519 children being smoothly transition into the public education system;
- **1,753** life skills education sessions took place on the topics of drug prevention, hygiene, child rights, etc.;
- **M** medical check-ups and preventative medical care were provided throughout the year to a total of 971 children living and/or working on the street (through 2,055 service events);
- **611** counselling sessions took place allowing children to engage with a mentor, gain free psychological support services, and assist with drug addiction rehabilitation;
- **62** students received vocational training in areas of career interest, allowing them to gain the skills and knowledge necessary to seek decent work in the sector of their choice.
Early Childhood Care Education

Early childhood is a time of remarkable brain development that lays the foundation for later learning. In alignment with the Convention on the Rights of the Child, which has won near-universal ratification, AEAI recognizes ECCE as an educational right for all children. This theme focuses on children’s mental and physical development, age zero to six years old, in order to prepare them for a smooth, healthy transition into primary school.

However, several factors affect the quality, accessibility and impact of ECCE education in the region. The capacities of ECCE specialists, pre-school teachers, and government officials at the national and provincial levels still remain limited. Furthermore, the level of funding for pre-school programmes and a lack of integrated programmes for pre-school children with disabilities also remains limited. Further challenges also persist due to the lack of access and inclusion of ethnic minority children, children who lack birth certificates and/or legal status, or those who do not speak the national language; these populations also generally lack health services and immunizations, which is why both birth registration and immunization is incorporated under projects in this theme.

We currently has six projects dedicated to addressing these issues, allowing for increased ECCE activities and ECCE being placed as an education priority in targeted communities.

The following highlights each 2012 project achievement:
Early childhood care and education in Laos

This project’s main objective is to improve the access and quality to Early Childhood Care Education (ECCE) for vulnerable children (the project also focuses on gender based challenges in education). Participatory approaches were 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. There is also a large supply of highly motivated ECCE trainers who have disseminated ECCE best practices to teachers at the grass roots level. This project is funded by UBS Optimus Foundation.

2012 has proven to be a successful year in regards to the implementation of this project; the following achievements include:

- **30** ECCE schools, which previously had limited or insufficient facilities and damaged buildings, were renovated and equipped, creating a safe, wholesome and child-friendly learning environment;
- **ECCE activities were undertaken in each school;** activities focused on exercise, health, and addressed social issues and gender biases, resulting in 2,813 students benefiting from education activities.
- **Four members of the Advisory Committee, 3 national trainers, 10 local trainers and 150 teachers were trained on ECCE activities and curriculum,** resulting in skills development of a collaborative group of actors for improved ECCE programming, which has improved the transition phase from pre-school to primary school;
- **Grades 1 and 2 of 30 primary schools received support in the implementation of education activities,** these included reading and writing contests, sport competition, culture shows, benefiting 2412 students.
Integrating community partnerships for improved child development and school readiness

Education of children age 0-5 years old has been shown to significantly reduce the levels of grade repetition and has been seen to improve children’s primary school readiness, performance and impact future education outcomes.

The national Cambodian preschool system has developed very slowly with preschool access limited mostly to urban areas; currently the national preschool enrolment rate ranks extremely low at only 15.6 percent. This project aims to expand early child education services, with priority given to marginalized communities.

The collaborative approach, involving parents, community members, teachers and local authorities has achieved the following successes in 2012:

- **282** children aged 3 to 5 benefited from early childhood education in 15 community-based preschools;
- **300** parents improved their understanding of the importance of early childhood and parenting roles to reinforce child development in the household;
- **15** preschool teachers were trained on pedagogy and able to successfully run early childhood classes;
- **500** stakeholders improved their health through educational activities and services which improved hygiene, sanitation and basic health care;
- **35** early childhood committee members developed the skills to fully manage Parenting and Early Childhood Education activities within their communities.
OM Roth, a mother of preschool children, O Krorsar commune, Kep province

“I am very happy to have taken the parenting education courses; it helped me to better understand my role as a parent. The sessions brought me information and knowledge related to child development, parenting, child training, discipline and care. I have changed my parenting habits and no longer ask my children to work in the field when they are busy with their studies. I remind myself of the slogan that says: ‘Beloved children, please try your best to study. Only knowledge can help you become good citizens in the future. I have nothing to give you beside a chance for you to study.’”
Education for environmental protection in pre-schools

The economic development of Vietnam has significantly affected the countries forests and natural resources, particularly coastal zones, due to pollution, sewage treatment and degradation of environmental resources.

Furthermore, community awareness in regards to the long-term environmental consequences of pollution and environmental degradation is limited, resulting in inadequate action and value placed on environmental protection at the community level.

This project is implemented in 15 communes, of three districts including Nha Trang, Dien Khanh and Ninh Hoa; the project aims at promoting a community, family and school environment which is safe, hygienic and friendly, utilizing the principles of environmentalism and child-friendly education.

In 2012 several project achievements have been seen, including:

Over 13,476 key actors and stakeholders were directly positively affected by this project in 2012, through education, skills development and community events; 155,193 community members have indirectly benefited from project activity implementation;

Five teams (75 persons in total) of project “social workers” (government community development workers) have received training on ECCE, green education materials production, child friendly learning, environmental protection, etc., with the formation of the projects district Management Unit which allows for local ownership and project participation, etc.;

Four trainings of approximately 30-40 parents, teachers and social workers were conducted on the topics of: environmental education in kindergartens, environmental education methodologies, toy making utilizing recyclable materials, and identifying methodologies for environmental conservation in everyday life;
Mrs. Le Thi My Chau, a member of the education bureau of Dien Khanh district

"With the support of AEAI Vietnam and active involvement of local authorities, we successfully organized this contest for 5 of the projects preschools. I can see the participation of the representatives of several social and cultural services from the district, as well as the journalists and TV channels, which are here to report on this event.

Today, I think everybody here will bring home two core messages from this contest, they are: "Ensure child’s rights! Take care of the children and educate them!" and "Family, School and Society: Work together for children development".
Nutrition and parenting education in Thai Nguyen

This project aims to create friendly and safe environments both at school and at home 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, nutrition and health, and improving education quality, school infrastructure, materials and equipment availability. As a result of these various activities, malnutrition rates have decreased in project sites, and the school environments and student hygiene has significantly improved.

Overall several key project achievements have been seen in 2012, these include:

2,513 children, parents, teachers, cooks and stakeholders were directly positively affected by this project in 2012, while 13,101 community members indirectly benefited by project implementation;

40 teachers, school principals, local authorities and cooks collaborated in trainings aimed at improving participants knowledge and action in regards to health and hygiene, particularly focused on sanitary and well-balanced food preparation;

114 parents improved their knowledge and practices in regards to child nutrition and parenting in four communes, resulting in measurable improvements in child health and cognitive development.
Mrs. Mai Thi Minh Nguyet, Director of Vinh Thanh preschool:

“This project adequately responds to our school’s needs. The trainings are very helpful for our teachers, social workers and communities. The equipment and renovations the school has undergone are exactly what was needed and has significantly improved the learning environment. Above all, the working atmosphere of everyone in this project is collaborative; we work as a family which I believe has improved the projects outcomes”.
Kindergarten and ECCE in rural Guangxi province

Thanks to AEAI’s collaboration with Tiandong Chengxi Children Development Centre and other partners, Dong’ai Kindergarten completed its construction in April 2012, and opened the doors for its first classes in September of 2012.

This year, 21 children were able to access the centrally located, low-cost, quality preschool centre. In preparation for the launch of preschool activities in Guangxi Province, one five day teacher training, two parent trainings and seven community activities were organized; all feedback showed that these events helped in upgrading teaching concepts, and also improved parent’s and community’s understanding of early childhood education and care.

The first evaluation of this project showed that most of the indicators of children’s development and their parents’ understanding of early childhood education are higher than the samples collected from non-project villages. In October 2012, the project ran its second term of trainings, in which AEAI and its partners continued its capacity building, resource development and mobilization activities, in order to advance rural Guangxi’s early childhood education programming.

Key project achievements for 2012 include:

A new kindergarten was built and equipped in Xunxin village with 21 children now having access to quality pre-school education near their homes;

50 teachers and principals from rural areas benefited from teacher trainings, resulting in improved teaching approaches and classroom planning;

294 parents’ understanding on ECCE was improved, resulting in parents identifying the need for quality pre-school programming; parents’ concern in this regard has resulted in the local and Education Department playing a more active role in administration support to preschool education programming.

"Zhenni’s parents divorced soon after she was born. Now her father works in the city and rarely returns home to the village. Lacking her parents love and attention, Zhenni was shy and antisocial; she usually played alone without communicating to her peers.

In September of this year, the kindergarten was opened, and Zhenni was accepted to attend. Under the care of teachers, she soon became more social and participated with other children in group activities; her attitude has changed and it can be seen that Zhenni is happy playing in group activities with her peers. Her teacher now describes her as “one the most positive and active kids in the class; every day she volunteers to help in the classroom cleaning and activities, and sometimes when younger kids are crying, she helps in comforting them.”
Aid and care centre for vulnerable children

Due to China’s urbanization and migration to urban centres, socially vulnerable groups are facing many disadvantages when settling down in cities; vulnerable groups may not have the same capabilities in providing their children with quality education, compared to other city residents with stable financial incomes.

To help socially vulnerable groups, this project works to increase parents/teachers knowledge of child psychology, educate parents on educational methodologies for pre-school children, and to provide quality after-school care and psychosocial aid for vulnerable children.

Thanks to the sponsorship of China Charities Aid Foundation for Children, in 2012 AEAI was able to open a children’s play centre in Huangjing Jiayuan Low-rent Housing Community in Jinjiang District of Chengdu City. The centre offers services for vulnerable children (the majority of which are preschool aged) and their parents.

Throughout 2012, activities focused specifically on healthy growth of vulnerable children, including the implementation of growth records, parent and child events, and parenting workshops. Feedback from Parents and teachers on the programme has been positive, it was noted that the children enjoyed playing with the volunteers, and parents have shown their support for the programme and remained active in programme activities.

Key programme achievements in 2012 include:

- A new children’s aid and care centre was equipped and received over 30 children and parents each day;
- More than 30 children have benefited from group activities and games, resulting in enhanced social and cognitive development;
- More than 140 parents have benefited from attending parenting trainings resulting in increased awareness on ECCE and parenthood.
Actions aimed at promoting education of girls and women, that take into consideration gender related development specificities, ensure gender parity through women’s participation in decisions that impact their lives, their leadership and their socioeconomic integration.

Components:
- Right to education of girls and women
- Women’s entrepreneurship education
- Women’s leadership education

1 project: China

7% of the annual budget

Education for Girls and Women

AEAI’s current activities under this theme are focused on developing a resource network of government agencies, NGOs, CBOs, educators, universities, etc. through collaboratively working as a network to develop curriculum and programming for rural illiterate Chinese women.

The population of adult women in China who are illiterate is estimated at just over 47 million, with this population disproportionately located in rural communities (World Bank).

Not only does illiteracy significantly affects women economically by prohibiting illiterate women from securing work in skilled jobs, but also it has a significant effect on women’s inclusion, self-esteem and voice.

The following highlights AEAI’s 2012 project achievements under this theme:
Intellectual network and development strategy for illiterate women

While globalization has brought far reaching economic benefits to China, it has also had a disproportionately negative effect on some rural communities. Labour migration specifically has been seen to be a major risk which has resulted in high populations of “left-behind women” whose husbands and family members have migrated to urban areas for employment.

Labour migration and risks associated with globalisation has specifically affected rural women, leaving them ill-equipped to deal with the new associated risks present; these risks include health and environmental risks, labour migration, low self-esteem, managing a family as a single parent household, food security, etc.

In response to these challenges, this project has worked to develop basic skills and literacy programming for rural Chinese women.

In 2012, this project achieved the following results:

- **120** rural women in 4 literacy classes received literacy education and were able to develop basic reading and writing skills;
- **300** rural left-behind women increased their self-esteem and confidence, which was exemplified by these women taking turns in leading study groups and participating in curriculum development;
- **8** volunteer literacy teachers received training in Gansu Province, resulting in leadership and quality literacy training skills development;
- A website was established in order to scale up AEAI’s best practices and reach, the website can be accessed at: http://www.educationforwomen.cn;
- **2,000** copies of the “Illiteracy Elimination Volunteer Worker Training Manual” were published and delivered to enhance the service quality of voluntary teachers and literacy classes. The training manual was sponsored by AEAI’s funding partner Hang Seng Bank, and was co-compiled with Southwest University Illiteracy Elimination Education Research and Training Centre and Beijing Rural Women Cultural Development Centre, using the research data and experiences gathered from the project’s sites.

45 year-old BAO Juxiang is an ordinary village homemaker from Zhang County in Gansu Province, she had never been to school, and has always been embarrassed about the fact that she could not read or write. Her lack of literacy skills has many effects on her everyday life, for example: once she planned to travel to Shangxi Province to see her brother who was ill at the time, however when she got to the bus station she was unable to read the signs and boarded the wrong bus. She ended up being sent back to her village, without visiting her brother. It was moments like this that made her feel ashamed and embarrassed. Many other women who joined AEAI’s literacy class had similar experiences. “I heard about this class from friends and I came to join immediately”, Bao Juxiang said. Now she has developed basic literacy skills, which has opened up more possibilities to her and reduced her limitations, such as travel.
AEAI has been developing projects on the theme of Migration based on a well-defined conceptual approach that aims neither at encouraging nor curbing migration, but accompanying it as a social phenomenon. AEAI’s strategy is to adapt and improve educational systems affected by the migration of communities and promote cultural and social harmony in host areas. The organization therefore supports migrants in their need for mobility, so that it can become a true source of development for them, while reducing migrant community’s risks of vulnerability.

In 2012 AEAI SEA & China had one project which falls under this theme:

### Components

- Education on migration
- Multiculturalism and intercultural rights
- Education of minorities and migrant populations
- Education for the development of Diasporas

1 project: China

0.5% of the annual budget
iView Chengdu life migrant family photo project

Labour migration in China, from rural to urban areas, has significantly increased over the past decade. As part of this transition, there are three stages that migrant workers go through when they first move to a city, these include the settling down phase, adjustment phase, and finally the inclusion phase.

Through pre-project baseline research, it was found that many migrant workers, who have worked in the cities for years, have already settled down, and are transitioning to the inclusion phase. However in order to effectively succeed in this transition, migrants still lack the social support systems in place to fully integrate.

In March 2012, AEAI China started the iView Chengdu Life Photo Pilot Project with 9 migrant families in Chengdu, Qingyang District, Songxianqiao Community. As the project evolved, AEAI received funding support from Jin Foundation and the local sub-districts and communities of Jinjiang District Qingshigiao Community and Xinlianxin Community. By mid-year a total of 25 migrant families had been invited to participate in the project.

This project uses creativity by training migrant families in video and photography, to allow them to tell their stories and share it with the community. The project involves the development of photo-taking skills, picture viewing sessions, community photo exhibitions, and story sharing sessions. With the help of volunteers from local communities and universities, the project collected and shared the stories of urban migrants, giving the non-migrant community a unique view of the life, culture and experiences of this specific migrant population.

The following project achievements were seen in 2012:

- 25 migrant families and 19 volunteers were recruited; they developed a strong network among each other through training and sharing sessions, resulting in the expansion of their social network;
- 2 photo exhibitions were organized in 2 communities; more than 25,000 people were engaged by the exhibition and were able to learn and adjust their mind-sets towards migrant families.
You Make A Difference: Fundraising

TV Fundraising Programme: “Give Hope through Education”

The television fundraising programme “Give Hope through Education” shown on ATV Home Channel in November was one of the focal events of AEAI Hong Kong in 2012. We were honoured to have Hong Kong actress Ms. Esther Kwan host the programme as AEAI’s ambassador. The programme has helped raise public attention to the socio-economic and educational issues facing Cambodia, with the programme giving particular focus to street children and children with learning disabilities. Overall, the “Giving Hope through Education” programme has also successfully recruited new monthly donors from the public to support AEAI’s projects on a regular basis.
Charity Experience Trips

Since 2009, AEAI Hong Kong has been organizing overseas volunteer trips as a platform for Hong Kong people to learn about the real situation affecting AEAI’s project countries and learn why going to school is a dream, rather than reality, for many marginalized children.

In 2012, 60 new faces from Hong Kong headed once again to Cambodia and Guangxi China through three separate trips, but with one objective - to engage in a mutually meaningful experience and exchange of love and care between Hong Kong participants and people of the communities whom they visit and serve. Many participants were touched deeply by seeing, in person, what poverty means and shared that they have gained personal growth from the experience. Upon returning home, the participants called for donations among their friends and families, and also helped educate others about AEAI’s work and mission.

“Living in Hong Kong, I am not always engaged with the issues others are facing in the outside world. After this trip, I first learned that there are many countries in the world that suffer from extreme poverty yet the people there can still be very happy. Cambodian kids are enthusiastic and easily accepted me to join their games; they help each other and live happily. I found that they are not so different from me and my friends, despite their difficult living conditions.”
Extending the “Education for environmental protection in pre-schools” project to Dien Khanh district

After the successful implementation of the project “Education for environmental protection in pre-schools” in Ninh Hoa district in 2011, the project was replicated to run in Dien Khanh district, Khan Hoa province. This extension has allowed this project to effectively engage over 13,000 key stakeholders directly in 2012 alone. Furthermore, since project extension the programme has improved parent and community participation in environmental protection, hygiene, nutrition and health, and has created a welcoming and hygienic school and home environment for children.

Singaporean Volunteer, first trip to Cambodia

AEAI Cambodia collaborated with AEAI’s Congress Member and President of AEAI-SEA & China, Ms Yasmin Abdeen, to organize a trip to Cambodia for a small group of Singaporean volunteers in mid February 2012. The objective was to create awareness of AEAI in Singapore and give Singaporeans the opportunity to participate and learn from different AEAI Cambodia projects. During the five day trip, the volunteers visited four different projects. Volunteers contributed by planting trees and flowers in child-friendly project school sites and built a school fence for Prek Thom Primary School.

Teacher training on inclusive education for children with disabilities

This training was conducted from 26 to 28 March for 80 teachers and directors of 39 primary schools in Kravagn district, Pursat Province, Cambodia. Organized by AEAI Cambodia and its partner Disability Development Services Programme (DDSPI), and in the close collaboration with Pursat Provincial Education Department, this training aimed at disseminating knowledge on the inclusive education national policy and the fundamental rights of persons with disabilities to the teachers, directors and others actors in this district. It also built the capacities of teachers in defining children with disabilities and how to teach them in mainstream class rooms so that they can be provided with suitable education adapted to their special needs.

Global Action Week for Education for All

The launch of Global Action Week was organized in Cambodia at the end of April to celebrate the Global Campaign for Education on ECCE. This event had over 80 participants including policy makers, relevant education departments, parents, teachers and representatives of CSOs and produced two radio talk shows, three TV talk shows (Education forum) and one video clip. In Vietnam, the Global Action Week was also held; the Vietnam event attracted over 200 participants and the event was published on partners’ websites.

Advocating for adult women’s literacy education

AEAI China has launched a website at www.educationforwomen.cn to share information, and teaching mechanisms, materials and best practices for women’s literacy education in China. The website also advocates for improved rural women’s education and has succeeded in bringing the issues forward, gaining increased public attention. At the end of 2012 the website has had more than 16000 visitors.

Registration Approval of Aidaxun China

AEAI was successfully registered in China as a social work centre, under the name Aidaxun. Based on the new registration status and name, a new logo was designed and a brochure was prepared for communications with local authorities and external stakeholders. This legal status allows AEAI China to increase its influence in the education sector and increase the reach of its advocacy activities.
Improved capacities in Project Management of ECCE programmes

Trainings on Project Management in ECCE for teachers and the Project Management Team (PMT) took place from 16 to 20 July in Thalad, Vientiane province, Lao PDR. It was organized by the Department of Education and Sports of the Ministry of Education and Sports, and AEAI Laos, with the participation of 27 key project actors. The overall objective of this effort was to help participants gain enhanced knowledge related to project management, specifically in the areas of: project cycle management, action plans, management collaboration, evaluation, reporting, etc.

Became a regular contributor to UNGEI: United Nations Girls’ Education Initiative

As an official member of UNGEI, AEAI-SEA & China contributes to UNGEI’s actions, articles and publications. Most recently AEAI contributed the article “United front for prosperous early childhood development” from AEAI Cambodia and “Network and Development Strategy for illiterate women coping with risk in the globalization process” from AEAI China. The articles can be found at: http://www.ungei.org/infobycountry/2253_2290.html.

Inaugurated the community pre-school in Kep Province

On the 26th of September 2012, a community preschool was officially inaugurated by commune local authorities and AEAI in the Phnom Leav Village of Kep Province, Cambodia. This activity was an initiative of AEAI in closed collaboration with the Department of Education, and the local authorities of Kep Province to provide access to quality ECCD to rural communities. This preschool launching represented the formal launch of AEAI’s partnership with the local community actors, resulting in the establishment of an additional fourteen preschools in the province later in the year.

Promotion of World Teachers’ Day – Take a stand for Teachers

AEAI in partnership with various civil society organizations led the organization of the World Teacher’s Day campaign in Cambodia. The main purpose of this campaign was to raise awareness of the importance and value of teachers in society and advocate for more investment to improve teacher’s living standards. There were ten provincial events organized with more than 300 participants in each event; the event was publicized on three TV shows, five radio talk shows and five local newspapers.

AEAI was invited to share its successes and challenges in ECCD at the International Conference on Early Childhood Care and Development in Jakarta

The conference, Supporting Children’s Holistic Learning and Development: Homes, Schools, and Communities, was co-organized by the Asia Pacific Regional Network for Early Childhood (ARNEC), The Indonesia National Coalition for ECCD and the World Bank in Jakarta from the 5 to 7 of November 2012. AEAI was invited by the organizers to present our successes and challenges in delivering ECCD programmes in Cambodia.

The workshop gathered key players and experts on ECCD in the region to share success, research findings, and noteworthy policies in order to develop a comprehensive understanding about the holistic learning and development of children during the early years periods. The conference also undertook stakeholder consultations in order to identify advocacy tools which can more effectively increase the importance of ECCD on the post-2015 global development agenda.

AEAI Cambodia honoured by the Royal Government of Cambodia

On 5 December, AEAI Cambodia was awarded a medal of honour (Sereiwath) by the Royal Government of Cambodia for its valued contribution to the protection of the right of persons with disability, as well as the promotion of inclusive education for children with disabilities in Cambodia.

The medal which was endorsed by the Cabinet and signed by the Cambodian Prime Minister, was presented to Mr. Samphors Vorn, Country Programme Coordinator of AEAI Cambodia, by the Minister of Social Affair, H.E ITH Sam Heng, during the International Day for Persons with Disabilities closing ceremony. This event coincides with the National Conference on Disability Inclusive Development, the launch of the World Report on Disability, and the Ratification of the UN Convention on the Right of Persons with Disability by the Government of Cambodia.
Financial Highlights

Financial Overview

The effects of the global economic crisis and the more recent Euro crisis have had substantial impacts to the
global market, job creation/employment and government and donor spending. Globally, output growth slowed
considerably in 2012 further perpetuating global economic challenges which significantly impacts poverty and
developmental outcomes in developing countries. The major AEAI funding sources, individual, corporate and
government donors, over the past decade have been from European countries, thus creating increased fund-
raising challenges in recent years. As a result, the global subsidy budgets from AEAI’s head office to Southeast
Asia and China was again negatively affected in 2012 and the budget planning was revised several times to
minimize risk of deficit at the global level, which has resulted in more fiscally conservative programme spending.

Preparation of Financial Statements

The financial statements for 2012 has been drawn up in conformity with regulation No. 99.01 (France Law) and
Regulation No 99.03 as declared by the “Comite de la Reglementation Comptable” (the C.R.C – the Accounts
Regulations Committee). Additionally, the Financial Statements of AEAI Hong Kong is consolidated with AEA
France under special conditions.

These statements were prepared with the purpose of proving reciprocal statements for final consolidation by
AEAI, while Hong Kong’s Statements were prepared in accordance with Hong Kong accounting standards. These
statements are audited by Ernst & Young Cambodia and Ernst & Young Hong Kong under AEAI audit scope,
followed by the Group Audit instructions of Ernst & Young Paris in accordance with International Standards on
Auditing (ISAs).

Statements of funds used in 2012

As our statements were prepared for final consolidation, below we illustrate only the expenditures incurred in the
regional. The project expenditures were classified into the thematic, fundraising, governance, and other operational
costs including thematic development, and general administration. Other operating costs relating to the projects
functioning were apportioned in accordance with the time spent and project volume budget. AEAI strives to continue
to improve its organizational cost effectiveness and value for money in our operations.
Statement of expenditures 2012 (USD)

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* French sponsorship and individual donation from Hong Kong

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<thead>
<tr>
<th>Thematic Programme Services</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and Quality of Education</td>
<td>338,366</td>
<td>487,355</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>186,935</td>
<td>201,077</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>567,013</td>
<td>401,745</td>
</tr>
<tr>
<td>Education for Girls and Women</td>
<td>111,805</td>
<td>94,734</td>
</tr>
<tr>
<td>Emergency and Post-emergency</td>
<td>6,264</td>
<td>61,165</td>
</tr>
<tr>
<td>Migration</td>
<td>8,075</td>
<td>0</td>
</tr>
<tr>
<td>Theme Development</td>
<td>123,906</td>
<td>91,201</td>
</tr>
<tr>
<td>Total Thematic Programme Services</td>
<td>1,342,363</td>
<td>1,337,278</td>
</tr>
</tbody>
</table>

| Board and Governance Expenses | 11,017 | 24,058 |
| Fundraising                   | 246,232 | 266,723 |
| General Administration Expenses | 93,773  | 136,448 |
| Total Operating Expenses      | 1,693,386 | 1,764,508 |

<table>
<thead>
<tr>
<th>Expenditure by Country</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>464,577</td>
<td>472,368</td>
</tr>
<tr>
<td>Vietnam</td>
<td>130,245</td>
<td>116,677</td>
</tr>
<tr>
<td>Laos</td>
<td>409,698</td>
<td>414,386</td>
</tr>
<tr>
<td>China</td>
<td>159,698</td>
<td>199,798</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>312,901</td>
<td>267,842</td>
</tr>
<tr>
<td>Myanmar</td>
<td>5,079</td>
<td>49,730</td>
</tr>
<tr>
<td>Regional Development</td>
<td>15,060</td>
<td>42,972</td>
</tr>
<tr>
<td>Regional Direction</td>
<td>196,127</td>
<td>200,734</td>
</tr>
<tr>
<td>Total</td>
<td>1,693,386</td>
<td>1,764,508</td>
</tr>
</tbody>
</table>
Our Partners & Friends

Partnership with local actors is at heart of our programme implementation. Since the inception stage of programme design, the key decisions regarding AEAI’s programme objectives and activities are made collaboratively with the concerned actors/persons, in order to ensure AEAI is adequately addressing the problems faced in the field.

On the basic principles of equity, shared resources, and transparency, we are able to mobilize our actions further through partnerships with various education stakeholders in order to achieve greater field impacts. The generous support of funding partners includes international development agencies, corporate, foundations, individuals and volunteers. AEAI SEA & China thank all our partners and supporters from around the world for their generous contributions. Without your support, we would not have been able to succeed in reaching the marginalized populations as of today.

Institutional partners

Cambodia Ministry of Social Affair, Veterans and Youth Rehabilitation
Cambodian Ministry of Education Youth, and Sports
Education Department of Kratie Province
Education Department of Prey Veng Province
Education Department of Kep province
Education Department of Pursat Province
Education Department of Kandal Province
Education Department of Phnom Penh Municipal
Laos Ministry of Education and Sports
Laos National Library
Education Department of Vientiane Province
Education Department of HuaphanhProvince
Education Department of Bolikhamsay Province
Education Department of Khanh Hoa Province
The Hong Kong University of Science and Technology
National Research Educational Sciences, Laos
Paccon, Vietnam
Sichuan Academy of Social Science
Sichuan Province Yang Yang Chu Institution
Research Training Center for Literacy Education
UNESCO

Institutional Donors, Foundations and Corporate

Australian Red Cross, Australian Agency for International Development
Air France Foundation
Asia Capital Reinsurance Group Pte Ltd
BBlueSky
Chengdu Jinjiang District Social Organisation Development Foundation
China Charities Aid Foundation for Children
European Union
HK Exchanges & Clearings Ltd
Hoi Meng Foundation
Hang Seng Bank
Lyreco
Roadshow
Sympathis Foundation
UBS Optimus Foundation

NGOs Partners

Bophana Audiovisual Resource CentreBanmov
Culture Development Center for Rural Women
Damnak Teok Cambodia
Disability Development Services Programme
Guangxi Tiandong Chen Xi Center for Children Development
Krousar Thmey
Krousar Yoeung Association
PACHID
Peuan Mit
Rabbit School Cambodia
Rural Women Children and Sprit Home Social Work Service Center
SIPAR
Youth Star Cambodia
Board of Directors and Staff

**AEAI-SEA & China**

**Regional Board Members**

- Ms. Yasmin Abdeen, Regional President
  Managing Director at Adder Corp Pte Ltd
- Mr. Chi-Yang TCHEN, Vice-President
  Freelance Consultant
- Mr. Seng Hong, Secretary
  Institutional Planning Specialist at ADB Cambodia
- Mr. Narongsak Boonyamalik, Treasurer
  Senior Policy and Planning Officer at Ministry of Education, Thailand
- Mr. Huang Yunong, Board Member
  Associate Professor of the Social Work Development Research Center, Southwestern University of Finance and Economics

**AEAI China**

**Board Members**

- Mr. HUANG Yunong, President of the Board
  Associate Professor of the Social Work Development Research Center, Southwestern University of Finance and Economics
- Mr. GAO Guizi, Treasurer
  Senior consultant of Sichuan Sangming Research Center of Public Welfare Development
- Mr. LAI Changchun, Board Member
  Assistant researcher and directory of Elementary Education Monitoring Office of Sichuan Education and Science Institution
- Mrs. GUO Hong, Member
  Researcher of Social Development and Policy Research Center and Sociology Dept. of Sichuan Academy of Social Science
- Ms. GU Longmei, Board Member
  Entrepreneur

**Key Staff of AEAI-SEA & China**

- Mr. Prasert TEPANART
  Regional Director
- Mr. Savy LACH
  Regional Operations Manager
- Mr. Samphors VORN
  Programme Coordinator, Cambodia
- Mr. Ounheuane SAPHAKDY
  Programme Coordinator, Lao PDR
- Ms. ZHANG Xuemei
  Programme Coordinator, China
- Ms. Michele HUI
  General Manager, Hong Kong
- Mr. Van Phu NGUYEN
  Programme Coordinator, Vietnam
Solidarity for education
Passion to change

Our volunteer mechanism goes beyond boundaries; we aim at engaging volunteers not only as speakers to raise awareness about the issue affecting education, but also in project implementation and as community change agents. Young and fresh graduate volunteers are given the opportunities to be trained and work in the community; while experienced volunteers provide hands-on support in programme implementation. Education is everyone’s business.

“When I planned my retirement, I put volunteer work at the top of my list of things I would do. Having worked in the field of education and training as my career, I was attracted to AEA by its objective of “Changing the world through education”. I found AEA’s vision, mission and values close to my heart and I knew I would be happy to be able to contribute to their cause by being one of their volunteers.

Currently, I spend one morning each week in the AEA Hong Kong office and help by collecting research to use for reference in building public awareness and planning fundraising activities. I also help in fundraising events such as charity sales, which require considerable manpower.

During the three years with AEA HK, I also served the term as a board member, during which I was involved in the planning of fundraising activities. I have had the opportunity to visit AEA projects in Cambodia and Laos, and was able to first-hand how the children of these countries are being helped by AEA’s projects. I was particularly impressed by AEA’s efforts to help street children, by providing them with shelter and teaching them life and vocational skills; these vulnerable children have been given security and the opportunity to have a brighter future!”

Quote from Ms. Inney Ho - Volunteer

A high school graduate with trained administrative skill, Ms. Kolthyda, was recruited to work for AEA’s research project Identifying barriers to employment of youth with intellectual disabilities in Cambodia: Determining strategies and service provisions for increasing workforce participation. She was trained by the project on team work, data collection, data entry, and additional administrative skills.

“I am very happy to be involved in this project and I have learned a lot from this job. It is very useful for my personal and professional development. As a member of the project team, I worked with many people. It taught me how to be a good team player and facilitator. This job provided me with the opportunity to meet a lot of employers, all of whom value persons with disabilities. It gave me the opportunity to see a world of equality, which I have not previously seen due to my physical disability. Through my job in data entry, I found that I am luckier than persons with intellectual disabilities. I lost one leg due to polio, but I still can walk, study and work. From this point, it has changed my mind to be more self-confident.

Thanks to AEA Cambodia for giving me the opportunity to be a volunteer in this research project. This opportunity led me to gain employment as an Assistant Director in a company in Siem Reap. Even though I finished my voluntary period with AEA, they still provided me with support through training and encouragement.”

Quote from Ms. Kolthyda - Project Volunteer
Surging Ahead
Perspectives for 2013

Our strong belief in 'changing the world through education' continues to inspire us as our efforts continue to spread across the region. AEAI strives to transform the lives of thousands of marginalized children by focusing our efforts on improving access to quality education. Our participatory collaboration with project stakeholders, ensuring that their needs are at the heart of our programme design is AEAI’s strength and has worked to propel our regional success.

2013 will be a year of improvement and change for AEAI. Our team will consolidate our internationalization process and economic transformation, to improve our organizational efficiency by re-engineering our programmes globally to identify key concepts of innovation and deploy these concepts throughout all AEAI programmes. Additionally, this will be further enhanced through the finalisation of our five-year regional strategic plan (2014+2018), which is under the framework of AEAI’s Global Development Plan. Furthermore, our three-year operational plan 2014+2016 (Convention of Objective) is also being developed in order for AEAI to ensure its strategic objectives are effectively achieved.
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Aide et Action International Presence and Focus Areas 2012

Access and Quality Education

Livelihood Education

Inclusive Education

Migration

Education for Girls and Women

Emergency Post-Emergency

Observatory Countries

Intervention Countries

<<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.

Changing the world through Education