Education’s planet is not the one we believe
Intervention’s countries

Observatories countries

- Benin, Burkina Faso, Burundi, Ivory Coast, Guinea-Conakry, Mali, Morocco, Niger, Senegal, Tanzania, Togo
- Bangladesh, Bhutan, Myanmar, Thailand
- India, Nepal, Sri Lanka, Cambodia, China, Hong Kong Special Administrative Region, Laos, Vietnam
- Madagascar, Union of Comoros
- France, Switzerland
- Haiti, Dominican Republic
- Honduras, Nicaragua
- Haiti, Dominican Republic
- Rwanda, Democratic Republic of Congo, Overseas Department and Region of Reunion (France)

Map of intervention’s countries on January 1st 2013
CONTENTS

- FOREWORD: Jacques Lemaréchal and Claire Calosci p. 6
- THEMATICS p. 9
- REGIONS p. 31
- STRATEGY AND RESOURCES p. 53
  - Transformation process : en route to Aide et Action International 2017!
  - Knowledge Management
  - Communication and Influence
  - Media
  - Partnership Policy
  - Human Resources
  - Internal and External Audits
- USE AND ORIGIN OF RESOURCES p. 71
- 2013 MONTH BY MONTH p. 81
- INTERNATIONAL ASSOCIATIONAL STRUCTURE p. 89
- 2014 PERSPECTIVES p. 98
As we have shown in our world map, deep-seated changes are appearing and new issues emerging, which are not unrelated to the sphere of global governance as we know it today. The world map is being re-drawn, poles of attraction and geopolitical influence indicate a massive upheaval in the organisation of international relations and in the balance of power between countries. The impact of all these changes is also being strongly felt in the sphere of education.

In fact, while international negotiations still constitute a common space for discussions, debates and the identification of the major issues and goals to which the entire international community commits, their extremely slow progress has proved to be a problem (example: Rio).

Conversely, with regard to the Millennium Development Goals and the Education For All objectives, several developing countries currently believe that it is in their interest to rapidly implement sustainable progress in terms of development, especially in the educational sphere.

This offers Aide et Action International a window of opportunity, while incorporating four major changes in the world:

1- The lack of clear leadership on development issues (the United Nations cannot claim to assume the role by themselves alone, nor can other major international organisations)
2- The protection of individual interests, with every country or group of countries being tempted to meet their own needs alone on the basis of a more or less variable geometry, rather than attempting to respond collectively to global issues
3- The increasingly important political role played by the major emerging economies
4- The multiplication of actors intervening in the field of education and their growing political role, especially the increasing influence of private foundations.

However, only two years remain before the United Nations Organisation’s Member States have to agree to formulate resolutions concerning the Millennium Development Goals and to achieve those related to Education For All.

In 2013, preparations for the post-2015 agenda was the framework for reflections on development and the objectives of education for Aide et Action International, but also for
all actors in the sector. In fact, the factors of change need to be taken into account in these orientations. The world’s centre of economic gravity is shifting, public development aid is shrinking, the population is growing and changing and climate change is overturning existing balances. All these changes have a strong impact on the major issues before the world today, especially employment, youth and social cohesion.

**What consequences do all these have in terms of the identification of the new Education For All goals?**

Currently, the main question mobilising us as well as those upholding the cause of education is whether or not a specific goal concerning education will actually be included in the development goals that will be adopted for the post-2015 period.

And that cannot really be taken for granted.

Because there is an emergency!

The “road map” for Aide et Action International’s transformation process announced in 2012 to provide a direction for our next strategic planning cycle, i.e. 2014-2016, has therefore taken this issue into account. The 2nd International Congress, held in October 2013, stressed the importance of maintaining the strategic lines of the international associational project and its relevance, given all the changes taking place in the world, supported by the vision projected in the 2014-2016 Convention of Objectives proposed by each of the five regions.

The world is changing and will continue to do so. Aide et Action International shall continue to evolve and complete the transformation envisaged.

So it is with great confidence that we are advancing towards 2016, while completing our transformation process and reasserting our international associational project, our mission, our values and our philosophy.

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Jacques Lemaréchal  
*President of Aide et Action International*

Claire Calosci  
*International Director General*
### Summary table of projects per region and thematic

<table>
<thead>
<tr>
<th>Theme</th>
<th>Latin America-Caribbean</th>
<th>Africa</th>
<th>South Asia</th>
<th>Southeast Asia and China</th>
<th>Europe</th>
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<tr>
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<td></td>
<td>France</td>
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<td>6 projects</td>
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</tr>
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THEMATICS

Africa
Latin America - Caribbean
Europe
Southeast Asia and China
South Asia
While enrolment rates are rising worldwide, millions of children are still at the doors of schools that, in fact, fail too often to correctly fulfil their educational mission. Support for teachers’ training, improvement in teaching methods, improvement in the school environment, capacity-building of families, communities and local institutions, support to the authorities in steering education – the association devotes a large share of its projects to strengthening educational systems as a whole, so as to enable each child to develop and become a responsible citizen.

→ Components
  Teaching methods and contents
  Educational governance
  Management and steering of educational systems
  Local knowhow
  Educational environment

→ 37 projects: Benin, Burkina Faso, Cambodia, France, India, Laos, Madagascar, Mali, Niger, Senegal and Togo.

Education is the most powerful level for emancipation and change. It is indispensable for forming enlightened citizens who are able to fully play their role in the development of their countries, to face change and contribute to progress, autonomous and responsible, able to build their lives within a peaceful society. However, in 2013, 69 million teenagers did not have access to secondary education and, according to UNESCO, 250 million did not know how to read or do arithmetic, even after spending four years on school benches. Despite the progress achieved, the magnitude of the work remaining to be done is therefore immense, just one year before the Millennium Development Goals deadline.

Educational systems in the countries in which Aide et Action International intervenes are struggling to enable each child and each youth to acquire the necessary knowledge and skills enabling their self-fulfilment, their integration in their country’s social and economic life, and living together in harmony. That is why, in 2013, access and quality of education was one of the priority areas of intervention for the association. The
latter essentially focused on educational governance\(^1\) (capacity-building of communities, steering educational systems, participation of families and communities, etc.), access of the most marginalised populations to quality education (ethnic and/or linguistic minorities, street children, etc.), the diversification of educational alternatives (so-called second chance schools, mobile schools, etc.) and the improvement of learning and working conditions for children and teachers (school furniture, active teaching methods, curriculum reforms, teachers’ training, etc.).

In Burkina Faso, Aide et Action International Africa contributed to the improvement of reception conditions for children at the basic education level and their teachers’ living environment in 2013, by building and fitting-out classrooms as well as by digging wells for drinking water in 18 villages in 7 of the country’s provinces. This educational infrastructure improved the working environment of both the children and the teachers. The wells improved the health status of 1,300 students and 40 teachers in six schools. The establishment or strengthening of School Management Committees increased the involvement of all actors, which led to a reduction in the disappearance of material and financial property in these schools.

Aide et Action International’s mission is to fight against mechanisms of exclusion from education. In France, it does implement it more specifically in

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1. Educational governance means all activities that make it possible to govern the educational system, i.e. activities that enable its steering, management, monitoring and improvement. For Aide et Action International, educational governance is based on three pillars: the steering of the educational system by the national authorities, the participation of families and communities in its governance and the establishment of monitoring systems for the sphere of education.
Sensitive Urban Areas where children and youth face identity-related problems that often make the acquisition of basic knowledge even more complicated and can also lead to demotivation and sometimes even dropping out of school. Aide et Action France acts through the implementation of unifying projects and by supporting educational and cultural activities. In 2013, it launched a project in two classes in the Villiers-le-Bel commune, based on the implementation of collective workshops on writing, theatre and reflections on the notion of identity, in order to contribute to the socio-educational and cultural integration of children through theatre.

In partnership with the Fugue Theatre\(^2\), 50 children took part in 24 theatre workshops and 12 writing workshops. The students wrote a play based on the school’s history and evolution, on the notions of territory and passage, since the current school building will be demolished in 2014. During the second year of the project’s implementation, they will therefore be called upon to write on birth, the appropriation and identity of a new place.

\textit{2. The Fugue Theatre is an arts association, especially of theatre, founded by Philippe Osmalin and Sylvie Harland, whose purpose is to create shows in diverse contexts, implement any activities related to training amateurs and theatre professionals, conduct artistic activities in the service of socio-educational issues and promote the access to artistic practices among disadvantaged population groups.}
The number of projects implemented by Aide et Action International on the thematic of Early Childhood has increased regularly over the last few years. This thematic covers all activities aimed at the physical, psychological, social and cognitive development of children in the 0-6 year age group, while taking the family and community environment as the basic framework for their self-fulfilment.

→ Components
  - Neo and post-natal (0-1 year)
  - Early (primary) childhood (1-3 years)
  - Pre-school (3-6 years)

11 projects: Cambodia, China, India, Laos, Madagascar, Morocco, Togo, Vietnam

In 10 years, the enrolment rates of children in pre-primary grew by 40%. But the protection and education of the youngest children still do not form part of policy priorities. 200 million children in the world today do not have access to early childhood care, development and education programmes\(^3\). However, such facilities play a crucial role in the physical, emotional and cognitive development of children. Aide et Action International has made early childhood support a priority, with an increasing number of projects that are primarily based on sensitising parents and communities about children’s needs (health and hygiene, interaction, early-learning activities, etc.); secondly, it focuses on developing policies and programmes devoted to early childhood in partnership with governments and thirdly, on providing support to the staff in existing centres.

On this thematic of intervention, in 2013, Aide et Action International has been developing its global (and integrated) approach based on three priorities. The association has supported and built the capacities of staff working in early childhood development centres that enable young children to avail of vitamin supplements, overall health monitoring and, in particular, vaccination campaigns. It has also developed preschooling activities, especially in maternal languages, to familiarise children and their families as early as possible about the benefits of education. Finally, it has endeavoured to change parental behaviour through their sensitisation and training on the physical (specific nutritional needs, basic hygiene and

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\(^3\) Source: UNESCO, Education For All Global Monitoring Report 2012
health rules, prevention of transmissible diseases, etc.), emotional (specifics needs of little children in terms of exchange and interaction between children and parents) and cognitive (early-learning activities, first lessons, etc.) development of children.

In 2013, in several provinces of Cambodia, Aide et Action International Southeast Asia and China launched a project in collaboration with the local authorities, giving a priority to rural areas. In its campaigns it discovered that only 10% of the children in the 3-5 year age group went to school, the best place for their socialisation, their discovery of the world and their early learning. Through this project, the association has a dual purpose in view: improving the living conditions and access to education of children on the one hand and supporting the functioning of schools on the other. 10 nursery classes therefore opened their doors and 10 teachers have been specially recruited and trained. 220 children will henceforth have access to preschool education. Mr. Hout, the head of the Pong Toeuk commune, expressed his satisfaction in these words: “This class contributes to the development of education in my commune. My team is collaborating well with the association to ensure the sustainable functioning of the class”. In time, the project will cover 3,000 children.

In Vietnam, Aide et Action International has also developed an early childhood project in several of the country’s provinces that places an emphasis on sensitising families about the specific needs of young children. The first to intervene with their children, most parents have very little information on the development of small children in general and on their nutritional needs in particular. The project is used to sensitise them through various activities, especially role-playing, which also helps strengthen family links.

Loi Dinh Thien, Director of the Phu Tien commune dispensary, shared one of the positive impacts of the project:

“The participants attended several training classes and improved their knowledge about child health care. The fundamental message is now beginning to spread outside, into the families. I noted that parents’ perception about the importance of nursery education has changed. They have understood the causes of malnutrition in children and how to reduce it gradually. They think more about meal preparation and the cleanliness of food, hygiene in general and child care”.

Loi Dinh Thien, Director of the Phu Tien commune dispensary, shared one of the positive impacts of the project:
For Aide et Action International, Girls’ and Women’s Education is a specific thematic of intervention, but also a comprehensive approach aimed at promoting girls’ and women’s education in all the projects and at bringing about a change in gender relations for greater equity by promoting, in particular, the participation of women in making decisions that affect their lives, their leadership and their socio-economic mainstreaming.

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

→ 9 projects: Benin, China, India, Guinea-Conakry, Niger and the Dominican Republic.

With the progress it has made in the world, girls’ and women’s education has revealed its tremendous impact on development: reduction in forced marriages, teenage pregnancies and infant mortality (a child whose mother knows how to read has a 50% greater chance to survive beyond its 5th year), increase in the enrolment of girls, etc.

Girls’ and Women’s Education, the key to their emancipation, is a central issue that is included in all Aide et Action International’s projects. The association is also developing specific activities aimed at removing concrete barriers to the schooling of girls, encouraging women’s autonomy and empowerment (literacy, vocational training), as well as their leadership (support for women’s entrepreneurship). Every additional year of education for a girl helps reduce the infantile mortality rate by 5-10%, which means that in Sub-Saharan Africa, the lives of almost 2 million children under the age of 5 could be saved if all girls had access to secondary education.

Although everyone agrees on the crucial role women play in development and on the importance of girls’ education and while real efforts have been made to reduce gender inequalities, it nonetheless remains true that two-thirds of the world’s illiterate adults and 70% of those

4. Source: Education For All Global Monitoring Report 2012 team
living in poverty are women\textsuperscript{5}, while girls continue to account for the majority of children deprived of education. Faced with this situation, more than ever before, the access of girls, young women and women to the necessary opportunities that would enable them to improve their living conditions is a priority for the association, which incorporates the gender approach in all the projects it implements. In 2013, Aide et Action International took action in three related areas: the access of girls and young women to education through the improvement of the school environment and the promotion of the contents of teaching so as to promote gender equity; women’s literacy, especially of those living in rural areas or belonging to marginalised communities; and thirdly, the access of women to economic development opportunities through vocational training and entrepreneurship support.

The tribal communities living in the state of Odisha are among the most illiterate in India. The reason is the abject poverty of families who have no other solution to survive than sending their children to work in the fields. “During the corn harvest, the children can earn up to Rupees 30-40 (between 0.38 and 0.58 euros) per day. During the rainy season, as they have no other possible activities, they return to school”, explains the Principal of one of the schools in Nabarangpur District. The children’s need to work is a partial explanation for the low literacy level among these tribal population groups, standing at 24% for boys and just 11.2% for girls. The other major reason for the lack of interest in school is related to the lack of quality in the education imparted. “There is a high shortage of teachers”, explained a teacher. “In the village school, there are only 4 teachers for hundreds of children. Many don’t study and only play.”

Aide et Action International South Asia has set up a project promoting the integration and retention of children, especially girls, in school. “The education of girls is, in fact, one of the association’s priorities, as it is a proven fact that an educated woman will send her children, particularly her daughters, more easily to school and thereby enable them to take part in the development of society,” explains Ravi Pratap Singh, Regional Director, Aide et Action International South Asia. Being implemented since 2011, this project is aimed at mobilising the entire community (men and women, adults and children, etc.) for education, especially the education of girls.

In Niger, the literacy rate remains one of the lowest in the world: 42.9% for men and 15.1% only for women. Despite the progress achieved and the efforts made in the area of access to education, the condition of girls’ schooling remains disquieting: high levels of inequality persist in terms of primary education, where the gap between Gross Enrolment Rates (GERs) for girls and boys has been stagnating at 18 points for over the last five years. The imbalance between urban and rural areas is also worsening.

\textsuperscript{5} Source: ActionAid International
(it rose from 10.5 in 2009-2010 to 19.1 points in 2010-2011). The gap between girls and boys is also widening further in terms of completion rates. The lack of the acquisition of basic skills in arithmetic, reading and writing is putting a brake on the involvement of women in society, their access to employment and their children’s access to education. It was in this context that Aide et Action International Africa and its partners provided support for the literacy of almost 500 girls from rural areas in the Maradi and Zinder regions. Each of the girls receives educational and social support and has also been given a monthly scholarship as well as an individual kit composed of the necessary school supplies.
This thematic of intervention covers all activities aimed at enabling children and youth excluded from their societies due to their social or economic condition, or disabilities, to gain access to quality education adapted to their needs and to promote their educational, social and economic integration.

→ Components
   Exploited children
   Children with disabilities
   Marginalised and vulnerable children

→ 5 projects: Cambodia, the Dominican Republic and Senegal.

In the world today, 15-20% of the children have special educational needs, 90% of children with disabilities do not have access to quality education, 1.2 million children are victims of trafficking and 115 millions are involved in work that is hazardous for their physical, emotional and cognitive development. The lack of schooling is often the symptom of social exclusion. Poverty, ethnicity, disability, etc. – the reasons for the rejection of children as well as their families are multiple and their consequences are the same: millions of children and youth are deprived of their right to education.

Providing these children with an education that enables them to integrate socially and economically is an issue to which Aide et Action International endeavours to respond through a dual mechanism: on the one hand, by developing an educational alternative appropriate for their way of life (alternative locations, literacy, vocational training) and, on the other, by enabling schools to adapt to their educational needs. The conditions in which they live are an almost insurmountable obstacle for these children, in terms of their access to quality education. And despite all the progress achieved since the Millennium Declaration in September 2000, the most marginalised and vulnerable children continue to remain outside school doors.

There are many reasons behind exclusion from education, but enabling these children and youth to be reintegrated in society and gain access to quality education is a long and complicated
task. In 2013, Aide et Action International worked along two complementary lines, with, on the one hand, the development of an adapted educational alternative: support and strengthening of care centres (for street children, for instance), evening or afternoon schools for children involved in child labour, establishment of centres or classes adapted to children with disabilities. At the same time, the association undertook to promote a more inclusive vision of education by enabling excluded children to be reintegrated in “conventional” educational systems, which calls for adapting the school environment, programmes, methods and textbooks, training teachers and sensitising communities.

In Cambodia, Aide et Action International Southeast Asia and China focuses its interventions on the development of global educational projects for children with disabilities, such as Sok Cheng, a little 7-year old girl. She was born with Down’s syndrome, a disease that prevents her from learning to speak and write like other children. Not knowing what to do, her parents, who are mobile phone sellers in Siem Reap, a province in North-West Cambodia, sent her to her grandmother in Phnom Penh. The latter took care of her despite the communication difficulties she faced. Then, through a contact, Sok was able to join the rehabilitation programme conducted by Aide et Action, in collaboration with a local association, the Rabbit School, for a few months. She then took up her schooling in specialised classes in a public school. She has made a great deal of progress since: she can eat, brush her teeth and wash herself without any external help. Moreover, she can name objects, associate them with pictures, hold a pencil and communicate with others.

Rehabilitation services, physical therapy, specialised education and learning how to read are the main activities developed for children with special needs.
Faced with the increasing importance of issues related to the environment and to harmonious living together, this thematic of intervention is being increasingly included in the projects implemented by Aide et Action International. It covers all the sensitisation, training and educational activities aimed at the emergence of citizens who are actors of their own development in harmony with their environment.

**Components**
- Human rights education
- Education for development
- Environmental education
- Peace education

**7 projects:** France, Guinea-Conakry, Madagascar and the Dominican Republic.

The preservation and sharing of natural resources, the management of the social consequences of climate change... the challenges the environment will make us face tomorrow call for collective awareness and responsibility, as well as international solidarity driven by civil society. The same holds true for access to citizenship rights. Attached to promoting an education that makes it possible to develop responsible citizens, Aide et Action International is working actively to include emerging issues and their ethical dimensions in school curricula and to train teachers about these issues. It is also playing a role in strengthening civil society, in particular by supporting the involvement of youth and youth associations.

In 2013, this deep-seated conviction held by Aide et Action International took shape in the form of three main approaches in favour of sustainable development and world citizenship: the preservation of the environment and education on the management of natural resources, the strengthening of civil society organisations, in particular youth organisations and, finally, the rebuilding of strong social links based on solidarity in time and space.

Environmental protection is the main issue dealt with in a project being conducted in...
the Dominican Republic, in the province of Elias Piña, where the poverty rate is the highest in the country: poor households account for 82.4% of the total population here. Consequently, the province records the country’s lowest quality of life indices. Deforestation has been recognised as being the main cause for the multiple problems currently affecting the natural resources in the catchment area of the Artibonite River, the water and soil, both in the Dominican Republic and in Haiti. In this border area, an acceleration in the desertification and soil impoverishment processes have been observed, due to their over-exploitation and the inappropriate use of slash-and-burn agricultural practices.

Aide et Action International is working on reforestation and the creation of gardens and kitchen gardens for family consumption with about 100 families in the region, as well as on training teachers in Elias Piña. The project intends to make full use of practical local experiences in order to influence policies in response to deforestation and forest degradation at all levels: national, regional and international.

The promotion of international solidarity has also been at the heart of Aide et Action International’s interventions. Bearing technical developments in mind, information and communication technologies have proven to be an effective means in several countries to promote this kind of solidarity. In 2013, the association initiated an experimental project on media education between France and Senegal, with the support of the Google France Foundation. Schools in France and Senegal work together to develop and manage a website. The students produce written content, but also videos, audio reports, etc. For Djibril Pouye, the Principal of the Diamaguène 2 School in M’bour, Senegal, which is participating in the project, “It is essential to initiate children very early in the digital world, as that is their future”. 300 children in France and 600 in Senegal are involved in the project, along with 20 teachers. They work together to mutually build their capacities and to develop their knowledge, especially with regard to the use of new technologies for education.
This thematic of intervention brings together one of the largest number of projects being implemented by Aide et Action International. It covers all education and training activities that enable young adults to acquire the knowledge and skills necessary to live a life of dignity and to take part in their country’s economic development.

→ Components
   - Literacy
   - Vocational training
   - Entrepreneurship development


They are between 14 and 25 years old, with 90% living in developing countries and they are the ones who have to take up the challenges of the future. But 621 million youth today do not have access either to school or to training or a job: their energy remains unused and their future is at risk. One out of eight young people in the 15-24 year age group is unemployed. Giving these youth the means to develop themselves, take their lives in hand and take up a useful place in society is a priority for Aide et Action International, which devotes several projects towards this goal. Literacy and second chance schools for acquiring basic skills, access to vocational training adapted to the job market and support for social mainstreaming: as a priority, livelihood education is targeted at the most disadvantaged youth.

In the field, it has been observed that a large number of these youth stem from marginalised communities: linguistic minorities, population groups living in isolated rural areas that are difficult to access, etc. Aide et Action International has a triple objective in view for these youth: enabling them to acquire basic knowledge (through access to so-called second chance education and to literacy, for instance), providing them with skills they can use for their social and economic inclusion (in order to develop self-confidence, for example, problem-solving abilities, or to gain command over a language used for communication, if necessary), and offering them access to


vocational training that is adapted to the local job market.

In 2013, in India, Nepal and Sri Lanka, Aide et Action International South Asia further strengthened its activities in favour of livelihood education for youth from marginalised environments. The full training programme developed by the association with its partners is aimed at filling existing shortcomings (in reading, arithmetic, writing, etc.), re-building confidence in these youth who have been excluded from the educational system and enabling them to gain access to skill development training adapted to the local job market. Since the project began, over one hundred training centres – called iLead – have been set up, 150,000 youth have received vocational training and have been able to find a job. One of the iLead Centres supported by a Microsoft initiative and launched in 2013 is specifically aimed at training youth from marginalised backgrounds in computers and information systems, in order to inspire them to develop their own enterprise. Jamuna Devi left school at the secondary level due to family problems. Following her 3-month training in iLead at the Perambur centre, she is working as a salesgirl today in a computer store, knows how to work with several different software packages as well as the internet and speaks English. She hopes that the skills she acquired in the iLead Centre will help her get a promotion at work one day.
This thematic of intervention concerns all educational, sensitisation and prevention activities that contribute to the improvement of health and a healthy environment.

→ Components
- HIV/AIDS and preventive actions
- Healthy lifestyle

→ 3 projects: India and Mali.

Health and education are closely linked. While malnutrition handicaps the cognitive development of children, access to adequate food, hygiene and basic health care alone can lead to a significant increase in their chances of completing primary school. Moreover, education remains the best prevention against major diseases and epidemics. However, in 2013, 171 million children under five years old were suffering from malnutrition, which is likely to have harmful and irreversible effects in the long term on children’s physical and cognitive development. That is why Aide et Action International places an emphasis on information and sensitisation (of parents, but also of the authorities so that they include health issues in curricula), while implementing concrete preventive measures in three priority areas: food security, hygiene and sanitation, and HIV/AIDS.

While general knowledge related to HIV/AIDS is increasing, generally speaking, in high prevalence countries such as Kenya or Haiti, less than half the young women in the 15-24 year age group know enough about HIV, especially its modes of transmission or means of prevention, whereas the majority of new HIV infections are emerging among the youth. Therefore Education on HIV and STIs prevention remains a major issue for the association. In another field, in several of our countries of intervention, the inhabitants are facing a substantial increase in food insecurity, which, combined with rising food prices, affects children in particular. In order to improve the quality of children’s nutrition, Aide et Action International has, for instance, developed school kitchen gardens and has made efforts to sensitise parents about the specific nutritional needs of children.


12. Source: Population Reference Bureau
children. Finally, the construction of adapted sanitary structures (latrines, wash basins, etc.), access to drinking water and sensitisation about basic health and hygiene rules (consumption of water, modes of transmission of water-borne diseases, etc.) remain major factors in the improvement of the health status of children and of the school environment.

Since 2013, Aide et Action International Africa has been conducting an HIV/AIDS sensitisation project in Mali, near the Segou-Timbuktu main trunk road. Information, distribution of male and female condoms, increased access to voluntary consultation and screening services: the project aims at preventing and reducing the risks of propagation of STIs and HIV/AIDS among the labourers, technicians, sex workers, sales people and truck drivers that constitute the most vulnerable population groups along these major trunk roads. The increasing propagation of HIV/AIDS in Mali is also synonymous with the stigmatisation, casualisation and isolation of those directly or indirectly affected by HIV/AIDS. That is why Aide et Action International is also developing prevention activities in schools. 180 teachers have been trained in 107 schools, supervised by the concerned “Centres d’Animation Pédagogiques” or Pedagogical Facilitation Centres, as well as 270 “educator peers”. For Moussa Sagara, a teacher in the Alpha Aly SEC A School in Bandiagara in the Mopti region, the project has had a real impact on the students, who are now sensitised about the various infections. 3,554 people have been able to learn about their antibody status and have received advice and orientation for their coverage. 262,305 male condoms and 4,520 female condoms have been distributed. Each of the 270 educator peers also sells condoms. 48 anti-HIV Committees have been set up at commune and village level to implement their plan of action in response to HIV/AIDS.
This thematic covers all activities aimed at providing support to population groups that are forced or not to migrate for economic, political, job insecurity or environmental reasons, and nomadic population groups, by facilitating interactions with their host populations.

**Components**
- Education on migration rights and multiculturalism/interculturalism
- Education of minorities and migrant populations
- Diaspora development education

**6 projects:** China, India.

The number of migrants in the world stood at 214 million people in 2012. Whether their migration was “voluntary” or, as is more often the case, “involuntary” due to poverty, conflicts or the environment, migrations – whether outside a country’s borders or within a country – have an impact on the children’s schooling. Social fragility, job insecurity, language barriers: reintegration in school in the new destination often proves to be difficult and there is a high risk of children dropping out of school permanently. Aide et Action International supports the education of migrant children by improving their living conditions, setting up educational alternatives and sensitising the local authorities and populations about the need for living together in harmony and all the positives it can offer.

In this thematic of intervention, in 2013, Aide et Action International developed its activities in three areas. The first concerned the improvement of the living conditions of migrant children (cleanliness of houses, access to drinking water, access to basic health care). The second area focused on their access to education: bridge schools aimed at enabling migrant and working children to gradually be reintegrated in the educational system, but also in alternative education centres for out-of-school children and preschool education centres for children under 5 years old. The third area of intervention concerned the promotion of living together in harmony, through the sensitisation of the different communities and the acknowledgement of migrants’ rights and entitlements, especially by local authorities.

There are about 2 million migrant workers in Chengdu, China, of which 1/5 are permanent residents. They contribute to the city’s construction and its economic development. Most often without any

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social insurance, suffering the indifference of society that rubs shoulders with them without seeing them. They face even more difficulties in mainstreaming as they are constantly prey to an identity crisis.

To remedy this situation, Aide et Action International has set up an original project: making migrants take photos of their daily lives and the city. About 30 families from Jinjiang are therefore trying to re-appropriate their history. A centre, facilitated by volunteer teams, supervises the families from the practical (selection of families, loan of equipment, teaching photography, collection of photos, etc.) and social point of view (meetings for the presentation of the photos and organisation of exhibitions in the city).

In South Asia, Aide et Action International has developed special expertise on the issue of migrant labour. In fact, the association has taken part in the social reintegration of a large number of migrant labour forced to work in brick kilns in Andhra Pradesh and Odisha. In collaboration with the local authorities, a census of migrant workers was undertaken first. Once they were rescued, they were placed in social reintegration centres along with their families, including several children. These rescue activities, conducted from time-to-time, created an opportunity for Aide et Action International, which has been able to initiate a proactive, comprehensive and sustainable rehabilitation plan for the migrant workers saved, in partnership with the Odisha government. The existence of “indentured” (practically enslaved) labour due to the debts they incurred is an attack on the dignity of human life and a flagrant violation of fundamental human rights. In 2013, 500 recently freed migrant labourers were registered in a social reintegration centre.
This thematic of intervention refers to activities developed by Aide et Action International before, during and after emergency situations, in order to prevent and prepare population groups for emergency situations, but also to maintain or restore the educational system and family benefits once the emergency is over.

→ **Components**
- Crisis prevention and management education
- Emergency response and sustainable reconstruction

→ **1 project:** Haiti.

For several years, Aide et Action International has observed an increase in the number and extent of emergency situations in the field, whether in terms of the recrudescence of natural disasters or the increase in conflict or security crisis situations, as was the case in Mali in 2012. And that is not to speak of a new and urgent threat, which is already visible, but whose effects will only be felt in the long term: climate change. By affecting the climate, ecosystems and the financial resources of States as a whole – negative effects that, in turn, affect access to food and health and lead to migrations – climate change has a very strong impact on education. All the more so since almost two-thirds of the children who are deprived of education currently live in the two most fragile continents in terms of climate risks – South and West Asia, and Sub-Saharan Africa. Furthermore, floods and storms often lead to the destruction or damaging of classrooms, each time forcing thousands of children to turn away from the road to school.

While Aide et Action International is not a so-called “emergency” NGO, the solidarity that is at the foundation of its activities forces it to intervene in some way when emergency situations affect the population groups with which it is working. Given its proximity and in keeping with its approaches, the association is developing a specific approach linking solidarity in the first phase of an emergency situation, then support for population groups in the identification and implementation of reconstruction projects and risk prevention. In the latter area, Aide et Action International has focused on building community capacities, as the affected people are often the best placed to identify risks and the first to intervene in any emergency situation, and the involvement of youth and children, who often emerge as the primary change agents.
In Haiti, according to official data, over 4,000 schools were destroyed by the earthquake, in a country that has extensive educational needs. Two years after the earthquake, very few children have gone back to school and the emergence of cholera at the end of 2010 made the situation even more complicated. In this context, Aide et Action International decided to continue with its support to the reintegration of children in schools for the 2012-2013 school year.

In 2013, support was provided for the education of over 1,500 Haitian children (coverage of school fees, supply of text books and some of the teaching material, etc.), and the capacities of 200 school teachers and principals were built in the Leogâne commune. In partnership with the doctor at the Embassy of France in Haiti, a 16-hour training programme was offered to more than 750 students and their teachers on the subjects of rescue work in isolated areas. Educational media and first aid kits were distributed to the participants. But the task of reconstruction and the return to a normal life seemed more difficult than envisaged. Hurricanes Isaac and Sandy further damaged human and material resources. “The climatic conditions have worsened the situation: people are living under the threat of violent winds, storms and torrential rains that sometimes lead to floods or mud-slides”, explained Guilène Bordes, a project manager in Haiti. “The people continue to live in a situation of helplessness and are still waiting for support, while inflation and the costs of primary foodstuffs are constantly shooting up.”
2013: Regional context

In 2013, socio-political crises and armed conflicts, especially in Mali, Madagascar, the Democratic Republic of Congo and Guinea-Conakry, had a negative impact on the educational systems, worsening the problems of access and quality and the shrinking of funding. They also led to repetitive and lengthy strikes by teachers, especially in Togo, Benin and Madagascar.

However, the macro-economic framework did improve in some countries (Democratic Republic of Congo, Morocco, Union of Comoros, Ivory Coast or Benin). In general, several countries set up new economic and social development plans that opened up opportunities for new partnerships and made it possible for Aide et Action International to strengthen its educational mission, at a time when national agendas for the post-2015 period of the Millennium Development Goals were being formulated.

Africa has major challenges to face, including, in the educational sphere, those related to the youth of its population. There were 200 million youth in the 15-24 year age group
in 2010; the number will double in 2045, most concentrated in urban areas. This deve-
lopment is likely to lead to tensions on the job market and already calls for the creation of
new infrastructure – and programmes – for their education and training. Furthermore,
the problem of decentralisation and of participatory governance, especially in the key
education sector, remains a major concern. As does the unequal distribution of wealth
and good governance problems that limit the efforts being made towards poverty
alleviation – that too in a region that is rich in natural and human resources.

All these present challenges and opportunities that have guided Aide et Action
International Africa’s activities in 2013, within the framework of the deployment of its
educational mission.

Project focus

Testing of a new type of regional project, based on country components: registration
of births by mobile telephone

→ **Project location:** Senegal, Burkina Faso and Ivory Coast
→ **Project cost:** 1,520 K€
→ **Duration:** 1 year (pilot phase)

→ 300,000 people involved in Burkina Faso, 500,000 in Ivory Coast and 141,000 in
   Senegal
→ 10 communes covered in Burkina Faso, 6 communes in Ivory Coast and
   3 communes in Senegal

Not being registered at birth means being deprived of a legal existence and of all rights
conferred by one’s civil status: the right to education, to health care, to the protection of
law, to registering civil status (such as marriage), to living as a citizen, etc. But in several
parts of the world, especially in Africa, this fundamental formality is not met, for several
reasons: negligence, ignorance, geographic distance, migration, lack of technical and
financial means in the administrations, lack of training of their staff, legislative and
regulatory texts that are not in line with socio-political realities, and so on.

Aware of the importance of the issue, Aide et Action International, in partnership
with the Orange Group, conducted an experimental pilot project in Senegal on birth
registration through mobile phones. This was a completely novel procedure aimed at
facilitating the birth registration process, in order to make it systematic, while at the
same time providing both reliable and secured civil status data to the registry office. The
project, motivated by the desire to improve access to fundamental rights, particularly
education and citizenship, led to convincing results in this pilot phase: 100% of the births were registered in the concerned communes. This success led the governments of Burkina Faso and Ivory Coast to ask for the project to be extended to their countries.

The project is based on a multi-actor approach and the principle of providing support, both to the government bodies that are at the heart of the project on the institutional side, and to local actors who have to learn how to implement it.

In its pilot phase, its implementation calls for sensitisation and training activities for the communities and the institutional actors concerned. The registry offices were provided with the required equipment (mobile phones, computers and office material, etc.). A permanent system for ensuring the notification, transcription and monitoring of births was set up in each target village and district, the actors were trained in using the interface and with regard to the registry office’s rules.
Mr. Faye, Diogo School Principal, Tiwaouane, Senegal:
“I would really like to thank and congratulate Aide et Action International. What we really liked was its approach: everything was designed with us – the actors in the field. That is why we in Diogo have gained so much. Civil status is really a concern in our commune. I used to spend my own time by going personally with the files of children who had to be registered so that they could take their exams. We really salute the advent of this project.”

Institutions:

NGOs and associations:
In Africa, there are several actors working in the field with Aide et Action International: civil society organisations, coalitions and discussion platforms, local associations, parents’ and local representatives’ associations, national and international NGOs (Plan, Eau vive, SOS Sahel, CORIPH, Entrepreneurs du monde, Care Mali). We would like to express our gratitude to them for the faith they continue to place in Aide et Action International.

Universities and research institutes:
Geneva University’s Psychology and Educational Sciences Faculty.

Foundations and companies:
Airtel, Medicor Foundation, Orange Foundation, Turing Foundation, Stavros Niarchos Foundation, UBS Optimus Foundation, KUMBA Mining, L’Occitane, Lyreco, MTN, Orange Guinea, Orange Niger, Orange France, Société Générale de Banques de Madagascar, Ulric de Varens, Togocel.
2013: Regional context

The Latin America-Caribbean region witnessed relatively slow economic growth in the course of 2013, with a GDP growth rate of 2.6% – not enough to improve the fate of the more than 170 million people in a situation of poverty, i.e. almost 30% of the region’s inhabitants.

However, despite this situation, poverty has reduced in Latin America. Haiti remains the American continent’s poorest country and is struggling to recover from the destruction brought by the 12 January 2010 earthquake. In 2012, its growth rate was estimated at 2.8%, after a marked rise the previous year (5.6%). As of 2013, the International Monetary Fund (IMF) and the World Bank, counting on international aid, estimated that infrastructure reconstruction efforts would enable an annual growth of more than 5%, for five years.

For its part, the Dominican Republic has resisted the region’s economic difficulties fairly well, with a 3% growth rate – among the highest in the region (2.3% being the
average in the Caribbean), but it is much lower than in 2010 (7.5%) and one point less than the government’s forecast. Its growth rate in 2014 should be similar to the rate estimated for Latin America as a whole (4%).

In the course of 2013, the two countries, which share the island of Hispaniola, witnessed periods of high tension with the Haitian border being closed to agricultural products from the Dominican Republic and the Dominican Constitutional Court’s decision to withdraw their nationality from illegal Haitian migrants, going back to as far as 1929.

**Project focus**

→ **Adelante: capacity building of excluded youth in the northern district of the city of Santo Domingo**

→ **Project location:** Guaricano, Duquesa, Jacagua and Los Casabes in Santo Domingo, Dominican Republic.

→ **Project cost:** 28,015€

→ **Duration:** 4 years

The Adelante project is targeted at youth in the 18-24 age group in one of the poorest and most marginalised northern districts of the capital. The aim is to provide them training that would enable them to find a job and escape poverty. Over its entire planned duration (60 months), it should cover 1,200 - 1,600 youth – as far as possible, an equal number of boys and girls.

Set up in 2012 by Aide et Action International, in collaboration with the Ministries of Education and Industry, the Santo Domingo State University (UASD) and the Siglo XXI Institute of Technology, the Adelante project took over from the ‘Conjunto’ programme launched in 2006 to enable children in the Santo Domingo North district to gain access to education.

More than enabling marginalised youth to have a livelihood so as to be able to live a life of dignity, the project aims at providing them with a proper job, by developing vocational training programmes adapted to the job market. Its ambition is to turn them into tomorrow’s entrepreneurs by training them in the new technology trades.

The very first batch at the end of 2012 had 14 young IT diploma holders. In 2014, the first half of the year was devoted to training in electronic and electrical equipment repairs.
**Actors’ voices**

Ciriaco Cruz, Director of the Socio-Economic Research Institute, INISE, Santo Domingo University, wishes to encourage the government institutions that are part of the “Adelante” project: “It is very important to take measures in the field of training because training is directed at youth who are the first victims of unemployment”. According to him, “this experience facilitates the acquisition of knowledge that is indispensable for anyone who wishes to work or manage a business.”

**Partnerships**

**Institutions:**

**Universities and research institutes:**
Siglo XXI University, University for Pro-education Action and Culture, State University of Haiti, Quisqueya University of Haiti, Catholic University of Santo Domingo, Ibero-American University, Santo Domingo Autonomous University, Santo Domingo Institute of Technology.

**Foundations and companies:**
Orange, Orange Foundation, Schneider Electric and Schneider Electric Foundation.
2013: Regional context

There were very few political or socio-economic events in 2013 in the region. In India, the Cash Transfer Benefit programme was launched and the National Food Security Bill faded out. The country faced serious floods in the state of Uttarakhand and the Phailin cyclone in the state of Odisha, as well as a revival of tensions due to Maoist activities along the Chhattisgarh and Andhra Pradesh border. In terms of education, while the Right to Education Act of 2009 constituted a considerable step forward, the assessment of its outcome, after three years of application, was disappointing. Along with continuing gaps in access to quality education, the nation continued to witness increasing distress migration.

In Nepal, the struggle for stability continued during the year with three major developments happening: the end of the integration process, the formation of a provisional government and the organisation of the second Constituent Assembly elections. All these political upheavals hindered progress in the educational sphere.

In Sri Lanka, after the civil war, the government launched a massive demining and resettlement programme. In order to facilitate the reintegration of former combatants
in their communities, psycho-social programmes were set up in each village, as well as vocational training centres. These efforts paved the way for the successful holding of council elections in the Northern Province for the first time since 1987.

In this, Aide et Action International South Asia pursued its efforts, in collaboration with the governments, NGOs and companies, in order to ensure the progress of education, to fill the gaps and thereby play a role in the region’s socio-economic development.

**Project focus**

→ **Sirugugal School development project**

→ **Project location:** Nilgiris, Tamil Nadu, India  
→ **Project cost:** 39,344 €  
→ **Duration:** 2 years

→ **Number of villages covered:** 28  
→ **Number of children:** 4,397  
→ **Number of schools:** 31

Forest-dwelling tribal communities have to struggle to survive every day: their resources are running out and are increasingly falling under State control. The first generation to take the road to school, tribal children soon find themselves totally disoriented, since education is not imparted in their mother tongue. Inappropriate programmes, teachers who are not properly trained in terms of their special needs – the educational and morale levels of these children are abnormally low, triggering a spate of dropouts.

In 2013, Aide et Action International South Asia, in association with the Hemendra Kothari Foundation, started providing support for these children’s education in the Mudumulai Forest Reserve in Tamil Nadu. A comprehensive programme was set up, calling for the active collaboration of all – parents, children and teachers, based on a common purpose: teaching the children reading, writing and arithmetic.

Each child is first assessed to gauge his or her level, in order to enable teachers to know them better and to support them better on the basis of a custom-made support plan. In order to develop their interest in reading, they have been provided access to a school library and to reading clubs. Special emphasis is laid on English lessons and on an initiation to computers and the use of the internet, with the introduction of digital tablets. The teachers have also taken part in the training in order to build their capacities.
In all the project villages, the youth have been invited to take part in this collaborative programme by taking part in a training course to later be able to play the role of school assistants for the children. On their part, the local authorities, the “Sarva Siksha Abhayan” (Education For All scheme) and the Forest Department have pooled their efforts in order to build or develop infrastructure.

Finally, in this forest environment that is particularly vulnerable to environmental issues, the children have been engaged to take part in forest protection initiatives by planting three shrubs and by sensitising, in turn, their parents about this issue.

Such a successful project has demonstrated that children’s education is not limited to their enrolment in school, but goes far beyond, by building their capacities to preserve their environment.

**Actors’ voices**

**In the words of a student – a member of the Eco Club:**
“We ensure active involvement of children and parents in ensuring ecological restoration processes and insisted on collective efforts amongst people towards preservation and conservation of environment”

**Another student:**
“We now feel that our teachers encourage us to learn freely.”

**Bindhu, a mother:**
“The study centre functioning in our village brings lots of changes in our children. Now our children are reading/writing independently. They are good at maths and language. They make the best use of library provided in our village”

**Partnerships**

**Governments and institutions:**
Nadu Corporation for Development of Women, TNHSP (Tamil Nadu Health System Project), UNICEF, International Fund for Agricultural Development (IFAD).

**NGOs and associations:**
ABHIGYAN DISHA, ARCOD, ARTS, AASAMAN, Bhoruka Charitable Trust, CARD, Catholic Relief Services, CULP, DEEP, GRAMYA, IDYWC, MASS, NEADS, PRAYATNA, SOPAN, SPID/Abigyavati Foundation, UCEP, VIDHYA DHAM SAMITI, VIKAS SANSTHAN, World Vision India.

**Foundations and companies:**
2013: Regional context

In 2013, Southeast Asia countries and China continued to withstand global economic slowdown essentially thanks to a rise in domestic consumer and investment demand, which made it possible to maintain an average growth of 5% across the region. As for China, the second global economic power, it remained stable with a 7.7% growth rate.

But the year was also marked by political instability in Thailand and Myanmar, natural disasters in the Philippines, wage demand related social movements in Indonesia, etc. All these upheavals added new challenges in the field of development. Whereas the 2013 Millennium Development Goals progress report shows that the poverty level has gone down in the region, for the most part, it is still plunged in crippling destitution. Much remains to be done to reduce inequalities, particularly with regard to ethnic minorities, improvements in basic health and, especially, education.
In this area, the Southeast Asian countries continue to be marked by a high rate of exclusion of children from school for a host of reasons, which are sometimes combined: ethnicity, socio-economic status, disability or simply because they are girls. With a total population of 600 million inhabitants, the region today has to face a major challenge in terms of the high number of unskilled youth and the need to generate jobs.

In 2013, Aide et Action International Southeast Asia and China continued its collaboration with its local and governmental partners in Cambodia, Laos, Vietnam and China, as well as in the two observatory countries, Thailand and Myanmar. Our hope is to address the region’s educational challenges and contribute to the socio-economic development of Southeast Asia and China.

**Project focus**

→ *Early Childhood Care and Education in Laos*

→ **Project location:** Huaphan and Bolikhamxay province and Vientiane capital, Laos PDR  
→ **Project cost:** 684,000 €  
→ **Duration:** 3 years

→ **The project covers 8,576 children in 60 schools and 18,165 adults.**

In Laos, only 16% of children are enrolled in nursery school. Deprived of this indispensable foundation for their development, one-third of pupils drop out of school before the end of the primary level (almost 14% in the first year itself) and only 33% of children go to school in rural areas. These statistics testify to the urgent need to improve the educational system, but also to better prepare young children to enter primary school.

Aide et Action International Southeast Asia and China, in partnership with the governments, is conducting a pilot project aimed at supporting the development and schooling of the most vulnerable young children (rural, ethnic minorities, girls). A comprehensive approach is being adopted, which includes health, nutrition and education and involves the communities and parents. It also combines early childhood in nursery schools and young children in the first two years of primary school within the same programme so as to better support children during this transition.

In 2013, the project made several major advances:  
- A real change in the mindsets of parents and communities, which are now involved
in the children’s school life by participating, for instance, in the preparation of meals and in hygiene awareness workshops, as well as by providing financial support. The outcome of this involvement was a definite improvement in hygiene and balanced nutrition for children.

- An increase in the level of education and self-confidence among teachers, who received support and training, particularly in child learning systems (563 teachers and educators), as well as new teaching material.
- Among the 5,576 children covered by the project, there was a rise in enrolment in the pre-primary and the first year of primary school and in the learning level of children in the first two years of primary school: they now know how to read in their native tongue, do simple arithmetic and are more active in class.

**Actors’ voices**

*Ms. Phianeseng, a teacher in a nursery school in Nanongboua:*

“With a number of pupils that is much higher than the national average, I found it difficult to teach and, at the same time, control my very lively students. Thanks to two training sessions with Aide et Action International in 2012, I feel surer of myself and I have new ideas about creating material that is adapted to my pupils. They appreciate me and I feel very happy in my class.”
Institutions:
Australian Agency for International Development (through Australian Red Cross), China Association of Social Workers, Plan-les-Ouates commune (Switzerland), Lancy commune (Switzerland), Kratie Province Education Department, Prey Veng Education Department, Kep Province Education Department, Pursat Province Education Department, Kandal Province Education Department, Phnom Penh Municipality Education Department, Vientiane Province Education and Sports Department, Houaphanh Province Education and Sports Department, Bolikhamxay Province Education and Sports Department, Khanh Hoa Province Education and Training Department, Takeo Province Education Department, Thai Nguyen Province Education and Training Department, Laotian Education and Sports Ministry, Cambodian Education, Youth and Sports Ministry, UNESCO, Housing Authority of Chengdu City, European Union, Cambodian Ministry of Social Affairs, Veterans and Mainstreaming of Youth, Paccom Vietnam, Chengdu Women’s Federation.

Research Institutes:
National Institute of Research in Educational Sciences of Laos, Chengdu Women’s Research Society, Women’s Studies Institute of Sichuan Women’s Federation, Sichuan Women’s Federation.

NGOs and associations:
Bophana Audiovisual Resource Centre, Banmov, CABDICO, Chenxi Child Development Centre, Chengdu Xin Jia Yuan Social Work Service Centre, Culture Development Centre for Rural Women, Damnak Teok Cambodia, Dongguang Sub-District Xinlianxin Community, Disability Development Services Programme, Guangxi Tiandong Chen Xi Centre for Children Development, Huangyuang Ecology and Culture Association, Krousar Yoeung Association, PACHID, Peuan Mit, Qingshen Rural Women & Children Development Centre, Rabbit School Cambodia, Tiandong Chenxi Centre for Child Development, SIPAR, Youth Star Cambodia.

Foundations and companies:
2013: Regional context

In 2013, the European context remained marked by the consequences of the 2008 economic, financial and social crises. Despite a few signs of economic recovery, rigour and unemployment continue to gnaw at many European countries. While the unemployment rate remains below 5% in Switzerland, it has held firm at 25% in Spain and Greece and is up to 10% in France. The unskilled or those with limited skills as well as the youth are the most vulnerable categories. In addition, over 124 million European citizens are threatened by poverty or social exclusion. Inequalities continue to deepen between the underprivileged and the well-to-do. The findings are indisputable: 20% of the richest Europeans have incomes that are 5 times higher than the 20% of the poorest. In this context and as attested by a recent opinion poll\textsuperscript{14}, Europeans are increasingly pushing the case for more investment in education and training. Especially since the

\textsuperscript{14} Source: European Parliament Eurobarometer (EB/PE 79.5), December 2013
results of the last PISA (Programme for International Student Assessment) study, published in December 2013, have confirmed that except for Switzerland, among others, whose results are improving, the learning level of 15-year old European pupils remains inadequate.

In France, after several years of controversial reforms and drastic budget reductions, the School Reorganisation Framework and Planning Act, adopted in the summer of 2013, set itself the ambition of building a more just and exacting schooling system. With this in mind, the return to a four and a half day week in primary schools and the revival of teachers’ training are fundamental steps.

With regard to solidarity issues, both in Switzerland and France, development through education actors rallied together to contribute to the formulation of a post-2015 development agenda that effectively takes the issue of education into account.

In 2013, Aide et Action International Europe’s contribution to this collective dynamic centred, among others, on the promotion of local and international solidarities, the improvement of interactions between educational actors and systems and the implementation of actions aimed at social and professional inclusion of the most vulnerable population groups. Furthermore, Aide et Action’s European teams intensified efforts to provide support to the activities conducted by Aide et Action International across the world, thanks to the generosity of numerous sponsors, donors, companies, foundations and institutions.
Project focus

→ Learning together through cooperation and media (AECEM – Apprendre Ensemble par la Coopération et les Médias)

→ Project location: the project is being conducted in two countries: France and Senegal.

→ In 2013, it targeted 3 schools in particular:
  - In France: the Jean-Baptiste-Clément School in Montmagny, in the Val-d’Oise district.
  - In Senegal: the Célestin-Freinet School in Dagana and the Diamaguène 2 School in Mbour.

→ Project cost in 2013: 36,000€
→ Duration: 4 years

In 2013, the project directly covered 150 children in France and 2,030 children in Senegal as well as 25 teachers (10 France and 15 Senegal). The project also indirectly covered the school children’s families.

AECEM is a citizenship and international solidarity project based on media-related practice. It seeks to make children and teachers work in a collective and cooperative manner on media, both within their school as well as internationally. It promotes cooperation, opening-up to the world and pooling knowledge. The child becomes the actor of his learning. In each school, children produce articles, photos and videos on a common subject: “living together in harmony”. The output is promoted and shared through two media:
- A website, www.aecem.ac-versailles.fr, which posts the material the children produce. 16 contents were put online in 2013, including 4 videos.
- An annual magazine, “100% Junior” was published in October 2013. The magazine feature was prepared by the children from these 3 schools, based on the material posted on the website.

Thus, apart from learning new technologies, a study of the children’s work in class makes it possible to work on French, reading, writing, concepts of narration, editing as well as social or soft skills, such as curiosity, the ability to plan so as to implement a joint project, etc.

A ceremony to release the magazine was held in each school at the end of 2013. This friendly and festive event gave concrete shape to the project, with a paper medium with which the children could identify themselves. It also made it possible to gather all the actors revolving around the schools, including parents.
**Actors’ voices**

**Djibril Pouye, a teacher and Principal of Diamaguène 2 School in M’bour, Senegal:**

“When the children saw the magazine and found some of their work printed there, they cried out with pride, ‘It’s our work!’”

**Partnerships**

**Institutions**

Agence française de développement (AFD), International Solidarity Department (Service de la Solidarité Internationale) of the Republic and Canton of Geneva (Switzerland), CAGI, CASDEN - Banque Coopérative des personnels de l’éducation, de la recherche et de la culture, Lancy Commune (Switzerland), Plan-Les-Ouates Commune (Switzerland), Réseau Education DDC, City of Liège (Belgium).

**Universities and Research Institutes:**

Faculty of Psychology and Educational Sciences at the University of Geneva (Switzerland), Institut de Formation et d’Appui aux initiatives de Développement (IFAID), Institut Supérieur de Formation de l’Enseignement Catholique (ISFEC LaSalle Mounier (France)), Institut Universitaire de Formation des Maîtres de Grenoble (IUFM) (France), CIRCEFT Laboratory at the University of Paris 8 (France).

**NGOs and Associations:**

Association des femmes africaines du Val d’Oise (AFAVO) (France), Association de la fondation étudiante pour la ville (AFEV), Association Pères de la Négritude Universal Vision (PNUV), Association Sénégalaise de l’Ecole Moderne, Centre de recherche et d’info pour le développement (CRID), Coordination Sud, Deci-Delà, Ecole et Famille, Educasol, Education 21, Fonds pour la promotion des études préalables, des études transversales et des évaluations (F3E), Groupe français d’éducation nouvelle, Kurioz, La Case, Plateforme Equi-Libre, Réseau Suisse Education et Coopération Internationale (RECI), Réseau Aquitain pour le développement et la Solidarité Internationale (RADSII), Semaine de la Solidarité internationale (SSI), Théâtre de la Fugue.

**Foundations and companies**

Computacenter, Corrélation, Crédit Coopératif, Crédit Mutuel, CRELAC, CREG, EDF and service providers, Editions Ivoire, Elisefaitsavalise, Entreprise San Leandro Tapas, Air France Foundation, CHANEL Foundation, France TV Foundation, Gertrude Hirzel Foundation, Herrod Foundation, L’Occitane Foundation, Lord Michelham of Hellingly Foundation, MACIF Foundation, Medicor Foundation, Orange Foundation, SNCF
FOCUS ON NEW APPROACHES

Focus 1
In July 2013, an analysis workshop held by Aide et Action International and gathering the project actors together made it possible to prepare a capitalisation document on the pedagogical practices and cooperation dynamics at work in the “Apprendre Ensemble par la Coopération et les Médias (AECEM - Learning together through cooperation and media)” project conducted in France and Senegal since 2012. This document, which will be further enriched in the years to come, aims at highlighting the added value of this type of a project and its impact on child learning so as to propose its deployment in new schools.

Focus 2
The iLead programme engages youth in spreading social, cultural and environmental awareness in the society. International and national days of importance are used to spread messages of humanity, love, service to others and empathy. iLead involves and sensitises youth during the “Gossip Circle for Empowerment” meetings converting them into real change agents for the society. The “Run for Inclusion” was organised at the initiative of iLead. It is an extension of the “Run against Exclusion”, initiated by Aide et Action International and which began its world tour from France, a run that aimed at calling for the respect of excluded communities. The South Asia region was able to mobilize nearly 100,000 participants accross 50 cities in South Asia.
STRATEGY AND RESOURCES
The year 2013 marked a high point in Aide et Action International’s evolution. In fact, the year allowed it to define the outlines of its transformation process for the years to come. A brief overview of the issues at stake within the framework of the transformation process and the initial progress achieved in 2013 is given below.

**The capacity to change – its strength**

One of the constant characteristics of Aide et Action International resides in its ability to continually question itself and change so as to remain relevant, effective and “useful to the world” through its mission. In the course of its 33 years of existence, it has already undertaken profound changes that have reinforced both its identity and its impact as a development actor. The following may be noted, in particular: the shift from an assistance or charity-based approach to real development approaches at the 1998 Etats Généraux (stakeholders’ consultation process); but also the association’s internationalisation, which was an outcome of the 2004 Etats Généraux and was rooted in the both simple and complex idea that decision-making can be shared.

In 2012, in the aftermath of its 3rd Etats Généraux, Aide et Action International was getting ready for a new cycle of transformation. Always tuned in to the world around and the aspirations of the actors it supports, Aide et Action International initiated a reflection on its transformation, so as to anticipate the developments that will inevitably change the face of NGOs in the years to come.

**Anticipating changes in its environment**

In 2012 and 2013, brainstorming workshops were held in all the regions and at the international level, bringing together employees and members of the governing bodies around pressing questions: what are the main changes taking place across the world of development? What role does that give Aide et Action International? What will Aide et Action International look like after this transformation process?

These workshops made it possible for the association to identify major trends likely to profoundly change the role and face of NGOs in the years to come.
· **Loss of credibility of ISOs:**
International Solidarity Organisations (ISOs) – NGOs among them – are facing a loss of credibility and legitimacy both among institutions as well as among the general public. New actors are entering the sphere of development: civil society movements, but also institutional actors, universities, companies, etc. In this a priori expanding context, other forms of organisations are taking up development issues. What is then the added value of an NGO? What specific expertise, skill, impact, and contribution can it offer? It has therefore become essential to clearly demonstrate our impact – our ability to generate changes.

· **An increasingly competitive environment:**
Even though development is generally marked by cooperation and partnership among actors, like many other organisations, NGOs develop in a competitive environment as they are subject to the scarcity of resources. The fulfillment of their mission – their raison d’être – depends not just on their skills in the field but also their ability to obtain the resources necessary to achieve their mission. Competition then comes into play in attracting and obtaining resources to serve the mission. In such a context, it is crucial for Aide et Action International to assert its added value and what makes it stand out.

· **A large-scale global economic and financial crisis:**
Finally, the crisis that the global economy is currently going through has forced all organisations to question themselves about the effectiveness of their functioning and the optimal use of their resources and skills at the service of their mission. More difficult to get hold of, resources too have become scarce. Our mission has made it imperative for us to seek effectiveness, at a time when the population groups we support need it the most.
The key challenge: strengthening the impact of our mission

Over and above the diagnosis of the world around Aide et Action International, 2013 also saw a convergence in thinking processes towards the same conviction: the changes undertaken must make it possible to multiply the impact of the actions conducted in the field tenfold. The aim is not to change Aide et Action International’s mission, which is and will remain its raison d’être. The idea is to address the challenges in the world around the association, seize the opportunities and leverage its strengths to make the mission even more effective.

That is the main idea behind the transformation: focus on the main ideas that enable change, those that function, those that have proved themselves and that help in changing the world.

Aide et Action International desires to make these key ideas more visible and tangible – key concepts that can bring about concrete and large-scale changes, as therein lies the meaning behind the association. The transformation process should therefore enable it to turn a corner by making its mission more comprehensible, more hard-hitting, more specialised and therefore more effective, so that it can continue to always contribute more to changing the world.

The future Aide et Action International will focus its mission on high-impact international key concepts that will be deployed in the various regions. To say that the entire organisation will focus on these key concepts means that Aide et Action International should be capable of:

- Deploying the key concepts internationally,
- Experimenting with new ones, and
- Promoting and sharing the expertise thus acquired.
This would require Aide et Action International to change the way all its departments work, towards this direction. The association has given itself three years to bring about these changes. But upstream in 2013, it was the conception of its projects that was itself reviewed in depth.

**In 2013: from 130 projects to 9 ideas that can change the world**

Apart from the joint formulation of the “future” Aide et Action International, 2013 made it possible to make concrete progress towards the new notion of the association’s mission. In fact, 9 international key concepts (5 priority concepts and 4 cross-cutting concepts) were identified as being the backbone of Aide et Action International’s mission – the main ideas that would enable it to make a marked impact.

**5 priority key concepts:**
- Lifelong learning
- Participatory local governance and school projects
- Developing children’s civil status through NTICs
- Integrated development of early childhood
- Providing support to involuntary migration

**4 cross-cutting key concepts:**
- Women’s empowerment and leadership
- Resilience to change
- International solidarity for reinforcing civil society as an actor of change
- The “Golden Triangle”: a partnership between the State, Universities and Aide et Action International so as to work towards relevant and sustainable development.

**Significant amount of work for a detailed analysis of each of Aide et Action International’s projects was undertaken. It made it possible to identify:**
- Projects that currently deploy one or several key concepts
- Projects that can be developed in the new direction
- And projects that do not fall within this dynamic and would therefore not be renewed. A support plan is being implemented (for transferring the project to other actors, the follow-up of partners, etc.).

This work – conducted within the framework of the preparation of the organisation’s multi-year action plans – has profoundly changed the very notion of projects for the organisation. These are no longer isolated entities, but – while respecting regional specificities – fall within the strategy of the international key concepts around which the joint expertise of Aide et Action International and their future impact can be developed.

The year 2013 therefore made it possible to lay the foundations of the future Aide et Action International, with a higher impact, greater recognition and more international synergy in all its actions.
The transformation process that Aide et Action International is currently conducting places knowledge at the heart of the association: our knowledge and know-how are a major issue, more than ever before. To adapt ourselves, innovate and therefore mobilise our knowledge while placing the diversity of our human capital at the forefront have become a must for a “learning organisation” such as Aide et Action International.

In view of the above, within the framework of one of the strategic orientations adopted for the 2014-2016 period, Aide et Action International has formalised its desire to support its transformation process by defining a knowledge management strategy.

Knowledge management is an approach that seeks to establish favourable conditions so that those who hold knowledge can transfer it, and enables others to appropriate knowledge so as to establish new knowledge within an organisation.

After undertaking research on knowledge management and studying similar practices within other organisations, Aide et Action International started an internal diagnostic study in October 2013, with the support of an external consultant, so as to establish a framework for the implementation of this approach in accordance with the Association’s needs.

This diagnostic study enabled Aide et Action International to identify existing hindrances and expectations, define its priorities and prepare an international plan of action for the implementation of a knowledge management approach for 2014, through pilot projects whose results will be assessed in 2015.

The idea is to support the launch of two Communities of Practice on two of our priority key concepts, prepare a prototype Directory of Experiences, design the format for an Access to Knowledge Portal and plot out a path of integration for Aide et Action International.

The project, which is being steered by a cross-cutting working group, is one of the nine strategic change management in-house projects that seek to bring about a deep-seated cultural change and unify all the employees within the Aide et Action Network.
In 2013, Aide et Action International strengthened its brand-building work by developing a communication strategy, notably with a campaign on Facebook to fast-track the recruitment of fans (+16%).

It was for this purpose that the vast international “Run against Exclusion” project was initiated in the first quarter. The idea was to make all the regions participate in one single international communication theme. Participants in the field and net surfers were given two choices: to participate in or organise physical runs or virtual runs on a Facebook application. Several regions were able to take part in this international event, which was initiated in France in March and which concluded in India with a formidable “Run for inclusion” with over 100,000 participants.

In 2013, in order to prepare for the Association broadcasting its stand by voicing its opinions in the post-2015 development agenda debate, Aide et Action International decided to enable “the unheard” – those the world never bothers to listen to – to voice their views. In fact, a wide-ranging study of a totally different kind was initiated, with over 4,600 interviews conducted face to face with children, parents and teachers from 9 countries where Aide et Action International intervenes. The questionnaires threw light on peoples’ experiences with regard to education. Valuable qualitative results were gathered, which will supplement those available with the United Nations Organisation, UNESCO and other organisations.

2013 also made it possible for Aide et Action International to consolidate its Project Portfolio and initiate a joint thinking process on the portfolio system’s development, so as to define the strategy to be implemented in the next 3-year plan of action. A study on its expansion and two workshops on building the capacity of those implementing it were organised. Set up in 2008, the Portfolio has undergone significant developments, thereby becoming the main system for accessing information on projects, within the process of sharing responsibilities and tasks with the regions.

Furthermore, 2013 was dotted with several events:

The launch of the film “Sur le Chemin de l’Ecole” (On the way to school), in which Aide et Action International participated actively. Not only was the film incredibly successful in France and Switzerland, but it also received the César Award for the best documentary. The film is now being released in Hong Kong.
Several events have marked 2013:

- An event organised at the request of UNESCO on disability related issues, with the participation of Samphors Vorn, the Cambodia Programme Coordinator of Aide et Action International Southeast Asia and China, whose presence was noted.

- Participation in the World Entrepreneurship Forum, held in Singapore, at which the International Direction of Aide et Action International invited Prasert Tepanart, Regional Director of Aide et Action International Southeast Asia and China, and Yasmin Abdeen, President of Aide et Action International Southeast Asia and China.

- An event organised by the volunteers in France, in the presence of the two Vice-Presidents of the Rhône-Alpes region, with the participation of over 120 persons.
France

France 3 Alpes: art at the service of Aide et Action International (May 2013)
Fourteen artists from the Isère region in France (painters, sculptors, etc.) offered to exhibit and sell their works at the Centre des Arts de Meylan, until 25 May 2013. They had committed to give 30% of their turnover to Aide et Action France. A France 3 Alpes TV report made it possible to broadcast this initiative, which had been organised thanks to the mobilisation of Aide et Action France’s volunteers in Isère.

La Croix
La Croix: an Aide et Action International project for putting street children in Cambodia back in school (28 March 2013)
Removing children from the streets of Cambodia so as to send them back to school is one of Aide et Action International’s missions, along with its partners, as underlined in the newspaper “La Croix” on 28 March 2013. The daily highlighted the social workers’ activities and the Drop-in Centre for Street Children opened by Aide et Action International Southeast Asia and China with its partners. Over 160 children between the ages of 5 and 13, constrained to work in the street, visit it part time. They receive one meal a day, care, a minimum of education and, in particular, they are able to play and become children once again.

Le Petit Quotidien, Mon Quotidien and L’Actu reporting on child labour in Cambodia (15 June 2013)
On the occasion of International Child Labour Day (12 June 2013), Le Petit Quotidien, a newspaper for the 6-10 years old, L’Actu, a daily for children above 14 years of age and Mon Quotidien, a newspaper intended for the 10-16 years old, published a report on Cambodia, where almost one out of two children (7-10 years old) is forced to work. The journalist, Juliette Tissot, visited the projects conducted by Aide et Action International in Cambodia for these children, who are most often deprived of education. She met, in particular, Vichet, 15 years old, who works in the paddy fields every afternoon. Thanks to Aide et Action International Southeast Asia and China, which provides him with
remedial courses and helps his family develop an income-generating activity, Vichet manages to go to school every day and dreams of becoming a doctor.

Switzerland

L’Hebdo: Aide et Action Switzerland invited to talk about the importance of education in society (28 November 2013)

“In situations of emergency, education is the light of hope for the future and the means for parents and children to rebound and find their bearings again”. In November, Aide et Action Switzerland was invited to respond to questions asked by an Hebdo journalist on the association’s commitment to better education across the world. In what way is education as fundamental as housing aid? How can the quality of education be improved? Is public opinion sufficiently aware of the importance of education in developing countries? The interview was re-transcribed in a special edition of the Swiss magazine, which aimed at sensitising readers about the importance of associations, foundations and organisations in society today, and encouraging them to become donors.

Latin America-Caribbean

Acento.com.do: a series of lectures within the framework of the Bi-national University Observatory Project (16/03/2013)

In the Dominican Republic, the online daily, Acento.com.do, devoted an article to an original project conducted by Aide et Action International Latin America-Caribbean and the Autonomous University of Santo Domingo, within the framework of the Bi-national University Observatory. The project, called “Contributions of Sociology”, consisted of organising a series of scientific lectures and presentations in social sciences in the main Dominican universities (UASD, UNAPEC, INTEC and UTESA). These were held between 14 March and 23 April 2013.

At the inaugural session, the School of Sociology’s Director, Professor Marisela Duval and the Socio-Economic Research Institute’s (Inise) Director, Dr. Ciriaco Cruz, who lead the group of sociologists involved in the project, explained their approach: undertaking a case study of education as a social factor through an explanation of the historical, social and cultural issues that it raises.
Southeast Asia and China

EAP UNGEI: Aide et Action on the issue of segregation in the hiring of persons with disabilities

In May 2013, EAP UNGEI (East Asia and Pacific United Nations Girls’ Education Initiative) published an article in its newsletter on a report identifying hindrances in hiring youth with intellectual disabilities in Cambodia. The report is the outcome of a study conducted by Aide et Action in Cambodia, with the support of AusAid and the Australian Red Cross.

The study’s findings show that young adults with slight to moderate intellectual disabilities have both the aptitude and interest in working. The barriers to their employment are first and foremost social in nature and vocational education and training represents an opportunity for these young people. The study also confirms that the gender-based differences in the way they are treated – both in school and at work – become disproportionately marked when it comes to girls or women with intellectual disabilities. The report advocates providing training – both technical and general – to youth with intellectual disabilities so that they are able to meet the needs of the job market.
Africa

Le Progrès, Benin: workshop on the status of the decentralisation of education in West Africa: two days to appropriate the results regarding Ouagadougou

“Faustin Akplogan, an Aide et Action International Africa member, did not underplay how delighted Benin’s leaders were about hosting the national workshop on sharing experiences on the decentralisation of education in West Africa, etc. For him, the partnership for the improvement of educational systems in the concerned countries was exemplary and deserved to be acclaimed”. Ghislain Kouthon, a representative of the Agence française de développement, went further by underlining the crucial role played by the workshop on the decentralisation of education in West Africa, within the framework of Phase II of the Programme d’Amélioration de l’Offre Educative en Afrique de l’Ouest (PADOE – Programme for the improvement of education systems in West Africa). “Because the relevance of PADOE resides precisely in its ability to help build the capacity of local authorities,” he added.

South Asia

News Nation: “Run for Inclusion” broadcast by an Indian national TV channel

On 22 December 2013, Aide et Action International South Asia organised the “Run for Inclusion” in 54 cities of India, Nepal and Sri Lanka. As the name indicates, the run was organised to advocate the social inclusion of marginalised and excluded communities.

News Nation, an Indian national television channel, was the event’s media partner. The media campaign began far ahead of the event, in order to ensure it maximum publicity. The written press, television, radio and social networks were all extensively used to publicise the run. The region also developed a promotional music clip, including the song “Apni fikar key thi humne ab tak… aavo fikr karen sab ki” (“Until now we thought only of ourselves – come, let’s now think of others”), which became very popular on social networks. The event was extensively covered by the local and national media. Over 100,000 people ran for the same cause at the same time in South Asia, and this was one of the biggest events organised in the region in 2013.

The event was sponsored by companies, media and government and non-governmental organisations.
Aide et Action International’s partnership policy has been influenced by several factors:

- The advent of private sector actors in the field of development through CSR (corporate social responsibility)
- The loss of credibility of International Social Organisations (ISO)
- An increasingly competitive environment, although development is widely marked by cooperation and partnership among actors
- The large-scale global economic and financial crisis
- The association refocusing on 9 key concepts with the potential to bring about change at the international level.

To adapt its fundraising approach and strategy, Aide et Action International conducted a vast study to take stock of fundraising at the international level. The study’s findings, including the factors mentioned above, made it possible to plan detailed work on the redefinition of avenues for enhancing fundraising in the five regions in which the association intervenes, as well as in other regions offering a strong potential.

In France, the EDF (Electricité de France) group has been supporting Aide et Action France since 2007. For each piece of equipment purchased by EDF from CFI, SCC and Computacenter companies, 1€ is given to Aide et Action International. Almost 150,000 € have been raised in this way to help fund some 100 educational projects, particularly for the schooling of child labourers in India. As of 2014, EDF will continue its commitment for an additional three years by mobilising itself for the socio-professional mainstreaming of out-of-school youth and unemployed adults in the Val-de-France (95) urban area.

In Santo Domingo, in the Dominican Republic, Aide et Action International and the Santo Domingo Technological Institute (INTEC) signed a framework agreement in May 2013 for scientific cooperation in order to undertake actions to strengthen higher educational streams on fundamental issues for the country, such as trade, environment, migration and education, and thereby enable the training and development of enlightened citizens on these crucial issues.

In Southeast Asia and China, Aide et Action in Laos worked with the Ministry of Education and Sports and the social enterprise, Friends International. These partnerships made it possible to cover 7,000 vulnerable children of marginal
ethnic communities in 99 schools, 591 teachers and over 10,000 parents in about 100 communities. In China, in the last 9 years, more than 20 partners have stood by Aide et Action International and its projects, both for action, research and advocacy. Among them are ministries, NGOs, universities and young volunteer teams. 38 communities and 65 schools support this partnership, which made it possible to directly improve the basic education of 2,218 women and 77,364 children.

**Aide et Action in Burkina Faso**, with the collaboration of Aide et Action France, concluded a partnership with SOS Sahel International and ASIENA (Association Inter Instituts Ensemble et Avec). An agreement was signed in 2013. The partnership, which also received the support of the L’Occitane Foundation, made it possible to set up the Microfinance Alphabétisation Maraîchage (MAM – Microfinance – Literacy – Market gardening) project, with a budget of 125,000 € over three years. It was initiated on 5 April 2013 in Koundougou in the province of Houet, west of Burkina Faso.

**In South Asia**, the Bernard van Leer Foundation joined forces with Aide et Action International South Asia to launch the “Living conditions of migrant workers’ children” project thanks to a funding of 123,795 € for a period of twelve months (until November 2014). The project covers 60 early childhood care and education centres for young migrants in 4 Indian cities – i.e. 2,000 children. Over time, it should benefit over 20,000 children, insofar as it makes it possible to improve government services for early childhood care and support (ICDS, Integrated Child Development Services).
Within the framework of the transformation of its modalities of intervention, the Aide et Action Network initiated reflections on its international executive organisational setup that would best meet the challenges that it faces and achieve the objectives that it has set itself.

In Africa, the implementation of its new organisational setup was the priority for the region in 2013. Major actions were undertaken, such as the finalisation and approval of the region’s organisational audit, as well as the approval of a target organisational model and its implementation modalities.

At the same time, the end of some of its institutional projects led to a decrease in the number of its employees.

In Southeast Asia and China, Aide et Action continued to work for the improvement of its organisational efficiency within the region. The sharing of experience and skills within a pooled team not only improved coherence with needs as well as responsiveness, but also the development and motivation of its human resources.

In South Asia, Aide et Action International continued to build the capacities of its team, particularly its managers, thanks to participation in external leadership training and the institution of a mentorship system.

As a response to its strategy for the in-service training of its staff, Aide et Action International also established remote training modules for the Information System tools and special emphasis was laid on the ERP5 bookkeeping tool.

615 employees across the world helped Aide et Action International and its Network fulfil its mission in 2013.

<table>
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<td><strong>TOTAL</strong></td>
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Internal Audit

The Internal Audit Department’s plan of action was implemented in two phases in 2013.

In the first semester, the purpose was to conduct a support mission to the Latin America-Caribbean region for closing the 2012 accounts as well as a support mission to the International Secretary General’s Office for international procedures and the separation of accounts.

In the second semester, the internal audit work consisted, first, in coordinating and finalising the international risk mapping and then conducting five successive missions to Guinea, Cambodia, India, France and Mali, as per the audit plan fixed for this period.

During this period, the Audit Committee met three times, in the areas of fundraising and administrative management, in support of Aide et Action International’s International Board.

It must be underlined that in 2013, Aide et Action International was able to pursue training on the detection of frauds.

Following the implementation of a half-yearly monitoring of audits and their recommendations by the Internal Audit Department and the International Secretary General’s Office, the first progress report on the implementation of these recommendations was prepared at the end of June 2013. Thus, a follow-up of 20 audit missions, conducted between 2011 and 2013, was done, corresponding to 184 recommendations.

External Audit

Within the framework of their 2013 certification of accounts, the external auditors, Ernst & Young, conducted their audit in the association’s various entities, particularly Aide et Action France and the Africa, Latin America-Caribbean and Southeast Asia and China regions.

They also intervened in Aide et Action International South Asia, within the framework of specific tasks related to the Association’s closing of accounts as on 12/31/2013. As regards Aide et Action USA and Aide et Action Switzerland, they undertook specific due diligence as part of the work for the certification of accounts as on 12/31/2013.

They also intervened vis-à-vis Aide et Action International in Geneva.
USE AND ORIGIN
OF RESOURCES
The global and particularly European economic contexts continue to have an impact on fundraising results. The Aide et Action Network witnessed a decrease in resources from its traditional sources in 2013: donations from public generosity and institutional funding. After 4 years of growth, there was a let-up in funding from private partners (companies and foundations) in 2013.

In order to initiate a new dynamic in its fundraising, Aide et Action International launched a study on the situation of donations in its different regions, so as to define a new fundraising strategy for its next 3-year action plan.

In addition, Aide et Action International, whose work is considered relevant and is therefore acknowledged by the actors in its projects, strived to highlight the inherent stakes involved in development through education for the general public, major donors and foundations.

Public Generosity:

In 2013, street marketing remained one of the better means in Europe not only for raising resources but also for sensitising donors and establishing a strong link between sponsors and the association from the first contact itself. Other initiatives were also launched, such as the “Run for inclusion” in South Asia. Apart from the mobilisation of new resources, the organisation of events proved to be an effective means for promoting Aide et Action International’s actions among the general public as well as companies and for sensitising them about educational issues.

Finally, by overhauling its tools and reviewing its working modalities, Aide et Action International has laid the basis for a more dynamic management of its donor relations.

In 2013, public generosity accounted for 67% of the Aide et Action Network’s resources – i.e. 13,224 K€ (64% in 2012).

Institutional Funding:

In the context of the decline in public development aid, further aggravated by political and security crises, especially in Mali, Aide et Action International Africa reviewed its institutional partnership strategy, so as to initiate a new dynamic, supported by the strong mobilisation of its governance. In addition, the growing place of some of the countries of the South in public development aid has created new opportunities for Aide et Action International in Asia and in the Latin America-Caribbean region.

This situation translates into institutional funding that accounts for 3,844 K€ – i.e. 19% of our resources (14% in 2012).

Companies and foundations:

The success achieved with companies and foundations is the outcome of concomitant communication and influence actions through our growing involvement in specialised networks. 2013 saw a slowing down in the financial involvement of companies and foundations, although the latter are developing other ways of upholding their corporate responsibility, for instance through a greater involvement of their employees – either through donations from salaries or volunteering skills in support of projects.

In 2013, these funds accounted for 12% of our resources – i.e. 2,445 K€ (19% in 2012).

The figures given here stem from Aide et Action France’s accounts, which reflected almost all the activities of the Aide et Action Network in the world in 2013.
Distribution of resources - 2013 [in percentage]

- **Public generosity**: 67%
- **Private sector generosity**: 12%
- **Public funding**: 19%
- **Other income**: 2%
Use of resources

In this stressful context as far as resources are concerned, Aide et Action international is endeavouring to optimise their allocation, so as to be efficient in its responses to the problems faced by different communities.

The use of resources in the financial year 2013 accounts for 20,775 K€ as against income of 20,542 K€, after the inclusion of dedicated funds, thereby presenting a deficit of 233 K€, essentially linked to non-recurring extraordinary expenses.

Use of resources ratios

In order to faithfully reflect the allocation of expenses incurred, the ratios are calculated on the basis of the total funds used (excluding dedicated funds and provisions), as per the 11 December 2008 decree concerning the ratification of the French accounting regulation committee’s (CRC - comité de la réglementation comptable) rule on the use of resources account (CER - compte d’emploi des ressources).

In 2013, the use of resources was as follows:
Social mission:

Aide et Action International devoted 16,817 K€ in 2013 to its social mission activities across the world – i.e. 81% of its resources. The geographical distribution of this utilisation, 57% being funded by the generosity of the general public, was as follows:

- **61%** Africa
- **6%** Southeast Asia and China
- **10%** International
- **5%** France
- **8%** South Asia
- **8%** Latin America-Caribbean
- **2%** Switzerland
- **5%** International

Fundraising costs:

In 2013, these costs accounted for 9% of our fund utilisation – i.e. 1,909 K€ devoted to the search for new partners and building the loyalty of those who are currently participating to the deployment of our activities.

For the next three years, significant investments are being planned in order to diversify the origin and geographical distribution of our financial partners.

Operating costs:

Considerably lower as compared to 2012, the operating costs accounted for 2,048 K€ – i.e. 10% of our fund utilisation in 2013.

They essentially consist of management costs (1,239 K€) and information and communication costs (397 K€).
Use of resources account (in euros)

<table>
<thead>
<tr>
<th>USE</th>
<th>USE in 2013 = P&amp;L account (1)</th>
<th>Allocation per use of resources raised from the general public, used in 2013 (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Social mission</td>
<td>16 818 634</td>
<td>9 590 769</td>
</tr>
<tr>
<td>2 - Fundraising cost</td>
<td>1 908 502</td>
<td>1 892 538</td>
</tr>
<tr>
<td>3 - Operating cost</td>
<td>2 047 584</td>
<td>1 541 125</td>
</tr>
<tr>
<td>Amount of resources raised and used in the financial year</td>
<td></td>
<td>13 024 432</td>
</tr>
<tr>
<td>I - Total use in fin. year in the P&amp;L account</td>
<td>20 774 721</td>
<td>-</td>
</tr>
<tr>
<td>II - Allocation to provisions</td>
<td>593 792</td>
<td></td>
</tr>
<tr>
<td>III - Commitments against resources allocated</td>
<td>2 528 827</td>
<td>12 962</td>
</tr>
<tr>
<td>IV - Surplus resources of the financial year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23 897 341</td>
<td></td>
</tr>
<tr>
<td>V - Share of gross additions to fixed assets in the fin. yr. funded by resources raised from the public</td>
<td>-</td>
<td>283 641</td>
</tr>
<tr>
<td>VI - Neutralization of depreciation on assets funded on the basis of the first application of rule, by resources raised from the public</td>
<td>-</td>
<td>478 798</td>
</tr>
<tr>
<td>VII - Total of use funded by resources raised from the public</td>
<td>-</td>
<td>12 842 238</td>
</tr>
<tr>
<td>RESOURCES</td>
<td>RESOURCES raised in 2013</td>
<td>Follow-up of resources raised from the public and used in 2013 (4)</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Carry-forward of resources raised from the public unrestricted and unused at year start</td>
<td>-</td>
<td>2 605 544</td>
</tr>
<tr>
<td>1 - Resources raised from the public</td>
<td>13 224 726</td>
<td>13 224 726</td>
</tr>
<tr>
<td>2 - Other private funds</td>
<td>2 445 396</td>
<td>-</td>
</tr>
<tr>
<td>3 - Grants and other public assistance</td>
<td>3 843 803</td>
<td>-</td>
</tr>
<tr>
<td>4 - Other income</td>
<td>413 689</td>
<td>-</td>
</tr>
<tr>
<td>I - Total resources in fin. yr.</td>
<td>19 927 614</td>
<td>-</td>
</tr>
<tr>
<td>II - Write back of provisions</td>
<td>121 053</td>
<td>-</td>
</tr>
<tr>
<td>III - Carry forward of unused restricted resources</td>
<td>3 615 554</td>
<td>-</td>
</tr>
<tr>
<td>IV - Variations in dedicated funds raised frm public</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>V - Insufficient resources in fin. yr.</td>
<td>233 119</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23 897 341</td>
<td>13 224 726</td>
</tr>
<tr>
<td>VI - Total of usage funded by resources raised from the public</td>
<td>-</td>
<td>12 842 238</td>
</tr>
<tr>
<td>Balance of unrestricted and unused resources raised from the public at the end of the financial year</td>
<td>-</td>
<td>2 988 032</td>
</tr>
</tbody>
</table>
2013 Balance-sheet [in euros]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intangible assets</td>
<td>1 243 128</td>
<td>529 520</td>
<td>713 608</td>
<td>744 704</td>
<td></td>
</tr>
<tr>
<td>Tangible assets</td>
<td>5 926 915</td>
<td>4 121 842</td>
<td>1 805 073</td>
<td>2 022 702</td>
<td></td>
</tr>
<tr>
<td>Financial assets</td>
<td>233 500</td>
<td>2 798</td>
<td>230 701</td>
<td>219 328</td>
<td></td>
</tr>
<tr>
<td>Total fixed assets</td>
<td>7 403 543</td>
<td>4 654 160</td>
<td>2 749 383</td>
<td>2 986 735</td>
<td></td>
</tr>
<tr>
<td>Inventories and work in progress</td>
<td>59 596</td>
<td>53 691</td>
<td>5 905</td>
<td>43 534</td>
<td></td>
</tr>
<tr>
<td>Deposits and advances paid for orders</td>
<td>87 212</td>
<td>0</td>
<td>87 212</td>
<td>87 386</td>
<td></td>
</tr>
<tr>
<td>Institutional funding</td>
<td>4 976 871</td>
<td>0</td>
<td>4 976 871</td>
<td>5 746 295</td>
<td></td>
</tr>
<tr>
<td>Other receivables</td>
<td>1 917 700</td>
<td>139 113</td>
<td>1 778 587</td>
<td>1 668 362</td>
<td></td>
</tr>
<tr>
<td>Accrued income</td>
<td>3 634</td>
<td>0</td>
<td>3 634</td>
<td>17 658</td>
<td></td>
</tr>
<tr>
<td>Investment securities</td>
<td>2 047 344</td>
<td>233 732</td>
<td>1 813 612</td>
<td>1 972 506</td>
<td></td>
</tr>
<tr>
<td>Cash on hand</td>
<td>3 430 410</td>
<td>0</td>
<td>3 430 410</td>
<td>3 949 273</td>
<td></td>
</tr>
<tr>
<td>Prepayments</td>
<td>1 203 997</td>
<td>0</td>
<td>1 203 997</td>
<td>1 000 216</td>
<td></td>
</tr>
<tr>
<td>Total current assets</td>
<td>13 726 764</td>
<td>426 537</td>
<td>13 300 227</td>
<td>14 485 230</td>
<td></td>
</tr>
<tr>
<td>Exchange losses</td>
<td>702 062</td>
<td>0</td>
<td>702 062</td>
<td>658 794</td>
<td></td>
</tr>
<tr>
<td>TOTAL ASSETS</td>
<td>21 832 368</td>
<td>5 080 697</td>
<td>16 751 671</td>
<td>18 130 759</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associational funds</td>
<td>4,923,373</td>
<td>4,990,467</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus or shortfall while awaiting allocation</td>
<td>-233,119</td>
<td>-67,094</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own funds</td>
<td>4,690,254</td>
<td>4,923,373</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision for risks and charges</td>
<td>335,595</td>
<td>164,930</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision for exchange risks</td>
<td>702,062</td>
<td>658,794</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provisions</td>
<td>1,037,657</td>
<td>823,724</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dedicated funds</td>
<td>3,689,010</td>
<td>4,815,760</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts’ payable and related accounts</td>
<td>2,248,585</td>
<td>2,157,905</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other debts</td>
<td>1,152,288</td>
<td>774,530</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxes and social security liabilities</td>
<td>727,262</td>
<td>970,488</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debts</td>
<td>4,128,135</td>
<td>3,902,923</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred income</td>
<td>3,126,700</td>
<td>3,565,108</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange gains</td>
<td>79,917</td>
<td>99,872</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>16,751,671</td>
<td>18,130,759</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2013 MONTH BY MONTH
January

**Sri Lanka**
Aide et Action International South Asia opened its **iLead Centre** in Vavuniya in the northern part of the country, affected by the civil war. It seeks to provide livelihood to the region’s youth by offering them training and professional opportunities. The centre has been a huge success.

**India**
Aide et Action International South Asia and **Microsoft** got together to set up model “iLead Youth Spark” in India entrepreneurship development training centres for marginalised youth, based on the iLead model that has already been developed across the country. Following the opening of its first centre of this type in New Delhi, several others were established in Jaipur, Udaipur, Chennai, Bangalore, Trivandrum, Pune, Patna, Gurgaon and Shillong.

February

**Madagascar**
In the night of 22 February, **cyclone Haruna** destroyed a large part of the homes, crops and infrastructure in the South-west of the country. Several schools working with Aide et Action International in Sakaraha, Tuléar and Betioky Sud were also damaged, at the risk of wiping out the progress made in the last ten years in the schooling of child labourers. An appeal for public generosity was initiated. This campaign should make it possible to raise about 10,000 € to rebuild 5 pre-school centres and replace the school material damaged by the rains.

March

**France**
During the **Paris half-marathon** that took place on 3 March, over 150 runners wore the association’s yellow tee-shirt and raised money. A distinguished invitee joined us in our stall. A sponsor of Aide et Action for the past 24 years, Frédéric Bouraly, an actor in the “Scènes de ménage” series on the M6 TV channel decided to reinforce his commitment to the association. He supported us during the Paris half-marathon, signing autographs and discussing education with his fans. At the end of the year, he acted in the video clip “Le cartable”, produced for Aide et Action France, so as to incite people to become sponsors like him in large numbers.
France

Aide et Action France, in partnership with La Case, a sustainable development training and facilitation centre, with the support of the Macif Foundation, undertook to document the “Rallye-toi aux jardins” [Support our gardens] project. The purpose was to highlight what turned this joyful process of learning about sustainable development for young children into a real tool for strengthening social links and cohesion in the city of Villiers-le-Bel (Val d’Oise). In fact, the inter-generational project proved to be a creator of social links in a district that is traditionally prey to incivility. Aide et Action France produced a pedagogical guide and a video to disseminate this success story.
April

**Dominican Republic**
The Dominican team of Aide et Action got together with the University of Santo Domingo’s sociology students to conclude the work associated with the *global study on education*, initiated by Aide et Action International. The study seeks to measure access to education and its quality as well as to identify the families’ expectations in the field of education.

**Niger**
On 3 April 2013, the “Tablettes numériques” (Digital tablets) project was initiated officially at the Niamey conference hall. The project was born in 2012 as an outcome of the collaborative seminar on public/private partnership for the introduction of Information and Communication Technologies (ITCs) in education. At the conclusion of this meeting, *Orange*, in the light of its responsible stand for the support of innovation and help in education in Africa, decided, along with other stakeholders (AFD, Niger Ministry of National Education), to support this pilot project, which will be conducted by Aide et Action International. Tablets present a two-fold advantage: Development of IT skills on the one hand, and the multifunctionality made possible by the ITCs on the other. The fact that they are replacing paper books and textbooks can, of course, be added to this.

**Switzerland**
As member of the Réseau Education Coopération Internationale (RECI – International network for cooperation in education), Aide et Action Switzerland participated in the discussions held on the issues submitted by DDC on Switzerland’s stand in the *post-2015 development agenda*. The aim of the stand taken was to ensure that the subject of education be effectively taken into consideration in the future world agenda and to identify the priorities supported by Switzerland in terms of education for development.

May

**Cambodia**
On 6 May 2013, Aide et Action in Cambodia and the main *Global Campaign for Education* (GCE) committees organised a national conference on the subject “Every child needs a qualified teacher” in Phnom Penh, which brought together over 80 participants. It was aimed mainly at enhancing awareness about the lack of qualified teachers in the country, targeting both the general public and the Ministry of Education. In fact, this shortfall remains a major challenge in developing quality education for children.
**Sri Lanka**
Claire Calosci, International Director General, Aide et Action International, met the Sri Lankan Minister for Youth Affairs and Skill Development, Dullas Alahapperuma, with whom a 5-year memorandum of understanding was signed for skill development in Sri Lanka. In accordance with this commitment, Aide et Action International undertook to train **10,800 youth**, including 500 former Liberation Tigers of Tamil Eelam (LTTE) fighters, in the next five years.

**June**

**Switzerland**
Within the framework of a roundtable called “Regards croisés : Education et Coopération Internationale” (Different perspectives: Education and International Cooperation) organised by Professor Akkari of the University of Geneva, Claire Calosci, International Director General, Aide et Action International, took the floor along with the UNESCO and a representative of the City of Geneva.

**Nepal**
The International Solidarity Department (Service de la Solidarité Internationale) of the Canton of Geneva approved the allocation of a grant for “Youth employment and improvement in the quality of primary education” within the framework of the iLead and “Back to Basics” (B2B) programmes, implemented in partnership with a local NGO, Aasaman Nepal. The project seeks to improve access to education for the most vulnerable children, ensure that children, especially girls, stay in school and to offer training for youth that would enable them to earn a living.

**July**

**China**
Between 26 June and 23 July, an advertising campaign was launched on migration in six metro stations in the city of Chengdu. Over **a million persons** saw these posters during the duration of the campaign. All the photos were shot by the “iView, Migrant families and photos” project’s stakeholders – i.e. the migrants themselves. Accounts of their lives were also added to the photos to enhance the impact on the public.

**Africa**
Aide et Action International Africa’s governing body members decided to establish a “Resources Task Force” at its Ordinary General Assembly in July 2013. The idea was to create a dynamic among the General Assembly members and volunteers in the
region so that they support the executive teams in different countries in their quest for strategic and financial partnerships and in using their contacts to raise resources.

September

France
On 17 September 2013, Pascal Plisson and Barthélémy Fougea, respectively the director and the producer of the documentary film "Sur le chemin de l’école" (On the way to school), welcomed Aide et Action France employees and their invitees for a film preview in Paris. In the presence of Claire Calosci, International Director General, Aide et Action International and Charles-Emmanuel Ballanger, Regional Director, Aide et Action France/Europe, they spoke of the valuable support provided by the association for their project from its very conception.

With the support of its volunteer network in France, 8 “Aide et Action previews” brought together over 1,000 people.

Switzerland
Organised by Aide et Action Switzerland, the preview of Pascal Plisson’s documentary film in Geneva brought together over 100 sponsors, donors and invitees. The film projection was followed by a discussion in the presence of Professor Abdeljalil Akkari, Professor in International Dimensions of Education at the University of Geneva and Gérard Perroulaz from the Délégation Genève Ville Solidaire Secretariat.

October

Vietnam
Aide et Action in Vietnam began its survey on the state of education in the provinces of Thai Nguyen and Khanh Hoa to identify the reality of situation of access and quality of education in these regions, as well as people’s expectations in this area.
530 people, including 25 children, 25 parents and three teachers in each primary school in the 10 communes were interviewed. By gathering together the facts and testimonies at the local level, the survey is meant to contribute to the global debate underway on the goals of the post-2015 agenda in the field of education and help Aide et Action International Southeast Asia/China to define its priorities. (See a short video clip on the local survey here: https://www.youtube.com/watch?v=90nIsBAxqJU).

November

Dominican Republic
On Saturday 9 November, a marathon for education and against exclusion was organised in the Latin America-Caribbean region, marked by a very enthusiastic ambiance. The event was the result of dedicated team work between Aide et Action International Latin America-Caribbean, the University of Santo Domingo and the Youth Pastoral of the Catholic Church (Pastorale Juvénile de l’Eglise Catholique). Together, they initiated a major radio campaign on “Acting for education and against exclusion” to incite everyone to think about this issue.

December

Switzerland
A “solidarity” based partnership took shape between Aide et Action Switzerland and the Pédibus-ATE association. The Pédibusiens or “walking bus” users were invited to support education through a pre-school project in Morocco. The association employees who also heard the appeal opted for a “gesture of solidarity” towards Aide et Action International.

India, Sri Lanka, Nepal
On 22 December, Aide et Action International South Asia, organised a massive run called “Run for Inclusion” in 58 cities across South Asia. It brought together 100,000 participants and provided the association with considerable media coverage and enhanced visibility. Several distinguished personalities and celebrities took part in the run and affirmed their support for inclusion through education in all the sub-regions. The experience was a huge success and will be repeated every year in South Asia.
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AIDE ET ACTION INTERNATIONAL
INTERNATIONAL BOARD
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Member
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Member

Mrs. Brigitte VERPEAUX
Member
For Aide et Action International, 2013 was a year of reflection on the fundamentals of its approach in the field, its projects and the changes to be made so as to guarantee the mission’s impact and relevance and meet the major challenges of a changing world. An approach marked by a continuing search for “added value” led the association to define three main orientations for its forthcoming 3-year period: deploying international key concepts with the potential to bring about change, experimenting with innovative projects, promoting its actions and know-how so as to offer them to other actors and use them to garner new sources of funding. Nine key concepts were selected for their relevance and ability to be developed across the world so as to bring about a real change in society through education:

5 priority key concepts for international deployment:
- Lifelong learning
- Participatory local governance and school projects
- Developing children’s civil status through NICTs (New Information and Communication Technologies)
- Integrated development of early childhood
- Providing support for involuntary migration

4 cross-cutting key concepts:
- Women’s empowerment and leadership
- Resilience to change
- International solidarity for reinforcing civil society as actor of change
- The “Golden Triangle”: a partnership between the State, Universities and Aide et Action International so as to work towards relevant and sustainable development.

In 2014, these changes, intended to enhance the impact of our actions and further build our expertise, by developing exchanges of experience at the global level, will deeply mark our mission. It will impact all our departments and human resource, which will have to adapt to these developments. In-house projects have therefore been defined to ensure cohesion in the entire organisation, focusing on its mission:

- Deployment of international key concepts – the basis of our mission
- Initiation of an international knowledge management approach
- Common definition of all project costs
- Cohesion in our international communication
- Formulation of our common discourse
- Development of sponsorship in line with the changes in our mission
- Definition of an adapted international fundraising strategy
- Human resource development in keeping with our changes
- Structuring of our international network.

These changes will be made through a change management approach that seeks to instil coherence in international, regional and local approaches while allowing everyone to reflect on their own involvement in the association’s work and the means required to adapt these approaches to their own area of activity and its development.

Consequently, in 2014, based on its new 3-year plan commitment, the organisation will implement a roadmap of major transformations that will support and impact each of its trades at the service of its educational mission at the international level. This will give a new impetus that will enable Aide et Action International to pursue and strengthen its action vis-à-vis the most vulnerable and underprivileged sections of society so that they can anticipate and conduct their projects, thanks to their access to quality education – the bedrock of human development.
Aide et Action International in the world

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