Founded in 1981, Aide et Action International (AEAI) is a development organization without political or religious affiliations. With headquarters in Geneva, Switzerland, we are now present in over 20 countries in Africa, Asia, the Caribbean and Europe. AEAI envisions a world where quality education will be accessible to all as the basis for mutual understanding, personal empowerment, and equitable societies throughout the world. Our mission is to advance the cause of Education for all, especially primary education for vulnerable populations whose fundamental right to education is not respected or is in jeopardy and to enable them to choose their future freely.
Dear Friends,

2015 was another milestone year for AEAI in South East Asia and China (SEAC). It is our 13th year of operation in the region, and we continue to make positive impacts on the lives of children, women and families in the most marginalized segments.

This year was also a time to reflect on our work, leading to modification of initiatives to further benefit those who need it the most. With active citizenship and gender equality at its heart, our goals embody education’s role in a just society, empowering people to escape the cycle of poverty.

We strive to build upon and improve sustainable practices in our work in all areas. By anchoring our work in the principles of sustainable development, we ensure our work enhances well-being for years to come.

Education is at the forefront of all of our activities. In 2015, we revolutionized our outreach programmes by using technology to bring education to people. The Khmer Library App provided access to reading materials to children, young people and their families. This digital library was the winner of the best Corporate Social Responsibility (CSR) in Cambodia ICT Award. We plan to replicate this project to Lao PDR and Vietnam in 2016.

We have also expanded our outreach throughout the SEAC region, most notably with a project recently launched in Vietnam. With a grant from the European Union, we are promoting inclusive and relevant early childhood care and education for ethnic minorities and the disadvantaged. This project incorporates the use of bi-lingual educational materials and teacher training to enhance the quality of teaching and learning.

Our success as a region would not have been possible without the support of our International and Regional Board members, regional colleagues, our supporters, donors and partners as well as volunteers and campaigners. We look forward to serving as a voice for the marginalised, to serve as stewards of innovative educational interventions and ensure recognition for AEAI’s work. Additionally, these milestones have allowed us to campaign for education for all more vigorously than ever.

We will continue our passionate work to build a better world for children, young people and their communities. We also look forward to working effectively with our partners in the field. It is through collective effort that we can best help children achieve their full potential. I invite you to reflect on our activities to help people find greater equality. Our work is a reminder that together we can create a brighter future for all, and through education, we can change the world.

Best wishes,

Yasmin Abdeen (Ms)

Dear Friends,

I am very delighted and honoured to present the 2015 Regional Annual Report of AEAI’s work in South East Asia and China (SEAC). In the past few years, we have made significant progress to meet our goals, create new initiatives and scale up important projects, while maintaining our focus on the most marginalised children. We have witnessed the recent robust economic growth in the region; however this does not benefit everyone. The poorest families and children are still being left behind in this growth. Education is one important element to narrow the gap between the rich and the poor. With our focus on access and quality education, innovation and training, these families will be provided with the opportunities needed to live a more meaningful life.

2015 has been a year of success in all of our four intervention countries, namely, Cambodia, Lao PDR, Vietnam and China. We have seen the expansion of Livelihood Education projects into Cambodia with the setup of iLEAD (Initiative for Livelihoods Education and Development) Employment and Entrepreneurship Centre. This is a model that has reaped huge rewards in AEAI- South Asia. With this knowledge, expertise and extensive research we have been able to expand it into the SEAC Region. This project targets youth to enrol in vocational training for six months, including 3-month internship in a local business. We are very excited to see this initiative grow into the future and replicated throughout the region.

Our work would not be possible without the tenacious efforts of our partners, staff, volunteers, governing body members, supporters and friends, who make the important connections with communities all over the region. It is through these partnerships that our work is able to take place. These relationships that we garner at the national, regional and international levels are key to the success in reaching out to the most marginalised populations.

Within reaching the most marginalised, we have to remember that each child, parent, teacher or community member is a life that we have made an improvement in. With this in mind I would like to thank each and every one for your commitment to the work of AEAI. We are indebted to you for your commitment, tenacity and wholehearted participation, the ingredients that are essential to effecting change.

Yours sincerely,

Prasert Tepanart

Letter from the Regional Director
More than 572 thousand children have been directly and indirectly impacted through our programmes since we established operations in Cambodia in 2003. Since then, AEA has scaled our programming operations to Laos, Vietnam and China, and developed a network of sponsors and financial partners who support our annual budget of $3 million.

Despite Gains, Providing Inclusive and Equitable Quality Education Remains at the Forefront of our Efforts

Currently, UNESCO estimates there are 7 million children of primary school age in East Asia and the Pacific who remain out of school, with most of them residing in predominantly low-income countries. In addition to this dire figure, there are millions of children who attend school but are not learning. This is largely due to insufficient teachers (who themselves experience limited access to training), poor infrastructure, lack of learning and teaching materials, as well as limited funding. In order to reach more children who need our services, it is critical we engage communities, organizations and governments in a joint effort. The current challenges embolden us to continue to work to change the lives of children, in order to provide them with the opportunity to shape their own future.
2015 in review

**Milestone**

**June, China**

**Khmer Library won Cambodia ICT Award.**
The Khmer Library won the best performance in Corporate Social Responsibility (CSR) of Cambodia ICT Award from Royal Government of Cambodia. It has a ranking of 4.4 out of 5 in the Google Play Store. The Khmer Educator has also been launched to offer online teacher training to rural teachers through an online learning platform available on handheld tablets.

**October, Vietnam**

**European Union, Aide et Action and CISDOMA cooperation to improve a better access to school for ethnic minority children in Vietnam**
European Union, Aide et Action Vietnam and the Consultative Institute for Socio-Economic Development of Rural and Mountainous Areas (CISDOMA), with the support from the local authorities, cooperate in the project ‘Promoting inclusive and relevant early childhood care and education for ethnic minority and disadvantaged children in Tam Duong district, Lai Chau province, Vietnam.’ This three-year project aims to improve early childhood to ethnic minority children through the use of bi-lingual educational materials, and comprehensive teacher trainings.

**December, Lao PDR**

**Reaching the hard to reach in Lao PDR**
The Street Children Project directly benefited 1,936 children and 44 families through the operations of 69 Drop in Centres (DIC). The DIC continues to serve for non-formal education teaching, organize special events, and sports/recreation for students. In 2015, it reached out to 211 children and youth. Medical care and first aid were provided for 617 people via outreach, DIC and Mobile School.
Our work

Livelihood Education:
- Developing livelihoods for vulnerable women in rural China
- iLEAD Employment and Entrepreneurship Centre for youth

Inclusive Education:
- Education for children with moderate to severe disabilities
- Development of educational toolbox
- Outreach workshops on awareness of importance of education, reintegrating children into public schools, domestic violence, drug abuse, migration, child rights and child trafficking

Early Childhood Care and Education:
- Integrated parenting education in preschool and kindergarten program
- Kindergarten, ECCE, aid and care made accessible in rural areas
- Nutrition, WASH and parental education
- Engagement of minority and non-minority communities in early childhood care and development

Access and Quality of Education:
- Targeted educational strategies for pro-poor community development
- Recovery and reintegration for abused children and children at risk
- Development of a reading environment to improve the quality of education and literacy in Cambodia
- Education for all, reaching the marginalised
- Schooling for ethnic minority children
- Inclusive child friendly educational environment for ethnic minorities
- Secondary school facility improvement
- Schooling for homeless children

Cross-cutting themes
By implementing our four key themes above, we mainstream gender, child rights and protection, environmental issues, emergency response, Information and Communication Technology (ICT), partnerships, and policy advocacy – we do this to improve our programmes’ effectiveness, efficiency, and sustainability.
Early childhood is an essential stage of life in terms of a child’s physical, intellectual, emotional and social development. This is also an important time for children to experience a school environment and interact socially with other children and teachers. Early childhood education prepares children to enter primary school. Unfortunately, many children in the South East Asian region do not have the opportunity to attend any type of early childhood care, especially children living in poor and rural areas.

Within Cambodia, China, Laos and Vietnam AEA implements an intergraded programme on Early Childhood Care and Education (ECCE), including support in healthcare, nutrition, care, protection, early stimulation and learning. Our focus in the region for essential services for children aged 0-8 years old to enable them to develop both physically and intellectually and reach their full capabilities as well as smooth transition in early grades.

A total of 10,676 children in the region were supported through AEA’s early childhood activities. These children have been given the best start possible for their education and their future to grow, develop and perform better in school.

The aim of the initiative is to expand early child education services for children aged 0-8 years old throughout the South East Asia and China Region, thus improving the quality and providing more equitable access to ECCE services. Such services include preschools, kindergartens, early education public welfare centres, school renovations and early education mobile sites.

AEA has improved enrolment and retention rates throughout the region in several ways; enrolment campaigns, teacher training, renovations to classrooms, parental engagement and provision of nutritious meals to students.

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Testimony:

In December 2015, thirty kindergarten teachers and parents in three communes (Ta Leng, Khun Ha, Nung Nang), Tam Duong District, Lai Chau province received a nutrition knowledge training with support from AEA. Thanks to the training, they learned the essential ingredients for the development of their children and how to prepare a nutritious meal while maintaining the nutrition level in food after cooking. More importantly, the trainees have applied acquired knowledge into practice to ensure good health for their children.

Both activities of equipping the library and providing the training on nutrition knowledge were the results of a study tour of local authorities, teachers and community members to another AEA project location in Thai Nguyen province. It is a good example of networking and sharing of lessons learnt among different AEA project locations.

Ms. Dua was a participant in this training; her family was solely dependent on agricultural production. Ms. Dua would only make a few dollars each day to support her family. She knew of the importance of preparing a nutritious meal for her two children, aged four and two years old, however she could not afford more than the basic elements such as rice, vegetables and salt.

With the support of local authorities and AEA, Ms. Dua and her husband expanded their agricultural production by cultivating sugar cane and rice; raising chicken, pig and fish to earn more money to support their family. Their living condition has been improved dramatically. More importantly, they are applying the acquired knowledge from the nutrition training to ensure a good health and normal growth for their children.
While a lot of focus goes to the need to provide education, gender awareness and reproductive health, however there is a general silence on how the educational systems could and should perform. This is critical in achieving objectives such as the Sustainable Development Goal to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Intervention countries in the South East Asian region have a high young population, however the educational systems in these countries are struggling to enable each child to acquire the knowledge and skills necessary at their age. There has been some progress in recent years but some challenges remain, in particular in rural areas. Issues including high repetition rates, low primary completion rates, low enrolment, and low literacy rates contribute to high dropout rates and low quality of education within the region.

In 2015, AEAI made great strides in the area of Access and Quality of Education in Cambodia and Lao PDR with the focus on school governance, teacher trainings, and access to quality education for the most at risk populations including bilingual programme in Cambodia. Through our joint effort with partners, 71,783 children, 10,085 teachers and librarians have improved their learning and teaching standard.

While we are in early stage of the pilot to integrate ICT component in our programmes, we are moving with confidence to use our learning application, Apps, to access to complementary learning materials for rural children who cannot afford as their urban peers. We continue to learn from the pilot and improve our system tools.

Case Study

Children and parents have many reasons for their children not attending school, from illness to migration; they each take their toll on a child’s education. However, when they decide to return to education, they have to begin where they left off. Reach says he “has moved from one place to another” as he followed his migrant parents to work at different farms. Then, he returned to school and resumed the same grade. This is his third time in Grade 1. “Now, I will not drop out of school again,” he says. With support from Cambodia Consortium for Out-of-school Children (CCOSC) led by AEA, these students and their parents have been encouraged to return to school and continue their studies regularly. The marginalized students receive a small amount of money as scholarships in addition to school uniforms and study materials.
Inclusive Education

There is no universal agreement on what constitutes inclusive education. Broadly, its provision requires governments to take responsibility for and educate all children regardless of their needs. More ambitious approaches to inclusion are commonly grounded in a rights-based approach that aims to empower learners, celebrate diversity and combat discrimination. It suggests that, with adequate support, all children, irrespective of their different needs, should be able to learn together in mainstream classrooms in their local communities.

Various barriers by governments, schools, communities and families limit disabled children’s access to schooling (Global Campaign for Education, 2014c; WHO and World Bank, 2011). These include a lack of understanding about forms of disability and disabled children’s needs; insufficient resources to accommodate diverse needs, including a lack of teacher training and physical facilities; discriminatory attitudes towards disability and difference; and poor data on which to build policy (WHO and World Bank, 2011).

AEA along with four partners includes Rabbit School Organization (RSO), Komar Pikar Foundation (KPF), Epic Arts (EA) and Disability Development Service Programme (DDSP) have played active roles in ensuring that children with disability, especially those with intellectual disability have equal access to education. With their intervention activities across the provinces in Kampot, Kratie, Pursat, Kandal and Phnom Penh, Cambodia, 835 children with disabilities have been enrolled and learn in integrated or inclusive classes in 46 schools and 1 class in the community. The enrolled children are being supported with study materials to motivate them to go to schools and learn.

Teachers, Teacher Assistants as well as volunteers are trained on teaching methodology and basic inclusive education, specifically for children with intellectual and developmental disabilities and those whose behavior is difficult to manage. The classes were all renovated and painted so that they could be made more child-friendly, ramps and accessible toilets were also built where needed. Awareness on disability and the right to education for children with disability was conducted through a variety of events including meetings, forums and campaigns.

Case Study Toul Kork Primary School Chea Lin Dalis is a 13 year old student attending the integrated class for the children intellectual disability in the primary school. Born with an intellectual disability, her parents did not allow Dalis to go to school when she reached school age. Her mother was afraid that she could not learn well and would be badly treated and discriminated by other children. So, she decided to keep her at home until she learned about the inclusive programme a year ago.

“I was very happy to enrol her at the class” Her mother recalls. “Now, she can write a lot and before she could not.”
Livelihood education can act as a lifeline for some disadvantaged youth who may have been left behind or dropped out of the formal education system, the aim of the program is to train youth and school dropouts from the marginalized sections of society in employable skills. For many reasons, children cannot and do not finish at an adequate level of schooling. These people then go onto working low skill and low paid jobs, with a limit on their income. This is the poverty trap that people can fall into; however livelihood education is a way for people to escape this trap.

Livelihood education and vocational training is a response that AEA has taken in the SEAC Region to combat the needs of women and youth.

In 2015, two new Homemaker centres were established in Mingshan and Jiaguan, China. 348 rural women have been trained to improve their skills in parenting, health care, management and leadership and bamboo weaving, which has resulted in improvements in gender equity.

In Cambodia, AEA launched the first iLEAD Employment and Entrepreneurship Centre (iLEAD E&E) in the SEAC Region. iLEAD E&E success stems from market linkages built into its model. iLEAD is based on an in-depth analysis of local markets, with sector experts and local businesses contributing to curriculum development. This led to content creation that provides a practical training structure that delivers market-based solutions to job placement challenges and gaps in professional skill sets. The iLEAD E&E model is designed to be modified to fit the context of other countries in the region.

**Case Study**

A Small grant helped us to set up a dance team and with the teacher’s persuasion; we made it a chance to start our business. Now our dance team has worked in 3 shows, the income was small but we were so happy and there is the opportunity for more. The Homemaker Centre not only gives us opportunities to learn new skills, but also change our life, encourage us to pursue better life!’

SHI Xiaorong and her dance team
You make a difference

Education is the key of development. Whether you are an individual, an organisation, or a company from the private sector, Aide et Action invites you to join hands with us.

Together we can change the world through education.

SPONSORSHIP CHANGES LIVES

Aide et Action is the first sponsorship organisation from France. In Aide et Action, sponsorship is not just considered as a mechanism for fund raising, it is in fact, a movement of establishing and strengthening the solidarity between the sponsors and the communities and targets of our projects towards the cause of education.

Today there are about 43,000 sponsors and regular donors supporting AEA to enable the organisation to realise its mission.

At Aide et Action International sponsorship plays an important role in our ability to reach the most vulnerable. It strengthens the relationship between the sponsors and countries via email exchange, gifts, donation, and field visits.

Currently we have over 5,203 sponsors for the SEAC Region. This is an increase of 1,529 sponsors from the 3,674 in 2014. This increase has enabled us to expand our projects, just reaching more people.

If you are interested in becoming a sponsor, you can contact infosuisse@aide-et-action.org for more information.

Josselyne and Patrick, sponsors who visited our Laos project wrote:

“We spent an amazing and interesting day with you. We think the projects are well defined and adapted to get results. For us, one important thing is that the projects are managed by Lao people. So it means that the social and cultural environment is well understood.”

EXPERIENCE IN PERSON

Since 2009, AEA Hong Kong has been organizing Experience Trips to our project countries as a platform for individuals to raise funds for AEA while having a memorable travel experience supporting a meaningful cause. Each participating individual is a volunteer, a donor as well as a fundraiser! By having this first-hand experience about AEA’s projects, you help to spread the word and relay the message of “Changing the World through Education”. In 2015, our Experience Trips gathered volunteers from Hong Kong to visit projects in Laos and Cambodia.
On the basic principles of equity, shared resources, and transparency, our partnerships continue to evolve bringing larger stakeholders to focus on the issue of education. The joint effort resulted in greater field impacts. Our strategies focus on mobilizing key actors in the field to join forces so as we can reach more children in need.

2015 has been a year that we have brought many new likeminded NGO partners both local and international and financial partners to join our programmes which extensively produced significant results enabling marginalised children access to quality of education.

**Air France Foundation** supports Kids Planning-Rural Kindergarten and Children Development in the Guangxi Zhuang Autonomous Region, China. The main objectives of this project are to increase the access of rural children to preschool, to improve the quality of kindergarten education and to advocate to improve the environment that affects the growth of children.

**Australian Foundation for the People of Asia and the Pacific** (AFAP) is an independent, secular, not for profit Australian non-government organization founded in 1968. AFAP partners with AEA to implement the Atlassian founded pilot project in Cambodia.

**Chengdu Civil Bureau** supports Aid and Care Children Centre and Homemakers Projects in Chengdu City and Jiaguan Town, China. The main objectives of this project are to improve the quality of parenting for vulnerable children and social and economic integration of migrant families.

**Chengdu Charity Federation** is a Chengdu based federation governed by Chengdu Government, focusing on helping vulnerable group. In 2015, CCF sponsored a project to establish and run an ECCE centre in a vulnerable community in Chengdu for 1 year.

**Chengdu Dongjie Community** is a self-governance organization in Dongjie Community, which is a bridge between community residents and government. In 2015, Dongjie Community supported us with CHI011 ECCE centre’s rental cost.

**Chengdu Hope Community Centre** is a local NGO focusing on serving children aged from 0 to 18 years old. In 2015, AEA China exported our ECCE model and skills to this organization, and they paid us service cost.

**Chengdu Jinjiang District Social Organization Development Foundation** supports the Aid and Care Children Centre and iView-Migrant Family Photo Project in Chengdu City, China. The main objectives of this project are to improve the quality of parenting for vulnerable children and social and economic integration of migrant families.

**Cloud For Public Good** supports the iView-Migrant Family Photo Project and iView-Full Record for Rights of the Child in Migration Family in Chengdu City, China. The main objective is to spread and advocate for more public attention to be focused on migrant families via new media.

**Development Alternatives, Inc** (DAI) is a global development company working on the frontlines of international development consulting. DAI is committed to shaping a more livable world. Through USAID’s Development Innovations Catalyst Fund, AEA is promoting the “Inclusive Education through a Simple, Collaborative Web Portal for Teachers and Local Authorities in Cambodia” project.

**Dr. Miracle**, a medical beauty group in Hong Kong is dedicated to supporting charities; it began its sponsorship of AEA’s project “Targeted educational strategies for pro-poor community development” in Cambodia in April 2015.

Dr Miracle is supporting Education for marginalized children in Cambodia by donating 1% of their monthly profit.

**Educate A Child (EAC)** is a global program of the Education Above All (EAA) Foundation that aims to significantly reduce the number of school children worldwide who are denied their right to education. EAC is the major donor partner of the Cambodian Consortium for Out Of School Children (CCOSC) that consists of 22 organisations led by AEA Cambodia to reach 57,000 out of school children over 3 and a half years.

**European Union.** AEA Vietnam received funding from the European Union for the project ‘Promoting inclusive and relevant early childhood care and education for ethnic minority and disadvantaged children in Tam Duong district, Lai Chau province, Vietnam.’ This three-year project aims to improve early childhood to ethnic minority children through the use of bi-lingual educational materials, and comprehensive teacher trainings.
iLEAD Private School is a school system meeting International standards, working to educate students with the latest evidence-based research, with staff who champion high quality education and social impact model. iLEAD aims to work together with parents and community to not only meet the highest level of academic achievement, but to build critical thinking and children’s social skills. iLEAD International School partners with AEA to support and capacitate teachers and disadvantaged children in rural areas, enabling access to much needed improvements in quality of education.

OAKTREE Montessori Chinese Education, a local Montessori preschool in Hong Kong, funded part of AEA’s Breakfast programme under “Integrated community partnerships for improved child development and school readiness program” in Cambodia. OAKTREE Montessori Chinese Education is supporting the Breakfast programme in a preschool in Kandal, Cambodia.

Shanghai United Foundation supports the Aid and Care Children Centre Project in Chegndu City, China. The main objective of this project is to provide ECCE support for children in vulnerable communities in the city.

Sichuan Youth Development Foundation is a provincial foundation which is governed by Communist Youth League of Sichuan. In 2015, this foundation supported our CH1002 to establish and run Homemaker Center for rural women in Mingshan Town.

Sunglory Education supports one of our action-research projects on ECCE. The main objectives of this project is to define, mobilize and integration of the community resource for ECCE.

The Atlassian Foundation exists to harness the resources of Atlassian to champion those organizations who believe that an educated young person is the key to eliminate disadvantage. The foundation works with AEA to pilot the Khmer LEARN Project: Harnessing innovative ICT for improved literacy, teaching and learning in Cambodia.

The UBS Optimus Foundation is an expert grant-making foundation established by UBS in 1999. The Foundation works to break down barriers that prevent children from reaching their potential by funding leading organizations to improve the health, education and protection of children. The Foundation supports our ECCE project in Laos benefiting more than 9,094 young children, 7,945 primary school students, and 3,000 parents in three provinces.
Financial Highlights

Financial Overview

The total income of AEAI SEA and China in 2015 was USD 3.655 million, representing an increase of USD 0.5m (15%) against 2014 levels, with a strengthened U.S. dollar in fiscal year 2015 impacted exchange rate fluctuations USD 0.3 million over the course of the year. Most of AEAI SEA & China’s FY15 income came from sponsors, individual major donors and institutional donors. The generosity and continued dedication to our work on the part of these critical supporters is deeply appreciated.

AEAI SEA and China’s total expenditure in 2015 was USD 4.030 million. This is an increase of 66% on the prior year. The unspent of restricted fund from 2014 were carried forward to implement the programme activities in 2015. This significant increase was due to the Cambodian consortium of out of school programme led by AEA Cambodia.

Preparation of Financial Statements – Reporting and Accountability

Management is responsible for the preparation of AEAI SEA & China’s financial statements in accordance with conformity with regulation No. 99.01 (France Law) and Regulation No 99.03 as declared by the “Comite de la ReglementationComptable” (the C.R.C – the Accounts Regulations Committee). The Financial Statements of AEAI Hong Kong are consolidated with AEA France under special conditions. This responsibility includes maintaining the integrity and objectivity of financial records, protection of association assets, and compliance with funder restrictions and instructions. The statements were prepared to show reciprocal statements for final consolidation by AEAI while Hong Kong’s Statements were prepared in accordance with Hong Kong accounting standards. These statements are audited by Ernst & Young Cambodia and Tam, Au & Co, Hong Kong local audit firm under AEAI audit scope followed by Group Audit’s instructions from E&Y France.

Statements of funds used in 2015

As our statements for final consolidation show, 90 percent of overall operating expenses went towards varied thematic educational programmes, which include: Access and Quality of Education, Inclusive Education, Early Childhood Care Education, and Livelihood Education. We applied the remaining 10 percent to management and general activities and fundraising. We remain conscious of the need to increase cost effectiveness and value for money in our operations. Moreover, we strive to build a more sustainable future in our programmatic efforts, operating practices and financial management. With the close of a successful FY15, we head into the future with confidence and strength.

Source of Funds

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<tr>
<th>Source of Funds</th>
<th>2015</th>
<th>2014</th>
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<td>Individual</td>
<td>1,563,140</td>
<td>1,394,304</td>
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<tr>
<td>Institutional Donor</td>
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<td>1,477,338</td>
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<td>Foundation</td>
<td>42,954</td>
<td>273,318</td>
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<td>Corporate</td>
<td>22,933</td>
<td>23,684</td>
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<tr>
<td>Others</td>
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<td>1,900</td>
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<td>Total</td>
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Operating Expenses

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<tr>
<th>Thematic Programme Services</th>
<th>2015</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Access and Quality of Education</td>
<td>2,568,704</td>
<td>821,394</td>
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<tr>
<td>Inclusive Education</td>
<td>323,994</td>
<td>194,354</td>
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<tr>
<td>Early Childhood Care Education</td>
<td>534,595</td>
<td>825,238</td>
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<tr>
<td>Livelihood Education</td>
<td>182,301</td>
<td>87,172</td>
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<tr>
<td>Migration</td>
<td></td>
<td>14,677</td>
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<tr>
<td>Theme development</td>
<td>66,603</td>
<td>75,147</td>
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<tr>
<td>Total Thematic Programme Services</td>
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<td>2,017,981</td>
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<tr>
<td>Fundraising expenses</td>
<td>198,505</td>
<td>276,072</td>
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<tr>
<td>General Administrative Expenses</td>
<td>156,218</td>
<td>129,163</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>4,030,920</td>
<td>2,423,217</td>
</tr>
</tbody>
</table>

Expenditure by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>2,906,543</td>
<td>989,372</td>
</tr>
<tr>
<td>Vietnam</td>
<td>192,471</td>
<td>218,752</td>
</tr>
<tr>
<td>Laos</td>
<td>229,149</td>
<td>472,558</td>
</tr>
<tr>
<td>China</td>
<td>311,867</td>
<td>251,894</td>
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<td>Hong Kong</td>
<td>171,584</td>
<td>266,491</td>
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<td>Regional Development</td>
<td>45,045</td>
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<td>Regional Direction</td>
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<td>199,897</td>
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<tr>
<td>Total</td>
<td>4,030,920</td>
<td>2,423,217</td>
</tr>
</tbody>
</table>
The region is governed by the regional board members who provide strategic support to regional executive team on regional programme development. The international board is made of members who are elected by founding members; regional board members (Africa, Latin America and the Caribbean, Europe, South Asia and Southeast Asia); thematic Representatives; and Resource Persons - the international congress- to ensure that our senior executives run the organization with accountability.

Our Structure and People

Regional Board

Ms. Yasmin Abdeen, President
Mr. Narongsak Boonyamalik, Treasurer
Ms. Chakriya Tep, Director of Finance and Administration
Ms. Zhang Xuemei, Director, China

Mr. Seng Hong, Secretary
Mr. Tchen Chi-Yang, Member
Ms. Chakriya Tep, Director of Finance and Administration
Ms. Zhang Xuemei, Director, China

Mr. Prasert Tepanart, Regional Director
Mr. Savy Lach, Director of Programmes
Ms. Wuhiya Noonan, Country programmes Director, Lao PDR
Ms. Shirley Yau, Hong Kong Liaison Manager

Key Regional Staff

Mr. Samphors Vorn, Country programmes Director, Cambodia
Ms. Tu Nguyen, Country programmes Director, Vietnam

Mr. Narongsak Boonyamalik, Treasurer
Mr. Tchen Chi-Yang, Member

Mr. Prasert Tepanart, Regional Director
Mr. Savy Lach, Director of Programmes
PEARLAC for 2016

Surging Ahead

AEA SEAC is consistently evolving and experimenting with innovative and ground-breaking projects throughout the region.

As we look to 2016, our research and innovative solutions for social impact will continue to be instrumental in programme design and implementation. We aim to harness innovative Information and Communication Technology (ICT) for improved literacy, teaching and learning in the region. We will continue to address low literacy rates as well as high drop-out and repetition rates by bridging the technology and access gap among vulnerable children. Our approach allows schools with scarce resources, particularly in areas with ethnic minorities, and children with disabilities, to access interactive platforms that increase availability of literary and interactive educational content.

We have seen our pilot tests expand into full scale projects as a direct result of our careful implementation, and we will continue to work to integrate them into our programming. We will focus on expanding our thematic priorities, namely Early Childhood Care and Education, Access and Quality of Education, Inclusive Education and Livelihood Education, including enabling ICT throughout such themes, with the aim of achieving greater impact in the communities we serve.