Changing the world through education
Editorial

As the proud President of Aide et Action International (AEAI), I am happy to say that our organisation has spared no effort to achieve its objectives this year. In a context of social movements, natural disasters and security crises in many countries, we have continued to advance our social mission with all the determination, knowledge and expertise that we are known for.

In 2017, 2,244,111 disadvantaged and vulnerable people have benefited from our support – a 47% increase compared to 2016 – through 80 projects implemented in 19 countries! Among these beneficiaries, 1,545,611 were children.

We owe this fantastic success to many highly committed people – our 649 employees; our thousands of volunteers; our 16,775 teachers; our thousands of donors; our numerous partners; and the millions of local actors we work with every day.

A network based on the values of community, solidarity and equity, where everyone brings their domain of expertise for the benefit of the whole. Our organisation rests on the shared conviction that local populations have the key to solutions.

Our principles – such as work with communities; respect for different cultures; listening; consideration; openness; sharing; fraternity; empathy; empowerment (so that projects become theirs), and capacity building of local actors – transcend geographical boundaries and cultural differences.

“Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” (SDG 4 on Quality Education) is our commitment, together with the international community, to make education not just a right but a reality.

We did this in Cambodia, within a consortium of 17 organisations (CCOSC) to ensure schooling for 57,488 children in three years. In South Asia, our projects for the vocational training and work placement of out-of-school youth have reached the threshold of 600,000 beneficiaries. In Africa, we have had an impact on the lives of 1.3 million people and signed eight new partnership agreements in ten countries of intervention.

On behalf of the International Board, I want to warmly thank everybody who got involved with us this year. It’s by investing ourselves like we did it in 2017 that we will build a sustainable future with local populations, with quality education as its bedrock.

AÏCHA BAH DIALLO
International President

Aide et Action Charter

Aide et Action acts for a world where dignity for all is ensured, through education – an enabler of human development.

Our commitment and our actions are based, above all, on the values of liberty, respect, solidarity, equity and integrity.

Free from all political and religious affiliations, we undertake to:

- **Guarantee** transparency in our actions and in the use of our resources
- **Act** to ensure respect of the right to quality education for all, regardless of origins, who are the future of humanity
- **Develop** the principles of solidarity and exchange among cultures through sponsorship
- **Create awareness** to ensure that education becomes a global commitment
- **Support** communities, who are the true owners of their educational projects
- **Promote** an education that is open to the world, its diversity and its cultures
- **Our engagement**

**Our values**

- Solidarity
- Equity
- Respect for different cultures
- Listening
- Consideration
- Openness
- Sharing
- Fraternity
- Empathy
- Empowerment

**Our principles**

- Work with communities
- Respect for different cultures
- Listening
- Consideration
- Openness
- Sharing
- Fraternity
- Empathy
- Empowerment

**A source:** Sustainable Development Goal, United Nations, 2016.
Even today, there remain more than 263 million children and young people with little or no education, and 750 million illiterate adults – among whom two-thirds are women. Access to education is not the only challenge. Of the 1.5 billion children who have the chance to go to school, 617 million in the 6–14 years age group fail to acquire the minimum competence thresholds. According to UNESCO, if all children from low-income countries were to leave school knowing how to read, 171 million women. Access to education is not the only challenge. Of the 1.5 billion children who have the chance to go to school, 617 million in the 6–14 years age group fail to acquire the minimum competence thresholds. According to UNESCO, if all children from low-income countries were to leave school knowing how to read, 171 million women.

For more than 36 years, we have been working to ensure that every individual receives quality education that enables them to grow and thrive, find employment and support their families with dignity. We intervene everywhere deemed necessary and feasible, and are recognized as being of public benefit and free from any political and religious ties.

Our mission: to promote access to education and improve the schooling conditions of children; to improve the quality of education (teachers' training, development of adapted teaching practices, provision of equipment, etc.); to support communities in the development of their educational projects; to promote the social and professional integration of the most vulnerable; to raise awareness and mobilize global public opinion for a fairer and more equitable world; to improve the schooling conditions of children; to promote the social and professional integration of the most vulnerable; to raise awareness and mobilize global public opinion for a fairer and more equitable world; to ensure education in emergency and post-emergency situations.

Present in 19 countries, the association carried out 80 projects in 2017, around nine thetamics:

- Access and quality of education: elimination of obstacles to education, ensuring the relevance of education so that it is adapted to the needs of the target population groups.
- Early childhood care and education: construction and improvement of early childhood care facilities, development of early learning and development activities, training of early childhood educators, consideration of early childhood in family strategies and national policies.
- Girls' and women's education: women's literacy, raising awareness of communities on the issues of the education of the girl child, setting up income-generating activities for parents, training teachers on 'gender equality', definition of an adapted educational offer (vocational training with real job opportunities, setting up specific support courses), support for women's groups and initiatives aimed at acquiring financial independence.
- Inclusive education: establishment of pre-school centres and learning centres for out-of-school street children, creation of facilities and adapted pedagogies for children with disabilities, work with governments on child-friendly education for children from minorities, definition of an educational offer adapted to working children.
Early childhood care and education

There is no doubt today about the importance of the care and learning delivered during the first 1000 days of a child’s life: they make it possible both to reduce psycho-motor disorders, prevent dropouts, combat inequalities, and promote the social and educational integration of future generations. That is why the Sustainable Development Goals, adopted in September 2015, included early childhood as one of the goals (SDG 4.2) for the very first time, to ensure that by 2030, all children, with no exceptions, have access to early childhood education one of its strategic thrust areas. It has participated in the research and development of methods specific to early childhood, as well as the training of qualified teachers for this particular educational sector. It has always been careful to never impose any single educational models, but to always associate modern and traditional educational experiences.

Vietnam: Promoting inclusive education and early childhood for disadvantaged children from ethnic minorities

More than 56 ethnic minorities live together in Vietnam. They are one of the poorest and most marginalized population groups and inhabit remote areas. In addition to extreme poverty, one of the obstacles to schooling children from ethnic minorities remains the language barrier – ethnic groups speak many different dialects, but do not know Vietnamese, the only medium of instruction.

AEAI intervenes in the province of Hoa Binh, one of the poorest in the country, located 80 kms from the capital. The few schools there are at a considerable distance from the children’s homes. Furthermore, they are mostly in deplorable conditions: no water, no kitchen, no latrines, and they lack teaching and play manuals.

The language barrier adds to all these problems. The Da Bac district has seven minorities. Children from these ethnic minorities have trouble communicating with teachers who only speak Vietnamese, find it difficult to understand lessons, and quickly give up school.

The bilingual educational approach focusing on the mother tongue is recognized as a particularly effective mechanism for improving the education of children from ethnic minorities. AEAI implements it in the context of the project “Promoting Inclusive Education and Early Childhood for Disadvantaged Children from ethnic minorities in Vietnam”. In the three community kindergartens and 21 satellite schools established by the association, teaching is done in the Hmong language as well as in Vietnamese. On December 9, 2016, AEAI and its partner, the Consultative Institute for Socio-Economic Development in Rural and Mountainous Zones (CISDOMA), published a teaching manual in the Hmong language and in Vietnamese, in order to better prepare children for entry into primary school, where the medium of instruction is Vietnamese only.

China: Protection of underprivileged children from ethnic minorities

Since 1985, nursery education has been provided in China for children aged 3 to 5 years, but it is neither free nor compulsory and therefore reserved for urban and privileged communities. Children born in disadvantaged areas are practically excluded. The vast majority of these children are left to the care of their grandparents, who are often uninformed about early childhood educational methods.

Unofficial pre-primary education appears to be one of the possible solutions for these communities, insofar as it offers a less rigid mode of care and more flexible hours at a lower cost. It makes it possible to improve the academic performance of these disadvantaged children and can be used as an excellent way to unify communities. In particular, it makes it possible to provide these children, who receive little or no care, the psychological support and assistance necessary for their development.

AEAI has therefore developed and equipped Early Childhood Care Centres since 2011. With the construction of two children’s centres in Chengdu City and Lushan, as well as the setting up of three mobile centres, the project has made it possible to take care of the most disadvantaged children, and especially to train parents. Young health or education professionals receive special training to take care of these children.

Mali: Early childhood care by village members

While early childhood education is one of the priorities of educational policies in Mali, it nonetheless remains a “sub-sector”, whose rate of access is the lowest compared to other sectors of the education system.

Overall, the lack of support for early childhood development needs is not as much due to parental poverty as it is to the lack of organization of community actors and the commune-level administration. Consistent with its desire to work with the most disadvantaged communities as priority, AEAI took interest in the community of Sénou, about 15 kms from Bamako, populated by people from rural areas who had come to the capital with their families in search of work. Very few children in this area go to preschool establishments because parents cannot afford the necessary costs. The youngest children are left out and are in fact exposed to risks of accidents or child kidnapping, and are often pushed into begging through Koranic schools. The project developed by AEAI, “Early childhood care by village members”, is founded on an original approach, based on community commitment and participation. Members of the community, people who have command over reading and writing, receive training to take care of the youngest children while the parents are working. Turned into “parental reference persons”, their duty is to devote three hours a day, five days a week, to the village’s youngest children and to facilitate early-learning activities on the basis of a pre-established program and with the support of early childhood professionals. They are supervised by facilitators holding Preschool Instructor’s diplomas, specially trained by early childhood professionals. This rather inexpensive initiative can reach out to a maximum number of children.
Focus on a thematic:

Livelihood education for youth and adults

Early childhood

Youth and adults

Projects map

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radicate poverty by 2030 – that is the primary Sustainable Development Goal that more than 190 heads of state had agreed upon in September 2015. The ambition is a sizeable one. It is true that the extreme poverty rate in the world, set by the World Bank at less than US $1.90 per day, has continued to decline over the last 30 years, but there are still over 800 million people living below the poverty line today, a large majority of them in developing regions.

By its leveraging effect on growth and inequalities, the training of young people and adults is now internationally recognized as one of the major, sustainable solutions to help the most vulnerable and marginalized to emerge from poverty. Hence the determination, laid down in Goal 4, to promote lifelong learning opportunities. Nonetheless, all or almost everything remains to be developed in this area. Indeed, education and technical and vocational training today accounts for between 3% and 10% of national budget allocations to education, depending on the country. This crying lack of funding makes it impossible to structure vocational training programs that are adapted to employment requirements. As a result, the number of youth aged 15 to 24 years who are neither studying nor being trained and are unemployed is estimated today at 621 million. This number is expected to grow in the coming years, since, according to UNESCO, 617 million young people today do not have basic reading and writing skills.

Giving these young people the means to develop, to take charge of their lives and to play a useful role in society is a priority for AEAI, which has been developing training and mainstreaming support programs for more than 15 years for the most marginalized population groups.

South Asia: Training and support for youth in the labour market and microenterprise development

South Asia is the region of intervention where AEAI developed its first training and mainstreaming programs. After the 2004 tsunami, in this difficult context, the association first and foremost sought to support unemployed youth in the 18-25 year age group from marginalized and disadvantaged backgrounds. The idea of training these young people in barely three months in different trades, responding to local market needs, in partnership with local entrepreneurs, proved immediately successful.

Today, the association has 74 iLEAD Centres (Initiative for Livelihood Education And Development). These are fully-fledged training centres that equip young people with vocational skills in handicrafts, tourism, as mechanics, cooking, etc., depending on the market needs estimated beforehand. This training, combined with support for integration in the labour market, enables young people to regain confidence, improve their incomes and even encourages them to start their own businesses.

Developing entrepreneurship and contributing to the empowerment and self-assertion of marginalized population groups is now part of AEAI’s missions. In 2017, the association trained more than 350 women from marginalized communities in Dibrugarh, in the state of Assam in India, as part of the project on the “Promotion of Micro-Enterprises for Dibrugarh’s Youth”, financed by the Asian Development Bank and the Government of Assam. These women, often affected by floods and natural disasters, have been trained in tailoring and carpentry work.

China: Vocational Training: A second chance school for women in rural environments

With China’s economic development, inequalities between the countryside and the city are widening. Men leave their villages for large urban areas, while women stay home alone, where they take over the management of their homes and take care of the children as well as the elders. But for taking care of their families, they above all need to have a job and earn a salary. The responsibility is all the more difficult as in China, they are still the most overlooked group by the education system: in 2010, women accounted for 74% of the illiterate in China.

To provide these women support so that they can join the job market, AEAI has developed literacy classes in four Chinese provinces (Gansu, Ningxia and Sichuan), which enable more than 200 women to learn how to read and write every year. It has also developed training and learning centres to enable them to acquire skills in tourism, hotels, confectionery, photography, computer science and entrepreneurship.

In addition to the development of a women’s self-help network, each centre has to support at least 300 women a year to become economically empowered.
2017 at a glance

- 2,244,111 people benefited from our help, including:
  - 1,545,611 children,
  - and
  - 16,775 teachers

- 4,001 schools involved
- 24,4M€ collected
- 19 countries
- 80 projects

AEAI Countries of intervention:
- Africa
- South Asia
- South East Asia & China
- France
22 projects in 10 countries of intervention

With a high adult illiteracy rate (67.4% of which 2/3 are women), education in Benin remains a major concern. Enrollment rates for pre-schoolers and for last years of primary school still remain very low.

2017 was marked by the launch of a project to “Support the improvement of Recepction and Learning Conditions in Nursery and Primary Schools [AC2A]”, with the integration of information and communication technologies (ICT) in learning methods. Initiation to computers and the use of a digital library made both students and teachers joyful.

10.87 million inhabitants
43% under the age of 14
Net preschool (pre-primary) enrollment rate: 12.8% (2015)
Gross rate of access to the last year of primary school: 77.9%
200,000 schools with no access to electricity in Sub-Saharan Africa

1,307,875 beneficiaries (total)
1,270,573 children, pupils and youth
37,302 adults, including:
8,084 teachers
1,392 schools

Our action

- Equipping six public primary schools with computer equipment.
- Facilitation of 18 digital libraries.
- Training of 18 people in the maintenance and looking after of computer equipment.
- Coordination of the electrification of four schools to improve children’s learning conditions and provide access to information to all (literacy classes in the evenings for women).

In the face of rising insecurity due to religious extremism (Hizbottahr Islamic sect), particularly in schools, and slower economic growth with declining export prices (gold and cotton), Burkina Faso faces strong barriers in terms of education and development.

2017 was a year during which we redoubled our mission’s efforts in two areas:
- participatory local governance of education and school projects (providing support to local people who are themselves responsible for and managers of the projects)
- socio-professional training and inclusion of women, offering alternatives to those excluded from the formal education system.

18.64 million inhabitants
45% under the age of 14
761,443 out-of-school children
6,189,473 illiterates (15 years old or above), i.e. 1/3 of the population
Rural population: 69%
Life expectancy at birth:
60 years

18,422 beneficiaries, including 17,669 children
Field team:
8 employees; 72 schools
2017 budget:
€ 1,821,018

Our action

- Teachers’ training on hygiene and sanitation to inform and raise awareness amongst pupils, setting up of ‘health clubs’ within the schools covered by the project.
- Development of agro-sylvopastoral professions by building skills and autonomy in decision-making and the accountability of the actors (MAM).
- Reduction of barriers to women’s economic/social empowerment through the construction of three literacy centres and training in farming techniques to combat rural poverty and low/no access to factors of production (APC).

Projects

- PADOE3
- Joint Water Environment Education Action for Tomorrow (JACE3E)
- Program for the Improvement of Teachers’ and Students’ Working and Learning Conditions (PACTE)
- Microfinance Literacy Market Gardening (MAM)
- Learning to Change (APC)

In 2017, we had to increase our action to ensure the right to access and quality of education for all. Our approach is based on helping communities and other stakeholders participate fully in education and school projects – with the objective of enhancing competence, autonomy in decision-making, accountability of the people concerned, and the appropriation and sustainability of their educational projects.

23.69 million inhabitants
43% under the age of 14
Compulsory education: 6-15 yrs
461,892 out-of-school children
Gross secondary school enrollment rate: 43.87%

14,632 beneficiaries, including 14,322 children
Field team:
3 employees; 50 schools
2017 budget:
€ 164,267

Our action

- Educational planning and management capacity building of local actors [local authorities, local education committees,] and members of the network of all those involved in the educational sphere.
- Improvement in the rate of access and quality of the educational offer.
- Local planning of education.

Projects

- PADOE3
- Joint Water Environment Education Action for Tomorrow (JACE3E)
Guinea

Guinea has significant mining potential and natural resources. However, the Guinean economy collapsed in 2015 due to the Ebola epidemic. The rebound expected in 2016 did not meet expectations and, according to the IMF, 55% of the population lives below the poverty line. Education, especially of girls, is a key factor in the country’s economic and social development.

Hence, in 2017, we continued to increase our work with Guinea’s civil society for the country’s development. Our actions were aimed at raising awareness, enrolling and keeping girls in school, particularly in rural areas.

**Guinea**

- **12.39 million inhabitants**
  - 55% live below the poverty line
  - 42% are under the age of 14
  - 362,777 out-of-school children, of which more than 2/3 are girls
  - Compulsory education: 7-12 yrs
- **Rural population: 62%**
- **18,617 beneficiaries, including 9,684 children**
- **Field team:** 16 employees; 42 schools
- **2017 Budget:** € 1,499,933

**Our action**

- Structuring and professionalization of civil society organizations for a better operational capacity and a good governance.
- Advocacy and consultation activities related to access to basic services at a local level, the defense of human rights, etc.
- Construction of school facilities and cantines in order to retain pupils at school.
- Teachers’ training in active pedagogy and awareness-building of parents on the importance of school, up to high school level.
- Scholarship offers.

**Projects**

- PADEE
- Concerted Programmes for strengthening Guinean civil society and youth organizations (PRJEGE)
- Girl-friendly School (Ecole Arme des Filles (EAR)
- Project to provide support for schooling and health development (PADDIS)

**Partners** AFD; Turing Foundation; Air France Foundation; Orange Foundation

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Mali

For several years, the country has been facing a multidimensional crisis, to which a new form of insecurity has been added due to religious extremism (active Islamic groups in the north). Education is suffering, with barely half the pupils completing the primary cycle and one pupil in five repeating. The latest research done shows that children at the end of the primary cycle barely have half the basic knowledge required. This is due, among other things, to the low level of competence of the teachers, who are recruited in large groups, without a degree or prior pedagogical training.

2017 was therefore a year devoted to improving the quality of education at primary level.

**Mali**

- **17.99 million inhabitants**
  - 48% under the age of 14
  - 1,159,687 out-of-school children
  - Primary school completion rate: 50%
  - Repetition rate: 20.9%
- **70,481 beneficiaries, including 69,045 children**
- **Field team:** 13 employees; 376 schools
- **2017 budget:** € 390,044

**Our action**

- Involvement and participation of local communities and decentralized bodies in the sphere of education.
- Assessment of the initial level of teachers (AMIC).
- Training of 866 teachers and 42 instructors in the teaching of mathematics and observational sciences (ATIC).
- Identification, design and provision of tools and teaching resources to these teachers, via mobile telephones and individual tablets (ATIC).

**Projects**

- PAGIEE
- Bamako-Sénou Early Childhood Care Improvement Project (POUPEE)
- Project on Access to Education for All Children in the Mopti Region (PACETEM)
- Improving Access, Quality and Governance of Basic and Secondary Education, Gao Region (PAQAME)
- ICT Learning Project (ATIC)

**Partners** AFD; MEDICOR and SYMPHISIS Foundations; EAC/Qatar; Ministry of National Education (MEN); Academic Agency of La Francophonie (AUF)

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Morocco

In early 2017, this project was completed and closed, and will be revisited in the near future.

**Morocco**

- **35.27 million inhabitants**
  - 28% under the age of 14
  - Compulsory education: 6-14 yrs
  - Gross pre-primary (preschool) enrolment rate: 50.3%
  - Women’s literacy rate (15 years +): 59.1% (2012)
  - 5,022,598 illiterate women
- **N.A.**
- **Field:** 1 commune; 1 school
- **2017 Budget:** € 7,700

**Our action**

- Consolidation of the Asni commune’s education plan in order to structure the educational system for the region and promote girls’ education.
- Construction or rehabilitation of 15 classrooms, provision of furniture, educational games and textbooks.
- Recruitment and training of specialized educators.
- Awareness-building and training of communities in activities enabling them to finance educators’ salaries.
- 17 local associations created to manage the finances and accounts of preschool centres.
- 12 committees of mother educators set up in order to involve parents.

**Projects**

- Education for Development in the Imlil Valley

**Partners** RIM; local associations; Asni commune

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Madagascar

The low level of growth and high levels of poverty* slowed down all development prospects in the country in 2016. Since 2009, the education system has been suffering a significant drop in the number of children enrolled in school. And in 2012, only three out of 10 children attended primary school**. Inadequate and unsuitable educational offer; lack of teachers; parental poverty; and at times, children forced to work – all unfortunate reasons for this disaffection. 2017 hence consisted of delegating responsibility to the communities concerned, for them to implement their school building project, including procurement and financial management.

**Madagascar**

- **24.89 million inhabitants**
  - 41% under the age of 14
  - *Poverty level: 71.5% of the population (source: IMF)
  - **Compulsory education: 6-10 yrs**
- **12,348 beneficiaries, including 12,240 children**
- **Field team:** 6 employees; 17 schools
- **2017 budget:** € 627,050

**Our action**

- Training communities on fund management and on issuing calls for tenders in order to reduce the building costs of schools’ infrastructures, without neglecting quality.
- Feasibility study of sub-projects – respecting and safeguarding the environmental.
- Supervision and monitoring of the building work, quality assurance and compliance with standards.
- 95% of school management committees are functional in the project management of schools’ building work.
- Receipt of 32 schools’ infrastructures.

**Project**

- Support for community management of the construction of school buildings; Emergency Support Project for the Education for All Program (PAEFAET)

**Partners** Global Partnership for Education (GPE), World Bank

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*Poverty level: 35.27 million inhabitants

**Compulsory education: 6-14 yrs**

**Gross pre-primary (preschool) enrolment rate:** 50.3%

**Women’s literacy rate (15 years +):** 59.1% (2012)

**5,022,598 illiterate women**
Niger

Security crisis in the Sahel, organized armed violence and terrorism; forced migrations; poverty – the chronic instability in Niger has had a devastating effect on education. In Niger, close to 30% of school-age children do not go to school*. In addition, those who do go to school have a low level and do not acquire the required knowledge and skills the job market needs. Educational programmes and the insufficient level of a section of schools are some of the reasons explaining this situation. To top things up, eastern Niger is also confronted to a new form of insecurity, with the presence of the Islamic sect Boko Haram. In 2017, we endeavoured to improve opportunities for some of the reasons explaining this situation. To top things up, eastern Niger is also confronted to a new form of insecurity, with the presence of the Islamic sect Boko Haram. In 2017, we endeavoured to improve opportunities for

20.47 million inhabitants
50% are under the age of 14
1,282,980 out-of-school children
1,231,412 out-of-school teenagers
Rural population: 81%

Our action
// Improvement in reading, writing and calculation skills of primary school pupils through improved teaching and the promotion of a reading culture in the communities – i.e. public reading sessions, followed by the establishment of village libraries.
// Building women’s capacity to promote girls’ schooling – i.e. setting up of the Mother Educators’ Association (AME).
// Work with Muslim communities.
// Awareness-building sessions for girls and women on schooling, especially schooling for girls.

Projects
- PADOE3
- Niger Education Community Strengthening (NECS)
- Fundamental Standards for Quality and Equity Project (NFQSE)
- Girls’ Schooling in Junior Secondary Schools project (SECSI)
- Emergency Project in Diffa (PUD)

257,525 beneficiaries, including 244,312 children
Field team: 18 employees; 371 schools
2017 Budget: € 678,598

Togo

Demonstrations by volunteer teachers, calling for improved living and working conditions; Late registration of children in schools; frequent repetition of a year by pupils; large number of drop-outs before reaching the fifth year of primary school (CM2); significant proportion of children enrolled in the first year of primary school (CP) who do not reach CM2; and difficulties in attending school...

7.6 million inhabitants
42% under the age of 14
Compulsory education: 6-15 yrs
161,030 out-of-school children
227,522 illiterates (15-24 years)

Our action
// Supporting decentralized educational players (regions, inspection departments and communities) to plan responses to educational problems at a local level, with the effective participation of children in school life.
// Eliminating disparities and promoting gender equity to get to school and keep in schools a large proportion of children, whilst ensuring a basic quality of learning.
// Managing schools through performance contracts to ensure a greater sense of responsibility among the teaching community – in terms of the quality of the educational services offered.

534,650 beneficiaries, including 531,636 children
Field team: 32 employees; 448 schools
2017 Budget: € 1,227,710

Senegal

The Casamance region has witnessed more than 30 years of conflict, with thousands of people being displaced, the destruction of public infrastructure and a massive exodus of people from the Sedhiou and Ziguinchor regions. This has led to a situation of increased poverty, poor schooling conditions and low quality of learning – all of it exacerbated by teachers’ strikes.

15.41 million inhabitants
43% are under the age of 14
Compulsory education: 6-16 yrs
677,256 out-of-school children
1,244,260 illiterates (15-24 years)

Our action
// PAGE - Approach to improving participatory school management, based on:
// The establishment of an online citizen’s barometer, which monitors the children’s performance; it assesses their reading, mathematics and general culture skills all through the project, to see how they evolve.
// Mobilization of all actors around the quality of education.
// Implementation of corrective measures through classroom remediation by teachers; community educational support organized at home; community areas designed on the model of Koranic schools.

Projects
- PAGE3
- Outing trained for Life (PSTM)
- Improvement of Basic Education in Casamance (PAREC)
- Improvement in Participatory Management of School Program (PAGE)
- Local and International Solidarity for Development through Education (SOLIDE)

333,708 beneficiaries, including 325,428 children
Field team: 23 employees; 286 schools
2017 Budget: € 885,718
Too many children are still disadvantaged in India — migrant children are out-of-school and lose their access to education; tribal children have a very low level of literacy because their education is in a language other than their mother tongue. There are enormous opportunities for young adults, but the gap between supply and demand (of skilled and semi-skilled people) is still far too wide.

Our approach in 2016 focused mainly on migrant populations, early childhood, women and girls, and vocational training for young adults through our professional training program, iLead.

In the country that calls itself the “roof of the world”, children unfortunately remain largely disadvantaged because of poverty. The earthquake that devastated Nepal in 2015, destroyed more than 6,000 schools and affected 990,000 children. The repercussions are still being felt today...

Two years later, we remain present in the country. Our activities are now more focused on training, expanded to include employability skills for young people whose lives have been harshly affected by the earthquake, as well as the reintegration of adults in the workforce.

In 2017 our activities in the South Asia region support 1,043,747 beneficiaries, including 160,348 children and adolescents, 110,150 youth, and 472,575 adults.

Our action

// Multiple – mainly based on the introduction of simple teaching methods to improve basic skills (reading, writing and maths); increasing the retention rate of school children; parents’ knowledge of education; and vocational learning for young people.

Projects

- Back to Basics – Children of Miling Community, Golaghat; Bandipur School Development Project; Ensuring Quality Education with Ecological Sensitization [Kantho Tiger Reserve project]; BHR Tiger Reserve School Development project; SIRAGUGAL Helping children to rise up in My (School development project); My School Assambo Boys Club; Project Enlightenment; Balaghat (School development project)
- PAHAL
- MRC: Caring & Safe Environment for young migrants at worksites; Caring & Learning for Young Migrant Children at Construction Sites
- Targeted Intervention (Santé, HH et SDN)
- Himayat Project; Supporting Human Capital Development [Meghalaya]; Micro-Enterprise promotion for Youth (Daragaon); (Lead) Youth Spark (entrepreneurship skills); (Lead)
- IHED - Technical Education and Vocational Training in Youth, Kathmandu, Bhaktapur and Lalitpur, to enable them to get a better job and/or start their own business projects.
- After the earthquake, reconstruction of 21 schools in 3 villages in the Lamjung district where 1,950 children are being educated.
- Training of 42 teachers in psycho-social intervention techniques for helping children overcome trauma and improve their learning capacities.
- Training of 21 youth affected by the earthquake, in automobile sales and placement in companies.

In 2017 our activities in the South Asia region support 1,043,747 beneficiaries, including 160,348 children and adolescents, 110,150 youth, and 472,575 adults.
Our action

Multi-level - Vocational training of 638 young women and 389 young men in trades such as beauticians, tailoring, design/graphics, electricians and information technology. 247 youth participated in the training module, “Start Your Business” for the acquisition of entrepreneurial skills.

// Support for ex-combatants, war widows and others displaced by civil wars. The ILEAD program is very effective for the reconciliation, rehabilitation and reconstruction of lives affected by war.

Projects

- ILEAD Sri Lanka
- Developing employability and entrepreneurship skills for marginalized youth of Jaffna district
- ILEAD International Academy
- Emergency support after the floods in the Districts of Galle, Ratnapura and Kaluthara

Beneficiaries

927 beneficiaries

Field team:

53 beneficiaries; 4 projects; 12 ILEAD centres

2017 Budget:

€ 254,872

The 30 years of civil war that raged in the “pearl of the Indian Ocean” until 2009, continue to have a detrimental effect on the level of employability of Sri Lankan youth: thousands of children were displaced and were unable to continue their normal course of schooling. They did not acquire the necessary knowledge for the job market.

Our ILEAD program seeks to integrate these young men and women into the workforce by providing them with “life skills” that build their self-confidence – by training them in fields which will enable them to find a job, look after themselves and their families.

// Learning the acquisition of entrepreneurial skills.

20.79 million inhabitants
24% were below 14 years
Compulsory education: 5-15 yrs
75,708 out-of-school teenagers (2013)
59,744 illiterates (15-24 years)

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// Learning the acquisition of entrepreneurial skills.
In China, many women too often find themselves isolated, left behind during the waves of rural exodus. In their villages, they care for children and the elderly, and work on farms. Because of their low level of education, they have very few opportunities to improve their lives.

In 2017, we focused on the development of ‘life skills’ such as bread-making and social work skills, in order to generate a long-term, local and mutual support system, and the promotion of a network for education development.

**Projects**
- Homemakers’ learning centers for women, Sichuan province
- Support and care centers for vulnerable children in cities

**Field team**
- 7 employees; 2 projects; 11 communities; 9 schools

**2017 Budget:** € 212,419

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More than half of the Lao population lives below the poverty line. Children are deprived of their most basic rights: access to care, to food, to an education... Often in conflict with their parents, they easily leave their homes to live on the streets, where they are exposed to drugs and are badly exploited.

In 2017, AEA continued to reintegrate street children in society, taking account of the specific educational needs of children from ethnic minorities and providing parents with the nutritional and educational knowledge they needed to raise their children.

**Projects**
- Shooling of street children in Vientiane
- Environment and inclusive education for ethnic minority children
- Early childhood care and education

**Field team**
- 4 employees; 10 schools

**2017 Budget:** € 145,096

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Despite a reduction in poverty, Vietnam still has a problem of quality education; a significant lack of school equipment and facilities; and limited knowledge amongst parents about the educational and nutritional needs of their children less than six years of age, particularly in mountainous areas.

To address this deficit in 2017, we worked closely with some of the communities in Tam Duong and Da Bac districts – to raise awareness amongst them of the importance of early education in the overall development of children, so they can develop skills, especially social and behavioural ones.

**Projects**
- Inclusive early childhood care and education for ethnic minorities and disadvantaged children
- Early Childhood Care and Development, Phu Yen
- Education of Ethnic Minority Children, Hoa Binh Province

**Field team**
- 6 employees; 53 schools

**2017 Budget:** € 284,362

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In 2017, AEAI continued to reintegrate street children to drugs and are badly exploited.

To live on the streets, where they are exposed to cold, hunger, violence... Often in conflict with their parents, they easily leave their homes to live on the streets, where they are exposed to drugs and are badly exploited.

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In 2017, young people under 25 remain the most exposed to unemployment in the European Union (EU). Despite inroads made in access and quality of education – with an increase in the number of students obtaining university degrees coupled with a decrease in early drop-outs – such improvements are unequal among European States and certain populations remain marginalised.

Students from disadvantaged and/or immigrant backgrounds are less likely to attain the level of qualification sufficient to ensure socio-professional insertion. Such a context confirms that our thematic orientations are more necessary than ever to combat “educational poverty” at the root of unemployment and social exclusion. These are:

- Sustainable development and global citizenship education
- Livelihood education for youth and adults
- Access and quality of education in France for the last four years

The context also informs the evolution of our strategic orientations: to intervene at a European scale and to work on the topic of migration.
Resources: Sources and distribution in kind
Resources stemming from public generosity account for more than half of our total resources, i.e. 12,734 K €, and are up by 1.1% from 2016. Our second source of resources is from public/institutional funding. Amounting to € 7,590,000, these resources constitute almost a third of our total resources – a 3.3% increase.

The most significant growth in current resources may be observed in private sector funding (companies and foundations), thanks to fundraising efforts in South Asia.

It is the generosity of all – individuals, institutions, companies and foundations – which has enabled us to fulfil our social mission and to help more than 1.9 million people in 2017. We thank them warmly for it.

Network’s operating income
A positive result of Euros 853,364 can be seen for 2017 – a 5% increase as compared to 2016. This can be explained by the higher growth in resources as compared to their utilisation, in particular due to a rise in public funding and private sector generosity in South Asia.

The growth in fund utilization is due to the addition of a few projects, specifically in South Asia, and the increase in the number of beneficiaries. The surplus generated in 2017 will be re-injected to support even more people in 2018.
Our network's structure

Network's headcount (staff):

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Office</td>
<td>7</td>
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<tr>
<td>Africa Office</td>
<td>135</td>
<td>146</td>
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<tr>
<td>South Asia Office</td>
<td>380</td>
<td>448</td>
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<tr>
<td>South East Asia &amp; China Office*</td>
<td>85</td>
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</tr>
<tr>
<td>France Office</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>Switzerland Office</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>649</strong></td>
<td><strong>722</strong></td>
</tr>
</tbody>
</table>

*Including 3 employees in Hong Kong

International Board:
- President: Aïcha Bah Diallo (from June 2017), Yasmin Abdeen (until June 2017)
- Treasurer: Gwenaëlle Bouillé (from December 2017), Yves Tapiero (until December 2017)
- Secretary: Rajiva Wijesinha (from December 2017), Daniel Després (from June to December 2017), Jeannine Agounke (until June 2017)
- Administrators: Abdeljalil Akkari (until September 2017), Gwenaëlle Bouillé (from June 2017), Djibril Debourou (from December 2017), Daniel Després (from June 2017), Anorna Dissanayaka, Jacky Lumarque, Radhames Meja (from June 2017), Teeka Ram Bhattarai (until June 2017), Rukmini Rao, Yves Tapiero

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  - South Asia Office
  - South East Asia & China Office
  - France Office
  - Switzerland Office

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