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In just 12 months, as a result of the COVID-19 pandemic, 305 million jobs have been lost, 207 million people have fallen into extreme poverty and 265 million are facing starvation. Such figures are almost unbelievable. And yet, 2020 and its pandemic-related ills have proven that reality can outweigh fiction. From a localised health crisis at the end of 2019, in 2020, COVID-19 has become a global multi-sector crisis, affecting all areas of activity, all strata of society, especially the most vulnerable, and all aspects of our daily lives: our habits, our standard of living, our health, our jobs...

Dramatic consequences for education
And the education sector has not been spared. Overnight, 1.6 billion children have been deprived of school, confined to their homes and obliged, in the best of cases, to limit themselves to distance learning. But the learning tools, digital or otherwise, put in place by the States were implemented in a hurry, without adequate means, without preparing the teachers, without specific adaptation to the most vulnerable children. Our teams on the ground bear witness to this on a daily basis: teachers everywhere have shown exemplary self-sacrifice, providing home tuition and support classes, in addition to looking after their own children. Many parents have also got mobilised to provide the best possible support for their children and prevent them from dropping out of school. But the barriers to education that were already present before the crisis have only increased, becoming insurmountable and leaving an ever-increasing number of people by the wayside, excluded from education. More than 500 million children have been deprived of any educational continuity: how can you study remotely when you are a deaf and dumb child? How can you follow online classes without access to digital tools? How can you discuss anything with your teacher on WhatsApp when there is only...
1 mobile phone for a family with several children? Where can we find the necessary help and support when our own parents are illiterate? And what about refugee children or children living in crisis situations for whom any form of education has become a pipe dream?

Waning fundamental rights
By precipitating the closure of nearly 90% of the world’s schools4, the COVID-19 crisis has not only affected access to education and the quality of learning – it has also increased inequalities and deprived millions of children of access to essential social services: food, care, protection and information. We now fear unprecedented health and social costs: rising malnutrition, particularly for the 352 million7 children deprived of the only hot meal a day some received, thanks to school; an increase in childhood illnesses and child mortality due to lack of access to care and vaccination8; an explosion in early marriages and pregnancies for young girls9 condemned to remain in villages because of the lockdown measures. The loss of millions of jobs, especially in the informal economy, may force many families to put their children to work10 in order to maintain a meagre family income. There will also be an unprecedented increase in violence against young people, especially girls and women.

Our teams rallied together in the face of the crisis
Faced with this crisis and its unprecedented consequences, Aide et Action’s teams got mobilised all over the world, as quickly as possible, to restore access to essential rights, by distributing food kits, facilitating access to healthcare for children and women, and ensuring the well-being and protection of children. Of course, we have worked to restore the right to education, by guaranteeing access to quality education for all, especially the most disadvantaged, through home visits by teachers, remote or face-to-face support classes, in compliance with health measures, the distribution of radios, the loan of computer equipment, and by facilitating the reopening of schools, where possible, with increased awareness of protection measures and the construction of latrines and drinking water points, which are still all too often absent in many schools. The initiatives deployed were too numerous to mention here, but I would like to salute the courage of our employees and our partners, especially the educational staff, who did not count their hours nor spare their efforts to bring back a maximum of children and young adults to the path of education.

Our commitment to an inclusive and resilient system of education
Our struggle will not end here. The crisis is far from over, and it is feared that its consequences will linger for decades to come, perhaps forever undermining the gains in human rights and development achieved in recent years. It took a pandemic to bring down the global education system and it remains intolerable. Other health, environmental and other crises are bound to arise and it is unthinkable that future generations will once again fall victim to them. 2020 must indeed be a watershed year, memorable not for the disasters we have witnessed, but for the resolutions we make – of finally seeing the emergence of the political will and economic means to build a just and sustainable world, where the most fundamental rights, starting with free and quality education for all, will no longer be sacrificed. Aide et Action will spare no effort to achieve this and will ensure that political decision makers in all countries abide by their obligations and commitments to build a qualitative, inclusive and resilient education system by 2030, from which no one will be excluded.”

Aïcha Bah Diallo
International President

1 ILO, 2020
2 UNDP, 2020
3 Oxfam, The Hunger Virus, July 2020
4 UNESCO 2020
5 UNESCO estimates that nearly 500 million children remained excluded from education. Of those, more than 465 million children did not have access to the internet while most distance learning (more than 40%) was done on platforms, Save The Children, Save our Education, 2020
6 UNESCO 2020
7 Save The Children, Save our Education, July 2020
8 UNICEF, September 2020
9 The overall impact of COVID-19 is expected to increase child marriage by 13 million, UNFPA, Impact of the COVID-19 Pandemic on Family Planning and Ending Gender-based Violence, Female Genital Mutilation and Child Marriage Pandemic threatens achievement of the Transformative Results, 2020
10 The COVID-19 pandemic has led to a significant increase in poverty, and it is estimated that a 1% increase in poverty leads to at least a 0.7% increase in child labour, ILO & UNICEF, COVID-19 and Child Labour: A time of crisis, a time to act, 2020
11 In September 2015, more than 193 heads of State committed to achieving 17 Sustainable Development Goals (SDGs) by 2030 to build a more just and sustainable world. Among the adopted Goals, number 4 concerns education and aims to guarantee 12 years of free education for all children in the world. More information on www.un.org/sustainabledevelopment/
Our association

As an association for development through education, Aide et Action has been working for 40 years (1981-2021) to ensure access to quality education for the most vulnerable and marginalised populations, especially children, girls and women, so that they can control their own development and contribute to a more peaceful and sustainable world.

We promote lifelong learning because access to quality education helps to fight poverty and disease, limit climate change and build peace in a sustainable world. We therefore pay particular attention to early childhood care and education, access to and quality of education at primary and secondary levels, and vocational training and social inclusion.

By basing our intervention on the values of dignity, inclusion and integrity, as well as on the principles of action of transparency, accountability and solidarity, and thanks to the support of our 51,453 individual donors, in 2020 we implemented 85 projects in Africa, Asia and Europe – particularly in France – for more than 2.9 million children, young people and adults.

2020: Focus on the quality

Quality is one of Aide et Action’s major orientations – one that the association intends to strengthen by deploying its 2020-2030 development plan in such a way that its actions lead to real results, effects and effective changes for the stakeholders that we support in our areas of intervention.

Quality is at the heart of the programmes and projects that the teams support in the field and in which each person is involved on a daily basis in all the support and back-up departments, wherever they work.

With regard to our principles of action – focused on supporting the most vulnerable populations – and our approach – multi-actor, anchored in the
Summary of the 9 CHS Alliance commitments and quality criteria

In order to reach the objective of global quality within Aide et Action in 2020, the Quality Department and the International Directors’ Committee have decided to work in several areas:

// At the beginning of 2021, to be able to conduct a global quality assessment within Aide et Action, in order to ensure that the 9 commitments and quality criteria of the CHS Alliance are properly taken into account, and in the perspective of continuous improvement, to propose an improvement plan within the framework of a cyclical process that will be undertaken every 2 years.

// In 2021, to propose and conduct a training course on the integration of quality into programmes and projects for the Programme Department’s staff deployed in our areas of intervention; this course will subsequently become part of a recurrent offer, open to staff each year, and in a lighter version, it will be part of the induction course for newly recruited staff.

// In 2021, set up a team of Quality Auditors within the association, capable of carrying out project audits and supporting project teams in improving quality management within projects, starting in 2022.

// Support the implementation of a Complaints and Alerts Management System based on a Code of Conduct and a Safeguarding Policy for children and vulnerable people, harmonised for the Aide et Action network as a whole.

The improvement of quality is now being upheld by everyone within our association so that we are all able to deploy our mission and ensure that: “Aide et Action ensures access to quality education for the most vulnerable and marginalised populations, especially children, so they can take charge of their own development and contribute to a more peaceful and sustainable world.”
2020 in figures and across the world

2,991,981 million people covered by our activities, including:

More than 1,1 million children and youth (of whom 48.3% girls)

More than 1,7 million adults (of whom 50.5% women)

More than 10,500 teachers

912,791 people covered by our activities carried out in response to the COVID-19 crisis (436,986 children and youth and 475,805 adults; of whom 50% girls and women)

5,111 schools involved in our activities

19 countries

85 projects

508 project staff

€13M dedicated to projects

€17M Total budget

51,453 individual donors; for an amount collected of €12.2 M
Aide et Action is present in 9 countries in Africa: Benin; Burkina Faso; Ivory Coast; Guinea; Madagascar; Mali; Niger; Senegal; Togo.

Aide et Action is present in 4 countries in South Asia: Bhutan; India; Nepal; Sri Lanka.

Aide et Action is present in 3 countries in Southeast Asia: Cambodia; Lao People’s Democratic Republic / Laos; Vietnam (+ China closed in January 2020 - see page 52).

Aide et Action is present in 3 countries in Europe: Bulgaria; France; Romania.

*In Africa, France-Europe, South Asia & Southeast Asia

This amount corresponds to operating expenses excluding provisions for dedicated funds

*In France, Hong Kong & Switzerland
COVID-19

Aide et Action’s response to the pandemic in 2020

In 2020, the massive disruption of access to education caused by the COVID-19 pandemic for 1.6 billion learners worldwide has long-term implications for the most vulnerable and marginalised populations. Increased risks of backsliding and/or dropping out for children whose basic learning levels are weak; also risks of poverty.

To ensure that the progress already made in the framework of Sustainable Development Goal number 4 (SDG4) is not wasted and that the communities it serves can continue to live in dignity and good health, Aide et Action has adapted its programs in the 19 countries where it was operating in 2020.

In Africa, Aide et Action has engaged with political and health authorities in preventing the spread of the virus and in educational continuity. Awareness and communication activities on the risks of COVID-19 have been carried out in the target communities. Schools were equipped with hand-washing devices and health and hygiene kits and community-based organisations were mobilised to sustain the adoption of barrier measures. Learning materials were made available to schools and the most vulnerable children. In some countries, such as Benin and Togo, partnerships with local radio stations have been signed to broadcast lessons to primary school pupils when schools are closed. As key actors in education during this same period, parents and parent-teacher associations were mobilised and supported to ensure the educational continuity of their children through awareness-raising and mentoring activities.

On the whole, in Africa in 2020, 1,565 schools were reached by the activities carried out, benefiting 241,936 children and young people, including 110,033 girls. 74,354 teachers, local authorities and parents, including 54,128 women, also benefited from activities carried out within the framework of Aide et Action’s programmes to respond to the needs generated by the COVID-19 crisis.

Total number of beneficiaries of Aide Et Action’s COVID response in Africa

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74,354 adults
(teachers, caregivers & authorities including 73% of women)

241,936 children and youth including 46% of girls

© UNESCO 2020
In Southeast Asia, the response to the global health crisis also focused on a dual approach of immediate response and longer-term recovery. Immediate support was provided to the most marginalised communities through the distribution of food, hygiene and sanitation kits, the installation of hand-washing stations and the dissemination of information and awareness-building campaigns on virus prevention and the adoption of barrier measures. Parents and families have received material and training on positive parenting and support for distance education for their children through the use of digital resources. Teachers also received regular support through Aide et Action’s communication channels, including Facebook and Telegram groups, for the use of digital resources and support for distance education of children in their communities.

In South Asia, awareness-building and communication activities were carried out among the target population groups. Emergency aid was provided to the most vulnerable population groups, including migrant workers’ families and poor families, through food distributions. Hygiene and sanitation kits were also distributed to communities, as well as in schools, which were equipped with hand-washing stations, as in Nepal. In the context of widespread school closures throughout the region, special support was provided to children, families and schools to ensure educational continuity. Support for distance learning included the provision of educational books to the most vulnerable children, the printing and distribution of examination papers, and the broadcasting of lessons on the radio.

On the whole, in South Asia in 2020, Aide et Action’s response to the pandemic benefited more than 169,000 children and young people, 50% of whom were girls, and around 390,000 adults and community members, 48% of whom were women. 366 schools were also supported.
On the whole, in Southeast Asia, in 2020, 25,873 children, including 12,475 girls, and 2,086 community members (parents, teachers and local authorities), including 1,080 women, benefited from Aide et Action’s activities in response to the crisis.

In Europe, food distribution was carried out for the benefit of the most vulnerable communities with the support of local authorities in Romania. In France, school mediation was provided by our partner, ASKOLA, during the COVID-19 crisis to accompany vulnerable and marginalised children living in precarious housing, for educational continuity.

On the whole, in Europe, in 2020, in the face of the pandemic, 155 children, including 76 girls, as well as 369 adults, including 185 women, were provided support.

Overall, in 2020, Aide et Action’s rapid response to the COVID-19 crisis provided support to 912,791 people (436,986 children and young people and 475,805 adults, 50% of whom were girls and women). The objective: to mitigate the immediate negative consequences of the pandemic and limit the longer-term impacts on the vulnerable populations that Aide et Action supports in its programmes.

See also pages 26 to 28; 42; 53 and 54, and 62).

Total number of beneficiaries of Aide Et Action’s COVID response worldwide in 2020

Total number of beneficiaries of Aide et Action’s COVID response in Europe
In 2020, the COVID-19 crisis forced our teams to make changes and find new ways of acting in order to overcome this challenge and ensure the continuity of education for learners.

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**Innovation, research and adaptability —**

— the keys to the success of Aide et Action’s programmes

In 2020-2021, a total of 201 learners, including 117 boys and 84 girls, are in school. At the end of the school year, they will be transferred to the formal, host schools.

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**Niger: A second chance for out-of-school children**

- Access and quality of education
- Vulnerable & marginalized populations

Focus

The “Passerelles Educatives” (PassEduc) or bridging school project – see page 23), launched in December 2017, is an initiative of Aide et Action in Niger. It aims to support children aged 9 to 14, who are not in school or who have dropped out of school early. In Niamey (the capital) and its suburbs, there are unfortunately many children in this situation, who find themselves condemned to small, precarious jobs or begging and thus become easy prey prone to be recruited by terrorist groups.

In view of this threat, Aide et Action is developing educational alternatives that meet their needs. The objective of the project is to reintegrate the youngest children into the traditional formal education system, within existing “host” schools. Through age-appropriate programmes, our bridge centres accelerate the acquisition of knowledge to make up for lost time. Thus, at the end of one year, out-of-school children or dropouts aged 9 to 12 years old, re-enter the Cours Elémentaire (CE) class of the formal education system (which corresponds to the 3rd or 4th year of primary school, depending on the child’s assessment). For children aged 13 to 14, the accelerated schooling strategy enables boarders to join the 6th grade of secondary school after 2 years of learning. For those who do not manage to catch up with a minimum school level, the alternative of vocational training is offered.

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India: A distance learning application for marginalised children

- COVID-19 response & Emergency and post-emergency education
- Vulnerable and marginalized populations Focus

To overcome the challenge of COVID-19, on 23 April 2020, Aide et Action launched the mobile application, "iDream Learning app", in all its programmes to ensure uninterrupted access to learning for the most isolated children living in rural areas. This is an alternative that is particularly appropriate in this period of the pandemic where school closures have multiplied.

Aimed at marginalised children in particular, the app offers comprehensive and tailored educational content, enabling the holistic development of young children and the improvement of their academic and cognitive skills. Indeed, the iDream Learning App offers a range of learning modules not only in Hindi and English, but also in other local languages, including Telugu, Tamil, Kannada, Marathi, Gujarati, Bengali and Oriya. Thus, the use of the application allows for a better understanding of the subjects taught and therefore leads to improved results.

The launch of the iDream Learning App in April 2020 was particularly timely given the onset of the global health crisis. It is an appropriate solution to strengthen lessons and provide learning activities within the reach of every child in the absence of school. Generally speaking, most of the population groups we support live in remote areas and do not have access to learning resources and necessary infrastructure. That is why Aide et Action strongly believes that the iDream Learning App is a particularly relevant digital tool to bridge these educational inequalities and reach out to learners who have been left behind.

Since its launch in April 2020, the programme has provided support to over 15,000 children.

Find our app on the Google store: iDream Learning App

Cambodia: "Tuk-tuks" transformed into information stations during the pandemic (see page 53)

- COVID-19 response & Health education

Since 2018, Aide et Action has developed mobile libraries to bring books to children living in remote areas of Cambodia, helping to improve literacy levels and encourage learning and a love of reading. The country’s rural roads are usually bumpy and winding dirt roads, difficult to access by car. For this reason, our mobile libraries have been set up in ‘tuk-tuks’ (motorised tricycles) towing a small trailer loaded with books, tablets and educational games.

When the COVID-19 crisis hit the country in March 2020, schools closed and so did group learning activities, such as our mobile libraries. We had to adapt and innovate quickly. So within weeks, we reengineered our tuk-tuks once again, converting them this time into information stations loaded with hygiene kits for isolated communities and equipped with a loudspeaker to disseminate reliable information on how to protect yourself from the spread of COVID-19.

Each of our 10 vehicles, driven by local community volunteers, has enabled us to reach over 100 rural villages per week. In place of the usual piles of books, these vehicles carried posters on handwashing and prevention measures, hygiene kits containing soap and materials for setting-up handwashing stations. In rural Cambodia, where 40% of households lack basic hygiene facilities for handwashing with soap and water, our response was vital. Using simple pipes and taps, and using drinking water from a volunteer household, our community volunteers set up around 2 open-air handwashing stations per village.

To ensure that the whole village understood the importance of handwashing, children acted as propagators and took posters and soap to their families, passing on their knowledge.

One year later, our simple and cost-effective project is still running, promoting community solidarity that benefits
everyone. In Cambodia, our COVID-19 response activities in 2020 reached over 80,000 people, nearly 85% of whom were children.

// France: Providing support to vulnerable children on the road to school (see page 60)

- Access and quality of education
- Vulnerable & marginalized populations Focus

In France, Aide et Action supports the ASKOLA association in the Seine-Saint-Denis department (93), in the Ile-de-France region. Our joint ambition is to provide access to schooling and to ensure its sustainability for children living in precarious habitats and far from school. To this end, ASKOLA has 2 “school trucks” that serve as transitional spaces, as a bridge to conventional school. The educators ensure that the children are prepared for school, whether they are in the process of being enrolled or not, and above all, they provide personalised lessons on basic knowledge, by giving them the necessary time to learn to become pupils.

Our goal is that children living in precarious housing have access to the same rights as others and to quality education. To achieve this, this school mediation activity is essential as it takes all the stakeholders into account (children and families, teachers and schools) and analyses the different factors leading to a rupture between these actors. The school mediators provide them support to ensure that the children’s schooling is effective and successful and to strengthen the link between all the stakeholders.

During periods of lockdowns and school closures, their role is crucial as they maintain educational continuity for the children by playing the role of mediators between schools, children and their families and, by working in close quarters with the stakeholders, tend to erase the growing distance between children and schools.

Thanks to extensive inter-association advocacy to which Aide et Action contributed, 30 positions of school mediators have been financed and recruited by the Inter-ministerial Delegation for Housing and Access to Housing (DIHAL – Délégation Interministérielle à l’Hébergement et à l’Accès au Logement) in 15 targeted territories in France and, since September 2020, the effective application of a decree now facilitates the enrolment of these children in school.
In 2020, the implementation of projects took place in the field in a difficult context marked by (i) the COVID-19 pandemic; (ii) the persistence of the security crisis in Burkina Faso (see page 18), Mali (see page 22), Niger (see page 23) and Ivory Coast (see page 19); (iii) socio-political crises accompanied by demonstrations raising social and political demands, before or after the elections, in certain countries (Mali (see page 22), Benin (see page 17), Guinea (see page 20) and Ivory Coast (see page 19)). The education systems in our countries of intervention have been severely tested by the COVID-19 pandemic and the prevailing insecurity in the Sahel countries. The first cases of COVID-19 were reported as early as in March 2020 in almost all our countries of intervention. Faced with this unforeseen situation, the various governments have imposed barrier measures to contain the pandemic. Because the school infrastructure and the number of students per class did not allow for the respect of social distancing, the closure of schools, universities and training institutes was one of the first measures taken to avoid a rapid spread in schools.

In order to save the school year, alternatives had to be found that would allow classes to continue without exposing students and teachers. Plans to respond to the pandemic were developed. Benin, Burkina Faso, Togo, Madagascar (see pages 26 to 28), etc. have all developed plans of this type, with technical and financial support from partners. Distance learning has been experimented with in most of our countries of intervention, but with varying degrees of success. Classes leading up to major examinations were favoured for the return to school. Only these students were able to return to school to complete the syllabus and take their exams, while complying with barrier measures (wearing masks, social distancing and hand washing). The other students were moved up to the next grade on the basis of the first 2 terms. Therefore, at the start of the 2020-2021 school year, the previous curricula had to be completed before starting the curriculum for the new level.

The closure of schools, the ban on gatherings and the enforcement of barrier measures made it impossible to continue our usual activities in schools and those requiring bringing our partners together. Also, a component on the response to COVID-19 has been included, with the agreement of our partners, in the implementation of several existing projects (see page 27). In Togo, with the financial support of UNICEF, Aide et Action has implemented the “Response to COVID-19” project (see page 26).

In 2020 Aide et Action’s main areas of intervention in Africa were:

- Access and quality of education
- Early childhood care and education (ECCE)
- Emergency and post-emergency education
- Global citizenship, peace and sustainable development education (including local participatory governance of education)
- Health education
- Livelihood education (vocational training)

Sources: ISU, PASEC 2014

They Testify:

Chief of the Boumongue district in Togo, speaking about Aide et Action’s COVID-19 actions:

“I would really like to thank the initiators of this awareness campaign which has helped enlighten us about this evil that has been destabilizing the world for months. We had already been sensitised about this disease and received hand washing devices from the town hall and a local NGO, but this awareness building campaign equipped us even more with regard to preventive measures and Coronavirus symptoms. We thank Aide et Action for this initiative. The Boumongue community is ready to fight against this virus in Togo now.”
In Benin, the year 2020 was marked by a socio-political crisis linked to the organisation of legislative, communal and municipal elections and the installation of deputies, communal and municipal councils. As early as in March 2020, in order to deal with this health crisis and limit the spread of the virus, several measures were taken by the authorities: the establishment of a cordon sanitaire or confinement area covering several communes; the review of the school calendar leading to the closure of schools and universities with a gradual reopening in order to allow, initially, the holding of the various end-of-year examinations, and then the holding of compositions for passing into the next grade. Thus, the school year was saved, and the resumption of the new school year was effective on 28 September 2020.

Several projects have integrated a response to the pandemic. Thus, the AGIR (see page 31), PAESB (see below) and PAQUE (see page 31) projects have made it possible to develop initiatives against COVID-19 in schools, in particular the provision of protection kits (hand washes, masks, soap, hydroalcoholic gel) and awareness-raising activities.

**PROJECT FOCUS:**

PAESB - Secondary education support Project

Global citizenship, peace and sustainable development education

Girls Focus

9 communes (Cotonou, Ouidah, Kpomassé, Tori, Allada, Zé, Toffo, Abomey Calavi and So Ava) located in 2 departments of southern Benin (Atlantic and Littoral)

2019 - 2020

// Project objectives: Aide et Action instils a community dynamic through the mobilisation and involvement of local actors and Civil Society Organizations (CSOs) in the management of schools; ensures ownership of secondary school affairs, as well as issues of the fight against gender-based violence, in schools, through school projects. Specific objectives: To promote the development of local secondary schools in 10 communes in the Atlantic and Littoral/Coastal departments; to improve the quality of learning, the steering and management of schools through sustained mobilisation.

// In 2020, 112 lower secondary schools located in the Littoral (coastal) and Atlantic departments were involved; the project’s actions benefited 102,747 students, including 46,639 girls, 756 teachers, 1,188 members of the Parents’ Associations, as well as 112 Women’s Reflection Circles involving 1,620 women.

**Partners:** Agence Française de Développement (AFD).
Burkina Faso

20.3 million inhabitants
45% < 14 years

Compulsory schooling from 6 to 15 years of age

3.5 as % of GDP allocated to education

Illiteracy rate for those >15 years of age:
58.8%
67.3% for women

Net enrolment rate in pre-primary education:
5.4%
5.4% for girls

Net enrolment rate in primary education:
77.4%
76.8% for girls

Survival rate to last year of primary education:
55.9%
62% for girls

Net enrolment ratio in secondary education:
30.4%
6% for girls

Source: UNESCO-UIS

In March 2020, barrier measures against COVID-19 were taken by the government: closure of all schools, suspension of road transport, quarantine of towns recording cases; this had a considerable impact on the operation of our activities.

The health crisis further escalated the security crisis, which led to the closure of 2,208 schools at the end of December 2020, affecting 314,486 pupils and forcing 1,074,993 people, including children, to move.

In the face of this dual crisis, education in emergencies was the main educational issue in Burkina Faso in 2020. In addition to the national strategy for education in emergencies – put in place in 2019 and whose implementation continued in 2020 – the Ministry of National Education, Literacy and the Promotion of National Languages [MENAPLN] adopted a response plan for COVID-19 to ensure educational continuity. The State has invited all Technical and Financial Partners [TFPs] to support the implementation of this strategy.

The “Enfants Sans Identité” [ESI - Children without an identity - see page 30] and “Ecole Eclairée, Centre de Ressources pour une Education de Qualité” [EECREQ - Enlightened school, resource centre for quality education - see page 29] projects have incorporated actions against COVID-19 in schools, in particular the provision of protection kits (hand washing devices, masks, hydroalcoholic gel, soap) and awareness-raising actions (posters and audio-visual spot).

PROJECT FOCUS:
FORSELF: Women’s leadership training Project
Livelihood education (vocational training)

Women Focus

10th district of the Ouagadougou commune
2019 - 2021

// Project objectives: To enable women recruited through a call for applications to acquire knowledge, skills and means in order to be actors of their own lives and contribute to the country’s development;
project open to women aged 18 to 45, living in the Ouagadougou commune's 10th district and carrying out embryonic economic activities such as hairdressing, catering, sewing, loincloth weaving, pastry-making, dry cleaning, production and sale of juice, soap-making and sale of condiments.

// In 2020: A literacy programme was implemented for 30 women; they were assessed and have basic literacy and numeracy skills; they are able to use social networks in their work; they are trained in personal development; they and their spouses are sensitised on gender and women’s leadership; they were able to acquire key personal skills.
The start of the 2020-2021 school year was the first one in the context of the COVID-19 pandemic, a crisis that has severely tested the education system of Côte d’Ivoire and its ambition to offer quality education to all children. Indeed, since mid-March 2020, when schools closed, students have had to resort to distance learning to continue their studies. While for many, online, television and radio classes have become the norm, not all students have been able to benefit from them. It is feared that the health crisis will exacerbate social inequalities. To avoid an educational divide, the government must ensure inclusive quality education.

In addition to the health crisis, Côte d’Ivoire has experienced a post-election crisis following the presidential election of 31 October 2020 and the opposition’s contestation of the outgoing president’s candidacy for a 3rd term.

PROJECT FOCUS:

**ECLAT : Being Like Others Through Work Project**

Livelihood education (vocational training)

Bondounkou city

2019 - 2021

**Project objectives:** In a partnership framework with the vocational training centre, to strengthen the training courses offered, especially to complete the mainstreaming component through concrete actions; to strengthen and adapt the mainstreaming training offered for school dropouts and out-of-school children by supporting initiatives for the promotion and support of young people.

**In 2020:** 95 learners, 56 girls and 39 boys, aged between 15 and 30 years old, were trained and equipped in the techniques of drawing up business plans and analysing their viability; the business plans are currently being drawn up; the choices of sectors concern: animal husbandry, tiling, building electricity, hairdressing, tailoring and pastry-making; installation kits were given to the 95 young people in the project.

**Partners:** Embassy of France in Ivory Coast.
Approximately 1.6 million Guinean children and young people in the 5-16 age group, or 44% of the group, are outside the education system and, for those who have entered, training is inadequate for the needs of the economy.

Politically, 2020 was an electoral year with the organisation of legislative and presidential elections and a constitutional referendum, a year marked by violence, sometimes fatal, during demonstrations by opponents.

The socio-political and health crisis has had an impact on the education system. To cope with the closure of schools, the Ministry of National Education and Literacy (MENA) set up distance learning courses broadcast on national radio and television. These courses, intended for students in exam classes, were also accessible through the digital platform “mboore.com” and broadcast by rural and community radio stations and private television stations.

**PROJECT FOCUS:**

**Tambindjé digital house Project**

Livelihood education (vocational training)  
Women Focus  
Boké prefecture, Dabiss rural commune  
2020

**Project objectives:** To support the empowerment of women by building their skills through literacy (reading, writing and arithmetic) and simplified management training through digital technology; with the support of the local education authorities and the communal council, to develop organisational activities for the women of Tambindjé, in order to strengthen the cohesion of the group and their ability to work together; To advocate to local elected officials, so that they agree to finance the activities of the digital house through their local economic development fund [FODEL or Fonds de développement économique local] dedicated to empowering youth and women at the end of the first year.

**In 2020:** A development committee for the digital house, composed only of women, has been set up; its main responsibilities are: mobilising all the women of the group, maintaining the premises and safeguarding the equipment, monitoring the women’s attendance, developing the partnership with the commune-level council and the deconcentrated technical departments; a Digital Literacy Experimentation Committee (CENA or “Comité d’Expérimentation du Numérique dans l’Alphabétisation”) was set up; in addition to Aide et Action, institutions specialised in literacy and education in general participate in it in order to ensure the conduct of the experiment on literacy through digital technology; 15 tablets and accessories were provided to the digital house.

**Partners:** Orange Foundation.
26.9 million inhabitants
40% < 14 years

<table>
<thead>
<tr>
<th>Net enrolment rate in pre-primary education:</th>
<th>36.8%</th>
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<td></td>
<td>38.8% for girls</td>
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<th>Compulsory schooling from 6 to 10 years of age</th>
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<td>2.8 as % of GDP allocated to education</td>
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<th>Illiteracy rate for those &gt;15 years of age:</th>
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<tr>
<td>25.2% for men</td>
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<tr>
<td>27.6% for women</td>
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</table>

Net enrolment rate in pre-primary education: 36.8%
Not reported for girls

Survival rate to last year of primary education:
31.5% for girls

Net enrolment rate in secondary education:
27.5% for girls
28.9% for girls

Source: UNESCO-UIS

The predominant educational issues in Madagascar are the low quality of education, the inadequacy of the educational offer and poor governance of the education system. In 2020, schools were closed for 7 months due to COVID-19. Only students in grades 5, 7 and 10 were able to return to school to prepare for national exams. But the increase in the number of cases forced the authorities to send the students home and the exams could only be held from 1 September 2020.

To ensure continuity of learning, the Ministry of National Education (MEN - Ministère de l’Education Nationale) has identified strategic mitigation measures to: ensure continuity of education at home during the containment period; prepare for the reopening of classes after containment; and strengthen the resilience of the system to possible pandemics the country may face. Educational content was broadcast on radio and television stations for primary school students. In the run-up to official exams, pupils were provided with revision programmes.

PROJECT FOCUS:
TAIZAKO - Integrated early childhood development Project

Early childhood care and education (ECCE)
Analamanga region, School district (CISCO - Circ conscriptions Scolaires) of Ambohidratrimo, 4 sites
2019 - 2020

Project objectives:
To respond to the following problems: low level of awareness of communities and the general public about the advantages and importance of early childhood, poor access to early childhood infrastructure in rural areas and lack of coverage of other areas of early childhood development (health, nutrition, etc.) due to the lack of involvement of the establishments concerned; to increase the psychomotor and cognitive skills of children aged 0-6 years in the targeted communes; to strengthen the educational skills of parents in the targeted communes.

In 2020:
- provision of pedagogical kits for 4 pre-school activity centres in 4 sites and training of teaching staff; setting up of a parental education module on parental involvement with stakeholders; training in parental education for 12 community members, 4 pre-school educators and 3 public primary school principals in 4 sites; support for the organisation of parental education sessions on parental involvement.

Partners: Direction de l'Éducation Fondamentale et de la Petite Enfance (DEFPE), Ministry of Education.
2020 was marked by terrorist actions in the centre and north of the country, as well as by intra- and inter-community conflicts, which led to the displacement of people and significant humanitarian needs. Many schools were closed due to insecurity.

On the political front, Mali experienced a crisis that led to the August 2020 coup d’état against the regime of President Ibrahim Boubacar Keïta, and the establishment of an 18-month political transition phase starting in October 2020.

Furthermore, the COVID-19 pandemic has led to the closure of schools, the reorganisation of the school year and the implementation of barrier measures by the authorities.

### Mali

<table>
<thead>
<tr>
<th>Project Focus: Improvement of access, quality and governance of basic and secondary education in the Gao and Ménaka regions Project</th>
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<tbody>
<tr>
<td>Access and quality of education in Gao and Ménaka regions 2018 - 2020</td>
</tr>
<tr>
<td><strong>Project objectives:</strong> To contribute to the improvement of the quality, access and governance of basic and secondary education in the Gao and Ménaka regions, as well as to the capacity-building of the decentralised departments and communities in charge of education. Specific objectives: With a view to reducing disparities in access (territorial, social, disability and gender) and increasing the effectiveness of education, improve the supply of formal education in the Gao region; strengthen the quality of education, the steering and monitoring capacities of the decentralised educational and the territorial authorities in the Gao and Ménaka regions; build the capacities and promote the mobilisation of community structures in the management of the education sector in order to improve its resilience.</td>
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<tr>
<td><strong>In 2020:</strong> Finalisation of the study on promising sectors and the resources required for their implementation by the Centre de Formation Professionnelle et d’Assistance à l’Artisanat (CFP-A - Crafts’ assistance and vocational training centre) in Gao with the validation of a final report; 21 (including 3 women) Educational Advisors (CP - conseillers pédagogiques), teachers from Teacher Training Institutes (IFM), academy and project officials were trained on the balanced approach, in French; 2 evaluations were carried out on the reading level of 2nd year pupils in the 28 schools supported by the project. The results obtained showed that, on the whole and despite the context (teachers’ strikes, COVID-19, insecurity), the pupils recorded better results in grapheme knowledge at the end of the year, with a 12.5% failure rate compared to 17.5% during the diagnostic assessment at the beginning of the year.</td>
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### Partners:

- Agence Française de Développement (AFD)
- Humanity & Inclusion (HI)
In 2020, like the other countries of the Sahel, Niger faced a dual security and health crisis. On the security front, following the terrorist attacks in the Diffa and Tillabéri regions, the State declared a state of emergency, which led to several restrictive measures (limiting movements, creating red zones, travel under military escort, etc.). To avoid the spread of COVID-19, the State decided on preventive measures such as the closure of all schools and training institutions, including bridging centres. Pupils were able to return to school as of 15 October 2020.

**PROJECT FOCUS:**
**PassEduc - Support for the promotion and modelling of bridging classes Project**

Access and quality of education

Kollo cities, Kouré and Hamdallaye communes and 3 districts of Niamey commune

2018-2020

// **Project objectives:** To ensure access for 1,600 out-of-school or dropped-out young girls and boys aged 9 to 14 to formal education (primary and junior high school) or to trade training centres, through the establishment of 20 "Stratégie de scolarisation accélérée/Passerelle" (SSAP - Strategy for Accelerated/Bridging Schooling) classes and 20 "Strategy for Accelerated Schooling Formula 2" (SSA2) classes, enabling them to acquire the skills required to access Grade 3 (CE2) and Grade 7 (CE6) classes or trade training centres respectively.

// **In 2020:** 440 children, 210 girls and 230 boys, were transferred to Grade 3 (CE2) or, failing that, Grade 2 (CE1); 387 children, 176 girls and 211 boys, were oriented to Grade 7 (CE6) or to trade training centres; provision of furniture, supplies and textbooks.

// **Partners:** Agence Française de Développement (AFD); Direction de l’Education Non Formelle (DENF); Direction Générale de l’Alphabétisation et de l’Education Non Formelle (DGAENF); Stromme Foundation; Le GREF; Inspection de l’Alphabétisation et de l’Education Non Formelle (IAENF); Inspection de l’Enseignement Primaire (IEP); Organisation Nigérienne des Educateurs Novateurs (ONEN); Renforcement des Capacités des Communautés (REDAC).
In 2020, Senegal was one of the West African countries most affected by the COVID-19 pandemic. The education system as a whole was affected. Schools, universities and training institutes were closed for several months. The government and its partners have developed a response plan. While waiting for the pandemic to be brought under control and for classrooms to reopen, distance learning via the media and the Internet has helped to avoid an educational breakdown.

**PROJECT FOCUS:**

**ESI - Children without identity Project**

Global citizenship, peace and sustainable development education 🌍

Vulnerable & marginalized populations Focus 🎈

Kolda, Dakar and Thiès regions

2018 - 2020

// **Project objective:** To contribute to the realisation of children’s rights through the promotion of citizenship by providing birth registration services; to develop (support) dynamics of cooperation and exchange between educational actors (pupils, teachers) from different Territories (Benin, Burkina Faso, Ivory Coast, Senegal and Togo) around the theme of children without an identity; to propose local solutions adapted to the context of the project making it possible to provide solutions to the problem of children without an identity.

// **In 2020:** 4,277 pupils, including 2,418 girls, and 74 teachers, including 14 women, are covered by the project; providing the beneficiary schools with computer equipment and initiating the children and pupils; organising the participation of pupils in discussions.

**Partners:** THALES Foundation.
The Togolese education system was severely tested by the COVID-19 pandemic, which forced the authorities to close schools and institutes. The system had to resort to very unusual strategies to ensure the continuity of education: online teaching, television and radio. Although this type of distance learning was the only solution, not all students benefited from it. The health crisis has accentuated the imbalance between poor and wealthy families, between rural and urban areas.

In Togo, a project to support the national educational response to COVID-19 was implemented by Aide et Action, with financial support from UNICEF (see page 26).

**PROJECT FOCUS:**
**PAREC II - Support secondary school reforms Project**
**Access and quality of education 📚**
**Girls Focus 🧸**
**Maritime, Plateaux and Savanes regions**
**2020 - 2024**

// **Project objective:** To contribute to the improvement of school completion and socio-professional orientation of secondary school students, particularly girls, by capacity-building, expanding classroom capacities, improving learning conditions and promoting participatory governance of secondary schools. Specific objectives: To improve capacities and reception conditions by setting up infrastructure and equipment in 110 public secondary schools in the Maritime, Plateaux and Savanes regions; to improve the governance of 125 public secondary schools through school projects, the fight against violence, the promotion of gender equality, and academic and socio-professional guidance.

// **In 2020:** Recruitment of the project team, in particular facilitators; review of tender documents and launch for the procurement of working equipment for the team (vehicle, motorbikes, computers, printers); review of standard construction plans (administrative block, educational block, latrines, boreholes, furniture, solar installation, development of playgrounds); updating of tender documents; validation workshop for the kick-off report; information meeting on the project for partners.

**Partners:** Agence Française de Développement (AFD), Government of Togo, Plan International.
Activities against COVID-19 conducted in Africa in 2020

Benin: Micro project for access to water/Response against COVID-19

Ouidah, Zé, Zogbodomey, Zagnanado, N’Dali and Nikki communes

6 public primary schools

2020 – 2021

Project objectives: Provide pupils with access to drinking water and set up hand washing facilities in schools; raise awareness among students and teachers.

Results: Posters on hand washing and on barrier measures were made available to schools; a school health committee has been set up in each of the 6 schools to lead, with the students, the development of the action plan.

Partners: MTN Foundation.

Togo: Support the Ministry of Education’s response to COVID-19 in the Plateaux and Savanes regions Project

9 prefectures in the Plateaux and Savanes regions

360 primary schools and 79 secondary schools

2020 – 2021

Project objectives: To contribute to the Ministry of Education’s response to COVID-19 in the Plateaux and Savanes regions of Togo; to ensure continuity of learning for pupils/children through local capacity building for participation and accountability to the affected populations; to promote a protective living environment for children, especially the most vulnerable, prior to the re-opening of schools.

Results: Provision of schools with COVID-19 protection kits; sensitisation/information of pupils, teachers and school community structures; direct project beneficiaries: 90,720 pupils including 40,826 girls at primary level, 15,800 pupils including 6,671 girls at secondary level, 2,160 teachers at primary level including 426 women, 395 teachers at secondary level including 11 women, 3,600 members of the Public Primary School Management Committees (COGEP)/Parents’ Associations (APE) including 578 women, 790 members of secondary school resource management committees (COGERES) of which 158 are women, 2,520 members of Children’s Parliament (GDE) of which 1,260 are girls, 553 members of GDEs/staff colleges for majors, of which 276 are girls, and 18,000 parents of pupils of which 8,100 are mothers.

Partners: Ministry of Primary and Secondary Education and its regional decentralised departments; Ministry of Social Action and its regional decentralised departments; Plan International; Regional and prefectural chambers of trade; UNICEF.
List of activities against COVID-19 incorporated in existing projects, with the agreement of partners

Benin

Support for secondary education in Benin Project (PAESB - see page 17)
21,572 pupils and teachers from 114 secondary schools have benefited from awareness-raising sessions; awareness-raising posters have been made available to pupils for better information.

Support governance and take forward initiatives for quality education in Benin Project (AGIR - see page 31)
80 schools received 480 hand-washing stations; 960 posters for classes and 480 posters on hand-washing were distributed in the 80 schools; 3 radio partners broadcast awareness-raising messages.

Education quality support in Benin Project (PAQUE - see page 31)
Management Committees (COGES), School Governments (GS) and teachers were supported to develop awareness plans; activities were funded, including training on handwashing techniques.

Burkina Faso

Children without identity Project (ESI - see page 30)
The Cité Avenir School and the Bogodogo Municipal High School were provided with protective equipment (hand-washing stations, hydroalcoholic gel, masks, soap); a poster to raise awareness among pupils was published and distributed; an awareness-raising audio-visual spot was produced and broadcast on national television.

Enlightened school, a resource centre for quality education Project (EECREQ - see page 29) and “A light for Africa” Project (ALFA - see page 29)
Awareness-raising of stakeholders as part of the implementation of activities; these initiatives have made it possible to reach nearly 40,000 pupils and teachers.

Guinea

Skills for tomorrow Project (CPD - see page 32)
146 cartons of soap, 24 cartons of bleach, 232 buckets, 116 stools, 2 thermometers, 156 bottles of hydro-alcoholic gel, 30 packets of masks and 75 locally made masks were distributed in the commune of Ratoma in Kataly - Coyah commune in Kenendé Lory - Dubréka commune in Walia - Boffa commune and in Dabiss - commune of Boké; 18 schools and almost 40,000 people (including 4,532 girls and 24,797 women) covered; Partners: Orange Foundation; United Nations Population Fund.

Support community peacebuilding initiatives Project (see page 33)
Awareness-raising and distribution of handwashing kits.

Madagascar

Basic education support Project (PAEB - see page 33)
Within the framework of training on the management of school buildings, the members of the Management Committees of 60 schools (“FEFFI”) were sensitised on the fight against the spread of the pandemic and on barrier measures. During these training programmes, Aide et Action provided a kit for the application of barrier measures (soaps, masks, jerry cans with taps and “Sur’eau” – a water purification solution). Each participant was then invited to share the preventive measures with their entourage and community.

Volunteer forums
Volunteers conducted awareness-raising activities, particularly with parents of school-children; trained and mobilised their audiences on limiting the spread of the disease (sessions on the use of masks, hand-washing, complying with social distancing and distribution of posters); and proceeded to provide basic necessities and hygiene products to teachers – who had not received their salaries since the March 2020 lockdown and were being paid by the parents.

Awareness posters
Aide et Action’s team participated, along with other partners in the education sector, in the reflections, design and dissemination of awareness posters.

Niger

Bridging classes Project (PassEduc - see pages 13 and 23)
Bridging centres and host schools were provided with protection kits (hand wash, masks, soap and hydro-alcohol gel).
List of activities against COVID-19 incorporated in existing projects, with the agreement of partners

**Togo**

Joint action - water - environment - education for tomorrow Project (AC3ED - see page 34):

Information and training for members of School Health Committees and Community Health Committees on preventive and barrier measures; door-to-door awareness raising using megaphones in communities by Community Health Committee members, Neighbourhood Development Committee members and neighbourhood leaders on preventive and barrier measures; providing schools with manuals on Coronavirus, hand-washing equipment, hydro-alcohol gel, soap, masks, flyers and posters on barrier measures; providing communities with hand-washing equipment, hydro-alcohol gel, soap, masks, flyers and posters on barrier measures; producing a film documenting the response to COVID-19.

**Ivory Coast, Mali and Senegal**

During each operational activity, teams reminded participants of the barrier measures.

© AEA
“A Light For Africa” Project (ALFA)
Burkina Faso, Senegal and Togo
2017 - 2020
Project objectives: To improve teaching/learning conditions for pupils and strengthen pedagogical learning facilities in primary schools; develop the multifunctionality of educational and training infrastructures.

Partners: Aide et Action Isère Association; Club Med.

Burkina Faso
Cassou commune
In 2020: Electrification of a school; the project concerns 8 teachers and 354 pupils, 226 of whom are girls; providing the school with computer equipment; introducing teachers to computers.

Senegal
Ziguinchor city
In 2020: Electrification of 6 primary schools; the project concerns 375 pupils, including 201 girls, 17 teachers, 250 parents, including 150 women; providing schools with computer equipment; introducing teachers to computers.

Togo
Savanes region
In 2020: Electrification of 2 schools; the project concerns 749 pupils, 347 of whom are girls; provision of computer equipment; computer training for teachers.

EECREQ - Enlightened school, a resource centre for quality education Project
Benin and Burkina Faso
2020 - 2022
Project objectives: To contribute to improving the quality of formal education and respond to educational needs identified by communities; project implemented in 2 countries (Benin and Burkina Faso): 120 schools involved (60 per country).
Specific objectives for each country: To improve the learning and achievement conditions of 9,000 school children and 500 people in 60 communities targeted by the project in the country; to improve the knowledge and pedagogical practice of 210 teachers in the 60 targeted schools; to build the capacity of communities, local elected officials and parent associations in participatory local governance in the 60 schools.

Partners: Agence Française de Développement (AFD)

Benin
Zou Department - Ouinhi, Zagnanado and Zogbodomey communes
In 2020: 60 schools electrified and equipped with computer equipment; the project covers: 1,472 pupils, 39% of whom are girls, 5,989 adults, 40% of whom are women, and 420 teachers; installation of 60 maintenance kits in the schools; provision of a didactic fund for schools; organisation of academic reinforcement courses; training of young people and women on market gardening techniques; organisation of awareness-raising campaigns on training demand and supply; setting up and training 20 School Management Committees with 3 members each; organising annual Olympiads in mathematics and French at the commune level; organising village General Assemblies to raise awareness among the parents of children in the 60 schools; organising the training of trainers with members of the project teams.

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Burkina Faso
Manni (Gnagna province) and Cassou (Ziro province) communes

In 2020: 52 schools electrified and equipped with computer equipment (8 schools are not yet equipped for reasons of insecurity); the project covers: 3,449 adults of whom 1,235 are women, 10,975 pupils of whom 5,779 are girls, 314 teachers of whom 126 are women; setting up of maintenance kits in the 52 schools; setting up and training of 20 School Management Committees with 3 members each; organisation of the training of trainers with project team members.

Global citizenship, peace and sustainable development.
Vulnerable & marginalized populations Focus.

Benin
Littoral/Coastal region (2 public primary schools and 2 general secondary schools)

January to December 2020

In 2020: The project concerns the following: 4 schools, including 2 colleges; 9,055 pupils, including 4,473 girls; 60 teachers, including 8 women; 9,195 adults, including 4,549 women; registration of 32 birth certificates; production of a 100% Junior magazine on the health crisis (see pages 62 and 63); development and implementation of an accelerated work plan to make up for the backlog caused by COVID-19; organisation of feedback sessions with learning communities (CDA - communautés d’apprentissage) and other stakeholders on the project’s achievements.

Burkina Faso
Ouagadougou commune’s 10th district

In 2020: The project concerns: 4,277 pupils, including 2,418 girls; production and broadcasting on national television of an awareness-raising spot on the importance of registering the birth of every child and against COVID-19; providing the Cité Avenir School and the Bogodogo Municipal High School with kits against COVID-19; organising a survey to identify pupils without a birth certificate; organising discussions between pupils; providing the beneficiary schools with computer equipment and initiating children and pupils in its use.

Ivory Coast
Katiola city

In 2020: The project concerns 567 pupils, 311 of whom are girls; organisation of discussions between pupils; provision of computer equipment to the beneficiary schools and initiation of the children and pupils in its use.

Senegal (see page 24)

ESI - Children without identity Project

Benin, Burkina Faso, Ivory Coast and Senegal
2020 – 2021

Project objectives: To contribute to access to fundamental rights, in particular access to citizenship; to help achieve children’s rights by promoting citizenship through birth registration; to develop [support] and strengthen the dynamics of cooperation and dialogue between educational actors (pupils, teachers) from different territories (Benin, Burkina Faso, Côte d’Ivoire, France and Senegal) around the theme of children without an official identity; to propose local, effective solutions, adapted to the context of the project so as to address the issue of access to citizenship for children without an identity.

Partners: THALÈS Foundation
AGIR - Support governance and relay initiatives for quality education in Benin Project

**Access and quality of education**

**Vulnerable & marginalized populations Focus**

**Atlantique and Atacora departments**

**2019 - 2023**

**Project objectives:** To contribute to the improvement of education to address the needs of girls, boys and children with disabilities and/or in emergency situations. Specific objectives: To improve access to and retention in primary education of children aged between 6 and 11, who are most at risk of dropping out, through the implementation of adapted services; to improve school performance and its sustainability; to strengthen the synergy between actors (Civil Society Organisations [CSOs], decentralised State services, local authorities) in the local dynamics of education governance.

**In 2020:** The project concerns: 80 schools, 12,219 pupils, 46% of whom are girls, 6,515 adults, 48% of whom are women, and 423 teachers; 17 commune-level workshops organised to harmonise tools for information collection and the process of identifying vulnerable children; workshop to design and update innovative school monitoring tools (school absenteeism monitoring sheets, personalised pupil monitoring and monitoring of violence in schools); setting up savings’ groups such as Village Savings and Credit Associations (AVE&C - Associations Villageoises d’Epargne et de Crédit) in the Atacora department and Women’s Reflection Circles (CRF - Cercles de Réflexion des Femmes) in the Atlantic department; training workshops on “inclusive education and gender equity” for supervisory staff; setting up and managing school shops in 80 schools; installation of 16 photovoltaic solar kits; construction of hand-gender-specific latrines.

**Partners:** Plan International; Swiss Agency for Development and Cooperation.

PAQUE - Improve the quality of education in Benin Project

**Global citizenship, peace and sustainable development education**

**Vulnerable & marginalized populations Focus**

**Borgou department, Kalalé, Nikki and Pèrèrè communes**

**2019 - 2021**

**Project objectives:** To contribute to improving access and retention of children aged 3 to 17, especially the most marginalised, in quality basic education services, including in emergency situations. The project covers 292 primary schools, 90 nursery schools/children’s centres and 29 public general education secondary schools. Specific objectives: To build the capacities of commune-level actors to ensure the enrolment and retention of children in basic education; to build the capacities of education actors at the central level and in the intervention zones to ensure the quality of basic education (pre-school, primary, secondary); to enhance the capacities of actors in the education system in the production and use of educational information for the planning, monitoring and evaluation of policies and strategies, as well as for the definition and implementation of standards adapted to local contexts and specificities.

**In 2020:** The project concerns: 56,546 pupils, 50% of whom are girls, 2,208 adults, 963 teachers from 292 public primary schools, 90 nursery schools and 29 public general education colleges; 4,613 parents, pupils and teachers trained in life skills and menstrual hygiene management; support for the creation of nearly 300 evening study groups at home by the School Management Committees (COGES - Comités de Gestion scolaires) and monitoring of academic reinforcement courses for schoolchildren; 40 ha planted in the 48 schools of the 3 communes; provision of furniture to 5 community pre-school centres (CPC - centres préscolaires communautaires), etc.

**Partners:** Enfant épanoui du Bénin (NGO); UNICEF.

PASS - Support for schooling and health development Project

**Access and quality of education**

**Health education**

**Girls Focus**

**Manni commune, Obdaga village**

**2019 - 2020**

**Project objectives:** To contribute to improving the conditions of access to quality education, drinking water, hygiene and quality health services; to improve the conditions of access and retention of children, especially girls, in primary school.

**In 2020:** 236 school children now have adequate learning conditions; 236 children, 3 teachers and the local population have access to drinking water at school; completion of a functional health and social promotion centre for 7,500 people; development of a school garden for the school.

**Partners:** Orange Foundation.
**APC - Learning for bringing about change Project**

**Livelihood education (vocational training)**

Women Focus

Sissili and Ziro provinces

2015 - 2020

**Project objectives:** To contribute to the empowerment of women in the Nununa Federation; to increase access to functional literacy services for women in 5 groups in the Federation; to set up a strategy for the sustainability of literacy services.

**In 2020:** Microcredits to women; training on income-generating activities (rice parboiling, poultry rearing, small ruminant rearing, beekeeping etc.); training of local elected officials and school directors on resource mobilisation; external evaluation.

**Partners:** L'Occitane Foundation.

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**Guinea**

**PASS - Schooling and health support Project**

Access and quality of education

Health education

Women Focus

Forécariah Prefecture, Sikhourou rural commune, Walia district, Sakhoyah area

January to December 2020

**Project objectives:** To enable access to schooling for children; facilitate access to quality maternal and child health care for the inhabitants of the Sakhoyah area.

**In 2020:** The project concerns: 1,950 inhabitants including 992 women, 100 pupils including 60 girls; construction and inauguration of an Orange village consisting of a primary school with 3 classrooms, a health centre with 6 rooms (consultation, observation, dressing, delivery, waiting and 1 point of sale for medicines), 3 latrine blocks, 3 cabins and a water point; awareness-raising on children’s enrolment, pre- and post-natal consultations, vaccination and attendance at the health centre; handing over of 50 computer tablets at the primary school.

**Partners:** Orange Foundation.

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**Ivory Coast**

**PASS - Support the improvement of maternal and child health through education Project**

Access and quality of education

Health education

Women Focus

Tilbonoudouo village

2019 - 2020

**Project objectives:** To improve the living conditions of the community in the Tilbonindouo village and of the surrounding populations.

**In 2020:** The project concerns: 2,000 inhabitants of the Tilbonindouo village and 10,133 inhabitants of 6 surrounding villages; construction of infrastructure (1 building with 3 classrooms, 1 principal’s office, 1 block of 4 latrines, 1 canteen and 1 health centre); outfitting of infrastructure; provisional acceptance of infrastructure and official handover to the authorities.

**Partners:** Bel Foundation; Orange Foundation; Suez Foundation.

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**PISCCA - Support the strengthening of social cohesion and the professional integration of youth and women through sport Project**

Global citizenship, peace and sustainable development education

Women Focus

Bouaké and Bondoukou departments

2019 - 2020

**Project objectives:** To contribute to the strengthening of social cohesion, socio-educational links and socio-professional integration of children, youth and adults, especially women, through sports.

**In 2020:** The project concerns: 3 training centres, 3 high schools, 55 primary schools (55 men’s teams and 54 women’s teams), communities in 6 villages, 30 people who are members of the technical committees of Bouaké and Bondoukou, organisation of workshops for the development and dissemination of citizen messages; training on setting up and organising platforms for the promotion of sports in the vocational training environment; setting up 2 networks to support social cohesion initiatives; organisation of the elimination phases of sports competitions in schools, communities and inter vocational training centres.

**Partners:** Service de Coopération et d’Action Culturelle ISCAC – Cultural cooperation and action department of the French Embassy in Côte d’Ivoire.

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**List of other Aide et Action projects in Africa in 2020**
**Project objectives:** To contribute to environmental protection, social cohesion and community security through social reorganisation and the regulation of the traditional hunters' brotherhood (Donzos), and support for their watchdog and early warning role to prevent potential conflicts.

**In 2020:** Mapping of the Donzo brotherhood in the project area; training workshops for Donzos and other actors on: organisational development of Donzo associations, early warning and conflict response system, human rights monitoring techniques, eco-citizenship, individual and collective responsibility of the population in the face of environmental degradation.

*Partners: United Nations Peacebuilding Fund (PBF).*

**Project on local governance and citizen control of public action in Guinea – “Inclusive and sustainable communes” Project**

**Global citizenship, peace and sustainable development education**

**Dabiss (Boké prefecture), Péla (Yomou prefecture) and Doko (Siguiri prefecture) cities**

**2020 – 2021**

**Project objectives:** To contribute to the development of participatory local governance and local public policies in response to the territory's problems. Specific objectives: To strengthen the participation of Civil Society Organisations (CSOs) in the drafting and implementation of local public policies on the issues of environment, land conflicts and the empowerment of youth and women; to develop the CSOs' capacities in citizen control practices with regard to the implementation of local public policies.

**In 2020:** The project concerns: 398 people including 180 youth and 225 women; launch of the project; development of the methodological approach of consultations on the empowerment of youth and women; construction of hypotheses for working during crisis periods; workshop for the development of the monitoring-evaluation mechanism; development of community diagnosis tools; signing of agreements with CSO collectives; signing of an agreement with Kindia University.

*Partners: Agence Française de Développement (AFD).*

**Project to support community-based peacebuilding initiatives Project**

**Global citizenship, peace and sustainable development education**

**National January – December 2020**

**Project objectives:** To contribute to the capacity building of members of local youth councils and municipal councillors for the emergence of an environment favourable to dialogue and for a better handling of the specific concerns and needs of young people by local authorities; to reduce violence linked to the social and political instrumentalisation of young motorbike taxi drivers before, during and after elections; to lead young motorcycle taxis in the targeted areas to become actors and vectors of peace building and the strengthening of social cohesion within their community.

**In 2020:** The project concerns: 30,760 inhabitants, including 14,000 women and 8,000 children; training sessions on: advocacy techniques, conflict prevention and management, non-violent communication and mediation, citizenship and civic-mindedness; COVID-19 awareness raising and distribution of hand washing kits.


**Madagascar**

**PAEB - Basic education support Project**

**Access and quality of education**

**60 sites in total: 20 in each of Aide et Action’s 3 school districts:** Marovoay, Ambatoboeny (Boeny region) and Maevatanana (Betsiboka region)

**2019 - 2022**

**Project objectives:** To improve school attendance (increase in the number of classrooms that meet standards, are inclusive and healthy) while building the communities’ capacities in project management; to promote local and community skills for monitoring and supporting school construction, but also for the sustainability and maintenance of infrastructure and works.

**In 2020:** The project concerns: 60 schools, 14,930 inhabitants, of which 14,235 are children; training of FEFFI members; pedagogical supervision of 5 Basic Community Management Training modules in 60 sites; monitoring and support for the 60 FEFFIs in associative structuring, contracting processes, monitoring and control of works and complaint management.

*Partners: Ministry of National Education (MEN); World Bank.*

**Mali**

**PACETEM - Access to education for all children in Mali Project**

**Access and quality of education**

**Teaching academies of Mopti in the Mopti administrative region and of San in the Séguo administrative region**

**2019 - 2021**

**Project objectives:** To contribute to the improvement of access to quality primary education for out-of-school children and promote their inclusion in an education cycle in the Mopti and San academies.

**In 2020:** The project concerns: 12,479 children, including 4,321 girls, aged between 6 and 12 years and 86 civil servant and volunteer teachers are concerned by the project.

*Partners: Education Above All Foundation (Educate a Child Programme).*

**ACTIF - Support youth and local authorities in their training and professional integration initiatives Project**

**Access and quality of education**

**Mopti and Douentza cities**

**2018 - 2021**

**Project objectives:** To improve economic resilience in order to reduce exclusion and increase socio-economic development in the Mopti region.

**In 2020:** The project concerns: 350 teachers of whom 172 are women, 56 language facilitators of whom 16 are women, 671 language listeners of whom 316 are women and 99 communal councillors of whom 26 are women.

*Partners: Agence Française de Développement (AFD); Humanity and Inclusion (HI).*
**Niger**

**BANA - Diffa Youth Project**

*Emergency and post-emergency education* 🌟

*Vulnerable & marginalized populations* 🌟

**Focus**: Diffa region, Diffa, Mainé Soroa, N’Guigmi, Goudoumaria, Bosso and Ngourti departments

**2017 - 2021**

**Project objectives**: To contribute to the restoration of peace and the strengthening of socio-political and economic stability in the Diffa region; promote socio-educational reintegration frameworks for youth, while rehabilitating and institutionalising spaces for dialogue and discussions within decentralised entities and local civil society; to reduce the extreme socio-economic vulnerability of young women and men from disadvantaged households in the 12 communes of the Diffa region through the emergence of training and socio-professional mainstreaming opportunities.

**In 2020**: Establishment of Sports and Cultural Associations (SCA) in each commune; organisation of sports and cultural activities (football tournaments, intercultural weeks, etc. at the communal, departmental and regional levels); material support to the various SCAs (cultural sports equipment, sound equipment, etc.); development of a communication plan on certain themes (peace and citizenship, environment, reproductive health, etc.); youth, culture and sport spaces are created or rehabilitated at the communal, departmental and regional levels in collaboration with the decentralised entities.

**Partners**: Agence Française de Développement (AFD); CARE; Karakara; NiGETEC; Plan International; Sahel Actions.

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**Senegal**

**PAEBCA - Improve basic education in Casamance Project**

*Access and quality of education* 🌟

**Casamance region**

**2015 - 2020**

**Project objectives**: To improve pupils’ learning and life skills; to improve the reception and schooling of pupils.

**In 2020**: Provision of 693 tablets to junior cycle schools and pedagogical facilitation cells at elementary level to refresh the practices of the pedagogical animation cells; provision of 104 laptops; provision of 850 USB keys containing digital resources produced within the framework of the project; provision of didactic material to schools (video projectors, microscopes).

**Partners**: Agence Française de Développement (AFD).

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**Togo**

**ENJEF-PACS - Youth and women’s engagement for civic participation and social cohesion in the Savanes region Project**

*Global citizenship, peace and sustainable development education* 🌟

*Women Focus* 🌟

**Savanes region**

**2020 - 2024**

**Project objectives**: To strengthen social cohesion in the Savanes (savannah) region through the promotion of the political and economic rights of youth and women, and the capacity building of civil society and State institutions at local level.

**In 2020**: The project concerns: 15,200 inhabitants, including 12,224 women; organisation of the project launch workshop; organisation of the operational planning workshop.

**Partners**: European Union (EU).

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**EAP - Support the establishment of local adolescent consultation/advocacy mechanisms for peacebuilding Project**

*Global citizenship, peace and sustainable development education* 🌟

**Maritime and Savanes regions**

**2019 - 2020**

**Project objectives**: To contribute to the consolidation of peace in Togo.

**In 2020**: The project concerns: 3,517 community leaders including 1,041 women, 320 teachers including 55 women, 3,073 youths and adolescents including 1,512 girls; capacity building of 440 adolescents and children from the communities for their participation in peacebuilding efforts; organisation of sensitisation sessions on peacebuilding, peaceful conflict management, notions of peace, dialogue and forgiveness; support for the implementation of socio-educational activities in schools to promote peacebuilding, peaceful conflict management, notions of peace, dialogue and forgiveness; support for the establishment of youth consultation/concertation mechanisms.

**Partners**: UNICEF.

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**AC3ED - Joint action - water - environment - education for tomorrow Project**

*Global citizenship, peace and sustainable development education* 🌟

*Women Focus* 🌟

**Savanes region**

**2019 - 2021**

**Project objectives**: To contribute, through the education of children, youth and women, to the improvement of the living environment of the communities in 2 communes of Cinkassé prefecture, Savanes region.

**In 2020**: The project concerns: 3,765 people, including 1,751 girls and women (pupils, members of community structures, Parents’ Associations, Public Primary School Management Committees (COGEP - Comités de Gestion des Ecoles Primaires Publiques))
and Village Development Committees (CVD - Comités Villageois de Développement), teachers, local elected officials, Primary and Pre-school Education Inspectorate (IEPP - Inspection de l’Enseignement Primaire et Préscolaire); information and training for members of school health committees and community health committees on preventive and barrier measures against COVID-19; door-to-door sensitisation, using megaphones in the communities, by members of the Community Health Committees, members of the Neighbourhood Development Committees and neighbourhood leaders on preventive measures and barriers against COVID-19; equipping schools with manuals on Coronavirus, handwashing, hydro-alcohol gel, soap, masks, flyers and posters on barrier measures; equipping communities with hand washing, hydro-alcohol gel, soap, masks, flyers and posters on barrier measures; producing a film documenting anti-COVID-19 response actions.

Partners: 100% Aide et Action.
The COVID-19 pandemic was an emergency of enormous scale and extremely unusual. The lockdown to arrest the further spread of the virus had a devastating effect on the socio-economic condition of countries across the globe and pushed many countries further back in their quest to achieve the Sustainable Development Goals (SDG), specifically SDG 4 dedicated to education. Though children were not the face of this pandemic, they were the biggest victims as their lives have changed in profound ways. The COVID-19 lockdown resulted in the disruption of government relief services affecting millions of families. According to UNICEF, nearly 22 million children from South Asian countries, including India, have missed out on early childhood education in their critical pre-school year due to Coronavirus outbreaks. In many countries, the COVID-19 lockdown was announced at a period where the academic year was about to end, disrupting the completion of the syllabus for the academic year examinations. The crisis exacerbated existing weaknesses in the system. According to UNICEF, in South Asia, only 244 million were able to potentially reach by digital and broadcast remote learning policies while 147 million children were unable to reach out to them. The disruption has increased inequality in access and participation. Particularly, in India, distance learning was accessed by only 24% of children due to the digital, poverty, gender, and geographical issues to access online education. Child abuse and vulnerability of children increased exponentially. For instance, the child line in India has received 460,000 emergency calls within 21 days of lockdown which is 50% more than the regular calls.

Migrant workers were the most affected by the COVID-19 lockdown. The sudden lockdown imposed by the Indian government to clamp down on the spread of Coronavirus had a devastating effect on migrant workers in India. With the sudden suspension of work, these populations were being deprived of their only sources of income and faced even more stigmatization as they were forbidden to return to their villages of origin. Nepal’s migration remittance was badly hit. Along with 2.6 million internal migrant workers with 12% women, 400,000 workers in Gulf, and 500,000 workers in India have lost jobs and income.

The Coronavirus pandemic has left “deep marks” on South Asia, turning the region known for its rapid economic growth into the worst performer of 2020. According to the World Economic Situation and Prospects report by the United Nations Department of Economic and Social Affairs, the high unemployment caused by the pandemic in 2020 is set to continue in 2021. South Asia—driven by India—registered a loss of 34.5% in the second quarter and 9.9% in the third quarter of 2020.

In 2020, Aide et Action’s main areas of intervention in South Asia were:

// Access and quality of education
// Early childhood care and education (ECCE)
// Migration and Education
// Emergency and post-emergency education
// Health education
// Livelihood education (vocational training)

They testify

The limited access to smartphones and internet connectivity created potential hardships for many students who could not continue their education in the post-COVID situation. These challenges motivated 55-year-old Jhagudi didi (fondly called as sister), a semi-literate from Vadalipada village, Jhabua district of Madhya Pradesh, to provide education to children in her neighborhood. The training programs on teaching-learning methods provided by Aide et Action before COVID-19 lockdown came in handy for Jangudi while teaching the children. Jhagudi along with other women kick-started “Learning hubs” where they volunteer to teach primary school children in open spaces. There are more than 80 learning hubs run by the “change vectors” that cater to over 1,300 primary school children in Petlavad, Thandla, and Sondwa blocks.

“It feels good to educate. The initial days of teaching were a bit difficult, but now I am confident. Children attend the learning corners regularly. Villagers also respect me.” - Jhagudi didi. (see photo page 47).
Bhutan is seeing a high rate of mismatch between required skills, qualifications, and attitudes with the available jobs, especially with rural youth who migrate to urban areas searching for employment opportunities.

Insufficiency of white-collar jobs in the government or public sectors, which the majority of youth prefer or strive for, and this aforementioned mismatch led to increased unemployment and a lower labor force participation rate for the majority of youth. The high rates of youth unemployment have been attributed to similarly emerging issues, such as substance abuse, crime and violence, and mental and public health issues that pose serious challenges to the nation as a whole.

PROJECT FOCUS:
"My Gakidh village" Project
Livelihood education (vocational training) &
5 clusters (Goemka, Begana, Thinleygang, Reneka, Menchuna) in Punakha District
2014 - 2024

Recognizing the increasing unemployment challenges faced by the youth and the increase in rural urban youth migration, the Bhutan Youth Development Fund and Aide et Action initiated "My Gakidh Village" (MGV) project, the first of its kind in Bhutan with the overall goal to curb rural urban youth migration and protect the environment by providing livelihood skills and opportunities within their own communities. Within its first 5 years of the project duration, more than 21 villages have benefited financially and economically through various programs and projects such as -Community based Eco-tourism, Livelihood skills (Tailoring and farming), and Computer literacy programs.

PROJECT OBJECTIVES:
To curb rural-urban youth migration and conserve the environment through providing rural youth with livelihood skills and sustainable employment opportunities within their communities; to transform 21 villages in the project location into economically self-sufficient zones and provide alternative economic incentives for environmental and ecological preservation; empowering rural youth to become change makers and revive traditional arts & crafts trades resulting in self-sufficiency.

IN 2020:
With the collaboration of the Ministry of Education, Bhutan introduced a new inclusive and holistic approach in education through the setting up of "My Gakidh Village" School; the education model aims to promote Science, Technology, Engineering and Mathematics (STEM) education for preschoolers by encouraging them to develop a natural disposition toward science with their sense of creativity, curiosity, and persistence; the project reached out to 111 youths in the operational villages and 15 children; 2 036 people directly benefitted from the project.

PARTNERS: Aide et Action for MGV project; Ministry of Education; UNICEF for MGV School and Early Childhood Care and Development project.
India

1.35 billion inhabitants
27% < 14 years

13 years of age
Compulsory schooling from 6 to
3.8 as % of GDP allocated to education

Illiteracy rate for those >15 years of age:
25.6%
34.2% for women

Gross enrolment rate in pre-primary education:
62.8%
64.2% for girls

Net enrolment rate in primary education:
92.3% (2013)
93% for girls (2013)

Survival rate to last year of primary school:
86.5%
87% for girls

Net enrolment rate in secondary education:
61.6% (2013)
62.4% for girls (2013)

In India, almost 100 million people are considered seasonal migrant workers. Already exposed to particularly difficult living conditions in “normal” times, this population was all the more weakened by the crisis linked to COVID-19. The lockdown imposed by the government prevented them from working and therefore deprived them of any source of income. Furthermore, the closing of the interstate borders made it impossible to return to their community of origin. Thus, they found themselves particularly isolated and destitute.

Faced with this situation, Aide et Action developed several strategies to stay in contact with these communities and help them stay safe. In the urban areas where we are implementing our interventions, we have succeeded in convincing the brick kiln owners to provide shelter and a daily food ration to the migrant families still on site until the containment was lifted. In addition, we were able to advocate with Indian State governments to include migrant families in their assistance program and support them by providing them with a food aid kit. To further reach out to the stranded and returnee migrants in both destination and source areas and support them in their safe return and search for livelihood, Aide et Action converted 34 iLEAD (see pages 41 and 46) skills development centres in India into “information resource centres” for migrant workers. The information centres facilitated access to resources and services beneficial for migrant workers. Through the KARTAVYA (“Our Karma” – see page 42) initiative, Aide et Action provided food and nutritional support to 200,000 migrant workers, and other vulnerable groups in Gurugram, India.
In the access to quality and education projects, our teams undertook mapping exercises to identify the various emergency services dedicated to nutrition and health. We collected dry food rations, provided by the government and other organizations, and distributed them to vulnerable families. Mothers committees, already implemented by Aide et Action before the crisis, were focused on the need to ensure the hygiene of their family members to limit the spread of COVID-19. Children were also trained in hygiene practices and the need to distance themselves from society. Amid the closure of schools due to the COVID-19 pandemic, mothers took charge of the education of their children by using locally available material to teach their children and ensure continuous learning.

Our skill training initiative, iLEAD [see pages 41 and 46], has turned digital. Resource teams in Sri Lanka and India have adopted Google Classroom app to ensure continuous learning of students in the time of crisis. Several WhatsApp groups were created with students to share interactive assignments online and thus maintain their motivation and learning.

As a COVID-19 emergency response, Aide et Action encouraged the women’s collectives and iLEAD alumni to stitch reusable masks which were distributed to the health care providers and community members. In addition, Aide et Action provided facilitating support to market and sell the masks to nearest hospitals, pharmacies, government institutions alike.
Despite significant strides in education, almost half of Nepal’s population remains illiterate, a situation exacerbated by unequal socio-economic conditions and limited technological infrastructure. These inequalities have further aggravated due to the COVID-19 pandemic. Amidst the closure of schools due to the global pandemic, there have been attempts to continue learning through online broadcasts on television, radio, and other virtual platforms, yet the existing digital divide posed a major challenge.

On the employment front, the impact of COVID-19 was already visible in loss of wages, job cuts, and closures of small enterprises, severely affecting the country’s socio-economic settings. According to UNESCO, the marginalized -migrants, informal workers including women, socially excluded and disadvantaged Dalit, Madhesi, and Janjati communities - were among the most affected.

Educational and livelihood for dignified life Project
Access and quality of education 📚
Livelihood education (vocational training) 🧑‍💼
COVID-19 response 🤝 & Emergency and post-emergency education 🌐
Vulnerable & marginalized populations Focus ❤️
District of Rautahat
2020

Rautahat district has the least literacy ratio amongst 75 districts of Nepal. The district is predominantly populated with dalits and muslims. Despite the government’s decision to make education accessible to every child, close to one-thirds of children do not have access to schools. The children from the dalit & muslim community don’t go to school even though schools are nearby. Lack of awareness and poverty are the reasons for the low enrolment rates in the schools. These children end up as child labor looking after their pigs and break stones. Once they grow up, they migrate to cities in India to look out for work. According to an estimate, more than 50 000 youths of the district have left the district in search of jobs.

Since the initiation of the project, more than 200 dropout children have re-enrolled into the 20 project schools.

Project objectives: To provide marginalized out-of-school children with access to quality primary education; to work towards enhancing accessibility & retention of children to schools, enhancing their early grade-learning competency in ‘3R’s i.e., reading, writing, and arithmetic and strengthening school governance through community participation in the School Management Committee meetings; community engagement through mothers’ committees and child groups is improving the quality of education and facilities in the schools; additionally, the project also works towards capacitating youth from underprivileged sections and enabling them with access to dignified livelihood.

In 2020: During the COVID-19 lockdown and its aftermath, the project focused on providing relief material and awareness to children and their families on COVID-19 prevention; to ensure continued learning during the closure of schools, the project broadcasted virtual learning classes through the local FM radio benefiting many children in the project intervention area; a strong connection was developed between the local governance system that helped in mobilizing additional resources and also ensuring that the neediest gained access to support; similar approach was followed in 3 other projects operating in Sarlahi, Kathmandu and Lalitpur districts of Nepal.
Following the end of the decades of armed conflict in 2009, the revival of economic structures in northern and eastern Sri Lanka continues to take place. As businesses re-establish themselves and infrastructure development is promoted to stimulate the economic growth of the country, the demand for skilled workers continues to grow. Unfortunately, the region lacks significant resources and the expertise needed to develop and expand the required human resources which can contribute to nation building. The few training institutions that exist are unable to offer either the required quality or quantity of programs that are geared to address the needs of the labor market while fostering peace-building and social integration and development.

**PROJECT FOCUS:**

**iLEAD” (Initiative for Livelihood Education and Development) Project**

**Livelihood education (vocational training)**

**COVID-19 response** & **Emergency and post-emergency education**

**Districts of Muallaithivu, Killinochchi, Jaffna, Trincomalee and Vavuniya**

**2006 - Ongoing**

The iLEADs centres are registered with Sri Lanka’s Tertiary and Vocational Education Commission (TVEC), which has paved the way for the trained youth to receive the internationally and nationally recognized certification; the iLEAD program has been very effective in reconciling, rehabilitating, and rebuilding war-affected lives of young people with no future.

To produce a skilled workforce with additional life skills, Aide et Action continues to operate 7 iLEAD centres in the war-affected Northern and Eastern provinces of Sri Lanka; Aide et Action meets the livelihood education needs of the war-affected communities especially ex-combatants, war widows, and the war-displaced who returned to their native lands from India; Aide et Action helps in the reconciliation and the rehabilitation process of the country and bringing back normalcy to the affected communities. This in turn helped in rebuilding the lives of the war-affected people.

To limit the spread of the COVID-19 pandemic, the project has suspended classroom instruction and introduced virtual learning classes by introducing tools including Google classroom and WhatsApp to deliver online skill-training classes to the trainees. Thus, the trainees were able to continue their training across the country, despite the crisis. This initiative ensured all 372 registered students continued with their regular online classes through their respective iLEAD Centres in 7 locations.

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**Partners**

2 centers partially supported by Sri Lankan Government.
Activities against COVID-19 conducted in South Asia in 2020

COVID-19 response.
Emergency and post-emergency education.

INDIA

ENLIGHT Project (see page 39)

COVID-19 response
Vulnerable & marginalized populations Focus
Pan India
April to December 2020

Project objectives: To provide relief support to COVID-19 affected families; awareness on prevention of COVID-19; support for continuation of education of children through distance education, app-based education and through work sheets; provide personal protective equipment kits to frontline workers (Central Industrial Security Force); provide sanitary napkins to adolescent girls and women; medicines and supplementary nutrition to child infected/affected by HIV/AIDS; support migrant workers from Odisha, Jharkhand, Karnataka and Bihar to return safely to their source areas.

Results: The project reached out to 500,123 population, including migrant workers, marginalized communities, people with disabilities, children with disabilities, children infected/affected with HIV/AIDS.

Partners: “Kartavya” Initiative through M3M Foundation: Elan Limited; ENRICH AGR FOOD Products Pvt Ltd; JAGMOHAN KRISHAN DANG; LEIXIR RESOURCES PVT LTD; M3M India Pvt Ltd; Mapsko Group; Ojos Developers Pvt Ltd; Realfinity Realty P Ltd; V2 Retail, Reach Promoters Pvt Ltd; & Aide et Action - Bernard van Leer Foundation; Capgemini India; Child Aid Network (CAN); Eicher Foundation; Hindustan Computers Limited (HCL); M3M Foundation; Small Industries Development Bank of India (SIDBI).

The budget for the project was reallocated for the COVID activities within the existing approved budget with prior approval of the Donor. The project was a consortium initiative of 10 institutional donors, 10 private agencies and 18 individual donors.

New funding for the COVID-19 response from new donors

Vulnerable & marginalized populations Focus
Pan India
April to December 2020

Project objectives: To provide relief support including dry ration, nutrition & hygiene kits to affected families; ensure uninterrupted education through distribution of worksheets to children; relief support to returnee migrant families at source areas.

Results: The project reached out to 67,895 migrant populations.

Partners: Azim Premji Philanthropic Initiatives (APPI); FOOD SHAALA; UNICEF.

Strengthening government COVID response on care and protection for children, adolescents and youths of migrant families in 3 districts of Odisha Project

Vulnerable & marginalized populations Focus
Odisha State
April to October 2020

Project objectives: Children, adolescents (both boys and girls), pregnant and lactating mothers from migrant families in 3 districts of Odisha tracked and reached with information, adequate care and protection during and aftermath of COVID-19 situation.

Results: 131,098 children directly benefitted while 253,324 people indirectly benefitted from the project.

Partners: UNICEF.

2. Nepal (see page 40)
3. Sri Lanka (see page 41)
INDIA
Access and quality of education.

**Transforming villages through education Project**
Madhya Pradesh State
2018 - 2021

**Project objectives:** To strengthen the eco-system of education through capacity building and promoting collaborative proactive actions amongst multiple stakeholders such as change vectors, parents, teachers, children, Community Based Organizations, School Management Committees, Panchayati Raj Institutions and government education department.

In 2020: 12,226 people benefitted directly while 19,434 people benefited indirectly from the project.

**Partners:** Transforming Rural India Foundation (TRIF).

**Bandipur school development Project**
Karnataka State
2013 - 2020

**Project objectives:** Effective functioning of schools through capacitated teachers and supportive parents.

In 2020: 4,200 children benefitted directly while 3,688 people benefited indirectly from the project.

**Partners:** 100% Aide et Action.

**SIRAGUGAL – Help children to raise up in their life (school development) Project**
Tamil Nadu State
2011 - 2020

**Project objectives:** To promote and strengthen community institutions and collectives to strengthen education governance for sustained quality education.

In 2020: 17,149 children benefitted directly while 25,801 people benefited indirectly from the project.

**Partners:** 100% Aide et Action.

**Ensuring quality education with the support of information technology Project**
Assam State
2017 – 2022

**Project objectives:** To ensure quality learning for children through quality teaching with the support of information technology.

In 2020: 3,721 children benefitted directly while 25,448 people benefited indirectly from the project.

**Partners:** Child Aid Network.

**Redefining life of the girl children of domestic workers through quality education Project**

Girls Focus Vulnerable & marginalized populations Focus
Maharashtra State
2019 – 2022

**Project objectives:** To provide access and quality primary education to girl children of domestic workers.

In 2020: 135 girl children benefited from the project.

**Partners:** WeKare Society.

**“AAKRITI” Project**
Bihar State
2020 – 2024

**Project objectives:** Empowering the adolescents among most vulnerable target groups and other tribal communities to ensure nutrition, protection and education in the 6 target Panchayat areas of Boarijore and Sunder pahari blocks under Godda districts of Santal Pargana, Jharkhand.

In 2020: 10,850 children directly benefitted while 18,927 people indirectly benefitted from the project.

**Partners:** 100% Aide et Action.

**“Back to Basics” Project**
Bihar State
2010 – 2020

**Project objectives:** To enable effective and quality mentoring, monitoring and supervision mechanisms within education system that sustains quality teaching processes.

In 2020: 20,700 children directly benefitted from the project while 21,500 people indirectly benefitted.

**Partners:** Child Aid Network.

**Empowering adolescent and youths-safe city initiative Project**
Madhya Pradesh State
2019 – 2020

**Project objectives:** District strategic plan for children and adolescents focusing on child protection priorities is rolled out.

In 2020: 2,500 children directly benefitted from the project while 1,250 people indirectly benefitted.

**Partners:** UNICEF.

**Access and quality education for Adivasi children in Assam Project**
Assam State
2018 – 2023

**Project objectives:** To ensure access and quality education for Adivasi children in Assam.

In 2020: 24,472 children benefitted directly while 30,287 people benefitted indirectly from the project.

**Partners:** 100% Aide et Action.
**Tribal children education development Project**  
**Andhra Pradesh State**  
2010 – 2024  
*Project objectives:* Expanding the project to reach a critical size necessary to influence the approaches on quality education by the State government for tribal children (under the previous global objective of “enabling a better life for tribal children through quality education”).  
*In 2020:* 1,048 children benefitted directly while 3,240 people benefitted indirectly from the project.  
*Partners:* 100% Aide et Action.  

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**School development BR Hills Tiger Reserve Project**  
**Karnataka State**  
2011 – 2020  
*Project objectives:* To influence the State towards need based pedagogy and the larger community to support sustainability.  
*In 2020:* 2,241 children directly benefitted from the project while 2,139 people indirectly benefitted.  
*Partners:* Cognizant Foundation.  

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**“iMpower” Project - An M3M Foundation and Aide et Action India initiative for maximising potential of workforce through ensuring resources at the worksites in Delhi National Capital Region (NCR)**  
**Haryana State**  
2019 – 2022  
*Project objectives:* To build a community lead worksite upliftment programme in identified worksites of M3M worksites in Gurgaon district of Haryana State.  
*In 2020:* 600 children of construction workers directly benefitted while 1,550 people indirectly benefitted from the project.  
*Partners:* M3M Foundation.  

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**Ensuring inclusive and quality education of Lambada girls by strengthening ECCE Project**  
**Girls Focus**  
**Telangana State**  
2010 – 2024  
*Project objectives:* Strengthen basic school services and Anganwadi services enabling children access their entitlements.  
*In 2020:* 6,750 children benefitted directly while 17,090 people benefitted indirectly from the project.  
*Partners:* 100% Aide et Action.  

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**“Pahal” Project**  
**Women Focus**  
**Vulnerable & marginalized populations Focus**  
**Focus Delhi**  
2010 – 2025  
*Project objectives:* Care and protection to children of female sex workers (single mothers); educational and vocational rehabilitation of children.  
*In 2020:* 140 children directly benefitted from the project while 125 people indirectly benefitted.  
*Partners:* 100% Aide et Action.  

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**Creating awareness and increasing access to Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in Bagalkot and Kalaburgi districts of Karnataka Project**  
**Karnataka State**  
2020 – 2021  
*Objectives:* Strengthening community access to MGNREGA and social protection benefits.  
*Results:* The 6-month project benefitted 92,410 people.  
*Partners:* United Nations Development Programme (UNDP).  

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**After care support for young adults in Children in Conflict with Law (CCII) of Assam & position paper on migrant worker in Assam Project**  
**Assam State**  
2020 – 2022  
*Objectives:* Development of a scalable institutional model of after care helps care leavers from CCIs to smoothly reintegrate with the mainstream society with enhanced co-existence and adaptability.  
*Results:* Since its inception in September 2020, 100 children benefitted from the project.  
*Partners:* UNICEF.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>State/Region</th>
<th>Year</th>
<th>Project Objectives</th>
<th>In 2020:</th>
<th>People Benefited</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstreaming migrant children through access to rights, entitlements and</td>
<td>Telangana State</td>
<td>2017 – 2021</td>
<td>To provide safe, learning and inclusive environment for young migrant children (0-5yrs) and ensure access to basic facilities and entitlements related to health, hygiene and nutrition for their cognitive and physical growth.</td>
<td>329</td>
<td>430 people indirectly benefitted.</td>
<td><strong>SNCF</strong></td>
</tr>
<tr>
<td>education Project</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migration information resource centre Project</td>
<td>Pan India</td>
<td>2016 – 2024</td>
<td>Ensuring nutrition, education and protection of migrant children at their source and destination.</td>
<td>6,034</td>
<td>11,132 people indirectly benefitted.</td>
<td><strong>100% Aide et Action.</strong></td>
</tr>
<tr>
<td>Caring and safe environment for young migrants at worksites Project</td>
<td>Bihar State</td>
<td>2017 – 2024</td>
<td>Children of seasonal migrant workers will have better access to their basic child rights and entitlements and would live in a safe and healthy environment at worksites.</td>
<td>974</td>
<td>740 people indirectly benefitted.</td>
<td><strong>100% Aide et Action.</strong></td>
</tr>
<tr>
<td>Care and learning for young migrant children at construction sites Project</td>
<td>Delhi</td>
<td>2013 – 2020</td>
<td>To demonstrate child development &amp; quality learning model for young migrants at the worksite.</td>
<td>170</td>
<td>72,777 people benefitted from the project.</td>
<td><strong>Times Foundation.</strong></td>
</tr>
<tr>
<td>Safe, healthy and learning environment for migrant children Project</td>
<td>Telangana State</td>
<td>2020 - 2021</td>
<td>To providing safe &amp; healthy environments and education for constructions workers children in Hyderabad.</td>
<td>193</td>
<td>140 people indirectly benefitted.</td>
<td><strong>Vibha Foundation.</strong></td>
</tr>
<tr>
<td>Caring and safe environment for young migrants at worksites Project</td>
<td>Telangana, Odisha, Madhya Pradesh and Tamil Nadu</td>
<td>2016 – 2022</td>
<td>Young migrants will have better access to care, safe environment and healthy development at worksites in cities.</td>
<td>6,034</td>
<td>11,132 people indirectly benefitted.</td>
<td><strong>Bernard van Leer Foundation; Gebauer Foundation.</strong></td>
</tr>
<tr>
<td>Migration information resource centre Project</td>
<td>Tamil Nadu State</td>
<td>2019 – 2020</td>
<td>To identify and analyze the vulnerability of migrant children living in informal worksites in Tamil Nadu.</td>
<td>10,000</td>
<td>5000 people indirectly benefitted.</td>
<td><strong>UNICEF.</strong></td>
</tr>
<tr>
<td>Emergency and post-emergency education.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of child friendly spaces in 50 villages of Lakhimpur and Biswanath</td>
<td>Assam State</td>
<td>2019 – 2020</td>
<td>To promotion of child friendly spaces in 50 villages of Lakhimpur and Biswanath districts in Assam.</td>
<td>72,777</td>
<td>100% Aide et Action.</td>
<td></td>
</tr>
<tr>
<td>districts in Assam Project</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Health education.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted intervention (IDIU) Project</td>
<td>Punjab State</td>
<td>2011 – 2022</td>
<td>To prevent the new HIV/AIDS infection amongst identified Injecting Drug Users (IDIU) of the project area through targeted intervention and provide necessary linkages with care &amp; support services to those who are found HIV positive.</td>
<td>469</td>
<td>11,132 people indirectly benefitted.</td>
<td><strong>Punjab State AIDS Control Society.</strong></td>
</tr>
</tbody>
</table>
Livelihood education (vocational training).

“iLEAD” (Initiative for Livelihood Education and Development) Project
Pan India
2005 – Ongoing
Project objectives: Building the capacity of young people and helping them to become successful entrepreneurs; training and skills development for young people; providing access to better employability, entrepreneurship and a better life for disadvantaged young people; creating employment opportunities and reducing the number of people living below the poverty line; increasing the monthly income of young people; developing “agents of change” so that they can help others living in poverty to lead a better life in dignity; breaking down socio-cultural barriers and empowering young girls; advocating for similar approaches in private and public training programmes focusing on employability and entrepreneurship opportunities.

In 2020: 6,000 youth benefitted from the iLEAD projects across India.

Partners: Accenture Services; Accenture Solutions; Canara HSBC OBC Life Insurance Company Limited; Childaid Network; Cognizant Foundation; District State Agency of Gujarat; Eicher Foundation; HCL Technologies Foundation; Small Industries Development Bank of India (SIDBI) & Tech Mahindra Foundation.

Enterprise promotion for sustainable development Project
Assam & Meghalaya States
2020 – 2023
Project objectives: To promote microenterprise among youth and support them in improving socio economic development.
In 2020: 960 people benefitted from the project.

Partners: Child Aid Network (CAN); Federal Ministry for Economic Cooperation and Development (BMZ).

Initiative for upliftment of 14 villages of 6 Panchayats through community development in 3 districts of Madhya Pradesh Project
Madhya Pradesh State
2019 – 2022
Project objectives: To build a community led village upliftment programme in 14 Villages of 6 Panchayats in 3 districts of Madhya Pradesh.
In 2020: 15,875 people directly benefitted from the project.

Partners: Eicher Foundation.

Micro Enterprise Promotion Program (MEPP) in Meghalaya Project
Meghalaya State
2018 – 2023
Project objectives: To build capacities of youth and facilitate them to be successful entrepreneurs.
In 2020: 220 people directly benefitted from the project.

Partners: Child Aid Network (CAN); Small Industries Development Bank of India (SIDBI).

Promotion of bamboo enterprises for sustainable development Project
Arunachal Pradesh, Chhattisgarh, Madhya Pradesh and Odisha States
2019 – 2022
Project objectives: To support enterprise development for sustainable supply of bamboo products and generate improved livelihoods.
In 2020: 440 people directly benefitted from the project.

Partners: Small Industries Development Bank of India (SIDBI).

NEPAL
Empowerment through education and skill Project
Access and quality of education
2019 - 2024
District of Sarlahi
Project objectives: To enhance accessibility & retention of children to quality education.
In 2020: 25,849 people benefitted from the project.

Partners: 100% Aide et Action

District of Rautahat
Project objectives: To enhance accessibility & retention of children to quality education.
In 2020: 25,846 people benefitted from the project.

Partners: 100% Aide et Action

Katmandu
Project objectives: To capacitate youth from underprivileged sections enabling them access to dignified livelihood.
In 2020: 240 people directly benefitted from the project.

District of Lalitpur
Project objectives: To capacitate youth from underprivileged sections enabling them access to dignified livelihood.
In 2020: 300 people directly benefitted from the project.

Partners: 100% Aide et Action

SRI LANKA
“iLEAD International Academy” and “iLEAD” Projects (see page 41)
Districts of Kalutara, Galle and Ratnapura
2014 – 2021
Project objectives: Peace, reconciliation and rebuilding the lives through livelihood education.
In 2020: 1,260 youth benefitted from the project.

Partners: 100% Aide et Action.
Disaster response and risk reduction in flood and landslide hit areas in Sri Lanka with special focus on the education sector Project

Emergency and post-emergency education
Districts of Kalutara, Galle and Ratnapura
2017 – 2020

Project objectives: disaster response and risk reduction in flood and landslide hit areas in Sri Lanka with special focus on the education sector.

In 2020: 2,840 people directly benefitted from the project.

Partners: 100% Aide et Action.

AIDE ET ACTION WOULD LIKE TO THANK ALL OF ITS PARTNERS – BOTH FINANCIAL AND OPERATIONAL – WHO HAVE WORKED AND CONTINUE TO WORK WITH US IN SOUTH ASIA TO PROVIDE ACCESS TO QUALITY EDUCATION FOR ALL.

“I feel education is the only tool for progress and development. Post COVID-19 lockdown I could see the children were sitting idle at their homes. I wanted to engage them, as there was uncertainty over the reopening of schools due to the pandemic.”

Jhagudi didi (see her testimony on page 36).
In Southeast Asia, to curb the spread of COVID-19, all our countries of operation – Cambodia (see page 49), Lao PDR (see page 50) and Vietnam (see page 51) – imposed strict social distancing measures, closing business, schools and other institutions. While hygiene education and emergency aid was at the heart of many of our responses, we also found opportunities to develop innovative solutions to address inequalities between urban and rural populations, between people and technology, between marginalized populations and un-marginalized.

Before COVID-19, 1 in 2 children with disabilities in Cambodia was not in school, an inequality likely to be exacerbated as online and televised learning programmes failed to account for children with intellectual disabilities during school closures. In response, we developed a series of online content to teach parents how to teach children with disabilities at home. Aware that accessibility of such content depended on parents having a device that could connect to the internet, we also supported teachers to print out homework and exercise sheets and distribute them during house visits.

In rural Lao PDR, patchy internet connectivity and a lack of digital literacy threatened to jeopardise education as learning moved online during school closures. In the areas we work in, many teachers didn’t know how to teach online or have enough ICT equipment. To better prepare teachers and students for distance learning we developed a learning app for primary school students and teachers which could store offline content and we installed ICT equipment in schools as well as trained teachers on how to use it.

In Vietnam, we ran many activities to support ethnic minority entrepreneurs living in rural areas to set up their own businesses and build sustainable livelihoods. Our Business Incubator encouraged young entrepreneurs to explore new options and opportunities other than traditional career paths to realise their entrepreneurship aspirations, as well as to inject new impetus into economic development. For many that had relied on tourism before COVID-19, support and investment in new business ideas may provide a lifeline out of poverty during these challenging times.

In 2020, Aide et Action’s main areas of intervention in Southeast Asia were:

- Access and quality of education
- Early childhood care and education (ECCE)
- Emergency and post-emergency education
- Livelihood education (vocational training)

**THEY TESTIFY**

“I am proud of myself to become who I am today and I will continue to work harder, will not give up the path I have chosen.”

35-year-old Giàng Thi Co never received an opportunity to attend school as a child. Like many rural women in Vietnam from Mong ethnic heritage, she married before she turned 18 and her focus was on raising her family.

But, despite being illiterate, she joined Aide et Action and HSBC’s Business Incubator project (see page 51) to get support for the homestay business she had built with her husband. Sadly, 2020 dealt her several blows – not only did the pandemic disrupt tourism but her husband also unexpectedly passed away, leading her to close her business.

But her dream lives on in her children. In partnership with the European Union and the North West Development Center, we are initiating reforms to meet the needs of minority youth, reviewing and revising career orientation materials for upper-secondary schools to provide lifelong learning opportunities for people like Co and her children, who are now enrolled in secondary school.

Co hopes that improved access to quality education and vocational training will allow her 17-year-old son to train as a cook and follow in his father’s footsteps of providing home-cooked meals at the family’s homestay.
While Cambodia reported less than 500 COVID-19 cases and no deaths by the end of 2020, the pandemic caused economic shocks that the country’s poorest, largely unseen and unheard, struggled with. The impact of the crisis led to Cambodia’s Human Development Index declining by almost 4 per cent - equivalent to erasing all progress made in human development over the past 4 years.

Almost 100 days of school closures compounded obstacles for the most disadvantaged children who without access to the internet, a smartphone, a TV, a radio or even schoolbooks, were left out of distance learning and education at large. In response, Aide et Action adapted all projects and activities to meet the needs of the population offering emergency food aid, school supplies, radios, hygiene education, teacher training, and much more.

**PROJECT FOCUS:**

**Cambodian Consortium of Out of School Children Project**

Access and quality of education 📚

COVID-19 response 🚨 & Emergency and post-emergency education 🎓

Vulnerable & marginalized populations Focus 💖

Provinces of Banteay Meanchey, Kampong Thom, Kampot, Siem Reap, Kandal, Kampong Speu, Kep, Phnom Penh, Mondulkiri, Ratanakiri, Pursat and Prey Veng

2020 - 2024

// Project objectives: Leading The Cambodian Consortium for Out of School Children in partnership with Educate a Child, a global programme of the Education Above All Foundation, we aim to enroll over 116,000 out of school children in school over the next 4 years; our project directly supports the objectives of the Cambodian Education Strategic Plan 2019-2023 which includes ensuring equitable access for all to education services, enhancing the quality and relevance of learning, and providing effective and flexible education services.

// In 2020: Our project activities reached 6,795 children of whom 49% were girls.

// COVID Focus: However as the current COVID-19 crisis presents the largest education emergency of our time, our aim is to also ensure continuity of education during school closures; we adapted to work to ensure continuity of education during school closures through distance-learning resources, teacher training, and emergency aid distributions; to support ethnic minority students who did not have access to online or televised learning during school closures, we distributed over 4,000 radios to allow them to tune into educational broadcasts in their native language; we supported 489 children with intellectual disabilities with inclusive education through developing online content and supporting teachers to train parents on homeschooling.

**Partners:** Damnok Toek (DT); iLEAD International School; Ministry of Education, Youth and Sports (MoEYS); Rabbit School Organisation (RSO); The Cambodia Young Men’s Christian Association (Cambodia YMCA); Youth Star Cambodia (YSC).
Despite progress in recent years, the Lao People’s Democratic Republic (Lao PDR) still has the highest under 5 child mortality rate in Southeast Asia (46 per 1,000 live births) and some of the highest rates of child stunting in the region (33% compared to Asia regional average of 21.8%) with 1 in 3 children under 5 reported to have stunted growth due to malnutrition and in turn, a reduced capacity to learn in school and grow to their fullest potential.

To address these alarming issues, which have become even more pressing during the COVID-19 pandemic, we’ve adopted a multi-faceted approach to supporting schools to upgrade water, sanitation and hygiene infrastructures such as toilets and sinks and a community-based nutrition project for children in rural communities, home largely to economically disadvantaged ethnic minority groups.

**PROJECT FOCUS:**

**Inclusive, child-friendly and improved quality learning outcomes of pre- and primary school environments in Lao PDR Project**

**Access and quality of education**

**Early childhood care and education (ECCE)**

**Provinces of Vientiane and Oudomxay**

2017 - 2023

In Lao PDR, children from rural areas, specifically those from ethnic minority groups are disproportionately excluded from access to healthcare, nutrition and quality early childhood education.

// **Project objectives:** To enhance school governance and improve the quality of learning outcomes of pre and primary school aged girls and boys; we are strengthening quality-based school management toward inclusive and child-friendly pre and primary school environments and infrastructures, improving school infrastructures, promoting school readiness and hygiene and nutrition programs, and educating caregivers, schools and communities on the importance of safe, caring environments to stimulate and nourish young children, allowing them to grow to their fullest potential.

// **In 2020:** We focused on hygiene and nutrition education and reached 11 villages, training 436 teachers and parents in better practices; 90% of parents who participated reported learning how to cook nutritious food and understanding the 5 major food groups; 100% of children involved reported washing their hands before meals and after playing; not only do healthy children do better in school but the development of a strong immune system is crucial in order to fend off health risks such as COVID-19.

**Partners:** Czech Republic Embassy in Thailand, District Education and Sports Bureaus (DESBI), Ministry of Education and Sports (MOES), Provincial Education and Sports Services (PESI), Taiwan Fund for Children and Families (TFCF).
While Vietnam has made significant progress in reducing poverty and increasing access to education and healthcare over the last 2 decades, disparities between ethnic groups remain. Approximately 9 million people still live in extreme poverty, of which 6.6 million (73%) are from ethnic minority heritage, although they only account for 15% of the country’s population. Within ethnic minority groups, levels of discrimination are magnified for girls, particularly in terms of education. One contributing factor is early marriage and adolescent pregnancy - over 23% of ethnic minority women currently aged 20 to 49 were married before age 19.

Aide et Action’s work in Vietnam focuses on supporting ethnic minority groups through all levels of education: preschool, primary school, secondary school as well as entrepreneurship and business skills training for youth not enrolled in formal education.

**PROJECT FOCUS:**
Promoting inclusive development for ethnic minority youth in Vietnam through improved employability and entrepreneurship

**Livelihood education (vocational training)**

**Vulnerable & marginalized populations Focus**
Provinces of Lao Cai and Hoa Binh

**2020 - 2023**

**// Project objectives:** Through improving and increasing access to career orientation, vocational training, and employability and entrepreneurship opportunities we wish to build and promote sustainable livelihoods for ethnic minority youth living in the northern mountainous regions of Vietnam; our focus is on increasing the adaptability and skills of ethnic minority youth to meet labour market needs, strengthening partnerships and engagement with local businesses and enterprises; and identifying and supporting entrepreneurship initiatives for ethnic minority youth.

// In 2020:
Despite the challenges that COVID-19 posed to our work, we conducted 2 training workshops for teachers teaching vocational skills; we launched a “Big Idea Challenge” competition to call for business initiatives; and we began reviewing careers orientation and developing new careers material in 3 new career directions (cooking, tour guiding and embroidery); in partnership with the European Union, we reviewed current vocational training and focused on the development of new material to teach tourism, cooking and traditional embroidery and weaving; in partnership with HSBC we launched our “Business Incubator” to support young ethnic minority entrepreneurs in doing their business through working with corporates and government.

**Partners:** European Union; HSBC; Standard Chartered Bank; The Department of Education and Training (DOET) of Lao Cai; The Department of Labour Invalid and Social Affairs (DOLISA) of Lao Cai; The Northwest Centre for Cooperation and Development (NWWD); The Youth Union of Lao Cai.
In January 2020, Aide et Action handed over the last of our projects in China to local communities and closed our office in China. Our projects which focused on Early Childhood Care and Education and Women’s Empowerment are now being implemented by the local communities and local NGOs to ensure the sustainability and longevity of the work.

From 2017-2020, our work in China led to:

// 8 centers built to provide friendly and quality early childhood care and education services to children in the remote communities
// 3,015 children aged from 0 to 3 years old made better progress in their early development after receiving our services and continue to perform well in kindergartens.
// 126 women were successfully trained as “mother instructors” and played an important role to transmit their knowledge and skills regarding to the parental education, including support and preparation for motherhood and care for infants.
// 1,903 marginalized women reinforced their soft and hard professional skills and competencies which allow them to have a decent job and better daily life.
// 963 urban marginalized women were trained on livelihoods or leadership skills, which promoted them for better job opportunities and participation in community development.
// 53 awareness campaigns and community events were conducted to promote the role of the women and girls in workplace, society and in the community development, as well to advocate for gender equality.
// We won 3rd prize in the “2018 Excellent Social Service Program for Women and Children”, organised by the Chengdu Women’s Federation.
// Our Women’s Further Education Development program won second prize in the “2018 Sichuan Provincial Women and Children NGO program” competition.
// Our ECCE program won 2nd prize in the “2018 Excellent Social Service Program for Women and Children”, organized by the Chengdu Women’s Federation.
// ECCE program received the Silver Prize at the China Youth Philanthropic Entrepreneurship Competition

AIDE ET ACTION WISHES TO THANK ALL OUR STAFF IN CHINA FOR THEIR COMMITMENT AND DEDICATION TO OUR MISSION.
Activities against COVID-19 conducted in Southeast Asia in 2020

All are activities led under existing projects


CAMBODIA

COVID-19 loudspeaker campaign
Provinces of Kandal, Pursat, Kampong Speu, Kampong Thom, Banteay Meanchey, and Kep
April to December 2020

Project objectives: throughout 2020, our objective was to respond to the changing needs of our beneficiaries and communities to offer responses such as hygiene supplies and reliable information on COVID-19 prevention measures; with many marginalized populations having low levels of literacy and access to digital technologies, audio messages were an effective and inclusive way to share information; at the height of the pandemic in April 2020, we converted our mobile libraries which are customised tuk-tuks into information stations to disseminate reliable information on COVID-19 prevention measures to rural communities.

Results: an estimated 2 million people [50% female] benefited through our COVID-19 campaigns across 6 rural provinces.

Partners: Advocacy Policy Institute; European Union; Pursat Provincial Association of Local Councils.

COVID-19 mobile information stations
Provinces of Kandal, Kep, Siem Reap, Kampong Thom, Pursat and Ratanakiri
April to December 2020

Project objectives: in 2020, due to restrictions caused by COVID-19, our regular mobile library activities which used tuk-tuks to bring books and education toys to rural villages were put on hold; as schools closed and gatherings of people were banned, we used our tuk-tuks to share information from a distance; we added loudspeakers to all 10 of our mobile libraries and replaced our stocks of books with stocks of educational posters, soap and other hygiene supplies.

Results: in total, we distributed 3,200 leaflets, built hand washing stations in 281 villages, and distributed hygiene kits of soaps and face masks to 1,738 households.

Partners: Educate A Child; European Union.

Emergency assistance
Provinces of Kampong Thom, Kandal, Pursat, Phnom Penh and Banteay Meanchey
April to December 2020

Project objectives: to distribute emergency food, hygiene and school supplies to support the children and families we work with who faced enormous challenges to earn a living and continue their education; working with local partners, we distributed food supplies such as rice, oil and fish, school supplies such as story books, colouring books, pencils, and hygiene supplies such as masks, soap, sanitiser and more.

Results: in partnership with the European Union, Advocacy Policy Institute and Pursat Provincial Association of Local Councils, we supported 800 vulnerable households in Kampong Thom province and other 29,145 vulnerable beneficiaries in Kandal, Pursat, and Banteay Meanchey provinces with emergency assistance; under the Cambodian Consortium for Out of School Children Project (see page 49), in partnership with Educate A Child, a global programme of the Education Above All Foundation, we reached almost 800 out of school children and 300 poverty-stricken families through emergency assistance packages.

Partners: Advocacy Policy Institute; Damnoen Toek; Educate A Child; European Union; iLEAD International School; Ministry of Education, Youth and Sports (MoEYS); Pursat Provincial Association of Local Councils; Rabbit School Organisation; The Cambodia Young Men’s Christian Association (Cambodia YMCA); Youth Star Cambodia.

Inclusive and flexible learning strategies during COVID-19

Vulnerable & marginalized populations Focus ❤️
National
April to December 2020

Project objectives: as schools closed for almost 100 days in 2020, our objective was to ensure the continuity of education for the most marginalised children including children with disabilities, children from ethnic minority groups, children living in poverty and children in remote and rural areas.

Results: to support children with disabilities during school closures we partnered with Rabbit School Organisation and teachers to create video content that taught parents how to care for their child’s education at home that was free to access from our Educator Hub website; we also provided in-kind support and emergency assistance to 186 special schools across Cambodia through a partnership with a Special Education Department of Ministry of Education, Youth and Sports and the directors of the respective schools in 2021. For children speaking ethnic minority languages and without access to education material online we distributed over 4,000 radios to enable students in Grades 1-3 to tune into education broadcast in their languages.

Partners: Educate A Child; iLEAD International School; Ministry of Education, Youth and Sports (MoEYS); Rabbit School Organisation.

The Cambodian Consortium for Out of School Children Project (see page 49)

Integrated community partnerships for improved child development and school readiness Project (see page 55)

Holistic educational strategies for pro-poor community development Project (see page 55)
# Activities against COVID-19 conducted in Southeast Asia in 2020

## LAO PDR

### COVID-19 response

<table>
<thead>
<tr>
<th>Provinces of Vientiane and Odomxay</th>
<th>April to December 2020</th>
</tr>
</thead>
</table>

**Project objectives:** Throughout 2020, our objective was to respond to the changing needs of our beneficiaries and communities to offer responses such as hygiene supplies and flexible learning strategies.

**Results:** At the height of the pandemic in April 2020, we provided local authorities implementing lockdowns with supplies of hand sanitiser, masks and educational posters on virus prevention best practices; for children and teachers returning to school, we arranged teacher training sessions with an increased focus on the hygiene education; through our varied COVID-19 response approaches, we reached 4,528 people in 2020, of whom almost 50% were female.

**Partners:** Ministry of Education and Training (MoET); Taiwan Fund for Children and Families (TFCF).

## VIETNAM

### COVID-19 response

<table>
<thead>
<tr>
<th>Provinces of Lai Chau, Hoa Binh, Lao Cai, Ha Tinh</th>
<th>April to December 2020</th>
</tr>
</thead>
</table>

**Project objectives:** Throughout 2020, our objective was to respond to the changing needs of our beneficiaries and communities to offer responses such as hygiene supplies and flexible learning strategies.

**Results:** During and after school closures in March, April and May, we put an emphasis on the importance of hand-washing and hygiene education and distributed soap, masks, hand sanitizer, handwashing information and more to Ethnic minority communities; through utilising our existing relationships with local authorities, schools and community members, we responded quickly to the crisis to bring essential supplies to areas and reached over 11,000 people demonstrating that solidarity is key to pooling resources to offer effective solutions in minimising the spread of COVID-19.

**Partners:** Ministry of Education and Training (MoET); Standard Chartered Bank; Taiwan Fund for Children and Families (TFCF).

### Multi-territory projects implemented in Southeast Asia in 2020

#### Early childhood care and education (ECCE)

**Promoting Quality and Inclusive Early Childhood Care, Education (ECCE) and Parenting Project**

<table>
<thead>
<tr>
<th>Cambodia and Vietnam</th>
<th>2020-2021</th>
</tr>
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**Cambodia**

**Project objectives:** The overall goal of the project is to ensure access to quality Early Childhood Care and Education (ECCE) for children aged 3 to 8 years in Cambodia through enhanced teaching and quality of learning, responsive parenting and local ownership.

**In 2020:** Challenges posed by COVID-19 included school closures and restrictions on meetings and gatherings; despite these challenges we successfully reached 924 pre-school children through various activities such as the distribution of learning materials, colouring books, story-telling books and video content.

**Partners:** iLead International School; Ministry of Education, Youth and Sports (MoEYS); Provincial Associations of Local Councils.

#### Vietnam

**Prominent & marginalized populations Focus**

<table>
<thead>
<tr>
<th>Province of Lai Chau</th>
<th>April to December 2020</th>
</tr>
</thead>
</table>

**In 2020:** Our project reached 1,229 ethnic minority children and 93 pre and primary teachers through providing learning materials, training sessions, offline learning forums, and more. We also developed a school readiness platform to assist caregivers and teachers to support children’s needs.

**Partners:** Ministry of Education and Training; The People’s Committee of Tam Duong district.
### CAMBODIA

#### Holistic educational strategies for pro-poor community development Project

Access and quality of education 🌐
Early childhood care and education (ECCE) 🌐
COVID-19 response 🛑 & Emergency and post-emergency education 🛑
Vulnerable & marginalized populations 💖
Focus Provinces of Kandal, Pursat, Kampong Speu, Kampong Thom, Banteay Meanchey, and Kep
2017-2023

**Project objectives:** To increase the skills, knowledge and capacity of local authorities - the Association of Local Councils (ALCs) - to enable them to better serve their communities, specifically marginalized or vulnerable groups within the community such as women, children and persons with disabilities; at the heart of our work is education and a key tool to ensure its success is improving digital literacy and access to information for all.

**In 2020:** We launched our Educator Hub website - an online resource for local authorities, teachers, caregivers and others to access information and training; another key achievement was working with local authorities to organize emergency food distributions for struggling families during crises such as COVID-19 and flooding; and developing in-kind and financial support for small scale businesses.

**Partners:** Advocacy Policy Institute; European Union; Pursat Provincial Association of Local Councils.

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### LAO PDR

#### Integrated community partnerships for improved child development and school readiness Project

Early childhood care and education (ECCE) 🌐
COVID-19 response 🛑 & Emergency and post-emergency education 🛑
Provinces of Kep and Kandal
2017-2023

**Project objectives:** Our key objective is to increase access to quality early childhood care and education for children aged 3-8 years old to enable them be ready for a smooth and successful transition to primary school; we provide technical support and training to early childhood educators, parents and caregivers, and local authorities to create sustainable quality, child-friendly learning environments in school and home to create more awareness and ownership of early childhood care and education outside the classroom.

**In 2020:** To support parents and teachers during schools closures caused by COVID-19, we produced 180 videos of reading stories, distributed 854 story books and 1,500 colouring books, and created 7 photocopy centres for teachers to print exercises for children; we also conducted online training and coaching sessions for local authorities and teachers to help them adapt to the challenges of distance learning.

**Partners:** iLEAD International School.

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#### Innovative Approaches to Early Literacy and Numeracy in Lao PDR Project

Access and quality of education 🌐
Vulnerable & marginalized populations 💖
Focus Provinces of Vientiane and Oudomxay
2018-2023

**Project objectives:** Our project aims to improve reading environments including libraries in schools and mobile videos; we are equipping schools with reading materials and schedules to ensure a smooth access to the libraries; another objective of the project is to develop the Laos Educator App further which will promote the use of information and communication technology (ICT) in lessons allowing for the development of digital content, uploaded onto the Educator App for the use of teachers.

**In 2020:** Our project directly reached 6,080 children; 90% of children we worked with had access to mobile libraries and 90% of their teachers received training on child-friendly teaching methods leading to improved learning outcomes; 630 students scored higher in assessments compared to before our project.

**Partners:** District Education and Sports Bureaus (DESB); Information, Communication, and Technology Center (ICTC) Under Ministry of Education and Sports; Ministry of Education and Sports (MOES); National University of Laos (NUOL); Provincial Education and Sports Services (PESS); Research Institute for Education (RIES) Under Ministry of Education and Sports.
VIETNAM

Increasing Equitable Access to Quality Education for Ethnic Minority Children Project
Access and quality of education 🗗
Provinces of Lao Cai and Hoa Binh
2015 - 2019
Project objectives: To promote inclusive and quality education for ethnic minority and disadvantaged children in Vietnam we are enhancing cognitive and socio-emotional development through improved child-friendly learning environments; this includes promoting participatory teaching and learning through the application of child-centred teaching methodology and encouraging the participation of parents, children and local communities in child care and education through responsive school governance.
In 2020: Key achievements included improving school/learning environments by creating mini-libraries/reading corners which included books, bookshelves and child-friendly decorations in 8 satellite schools in Da Bac district, Hoa Binh province; we also supported the construction/upgrading of toilets, sinks and water filtering machines, which will benefit 292 primary students in 2021.
Partners: The People’s Committee of Hoa Binh and Lao Cai province; Taiwan Fund for Children and Families (TFCF); The People’s Committee of Da Bac and Bac Ha district; Education Department of Da Bac and Bac Ha district.

"We have" Project
Access and quality of education 🗗
Provinces of Hoa Binh
2020-2026
Project objectives: Our primary objective is to promote equitable access to education for disadvantaged children through quality learning environments, child-friendly learning and child-centered participation in school; a key component of this is to improve nutrition among students and to create environments and conduct extracurricular activities where children feel included and build the confidence to express themselves and their opinions.
In 2020: We created a scholarship, named the “Education for Peace” scholarship to support children to stay in school; we awarded 82 disadvantaged children in Cao Son commune, Hoa Binh, to stay in school.
Partners: Taiwan Fund for Children and Families (TFCF); The People’s Committee of Da Bac district, Education Department of Da Bac district.

Promoting quality and inclusive early childhood care, education and parenting in Vietnam Project
Early childhood care and education (ECCE) 🗗
Provinces of Lai Chau, Hoa Binh and Lao Cai
2016-2023
Project objectives: To improve early learning opportunities and enhance children’s cognitive and socio-emotional development through the provision of child-centered pedagogic strategies and improved learning environments; we are doing this through increased collaboration and learning exchanges among key educators in the region with the aim to enhance policy advocacy for early childhood care, education and parenting; we are also engaging parents, teachers and local authorities in supporting early childhood care and education and leading behavioral change in the community.
In 2020: Our project reached 1,278 children and 93 pre and primary teachers through exchange visits, dialogue meeting/sharing workshop with government, children’s clubs. We also reached 1,000 parents and 18 teachers through providing hygiene kits, story books, training sessions and offline learning forums to share best practices; we also reached 1,000 parents and 18 government authorities through role models initiatives and community communication events.
Partners: The People’s Committee of Tam Duong district, Lai Chau province (they formed Project Management Unit – PMU to run the activities).

AIDE ET ACTION WOULD LIKE TO THANK ALL OF ITS PARTNERS – BOTH FINANCIAL AND OPERATIONAL – WHO HAVE WORKED AND CONTINUE TO WORK WITH US IN SOUTHEAST ASIA (AND CHINA) TO PROVIDE ACCESS TO QUALITY EDUCATION FOR ALL.
In 2020, the European Union’s (EU) population was estimated at 447 million, of which more than 29 million in elementary education and almost 21 million in lower secondary education (2017 figures). Education and vocational training policies have become particularly important in the European Union (EU) since the adoption of the Lisbon Strategy in 2000. This strategy makes “knowledge” the pillar of economic and social development. Countries are pursuing the EU’s objectives, but they are also setting national objectives, which are more appropriate to their situation. Of the 6 objectives defined by the overall “Europe 2020” strategy, which aims at “smart, sustainable and inclusive” growth, 2 have been achieved by all the EU countries. The first was to ensure that at least 40% in the 30-34-year age group in the EU obtained a higher education qualification. By 2019, this had risen to 40.3%. The second target was to reduce the proportion of young people (18-24-year age group) who left education and training early. This fell from 16.9% in 2002 to 10.2% in 2019.

In the European Union of 28 member States (EU-28), there are 3 main types of education systems for elementary and secondary education: the so-called “one-size-fits-all” systems, the “common core” systems and the “early orientation” systems.

In 2020, all were affected by the COVID-19 crisis, leading to the closure of schools for several months. In order to ensure educational continuity, the education authorities have deployed distance learning facilities, some based on pre-existing tools, some through the design of ad hoc tools. Digital technology has also provided free and widespread access to resources for all.

European education ministers have acknowledged that “the rapid response has been all the more impressive as the COVID-19 pandemic created an emergency situation that was impossible to predict and for which no reliable plan could be developed”. But they also acknowledged that “some of the problems faced by educators and institutions during the COVID-19 crisis are rooted in long-standing weaknesses in [their] education systems and, in this context, reaffirm that investment in education is an investment in the future of Europe and of our individual countries.”

In 2020, Aide et Action’s main areas of intervention in Europe were:

- Access and quality of education (including pedagogical practices)
- Emergency and post-emergency education
- Global citizenship, peace and sustainable development education
- Livelihood education (vocational training, including socio-education and vocational inclusion).

In the Seine-Saint-Denis department in France, our partner, ASKOLA, has developed a computer and art project with newly arrived children in the area. Yahya, a social support worker, explains the approach:

“During the closure of schools in France, the problem was that the families of Syrian children had neither the electronic tools nor a stable enough internet connection to join the virtual classes run by the French National Education Ministry.”

I raised the problem of the lack of digital access several times, and then I developed a small project with some children who lived in Saint-Denis. It was a very modest project, because the children had never had a laptop before. So, we aimed to get them to use the computer in a creative and useful way, such as learning to use email correspondence, or Photoshop at a very basic level. The children kept the laptops and continued to work at home, and I continue to monitor their progress.”

* Sources: Policy Declaration on education’s response to the COVID-19 crisis at the Informal Conference of Ministers of Education organised in the framework of the Greek Chairmanship of the Committee of Ministers; Education in Europe in figures (2020)
In Bulgaria, a large number of people living in precarious settlements, especially women and young people, face considerable discrimination and suffer from limited access to social, educational, health and economic/vocational opportunities.

Their very poor living conditions and lack of basic amenities, administrative barriers, language barriers and stigma all hinder their access to fundamental rights. The Nadejda ghetto, where 18,000 to 20,000 people live (Médecins du Monde census), located on the outskirts of the city of Sliven, is particularly disadvantaged.

In 2020, during the COVID-19 pandemic, many women and youth in Nadejda admitted to feeling “totally abandoned” by the public authorities, with no knowledge of prevention measures and no health support.

PROJECT FOCUS:
For the empowerment of young people and girls in the Nadejda neighbourhood Project
Global citizenship, peace and sustainable development education
Livelihood education (vocational training)
Girls Focus
Women Focus
Vulnerable & marginalized populations Focus
Nadejda neighbourhood, Sliven city
2020 - : Structuring the current project
Since September 2018, Aide et Action has been supporting the ASKOLA association (formerly ASET 93) in the implementation of a project aimed at facilitating the entry of excluded children to school.

// Project objectives: To provide young people (9-18 age group) and women in Nadejda the opportunity to get mobilised and act collectively for individual and/or collective issues; Médecins du Monde and Aide et Action aim to rally together and empower young people and women living in precarious housing in the Nadejda neighbourhood to enable them to improve their access to rights (health, education, professional integration) and develop projects based on the difficulties they face.

// In 2020: We have structured our partnership with Médecins du Monde for starting the project in early 2021, with a context analysis as a prerequisite, which will allow us to identify the issues faced by the youth and women of Nadejda, to have a common analysis and to see how to be part of the existing dynamics in order to gain relevance and impact.

Partners: Médecins du Monde (MDM).
France

In France, there are 3 main issues: educational inequalities tend to be concentrated in the most disadvantaged areas; certain populations remain distant from school; and educational actors need to cooperate better together. Although the objective of universal schooling is considered to have been achieved, these problems raise questions about the quality and equity of the French education system.

In 2020, the lockdown period due to the health crisis resulted in the complete closure of schools from March to May, a unique event in the country’s history. In response, the “Learning Nation” operation offered curriculum-related programmes in partnership with the media. However, the most disadvantaged children, who had no access to the Internet or television, were unable to benefit from the educational continuity plan. As a result, they have fallen further behind academically. The current priority is to ensure that they are not left behind.

The project led by the ASKOLA association and Aide et Action upholds the right to education of all children and prepares them for school through “bridging” classes – an intermediary system to prepare them for school.

PROJECT FOCUS:

Access to schooling for people living in precarious housing Project

Access and quality of education 🏫
Vulnerable & marginalized populations Focus 📈
Seine Saint-Denis (93), France
2018 - 2024

Since September 2018, Aide et Action has been supporting ASKOLA (formerly ASET 93) in the implementation of a project aimed at promoting the schooling of vulnerable children through a school preparation programme for children, and social and vocational support for their parents. The project is divided into 4 areas: enabling children’s access to school; promoting school retention and success; contributing to the social and professional integration of families; and conducting advocacy actions. To achieve this, the children and their families are broached through a “school truck” bridging education system.

// Project objectives: To increase the number of children living at a distance from schools to access education; by supporting children and parents through a bridging educational mechanism in the form of 2 school trucks as well as by school and social mediation actions and advocacy for the right to education of all children, we strive to support and promote the academic success of children at a distance from schools and a sense of belonging of their families in the educational community of Seine-Saint-Denis, by strengthening the link between families and educational institutions and training/raising the awareness of teaching staff to the socio-educational problems faced by these children due to their living conditions in precarious housing; by supporting families in their administrative procedures, supporting educational teams in welcoming children and their families and helping children to succeed at school through educational activities and social mediation.

// In 2020: 335 children were covered by the project; 194 of them attended school during the school year in 70 establishments located in 22 different communes, mainly in Seine-Saint-Denis, but also in Paris, in the Val de Marne (94) and Val d’Oise (95) departments; 159 families were monitored and supported in their administrative procedures and in monitoring their children’s schooling through school mediation activities.

© ASKOLA

Partners: ASKOLA (formerly ASET 93).
In Romania, due to difficulties in accessing health and education services, lack of information, exclusion and discrimination, more than 40% of the population and more than 49% of children are at risk of living in insecure conditions. There is a large gap in access to education between rural and urban areas, with a 25% higher drop-out rate in rural areas among young people under 14 years of age.

In addition, in 2020, the COVID-19 crisis disproportionately affected the most vulnerable children, whose living conditions in poor housing in a shanty town are extremely difficult. The continuation of distance education has therefore been an additional challenge for them. Supporting them is a necessity. This is the objective of the project developed by the local association, Stea, and Aide et Action in Satmarel, an outlying and particularly marginalised district of the city of Satu Mare.

**PROJECT FOCUS:**
Сому за лучшее: Социально-образовательная и экономическая интеграция румынской общины в Satmarel Project

**Access and quality of education**

**Livelihood education (vocational training)**

**Vulnerable & marginalized populations Focus**

**Satmarel neighbourhood, Satu Mare city**

2018 - 2025

**Project objectives:** To increase access, school attendance and school retention rates among children aged 6 to 14 by improving, among other things, the quality of education and the school’s intake of Satmarel’s children and their families; to approach parents in order to involve them more in the children’s education and follow-up; to provide socio-
educational support for the children and their families; socio-vocational integration market gardening for youth and adults in order to increase their employability and skill levels; to promote the socio-economic inclusion of families living in the Satmarel, shanty town; to empower families in their access to rights, make education, health and access to rights, services and social aid accessible to members of the Satmarel Roma community.

**In 2020:** The project covers: 78 children aged 6 to 16, 26 parents and 11 young adults in the process of socio-professional inclusion (at Satmarel school until March, then remotely due to the lockdown and closure of the school, as well as at the day care centre and the STEA garden); with regard to the “improvement of health status and mediation for access to rights” component, 347 people benefited from our actions for access to rights, care and medicines; 11 mothers were involved in educational activities with a focus on parenting support and developing their resource management skills for their families.

**Partners:** Holy-Dis; STEA and its partners (Agenția Națională Antidrog România; French Embassy in Romania; Asociată Acces La Viață; CCDF-Terre Solidaire; Departmental Centre for Educational Resources and Assistance (CJRAE); Directorate of Social Assistance of the city of Satu Mare (DAS); Directorate of Public Health; Departmental Directorate for Youth and Sport (DJTS); General Directorate of Social Assistance and Child Protection Satu Mare (DGASPCI); Octavian Goga School in Satu Mare and its branch in Satmarel; Private Swiss Foundation; Grenoble Isère Romania; In Stare de Bine Program pentru ONG-uri sustinut de Kaufland; Ingeri pentru suflete Alexandra Fimas implementat de Fundația pentru Dezvoltarea Societății Civile; School Inspectorate of the department of Satu Mare; French Institute in Romania; Satu Mare City Hall; Rotary Satu Mare; Solidaritatea Eforie Română; St Kinderen in Satu Mare; Unicarm).
Activities against COVID-19 conducted in Europe in 2020

FRANCE

Within the framework of the Access to and retention in schooling for people living in precarious housing Project (see page 60)

Vulnerable & marginalized populations Focus ❤️
Seine Saint-Denis (93), France

Results: Following the closure of schools during the lockdown from March to May 2020, school mediation activities ensured educational continuity in 6 towns, 23 schools and for 83 supported children by linking schools (by contacting 21 teachers, receiving, printing and preparing work for school children) and the families of the children concerned (distribution of folders, individualised explanation and school support if needed). 8 digital tablets were financed by Aide et Action and lent to families by our partner ASKOLA during this period.

Partners: ASKOLA (formerly ASET 93).

Within the framework of the MoCET - Citizen’s movement for education for all Project – “Junior” Magazine (see page 63)

Benin, Burkina-Faso, France, India, Nepal, Togo and Vietnam

Project objectives: To promote the reflection on current issues (crisis linked to COVID-19), civic and solidarity initiatives carried out by children in the world through the production and distribution of a Magazine for children (9-12 years old).

Results: The project involves: 7 countries, 100 primary school pupils, 100 secondary school pupils, 20 schools, 20 teachers, 1 partner association; 1 magazine on the theme of "Education in times of crisis" produced (distributed in 2021): 20 schools, 100 primary school pupils, 100 secondary school pupils involved; 1 digital non-violence education tool created and distributed during the lockdown.

Partners in France: ASKOLA (formerly ASET 93).

ROMANIA

Within the framework of the Together for a better life: Emergency support to vulnerable populations Project (see page 61)

Vulnerable & marginalized populations Focus ❤️
Satmarel neighbourhood, Satu Mare city

Project objectives: To support the inhabitants of the underprivileged district of Satmarel, in the north-west of the country, who are among the most vulnerable populations in the face of the COVID-19 crisis and whose daily life is heavily impacted; our partner, the Stea association, got mobilised quickly to provide remote support by telephone and Internet to families, initially. Basic services were then set up to continue the distribution of medicines to those who needed them. Subsequently, food distribution was organised with the support of about 20 employees of the Social Assistance Department of the Satu Mare Town Hall, in order to meet the vital needs of the Satmarel community. In addition, 384 hours of distance literacy training were provided to ensure the educational continuity of 66 children, divided into 11 groups.

Results: Following the closure of the Satmarel school – from March to June during the health crisis and due to insufficient educational continuity provided by the school – 108 families (in total 420 people, including 181 minors) benefited from the reallocation of our funds, initially dedicated to literacy activities, towards emergency food aid and hygiene products; 105 parcels distributed (potatoes, rice, sunflower oil, canned meat, hygiene products); kits for the youngest children were provided to families with school-age children (notebooks, pens, biscuits and chocolate); 26 parents were involved in activities to support their children’s schooling remotely by the Stea team. Among these parents, 11 mother-instructors took responsibility for a group of 6-8 children each: access to educational activities and online school support for 66 children, set up by the Stea educational team with pedagogical and methodological support from Aide et Action.

Partners in France: Satu Mare City Hall Social Assistance Department; Stea
List of other Aide et Action projects in Europe in 2020

**Global citizenship, peace and sustainable development education.**

**FRANCE**

**Citizen mobilisation Project**

| National | Ongoing
---|---

**Project objectives:** Aide et Action France mobilises civil society around access to quality education for all; volunteers are agents of change and build the capacity of each person to be aware of the environment around them, their responsibility and their power to act; volunteer teams represent Aide et Action in the regions, vis-à-vis the general public and local actors, and raise funds to support Aide et Action’s projects.

**In 2020:** Gathered in 21 teams and present in 17 departments, 192 volunteers rallied together to work with Aide et Action; they intervened in 10 schools; their actions reached 4,608 people including 325 children; 19,182€ were raised via the volunteer movement; despite the difficult context in 2020 due to the health crisis and its consequences (lockdown, curfews, cancellation of many events), the volunteer teams managed to maintain 40 visibility, fundraising or awareness raising activities out of the 80 initially planned for the year.

**Partners:** 100% Aide et Action; our volunteers.

**WE SINCERELY THANK OUR VOLUNTEERS FOR INVESTING THEIR TIME AND EFFORTS IN THE SERVICE OF ACCESS TO QUALITY EDUCATION FOR ALL!**

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**MoCET - Citizen’s movement for education for all Project**

| National | 2020 to 2025
---|---

**Project objectives:** to contribute to a peaceful, fairer, more united, sustainable and inclusive world by mobilising citizens from all walks of life to promote access to quality education for all; to enable committed citizens to mobilise and act, in France, for the education of vulnerable and marginalised populations living in precarious housing; to mobilise citizens to commit themselves to access to quality education for all in the world

**In 2020:** the project concerns 7 countries (Benin, Burkina-Faso, France, India, Nepal, Togo and Vietnam), 210 primary school pupils, 100 secondary school pupils, 22 schools, 44 teachers, 2 associative partners. “Becoming an actor for peace” cycle: 2 primary schools involved; 210 pupils covered; 6 activities for CM1/CM2 (4th and 5th year of primary school) carried out; 1 digital non-violence education tool created and distributed during the lockdown; 7 volunteers mobilised, supported and supervised; 90% of teachers say that the activities helped to develop pupils’ ability to listen. Raising awareness of the right to education for all: 1 training session on the “Une incroyable découverte” (An incredible discovery) tool carried out; 8 volunteers trained. Junior Magazine: 1 magazine designed on the theme of “Education in times of crisis” produced (distributed in 2021); 20 schools, 100 primary school pupils, 100 secondary school pupils involved.

**Partners in France:** Mouvement pour une Alternative Non-violente (MAN) Ile-de-France.

**AIDE ET ACTION WOULD LIKE TO THANK ALL OF ITS PARTNERS – BOTH FINANCIAL AND OPERATIONAL – WHO HAVE WORKED AND CONTINUE TO WORK WITH US IN EUROPE TO PROVIDE ACCESS TO QUALITY EDUCATION FOR ALL.**

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© AEA

Aide et Action would like to pay tribute to Mrs. Suzanne Krakowiak who passed away in May 2021.

Suzanne was involved with us for many years. First as a sponsor, then as an active volunteer from 2007, before becoming a member of our General Assembly and finally co-president of Aide et Action Isère.
Our 2020 financial summary

The year 2020 was marked by the health crisis – which impacted the roll-out of our activities – and by the continuation of our Transformation process in order to better address the increased demands for quality, efficiency and accountability in serving our social mission. We have been able to put in place some unique and consistent policies and procedures across the network to strengthen our support services, including Finance & Administration, Human Resources and Information Systems.

The accounts of the individual entities in the network are audited by an independent expert appointed by the governing body. The information given below is a combination of the financial data of the Network’s different entities, composed of its various “Regions”: Aide et Action International (AEAI), Africa (AFR), South Asia (SA), Southeast Asia and China (SEAC). The figures given below have therefore been manually grouped together for the purpose of aggregating the accounts. To date, some subjects are not being processed homogeneously within the network.

The figures presented are in Euros. The amounts of the results, expressed in different currencies, have been converted at average annual rates.

**Result**

The result for the year 2020 is a surplus of 0.96M€ as compared to a deficit of 0.6M€ in 2019.

New funding, combined with a health crisis that resulted in a lower level of activities against unrestricted funds raised, has led to this surplus result.
Resources

It is the generosity of all – individuals, institutions, companies and foundations – that has enabled us to carry out our social mission and help more than 2.9 million people in 2020. Our heartfelt thanks to all of them.

Income from public generosity is stable compared to 2019 and accounts for more than 60.1% of our resources, i.e., €12.3 million.

Our second source of funding comes from public institutional funding – up to €3.7M, a clear increase compared to last year (€2.1M).

More than 63% of the network’s 2020 resources are unrestricted.

Use of resources

Social Mission Allocation in %

- 41%: Africa
- 22%: South Asia
- 11%: Southeast Asia & China
- 12%: Europe
- 12%: Switzerland
- 2%: Hong-Kong
- 1%: International

In 2020, our operational expenditure covered 85 education projects in 20 countries.

Africa is where the majority of our social mission is concentrated, with 9 countries of intervention and almost half of the network’s expenditure. With 4 countries each, South Asia and Southeast Asia account for one-fifth and more than one-tenth of our programme expenditure respectively. France, where we work with disadvantaged population groups, accounts for 11% of the mission.

<table>
<thead>
<tr>
<th>AEA 2020</th>
<th>Social Missions</th>
<th>Total</th>
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<tr>
<td>AFRICA</td>
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<tr>
<td>SOUTH ASIA</td>
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<tr>
<td>SOUTHEAST ASIA &amp; CHINA</td>
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<td>EUROPE</td>
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<td>HONG-KONG</td>
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<td>INTERNATIONAL</td>
<td>1,564,968</td>
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<td>TOTAL (in €)</td>
<td>13,109,085</td>
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Number of employees in the network in 2020:

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<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>Including Project employees 2020</th>
<th>Including Department-level employees 2020</th>
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<td>AFRICA</td>
<td>70</td>
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<tr>
<td>SWITZERLAND</td>
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<td>579.2</td>
<td>625.4</td>
<td>508</td>
<td>117.4</td>
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</tbody>
</table>

**International Board**
- **President**: Aïcha Bah Diallo
- **Treasurer**: Gwenaëlle Bouillé, followed by Jean-Pierre Pichaut (since October 2020),
- **Secretary**: Rajiva Wijesinha

**Members**:
- Ratanamanee Chomanat
- Daniel Després
- Baba Diané
- Anoma Dissanayaka
- Jacky Lumarque
- Radhames Mejia
- Rukmini Rao
- Yves Tapiero

Structure of our network
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