All parents want to see their children succeed, but not all families are able to support their children’s education. Far too many families struggle to provide basic learning opportunities for their children. In resource-strapped communities, children face a lack of learning materials, including materials in their mother-tongue, a lack of qualified teachers and poor infrastructure. These are common problems that families in remote areas and from ethnic minorities face on a daily basis, and for children with disabilities the situation is even worse.

In 2017 we collaborated with parents, communities and partners towards providing every child with the potential to build a better future through education. The impact of our efforts could be seen in the joy on children’s faces as they were able to go to school, read books in their native and national languages, and describe their hopes for the future — hopes and dreams they can now pursue thanks to the teachers and communities that Aide et Action International works with.

We expanded the integration of Information Communication Technology (ICT) in our projects through our iLEARN Platforms to enable access to thousands of books and stories, not only in the national language but also in the language of ethnic minorities such as H’Mong in Vietnam, and Phnong, Kroung, and Tampoun in Cambodia. We can further expand our investment in such innovative solutions in order to reach as many children as we can, as quickly as we can.

If we continue to support and promote wide-scale improvements in education, we will be able to enhance the capabilities of the next generation of students to enable change and bring increased levels of success for their families, communities and countries.

We all have a part to play in improving education in the region and around the world. We thank you for all that you have already done to achieve our goal: ‘changing the world through education’. And we are incredibly optimistic that we can achieve much more together in the years to come!

In 2017, with the support of our sponsors and donors, and the implementation of 16 projects, we have been able to make good headway with regards to making quality education accessible for all in the 4 countries we work in: Cambodia, China, Laos and Vietnam.

- Impacted the lives of 105,949 children
- Trained 4,881 teachers & local authorities
- Involved 50,491 parents & community members
- Worked with 989 schools & community-based organizations
Project highlights:

1) Education for All: An Integrated Approach from the Cambodian Consortium for Out of School Children in Cambodia (CCOSC).

In Cambodia, remote geography, migration, lack of infrastructure, insufficient teacher capacity, discrimination and poverty all remain significant barriers to children accessing primary education.

A total of 250,000 children remain out of school, including street children, poor and remote children, children with disabilities, over-aged children and children from ethnic minority groups. Since the inception of the program in 2014, with financial support from Educate A Child, the consortium and its partners have cumulatively enrolled 58,792 children (of which 46% are girls), surpassing the initial target of 57,732. This means that in 2017, the program supported no less than 58,792 children, of whom 4,361 enrolled during that year.

Srey Naat1 is 12 years old and has a hearing impairment. She lives in a poor family in a rural village called Trach Kroll, in Pursat province, with her father and her five sisters and brothers.

Srey Naat goes to Samrong primary school. She has not been able to attend classes regularly due to the big distance to school and lack of transportation. Her study was also made difficult by her hearing impairment. For a long time Srey Naat did not have a school uniform and was bullied by other pupils at school.

After enrolling in the project in 2015, Srey Naat received counselling to improve her health and hygiene. She received a scholarship, a uniform, books and a bicycle. Her family received a water filter and materials to repair their house. Her family and her friends have changed their attitude: they now respect and value her. And now Srey Naat loves her school!

“I am so happy with the support from the project. Now I have more friends and I can attend school regularly”, she says.

1 Srey Naat is a pseudonym used to protect the child's identity.

“NOW, I LOVE MY SCHOOL.”

Srey Naat’s testimony

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2) Promoting inclusive and relevant early childhood care and education for ethnic minority and disadvantaged children in Vietnam

This EU-supported project applies a bilingual education and parenting model at the field level in target schools and communities.

Target schools apply bilingual education in extra-curricular activities. Teachers receive continuous training and ongoing coaching on child-centered methodologies. The curricula are developed with the support of the Lai Chau Department of Education and Training (DoET).

All target communes have extended parent associations (EPAs), involving the participation of an estimated 900 parents, to communicate on parenting skills and to boost parent engagement in the monitoring and planning of school activities. Parents are encouraged to participate in the different activities.

In 2017, the project benefitted 3,779 children, including 1,963 preschool children and 2,188 primary school children, in mountainous and remote communities (96% from the H’Mong ethnic minority); 415 preschool and primary school teachers; 1,991 parents; and 50 local authorities. In addition, it has indirectly impacted the life of 11,624 community members and relatives.

Lu Thi Lanh² comes from a poor H’Mong family. She is a student at Nung Nang primary school in Lai Chau province. Her parents earn their money from subsistence farming. Her father also works as an unofficial labourer to add to the family income.
Despite the family’s difficulties, Lanh and her brother still attend school. In the past Lanh was very shy and afraid to communicate, especially with the teachers, like most H’Mong ethnic students. Since the project has been implemented, the lessons have become more interesting and children have been able to communicate more easily. Lanh was very keen on the bilingual curriculum that uses materials written in both Vietnamese and native languages and she likes the content of the book.

The school conducted an extra-curricular activity on the topic of traffic safety. The pupils took part in different games, including “Guess the name of the traffic signs”. They were delighted to be outdoors under the guidance of the teacher. Lanh was more flexible and relaxed in this class, no longer standing alone as she was in her other classes. “I like extracurricular lessons like this. I can play games, I can dance with people, I can sing with friends. I like to go to school.”

“I LIKE EXTRACURRICULAR LESSONS LIKE THIS. I CAN PLAY GAMES, I CAN DANCE WITH PEOPLE, I CAN SING WITH FRIENDS. I LIKE TO GO TO SCHOOL.”

Lu Thi Lanh’s testimony

1 Lu Thi Lanh is a pseudonym used to protect the child’s identity.
Key events, interventions & publications

// January 2017
Cambodia > Children no longer learn under trees
350 children benefitted from a brand new school, with 6 classrooms and an e-Library.

// February 2017
Cambodia > Training on Learning Through Creative Arts
30 teachers were trained on teaching children with disabilities and learning difficulties.

// March 2017
Vietnam > Bilingual education featured on National Television

In Vietnamese: click here // in English: click here

// April 2017
Vietnam > Reading Day events to celebrate the GEW
Active partners joined efforts for Global Education Week 2017 (GEW). 500 students participated.

// May 2017
China > Road show organized by China Effective Philanthropy Multiplier in Wuxi and Changzhou, to promote the ECCE project.

// June 2017
China > Leadership capacity improvement training for women
49 participants in three different classes.

Vietnam > Training on effective school governance
70 participants were trained on setting up the model of effective school governance in project primary schools.

// July 2017
Vietnam > Workshop on strengthening knowledge and group facilitation skills welcomed 30 leaders of extended parent associations (EPAs).
China > Sichuan People’s Radio Station interview on our work with women & children

// August 2017
Cambodia > Reading competition
100 students from 20 primary schools participated in a reading and story telling competition. 5 were awarded “Best Story Teller”.

Laos > MOA signed with the Ministry of Education and Sports to launch ICT project in 3 communes, 5 primary schools, reaching 730 children and 32 teachers.

// September 2017
Vietnam > Training on Child-Centered Methodologies
50 participants were trained on the Integration of Vietnamese-H’Mong bilingual Educational Materials for preschools.

// October 2017
Laos > School lunch program
148 students benefitted from the school lunch program.

// November 2017
Cambodia > Implementation of educational tools
5 teaching tools were developed, printed and circulated. 5,000 teachers benefitted from the training.

Laos > School-based gardening developed for two school gardens. 200 primary students participated in learning basic harvest skills. The project aimed at improving the nutritious value of school meals.

// December 2017
China > Certificate from the Ministry of Human Resources and Social Security
Nine Chinese mothers received a 15-day training on nursery and passed the test to become Mother-Instructors.

Laos > Standard for water quality certified 717 children and 28 teachers who have access to clean and potable water.

Vietnam > National Workshop on Mother Tongued-Based Bilingual Education (MTBBE)
60 participants from the government, international organizations and EU agencies attended the workshop, focusing on promoting MTBBE in extracurricular activities for ethnic minority children. //
Finances in 2017:
Audited finance report

Source of Funds (USD)  2017  2016

<table>
<thead>
<tr>
<th>Source</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals *</td>
<td>1,221,032</td>
<td>1,573,699</td>
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<tr>
<td>Institutional Donors</td>
<td>2,743,159</td>
<td>3,040,336</td>
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<tr>
<td>Foundations</td>
<td>71,082</td>
<td>176,875</td>
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<tr>
<td>Corporate</td>
<td>27,032</td>
<td>25,266</td>
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<tr>
<td>Others</td>
<td>38,758</td>
<td>13,076</td>
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<td><strong>Total</strong></td>
<td><strong>4,101,064</strong></td>
<td><strong>4,829,252</strong></td>
</tr>
</tbody>
</table>

* French and Swiss sponsors, in addition to individual donations from Hong Kong and China.

Operating Expenses (USD)  2017  2016

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Thematic Program Services</strong></td>
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<tr>
<td>Access and Quality of Education</td>
<td>2,153,878</td>
<td>3,074,263</td>
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<tr>
<td>Inclusive Education</td>
<td>647,020</td>
<td>355,490</td>
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<tr>
<td>Early Childhood Care Education</td>
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<td>Livelihood Education</td>
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<tr>
<td>Theme Development</td>
<td>39,540</td>
<td>35,179</td>
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<td><strong>Total Thematic Program Services</strong></td>
<td><strong>3,658,205</strong></td>
<td><strong>4,307,669</strong></td>
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<td>Fundraising Expenses</td>
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<td>181,130</td>
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<tr>
<td>General Administrative Expenses</td>
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<td>182,652</td>
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<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>4,029,262</strong></td>
<td><strong>4,671,451</strong></td>
</tr>
</tbody>
</table>

Expenditure by Country (USD)  2017  2016

<table>
<thead>
<tr>
<th>Country</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>2,985,572</td>
<td>3,465,686</td>
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<tr>
<td>Vietnam</td>
<td>321,229</td>
<td>357,913</td>
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<tr>
<td>Laos</td>
<td>164,064</td>
<td>220,930</td>
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<tr>
<td>China</td>
<td>240,213</td>
<td>258,733</td>
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<td>Hong Kong</td>
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<td>Regional Development</td>
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<td>35,179</td>
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<td>Regional Direction</td>
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<td>198,063</td>
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<td><strong>Total</strong></td>
<td><strong>4,029,262</strong></td>
<td><strong>4,671,451</strong></td>
</tr>
</tbody>
</table>

The 2017 financial figures were extracted from AEAI SEA & China’s financial statements and Hong Kong’s financial statements.

The statements are audited by Ernst & Young firm and Tam, Au & Co, Hong Kong (local audit firm) under AEAI’s audit scope, followed by Group Audit’s instructions from E&Y France.
Acknowledging our partners

This year, our joint efforts produced enduring impacts. Thanks to our partnerships with likeminded NGOs and financial partners, we obtained significant results that enabled tens of thousands of marginalized children to access quality education. We acknowledge our partners below.

FINANCIAL PARTNERS:

Air France Foundation
China Merchants Charitable Foundation
Chengdu Civil Bureau
Chengdu Charity Federation
Chengdu Dongjie Community
Cloud For Public Good
Embassy of Canada, Vientiane, Lao PDR
Education Above All Foundation/ Educate A Child (EAC)
European Union
French Embassy in Hanoi
Gertrude Hirzel, Switzerland
Macau Tong Chai Charity Foundation
Narada Foundation (The Effective Philanthropy Multiplier)
RHB Indochina Bank Limited - Cambodia
RISE (French Bakery)
Shanghai United Foundation
Sichuan Xieli Charity Development
Taiwan Fund for Children & Families
The Atlassian Foundation
The HEAD Foundation
USAID/Development Innovation
20 Sports Association
Dr. Miracle Beauty Group

NGO PARTNERS:

Advocacy and Policy Institute (API)
Bandos Komar (BK)
Buddhism for Social Development Action (BSDA)
Care International – Cambodia
Cambodia Organisation for Children and Development (COCD)
Consultative Institute for Socio-Economic Development of Rural and Mountainous Areas (CISDOMA)
Disability for Development Service Program (DDSP)
Epic Arts (EA)
Friends International - Laos
Goutte d’eau/Dannok Toek (DT)
Kampuchea Action for Primary Education (KAPE)
Komar Pikar Foundation (KPF)
NGO Education Partnership (NEP)
Non-Timber Forest Products (NTFP)
Operations Enfants du Cambodge (OEC)
Ockenden Organization
Pour un Sourire d’Enfant (PSE)
PLAN International – Cambodia
Rabbit School Organization (RSO)
Save the Children - Cambodia (STC)
Sovann Phoum Organization (SPO)
Youth Star – Cambodia

INSTITUTIONAL PARTNERS:

Cambodian Ministry of Education Youth, and Sports
Laos Ministry of Education and Sports
Information and Communication Technology Center for Education and Sports (ICTC), Laos
National Research Educational Sciences, Laos
Committee on Ethnic Minority Affairs (CEMA), National Assembly, Vietnam
Education Department of Tam Duong District, Lai Chau Province
Education Department of Da Bac District, Hoa Binh Province
Education Department of Bac Ha District, Lao Cai Province
PACCOM, Vietnam
People's Committee of Tam Duong District, Lai Chau Province
People's Committee of Da Bac District, Hoa Binh Province
People's Committee of Bac Ha District, Lao Cai Province
Vietnam Institute of Educational Sciences (VNIES)
Education Standard and Quality Assurance Center (ESQAC)
Vietnam Institute of Educational Sciences (VNIES)
Chengdu Civil Affairs Bureau
Qionglai Civil Affairs Bureau
People's Government in Jiaguan, Qionglai
People's Government in Qianjin, Qionglai
Qianjin Community, Qionglai
Kanghua Community, Qingyang District, Chengdu
Tuanjie Community, Chenghua District, Chengdu
Juanzishu Community, Jinjiang District, Chengdu
Society Department, Sichuan University
Academic of Social Sciences
Social Work Department, School of Public Administration, Sichuan University
Social Work Department, Law School, Sichuan Agriculture University
Sichuan Women's Federation
Qionglai Women's Federation
Communist Youth League of Qionglai City
Communist Youth League of Pujiang County
Tiandong Chen Xi Social Work Service Center
Chengdu Tong Meng Social Work Service Center
China Women's Film Festival
Cambodia Ministry of Social Affairs, Veterans and Youth Rehabilitation
Cambodia Ministry of Posts and Telecommunications.