



From the Director General's Desk

Changing the World through Education



With best wishes,

Claire Calosci
Director General
Aide et Action

Since last 27 years, Aide et Action (AeA) is committed towards the cause of empowering children, women and men in 20 countries across the world to lead a dignified life through education, the lever for development. AeA firmly believes that the world can be changed through education and is actively involved in ensuring quality education for all in collaboration with other stakeholders.

All the interventions and programmes of AeA respond to the needs of community and have been dynamic in evolving to suit their changing needs. This process has been strengthened by the participation of stakeholders of AeA from all regional programs in Africa, South Asia, South East Asia, the Caribbean and Europe.

The regional programs are guided by the second Etats Generaux (Global Policy Resolutions) of the organization developed during the year 2004 with the representation of all actors associated with AeA. It not only provides strategic orientation and direction to the regional and country programs but has also guided AeA in the process of internationalization which now ensures the participation of all regions of AeA in the decision making process of the organization worldwide.

AeA India strengthened the process of growth and expansion under the able leadership of Mr. Somesh Kumar, IAS, Regional Director, AeA South Asia, in the year 2007 as well. These developments were guided by the AeA India Country Strategy and were in line with the global resolutions of the organization. The needs of the local communities and partners also played a crucial role in deciding the priorities for the interventions during the year. Efforts have also been made in strengthening existing programmes, promoting new initiatives and in making necessary changes in the organization in terms of structure, expansion, capacity building of human resources and systems and procedures to suit the evolutionary growth.

I have great pleasure in launching the Annual Report 2007 of AeA India. The report is a reflection of the experiences of AeA India and is an attempt to share it with other regions of AeA and also among different actors who are involved in the process of transformation aimed at ensuring quality education for all.



annual
report

2007-India

www.aea-india.org

changing
the world
through
education





Aide et Action international Presence



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|--------------|-----------------|---------------|-----------------------|
| 01 India | 06 Niger | 11 Guinea | 16 Rwanda |
| 02 Sri Lanka | 07 Burkina Faso | 12 Senegal | 17 Haiti |
| 03 Vietnam | 08 Mali | 13 Tanzania | 18 Dominican Republic |
| 04 Laos | 09 Togo | 14 Madagascar | 19 France |
| 05 Cambodia | 10 Benin | 15 Malawi | 20 Switzerland |

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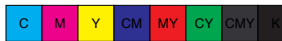
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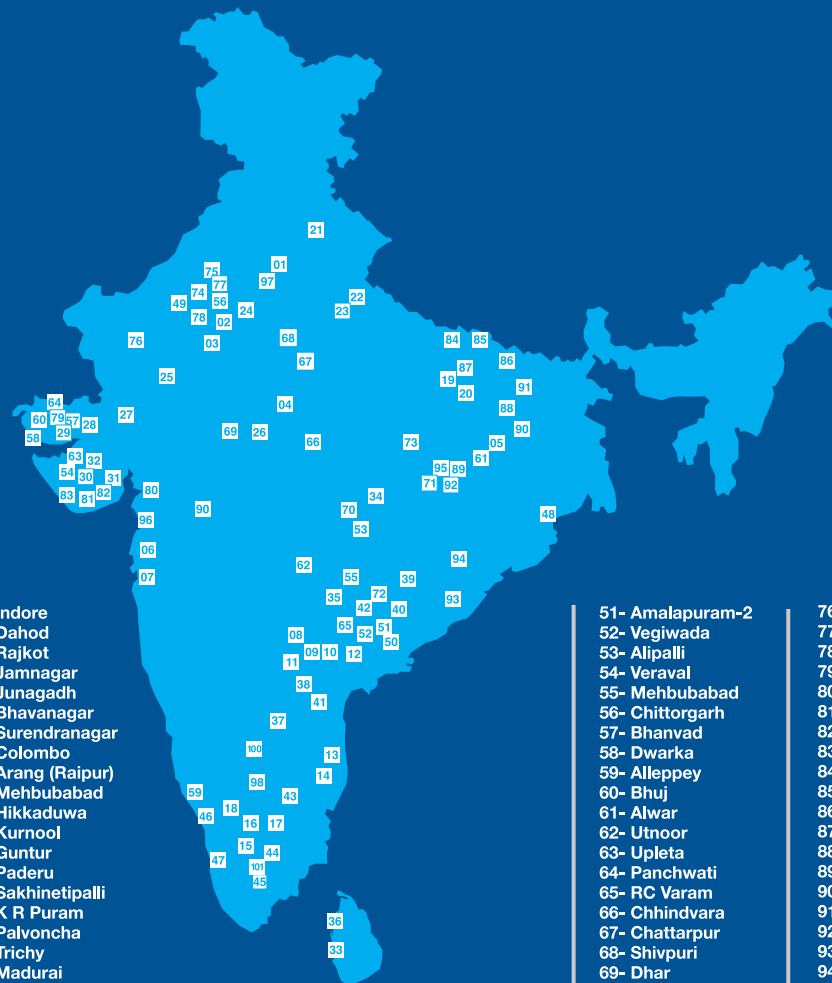
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 Photographs on pg. nos. 1, 13-17, 19, 27, 35-37: AeA India



Aide et Action

map of *i*LEAD Centers

01- Delhi
 02- Jaipur
 03- Dausa
 04- Bhopal
 05- Ranchi
 06- Mumbai
 07- Pune
 08- Golconda
 09- Secunderabad
 10- Ibrahimpatnam
 11- Mehboobnagar
 12- Vijaywada
 13- Chennai (North)
 14- Chennai (South)
 15- Palani
 16- Coimbatore
 17- Erode
 18- Ooty
 19- Patna
 20- Muzaffarpur
 21- Dehradun
 22- Musafirkhana
 23- Lucknow
 24- Alwar
 25- Dungarpur

26- Indore
 27- Dahod
 28- Rajkot
 29- Jamnagar
 30- Junagadh
 31- Bhavanagar
 32- Surendranagar
 33- Colombo
 34- Arang (Raipur)
 35- Mehubabad
 36- Hikkaduwa
 37- Kurnool
 38- Guntur
 39- Paderu
 40- Sakhinetipalli
 41- K R Puram
 42- Palvoncha
 43- Trichy
 44- Madurai
 45- Nagarcoil
 46- Cochin
 47- Trivandrum
 48- Khurda
 49- Churu
 50- Amalapuram-1

51- Amalapuram-2
 52- Vegiwada
 53- Alipalli
 54- Veraval
 55- Mehubabad
 56- Chittorgarh
 57- Bhanvad
 58- Dwarka
 59- Alleppey
 60- Bhuj
 61- Alwar
 62- Uttoor
 63- Upleta
 64- Panchwati
 65- RC Varam
 66- Chhindvra
 67- Chattarpur
 68- Shivpuri
 69- Dhar
 70- Rajnandgaon
 71- Raigarh
 72- Bastar
 73- Sarguja
 74- Rajsamand
 75- Bhillwara

76- Jodhpur
 77- Jhunjhunun
 78- Sikar
 79- Anjar
 80- Surat
 81- Una
 82- Bagasara
 83- Khambaliya
 84- Motihari
 85- Madhubani
 86- Darbhanya
 87- Samastipur
 88- Dhanbad
 89- Latehar
 90- Saraikela
 91- Dumka
 92- Sambalpur
 93- Ganjam
 94- Raygada
 95- Surendragadh
 96- Silvasa
 97- Gurgaon
 98- Bangalore
 99- Anantapur
 100- Yeola
 101- Tirunelveli



Message from Regional Director

Dear Friends and Well Wishers,

I am pleased to share with you the Annual Report for the year 2007 for Aide et Action (AeA) India. 2007 was the 26th year of operation of AeA India and was characterised by tremendous growth and expansion for the organisation. It was indeed a remarkable year in terms of embarking upon new initiatives, expansion in the light of the Country Strategy of AeA India and meeting various challenges that accompany the process of expansion and growth.

The growth and expansion of AeA India is reflected in the fact that the organisation is now present in 18 states and 3 Union Territories of India, works through 27 NGO partners and 8 directly implemented projects and reaches out to around 1,50,000 children through its various interventions and helps 71,667 Tsunami affected families in India and Sri Lanka rebuild their lives after Tsunami.

The year 2007 was remarkable in terms of mobilization of resources for AeA India, Rs. 52.5 Crores were raised through various collaborations and partnerships. The contribution in this resource mobilisation came through partnerships with institutional donors, government programmes, corporates, fundraising events and also through services provided for research and capacity building thus broadening the resource base of the organisation and instilling a new confidence in the team.

During the year the capacities of the partners to take up the challenges of implementing and strengthening the thrust areas in the field were also built through systematic capacity building inputs and handholding.

iLEAD, a flagship program of AeA, has expanded to 101 locations in India and Sri Lanka to cater to the employability training needs of 30,000 drop out youths of 18 to 25 years. iLEAD has also started focusing on the employability needs of rural youth and has entered into strategic collaborations to reach to them.

EduAction Institute, started in Hyderabad in 2006, strengthened the research, capacity building and advocacy efforts of the organisation. A new office was also added in Rajkot to attend to the rapid expansion of AeA in the state of Gujarat.

On this occasion, I would like to express my special thanks to our Director General Ms. Claire Calosci and also the board members of AeA for their continuous guidance and support which brought new orientations to AeA India program and built our confidence to take up challenges.

All these achievements in India during the year 2007 would not have been possible without the support of our donors and the committed work of our partner NGOs and team members of AeA India and I thank all of them for their valuable contributions.

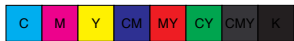
I hope the learning and experiences shared through this Annual Report will be appreciated and ensure your continued collaboration and support in achieving the vision of AeA.

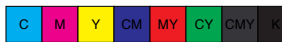
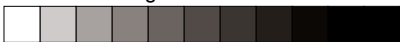


With best wishes,

Somesh Kumar

Somesh Kumar, IAS
Regional Director
AeA South Asia





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chapter I | the Evolution

Aide et Action (AeA) was founded in 1981 by Pierre Bernard Le Bas as a secular and apolitical Non Governmental Organization (NGO) in Paris, France. Its main objective is to empower marginalized communities in developing countries to take control of their future. AeA views education as an enabling factor that empowers communities to take charge of their own development progressively. Aide et Action defends the fundamental right to “Education For All”, especially the poorest and the most vulnerable. The organization focuses its actions on facilitating access to primary and basic education, improving the quality of education, diversifying educational efforts and strengthening the skills of local communities towards their development.





Basic Tenets

- vision** - A world where dignity is ensured for all men and women through education
- mission** - To make education a lever for human development
- values** - Liberty, Respect, Solidarity, Equity, Integrity

Over the last 27 years, AeA has evolved from an external donor agency to an international development organisation, specializing in education. AeA provides education to 2 million children from marginalised communities across the world. Today, with its central office in Paris, France, AeA works in 20 countries in Africa, South Asia, South East Asia and the Caribbean.

AeA draws on several forms of funding in order to finance its actions. These include sponsorship with over 62,000 sponsors and donors providing regular support to its activities, partnerships with corporations and foundations and Institutional Funding.

AeA India was the first country programme of the organisation initiated in 1981 and today it works in 18 States and 3 Union Territories towards development of children, families and communities. AeA India focuses on thrust areas such as Quality Education, Livelihood Education, Inclusive Education, Women's Empowerment and Education, Disaster Preparedness and Mitigation, and HIV/AIDS and Health.

Aide et Action implements 35 development and education projects either directly or with NGO partners focusing on marginalized communities (tribal and dalits, child labourers, street children, children affected by wars and natural disasters, children and persons with disabilities, women and dropout youth). To ensure maximum benefits to these communities, AeA works in close partnership with several government, non government and international agencies.

In the process of making education integral to developmental processes, AeA establishes partnerships with NGOs to support the educational component of integrated development programs. This gives latitude to its interventions and creates space to develop common approaches with partner organisations.



Aide et Action

projects and Offices

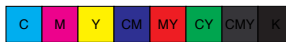
08



Offices

- 01- Chennai
- 02- Hyderabad
- 03- Bhopal
- 04- Delhi
- 05- Ranchi
- 06- Jaipur
- 07- Bhubaneswar
- 08- Patna
- 09- Rajkot

● Directly Implemented Projects ○ Partners



1.0 AeA India Country Strategy

The Country Strategy Paper (CSP) of AeA India was prepared in 2005 with the participation of all stakeholders associated with the organization. The CSP reflects the ETG resolutions of the organization and is placed within the regional context and perspectives. The CSP draws from the global vision of the organization and envisages an idea of education that is encompassing, relevant and meaningful.

Objectives

- Remain as an effective facilitator to universalize access and improve quality of education of children, particularly girls, with a special focus on elementary education
- Address issues of deprivation, discrimination and vulnerability among children, families and communities by empowering them through education and community organization, specially those affected by disasters
- Address education and empowerment of persons with disabilities through inclusive education processes and community based rehabilitation
- Facilitate appropriate livelihoods and livelihood security through empowering educational processes among marginalized communities in light of the critical linkages between education and livelihoods

Programming Principles

- Address underlying causes of education backwardness of children, families and communities
- Address issues of gender disparity, discrimination and social exclusion
- Imbibe and practice participatory approaches, program design, implementation, monitoring and evaluation with a focus on community ownership
- Ensure sustainability of the interventions
- Promote innovations, learning and replication in

- Leverage and augment resources at the community level through innovative partnerships and co-financing mechanisms with other agencies and governments
- Create value at all levels and demonstrate cost leadership
- Operate on the basis of highest levels of transparency and accountability

Strategic Directions

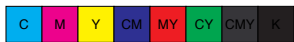
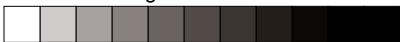
- Holistic approach to program interventions with specific focus on quality and sustainability of interventions
- Thematic specializations in the areas of quality education, livelihood education, inclusive education, women's empowerment and education, disaster response, mitigation and preparedness and HIV/AIDS
- Advocacy on issues of education
- Institutionalized delivery of technical services related to capacity building, research and advocacy
- Partnership mode of interventions
- Direct interventions to promote innovation in new areas

Sectors of Intervention

- Quality Education
- Livelihood Education
- Inclusive Education
- Women's Empowerment and Education
- Disaster Response, Mitigation and Preparedness
- HIV / AIDS and Health

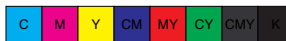
Criteria for the Prioritization of Zones of Intervention

- Low human development indices especially those related to education and poverty
- High concentration of marginalized groups like dalits, tribals and minorities
- Low presence of NGOs
- Natural calamities and disasters



chapter II | interventions in Education





2.0 Programs: Expanding the Development Response

For AeA, education is at the core of development. AeA emphasizes synergy in all its interventions between basic education, livelihoods and community development. The complex inter-linkages are continuously explored in program interventions, research and advocacy. The year 2007 took forward the new initiatives of the organization in the light of the Country Strategy 2006-08 with respect to expanding and strengthening various interventions. The focus was on consolidation and implementation of activities under thematic thrust areas such as:

- Quality Education
- Livelihood Education
- Inclusive Education
- Women's Empowerment and Education
- Disaster Response, Mitigation and Preparedness
- HIV/AIDS and Health

The thematic areas represent the core of AeA's work in the South Asia region. The projects are implemented directly and through partnership with NGOs and government agencies. Converting its experience into expertise, AeA provides technical assistance to stakeholders, organizes capacity building initiatives and undertakes research and advocacy.

2.1 Reorienting Learning: Quality Education

AeA has been working in the domain of education since the time of its inception, addressing issues of enrollment and access. Over a period of time the organization has been successful in these areas. While access and coverage are crucial for improving the literacy figures, efficiency, quality and achievements of learners are prerequisites for

reshaping India's future. Education helps children in understanding and acquiring critical skills for leading a healthy and productive life. It is more of achieving good learning standards and cognitive skills than simply attending school.

Quality education can be possible through creation of an enabling environment in terms of innovative pedagogy, better dissemination of knowledge, improvement in infrastructural facility, parental participation in education and community ownership.

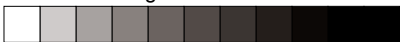
AeA endeavors to improve the quality of education through some of its unique projects like Liberate School, Prajayatna, Arumbu, Back to Basics and Education for Telugu Migrant Children.

Liberate School: Exploring the World Around

The Liberate School project explores alternative learning spaces for children, adolescents and adults. It provides a powerful framework for creating opportunities for learning outside the formal schooling system among children and works on the premise that a creative interface of learning inside and outside school would be beneficial for children, adolescents and adults. The project reaches out to 3000 children across 40 villages in Maharashtra.

The intervention:

- Promotes the development of children's wall paper/magazine
- Organizes Khel Ghar (play home) activities
- Establishes adolescents learning centers
- Organizes exposure visits and builds the capacity of volunteers through training programs



Other Learning Spaces

School is not the only learning space as generally perceived. Learning takes place at different spaces like 'home', 'neighborhood', 'farm', 'temple', 'market', 'shop', 'school' etc. However, the introduction of new learning spaces by the Liberate School project has led to new possibilities of enhanced interlinkages. Village Resource Centers for all members of the village, 'Khelghar' and 'Bal Chaupal' (for children), 'Mothers Sammelan' (for women), 'Kishori Sammelan' (for adolescent girls) have all led to new dimensions to the existing learning spaces of the village. All these spaces are now in the process of interacting with each other much more than they did in the past. Schools have shown keen interest in child related activities introduced by the project. The schools have provided their premises, including the playground for the Bal Chaupal and other activities of the project. Gradually the Khelghar and Bal Chaupal activities have found their way to the school too.

Prajayatna (People for Education Movement)

Education is a collective responsibility of the government, civil society, parents and teachers. Building on this premise, Prajayatna reinforces schools as special community institutions accountable to the people.

Prajayatna Efforts

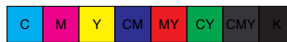
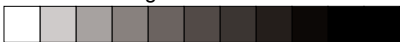
- Develop database on the status of village education
- Create a platform to discuss education
- Develop action plan for improving education
- Strengthen the capacities of School Development and Management Committees

Prajayatna, implemented by partner NGO, MAYA in Andhra Pradesh and Karnataka, is a bridge between the schools and the political and the civil institutions of the society. It brings these institutions on a common platform and places education as a collective agenda. Prajayatna facilitates parents and communities to take ownership of schools and institutionalizes this process through establishing and strengthening local/village based structures.

During 2007, MAYA facilitated decentralization of community owned structures at village level

across four districts in Andhra Pradesh and Karnataka to enable communities to gather data on schools and create awareness and ownership about the schools. The progress includes:

- Data collection on local education governance pertaining to the status and performance of 1,500 schools and the data base of all 7,837 schools completed
- 63 Mandal level meetings held with the participation of functionaries of the Gram Panchayat in two districts of Andhra Pradesh on the observations made in the schools based on the local education governance data
- 63 Mandal level reports prepared along with pamphlets highlighting the status of schools in each Gram Panchayat in the Mandal
- Established presence and built rapport with the functionaries of the education department at different levels through Mandal level meetings and sharing of reports generated, based on the analysis of local education governance data
- Workshops conducted with education department functionaries in 17 Talukas of Gulbarga and Bellary districts of Karnataka



- Gram Panchayat level meetings held with 525 School Development and Monitoring Committee networks and the respective Civic Amenities Committees of Gram Panchayats to develop school improvement plans
- 30 School Development and Monitoring Committee networks formed and Mandal level meetings held reaching out to all 127 Mandals in Andhra Pradesh

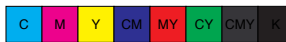
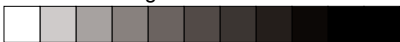
Arumbu: Reaching out to 10,000 Children from 200 Slums in Chennai

'Police Boys Clubs' is an initiative of the Chennai Police started in the year 2003 to contribute to the personality development of slum children through education, sports and social activities. The clubs are located in proximity to slums and function after school hours from such premises as police stations, schools and community halls. With the aim of strengthening this initiative and promoting equal opportunities for girls through formation of exclusive clubs for girls, Aide et Action initiated the 'ARUMBU'

project in 2005. The project ensures holistic development of 10,000 children from 200 slums in Chennai through its interventions in 78 Boys Clubs and 22 Girls Clubs.

The project improves the atmosphere of Boys and Girls Clubs through renovation and repairs, builds the capacities of scout masters and teachers, organizes education, sports, cultural, arts and crafts, yoga and personality development activities for children, imparts training on child rights and leadership, promotes training centers for athletics, carom, music band and street theatre, organizes employability training programs through iLEAD, mainstreams drop out children into formal system of education, provides health care to children and their families, promotes the participation of Children With Disabilities (CWD) and forms Club Development Committees to ensure participation of the community.





Back to Basics (B2B): Focusing on Quality

Back to Basics (B2B), AeA's unique project to enhance quality of education among primary school children aims at improving the quality of education and learning enhancement of children. AeA facilitates the implementation of B2B initiative by providing support to improve the schooling environment, enabling community ownership of schools and capacity building of stakeholders. B2B is a systematic effort to address quality of learning outcomes with the aim of expanding to cover large educational programs.

B2B Implementation Strategies

- To develop comprehensive strategic goals for quality of education for each school through stakeholder consultations with parents and children
- To initiate processes of capacity building of teachers in line with strategic framework for quality
- To develop a 'mentor' system for peer learning among teachers on using innovative and child friendly practices
- To develop monitoring mechanisms that focus on quality of teaching learning practices, including onsite support to teachers
- To promote and develop professional peer groups of teachers for sharing experiences and ideas

Progress 2007

- Over 19,000 students provided with accelerated learning skills in around 500 schools under B2B program
- Updated Village Education Report and School Improvement Plans prepared in village schools
- Training imparted to Village Education Committee members, pre school volunteers and field teams
- Promoted and strengthened district level Village Education Development Committee federation
- Formed and strengthened Panchayat level federations
- Ensured improved competency level of children

by adopting suitable teaching methodologies and materials

Imparting Education to Migrant Children

Thousands of migrant workers from Andhra Pradesh flock to Tamil Nadu every year in search of employment. In the year 2006, Aide et Action initiated the project 'Education of Children of Telugu Migrants in Chennai' in order to cater to the educational needs of children of Telugu Migrant workers living and working in 21 settlements in Chennai. This unique project, supported by Sarva Shiksha Abhiyan (SSA), Andhra Pradesh, aims at creating access to education, improving the health of children, preventing child labor and mainstreaming children in formal schooling. Education is imparted in the SSA module with Telugu being the medium of instruction.



Progress 2007

- 12 Early Childhood Care and Education Centers (ECCE) / Alternative Innovative Education Centers functional benefiting 378 children of the age group of 6 to 12 years
- Residential Bridge Course Center established to provide education to 137 drop outs of 9 to 14 years and mainstream them into formal schooling
- Awareness programs on importance of education conducted for parents in 15 settlements
- Orientation provided to site supervisors to assist in educational processes
- Linkages established with corporates and space for centers mobilized through their support



2.2 Transforming Lives: Livelihood Education

Aide et Action India strongly believes that livelihoods contribute to the attainment of education and education in turn contributes significantly to enhance livelihood opportunities. With this in mind livelihood education was envisaged as one of its major thrust areas. AeA's Livelihood Education program focuses on providing skills and knowledge to communities by generating new livelihood opportunities, improving existing livelihood activities and diversifying livelihood base through imparting:

- Training in service sectors to youth through the concept of *i*LEAD
- Entrepreneurship training to improve existing business ventures and explore new avenues for business through 'Start and Improve Your Business' training programs
- Training in off farm services
- Entrepreneurship training in farm and off farm based enterprises
- Providing value addition to farm based practices and products through appropriate technology and skills

*i*LEAD – Institute for Livelihood Education and Development - Building Lives through Education

*i*LEAD reaches out to educationally marginalised and vulnerable youth of 18 to 25 years through courses attuned to the demands and needs of the industry leading to more relevant employment opportunities thus leading to higher returns. This unique project seeks to address the gap between sustained, gainful employment opportunities and existing skill levels among marginalised youth by building their capacities in market oriented trades and also in related soft-skills.

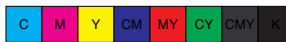
The design of the *i*LEAD project ensures a mutually beneficial process for the industry and the community. The youth and their families gain from sustained employment opportunities and better economic returns while the industry profits from the steady availability of better trained and skilled human resources who meet emerging requirements and dynamic work situations. It has also brought about a change in attitude within families and communities at large on aspects related to gender, employment, choice of vocations, etc.

As a result of its impact and the strong reputation built in such a short duration, the *i*LEAD project has had an impact on the Government and related agencies to re look at the vocational education system. The project thus addresses the issue of unemployment and underemployment in the long-term.

Progress 2007

- 101 *i*LEAD centers functional in rural and urban locations across India and Sri Lanka
- 11,596 candidates completed training and 3,355 candidates under training
- 90% of candidates successfully placed





Expansion to New Areas

In 2007, the *i*LEAD project has seen an expansion in terms of geographical coverage and the number of trades introduced. *i*LEAD centers were set up in states such as Kerala, Gujarat, Uttarakhand, Chattisgarh, Uttar Pradesh and Orissa. New trades such as cell phone servicing, TV repairing, diesel boat engine repair, carpentry, masonry and IT hardware were introduced bringing the total number of trades to 23.

Reaching out to the Masses - Mobile *i*LEAD

To create access to livelihood education among youth living in remote rural areas an innovation was brought in through the novel concept of 'Mobile *i*LEAD'. Mobile *i*LEAD, inaugurated by Ms. Vasundhra Raje Scindia, Chief Minister of Rajasthan and Mr. M. L. Mehta, Deputy Chairman, Rajasthan Mission on Livelihoods (RMoL), runs in collaboration with RMoL and Global Institute of Livelihood Skills Training and Research (GILSTR). Mobile vans with the necessary equipment and tools impart training in various trades with soft skills and information technology enabled services as an integral part of the training program.

Strategic Tie-ups

The systematic and professional training offered in *i*LEAD centers has attracted many corporates to approach AeA to secure entry level talents. One such tie-up was established with Cafe Coffee Day (CCD) wherein *i*LEAD imparts trainings customized to the needs of CCD. CCD firmly believes that this association with AeA is a viable and innovative strategic proposition for its expansion across cities and towns. The initial phase of training was undertaken by *i*LEAD centers located at Delhi, Mumbai, and Chennai.

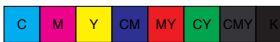
Rewarding Achievements - Course Completion Ceremony

*i*LEAD Course Completion Ceremonies are conducted to award course completion certificate to candidates having successfully completed their course from *i*LEAD centers. During the year three such ceremonies were conducted in Chennai, Patna and Jaipur and certificates were awarded to 2,600 candidates.



*i*LEAD Course Completion Ceremony

*i*LEAD Course Completion Ceremony was held on the 15th April 2007 at Chennai for the candidates who had completed their training in *i*LEAD centers coming under the Chennai Regional Office. The event saw the participation of around 1,000 candidates from *i*LEAD centers of Chennai North, Chennai South, Ooty and Palani. The candidates were awarded the course completion certificates by Mrs. Claire Calosci, Director General, Aide et Action, Mr. Jacques Lemarachaël, President, Aide et Action France, Mr. Somesh Kumar, IAS, Regional Director, Aide et Action South Asia and Mr. Lakshmi Narayanan, Director Audit Cell. Certificates were distributed to the alumni by the dignitaries. The event showcased the talents of the candidates and also ensured experience sharing among alumni, employers, parents and faculty of *i*LEAD.



Documenting Success - *i*LEAD Film

A short promotional film on *i*LEAD was prepared featuring the achievements of the project. The film prepared in English and French was shot in five locations covering *i*LEAD centers in two states viz. Tamil Nadu and Andhra Pradesh. This film also serves as a tool for resource mobilization.

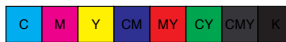
Ambassadors of *i*LEAD-Alumni Forum

Based on earlier experiences of AeA, creating an alumni forum of *i*LEAD candidates was recognised as imperative to sustain the training efforts. Each *i*LEAD centre promotes an alumni forum through maintaining a database of candidates who have completed their training. The alumni serve as ambassadors of the *i*LEAD project. They play a significant role in mobilising candidates for future batches and are often invited as guest speakers.



In some instances, they also ensure resource mobilisation by sponsoring candidates and making voluntary donations. Creating the alumni forum has been found to foster considerable social responsibility among its members. Many of them even form a volunteer base for various developmental activities of AeA. In turn, the alumni are supported through inputs on recent developments in the industry.





iLead Process

Pre Training

- Employability potential assessment
- Curriculum development selection and training of faculty
- Community mobilization drive
- Selection of candidates



Regular Training

- Theory and practical training
- Life skills and personality development
- Guest Lecture - Inputs from employers
- Performance appraisal
- On the job training/apperenticeship



Post Training

- Interviews and placement support
- Post placement follow-up
- Employer feedback for improvement
- Alumni association
- Experience sharing

Major Trades Offered at iLEAD Centres

The iLEAD centers located in major cities, towns and rural areas offer training in 23 trades.

- | | |
|---|--------------------------------------|
| Automobile technology • | • Construction site supervisor |
| Information technology enabled services (ITeS) • | • Carpentry |
| Refrigeration and A/C technicians • | • Plumbing |
| White goods servicing • | • Apparel and garments |
| Mobile phone servicing • | • Industrial tailoring |
| Customer relations and retailing (CRR) • | • Embroidery |
| Multipurpose agriculture services supplier (MASS) • | • Beautician |
| Multipurpose veterinary services supplier (MVSS) • | • Bed side patient care and services |
| Driving • | • White goods servicing |
| Electrical motor rewinding and wireman • | • Electronics |
| Hospitality services • | • Desktop publishing |
| Masonry • | |



Collaborations Established

The impact of iLEAD has resulted in various Government and other like minded agencies like NGOs, CSR initiatives of corporates, etc. building partnerships and collaborating with iLEAD such as:

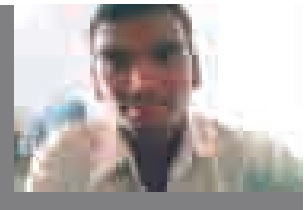
- Government of India, under special projects of Swarnajayanti Gram Swarozgar Yojna (SGSY)
- Rajasthan Mission on Livelihoods (RMoL)
- Gujarat Urban Development Mission (GUDM)
- Tribal Development Department, Government of Gujarat
- Tribal Welfare Department, Government of Jharkhand
- District Rural Development Agency, Government of Andhra Pradesh
- Integrated Tribal Development Agency, Andhra Pradesh
- Tamil Nadu Corporation for Development of Women Ltd.
- International Labour Organisation – National Child Labour Project, Andhra Pradesh
- International Labour Organisation – Alternative Livelihood Program for Tsunami Affected, Tamil Nadu
- Catholic Relief Services, Andhra Pradesh and Kerala
- LANCO LIGHT, Vijayawada
- Fidelity Foundation, UK

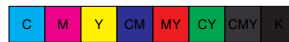
Tie-ups Established for Recruitment of iLEAD Trainees

- Dealerships of Honda, Bajaj, Hero Honda, Yamaha, TVS
- Shyaam Group of Hotels
- ITC Welcome Group
- Nokia
- Pricol Auto Equipments
- Roots Auto Parts
- Texmo Motors
- Wipro BPO
- TATA BPO SerWizSol
- Sparsh.com
- Pantaloons
- Pizza Corner
- Cafe Coffee Day

A New Lease of Life (Case study)

Satyam and Hanumantha, both in their early 20s, used to work as daily wage labourers before joining the Desktop Publishing (DTP) training course at the Palvoncha iLEAD training centre. The 4 month training programme enabled them to acquire considerable skill and speed in data entry. Towards the end of their course, they applied for a contract being offered at the Mandal Government Hospital to enter data of white card holders. Together, they were able to enter 1,20,000 records in just 45 days! They were paid Rs.60,000 which helped them repay existing loans and contribute for construction of a new house. Presently they work as Data Entry Operators at a Government Housing Project in Khammam district, Andhra Pradesh and each of them earn Rs. 5000 per month besides being provided laptops for their work.





Perspective 2008

- 130 centers in India covering 57,000 youth
- Technology based MIS for effective monitoring of the centers
- Periodic capacity building of faculties and the coordinators
- Standardisation of courses and preparation of text and work books
- Self sustainability of iLEAD centers by way of resource mobilization at iLEAD center level
- iLEAD Plus, an initiative for career enhancement of aspiring alumni and others to be launched
- Improve the quality of services offered in the centers
- Strengthen links with potential employers for placement support
- Develop a central team with specialists to extend guidance and technical support to the implementation teams for the overall quality improvement

- Influencing the issue of unemployment and underemployment in the long-term by making the Government and related agencies to re look at the vocational education system

Other Livelihood Education Initiatives

In addition to iLEAD, AeA supports a range of livelihood education initiatives with a focus on equipping communities with skills and knowledge such as:

Supporting Youth to Generate and Improve their Business Ventures

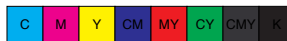
Entrepreneurship education comprises an important component of the livelihood education program of AeA. In 2007, AeA collaborated with International Labour Organisation and imparted entrepreneurship training to 368 entrepreneurs from Kanyakumari district of Tamil Nadu and Kollam district of Kerala. The training programs comprise of SIYB (Start and Improve Your Business) modules wherein training in business ventures is imparted to young entrepreneurs on generating and identifying feasible business ideas, starting their own business ventures and extending support to existing entrepreneurs to improve their business. Under this program, 25 training programs were conducted on Start Your Business (SYB), Generate Your Business Ideas (GYB) and Improve Your Business (IYB).

Building on the concept of iLEAD, AeA also focuses on On-Farm and Off-Farm Enterprises, value addition to farm based products and practices through appropriate technology and skill transfer initiatives and training in Non-Farm Enterprises to the youth of the project areas.

The iLEAD Impact

From a modest beginning of 2 centres in 2005, the iLEAD project has grown to 101 centers in 2007 in India and Sri Lanka with anytime enrolment of 12, 500 candidates. In a short span of 2 years, the iLEAD project has had visible qualitative and quantitative impact at individual and community level. Major impact of iLEAD projects are:

- Overall personality of the candidates enhanced by developing their life skills
- Economic status of their families improved as the youth have been enabled to gain employment
- Families and communities at large are sensitised on aspects related to gender, employment, choice of vocations, etc.



2.3 Extending Technical Support : EduAction Institute

Enhancing Performance: EduAction Institute

EduAction Institute is dedicated to improving education policy and practice at the local, state and national levels. As a technical wing of AeA India, it offers research, training, documentation and consultancy services on various development issues and is a resource institute for teachers, students, NGOs, and other agencies engaged in promotion of quality education. With its focus on advocacy, research, training and consultancy, EduAction Institute is an ideal training centre for education managers starting right from block level to national level.

Progress 2007 - Workshops

2nd AeA - EduAction Thematic Workshop

'2nd AeA - EduAction Thematic Workshop' was a grand success with participation of 124 candidates from 12 countries. The participants included development professionals from INGOs, NGOs, academics, corporate organizations and government departments. The workshop provided a platform for both classroom interactions and field visits that enabled cross learning and sharing of experiences among the participants. The theme sessions were facilitated by 22 renowned resource persons who have made a mark in their respective areas of work. The list of resource persons also included Prof. Robert Chambers, the pioneer and guru of participatory processes.





The Concurrent Themes of the Workshop

Quality Education through Community Participation

Develop strategies and action plans to develop mechanisms that increase the role of communities in education of the children, institutional capacity building of the schools and increased accountability of the schools to the community.

Inclusive Education- Approaches and Strategies

Develop strategies for creating social and institutional space for the Children With Disability (CWD) with a focus on community based rehabilitation processes.

Promotion of Sustainable Livelihoods

Develop strategies and action plans to diversify farm based and non farm livelihoods with a focus on social, economic and environmental sustainability.

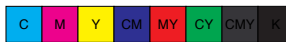
Critically examine the role of microfinance in development and develop strategies to increase the outreach of the microfinance projects in ways that structurally support the poor.

PRA and Participatory Research

Share innovations and practices in participatory processes to capture and disseminate community experiences and facilitate cross-learning. Enhance skills of participants on participatory research processes and attitude and behaviour change.

Management of HIV/AIDS: Approaches and Strategies

Devise strategies and action plan for mainstreaming people infected and affected by HIV/AIDS. Share best practices and successful models of prevention, care and support and provide inputs on community based response to HIV/AIDS.



Partnerships

- Strategic partnerships with Sarva Shiksha Abhiyan of Andhra Pradesh, Rajasthan, Jharkhand and Chhattisgarh for studies and projects
- Partnership with UNDP in Orissa for a research study
- Partnerships with peer agencies and resource persons

Research Studies

- Study on child labour and working children for International Labour Organization (ILO) International Program on Elimination of Child Labour (IPEC) Project of Andhra Pradesh
- NGO capacity assessment study in Hyderabad for ILO-Andhra Pradesh
- Study on people's participation in primary education in Rajasthan for Rajasthan Council of Elementary Education, Government of Rajasthan
- Study on 'Alternative Livelihood Vocation for the Marine Fishermen affected due to Conservation Measures in Orissa Coast' for UNDP (United Nations Development Programme)
- Study on 'Potential of Leather Sub-sector in Rajasthan' for BASIX-Rajasthan Mission on Livelihoods (RMoL), Government of Rajasthan
- Liberate School-Action Research on alternative learning spaces for children
- Marketing research, value addition or product diversification or any other input which would facilitate marketing under SGSY, Udaipur for MoRD, Rajasthan

Capacity Building Support to NGOs and Government Organizations

- Support partner NGOs in implementing B2B project and People for Education Movement
- 2nd AeA EduAction Thematic Workshop in Hyderabad
- Training programmes on wide variety of themes

related to development such as Gender, Disaster Preparedness and Response, Resource Mobilization, HIV/AIDS, Organizational Development and Human Resource Development in NGOs and People Centered Advocacy for various organizations.

Advocacy

- Policy consultations in the areas of ECCE, Inclusive Education and Livelihood Education with special focus on Vocational Education
- Participation in the Global Campaign on Education (GCE)
- Partnership with e-journal, India Together to commission a series of articles for media advocacy
- Part of national networks to raise the issues related with education and livelihoods

2.4 Promoting Equity: Women's Empowerment and Education

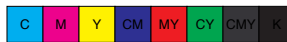
Women's empowerment is a cross cutting theme in all interventions of AeA whether directly or through partners. The focus of AeA supported programs for women's empowerment and education is to empower women to play a greater role in the decision making processes on various issues including education. Adolescent girls are special focus in all the programs and their active participation and involvement ensures that an aware, empowered, capable and self-reliant generation is nurtured. In 2007, AeA promoted 1,034 Women's Self Help Groups (WSHGs) with a membership of 12,668 women. The actions promote credit and thrift, build capacity of the members on group concepts and leadership skills, develop micro enterprises and link them with financial institutions. Training was imparted to girls on different aspects including livelihoods, health etc.



AeA encourages a critical engagement of its partners in promoting gender equity. Microfinance programs, for example, dovetail a concern for such issues as work load of women and possible role that technology can play to reduce such load. Recognizing the fundamental relationship of economic development with the processes of social empowerment, AeA supports SHGs to graduate from a 'Protectional' role of saving and credits to a 'Promotional' role in livelihood generation. In doing so, AeA addresses both the design and the delivery aspects of services to promote gender equity.

AeA's Gender Inclusion Programs

- Mainstream gender as a cross-cutting theme across all programs
- Build partner capacity to engage in women's education and empowerment
- Build capacities of the partners and directly implemented projects (DIPs) in facilitating credit linkages for the SHGs
- Support partners and DIPs for networking of women SHG federations and enabling marketing and networking for impacting livelihoods of women members of SHGs
- Deepen gender equity by strengthening complementary programs like ECCE
- Increased role of SHGs in planning and implementation of 'Child Care Centres'
- Augment the financial position of the SHGs by building capacities on local resource mobilization strengthening programs
- Build appropriate linkages for advocacy on women's rights
- Leverage local resources for undertaking programs on adolescent girls
- Form SHG federation to consolidate the collective voice of women
- Action research on women's education and empowerment to document best practices and disseminate information



2.5 Mainstreaming for Support: Inclusive Education

AeA is committed to the cause of 'Education for All' and promotes best practices in education including those aimed at integrating educational needs of children with disability into mainstream educational processes. AeA India bases its interventions firmly on the premise that segregation only leads to disempowerment and it is through the sphere of Inclusive Education that 'Education for All' can be achieved. AeA's interventions in Inclusive Education address the special education needs of Children With Disabilities (CWDs) through Inclusive Education processes, creating enabling environment for Inclusive Education in regular schools, promoting community based rehabilitation of children and persons with disability and addressing policy issues of disability through advocacy. AeA's Inclusive Education projects aim at:

- Promoting early intervention
- Promoting inclusive education from pre school to higher secondary levels
- Creating barrier free environment in schools
- Providing special education for children with severe disabilities
- Providing vocational education to children of 14 years and above
- Promoting community organization and formation of self help groups of Persons With Disabilities (PWD) and family members of CWD's
- Creating livelihood opportunities for youth, adults and family members of PWDs
- Promoting community based rehabilitation practices and support services
- Collaboration with other stakeholders
- Promoting research and documentation on Inclusive Education and disability for policy advocacy

In order to achieve these objectives, AeA incorporated the components of Inclusive Education in all its existing projects besides promoting new projects focusing mainly on Inclusive Education either directly or in partnership with NGOs.

Strengthening Inclusive Education Interventions in Existing Projects

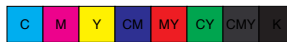
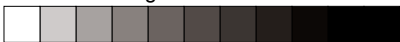
Various activities were undertaken in projects where the Inclusive Education component was mainstreamed (RASS, RDO, BYPASS, MARI, SECURE, IBTADA, TSRD, DIP Sathyamangalam and DIP Harda). Awareness on disability issues was created in the intervention areas resulting in increased participation of persons with disabilities and their family members in community activities.

Major Highlights

- Capacities of the project team members were built thereby enabling them to network with existing services and avail the basic needs such as ID cards, disability certificates, aides and appliances and maintenance support
- 5680 children with disabilities were identified and included into various educational folds such as mainstream education, special education and home based education
- 726 children received surgical interventions

Specific Inclusive Education Interventions

The Inclusive Education projects initiated in collaboration with AAK, Commitments, MPWAB and Sarva Shiksha Abhiyan were further strengthened with new activities towards community based rehabilitation. The progress includes:



Arthik Anusanthan Kendhra - AAK

Action for Mainstreaming of the Disabled (AMOD)

Coverage and location: 750 children in 175 villages of Hallia block of Mirzapur district, Uttar Pradesh

Accomplishments

- Capacity building of members of SHGs in all villages on disability issues
- SHGs taking over the activities relating to identification and availing of basic services
- Federation of SHGs formed at block level undertaking advocacy initiatives
- Strong linkages formed with SSA
- Training on disability and early intervention imparted to Primary Health Care and ICDS workers resulting in early identification of children with disabilities
- Training imparted to SHG members on income generation activities

- Training to members of SHGs to avail credit support from banks and other financial institutions
- 3 Community Resource Centers established
- Community Resource Centers act as a liasoning body between the children and the community and provide preparatory education

MPWAB – Madhya Pradesh Welfare Association for the Blind

Anubhuti Project

Coverage and location: 117 children in 40 villages of Madhya Pradesh

Accomplishments

- All schools provided with learning materials and stationery items
- Community awareness and sensitization programs conducted
- Computer courses introduced for visually challenged children
- Linkages and collaborations developed for continuation of initiatives

Commitments

Identification and training of persons with disabilities and their family members in all project villages resulting in increased participation in all activities

Coverage and location: 467 children in 68 villages of 3 Mandals of Mahabubnagar district, Andhra Pradesh

Accomplishments

- Identification of persons with disabilities in all project villages and training imparted on disability issues resulting in increased participation of persons with disabilities and their family members in all activities
- Assessment camps conducted through networking with national and regional organizations working for disability

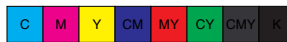
Direct Implementation Project - Kodaikanal

Education for Development

Coverage and location: 2739 children in 10 blocks of Dindigul district, Tamil Nadu

Accomplishments

- Capacities of teachers built on cross disability
- Assessment camps organised to identify the health, educational and other needs of children and persons with disabilities
- Survey conducted to identify CWDs and PWDs in project villages
- 8 Day Care Centers functional providing life skills

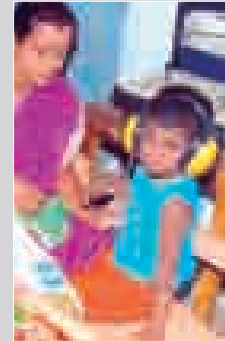


and basic education

- Home based training kits provided to all special educators and physiotherapists in 10 blocks
- AeA selected as part of District Resource Group for Inclusive Education

Case study

Kamalini, a 5 year old girl living in Palani is speech and hearing impaired. She was unable to speak and all attempts made by her parents to improve her speech and hearing ability were in vain. She was admitted in the Day Care Center opened by Aide et Action which focused on providing early intervention services, preparatory education, parent training and therapeutic interventions. She was provided with a hearing aid and given auditory therapy. Training in sign language was imparted to her as well as to her mother. Within a few months, Kamalini started making progress. Her hearing improved with the use of the hearing aid and she started speaking. She learnt the letters of the alphabet and numbers. There is a change in her behaviour. She interacts with other children and plays with them. She has made good progress and is well prepared to start regular school in the next academic year. Her parents are overjoyed. Her mother, Roopa remarks “Thanks to the timely intervention of Aide et Action my daughter is able to go to school like other children.”



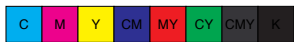
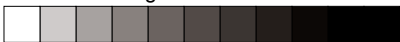
2.6 Responding to the Global Crisis: HIV/AIDS

In the last two decades, HIV/AIDS has emerged as a global epidemic with most potent threats to human development and well being, impacting the socio economic fabric of the global society. The spread of HIV/AIDS in India has also seen an alarming increase, making it one of the countries with largest population of people living with HIV/AIDS. The trajectory of the infection has moved from urban to rural, from high-risk to general population. AeA India works in the domain of HIV/AIDS through multi dimensional programs like targeted interventions, preventive treatment, care and support, policy analysis, advocacy and networking. NGO partners of AeA implement various projects to reduce the spread of HIV/AIDS which includes condom promotion programs, peer counseling and running

HIV/AIDS awareness campaign in schools and among youth and communities. AeA actively supports its partners namely MARI and SECURE in Andhra Pradesh and Tamil Nadu to implement HIV/AIDS programs. The project is funded by HIV/AIDS Alliance and targets Men having Sex with Men (MSM) and Commercial Sex Workers (CSW).

The program:

- Conducts awareness campaigns
- Provides counseling support to people living with HIV/AIDS
- Distributes condoms
- Promotes testing and treatment of STI through ‘Maitri Clinics’



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A New Beginning: UNDP - NACO Link Worker Scheme

Aide et Action initiated a new HIV/AIDS intervention through a collaboration with UNDP supported NACO Link Worker Scheme in 9 districts across India covering the total rural population of the respective districts. The Scheme aims at providing an array of preventive BCC services and would generate a cadre of 1000 trained local personnel as Link Workers and volunteers to work with High Risk Groups (HRGs) and vulnerable young people and women in the Bastar, Bilaspur and Raigarh districts of Chattisgarh and Jodhpur, Ajmer, Alwar, Barmer, Jaipur and Udaipur districts of Rajasthan.

The Link Worker Scheme aims at:

- Reaching out to HRGs and vulnerable young people (men and women) in rural areas with information, knowledge and skills on STI/HIV prevention and risk reduction
- Promoting increased and consistent use of condoms with casual and regular partners
- Generating awareness and enhance utilization of prevention, care and support programmes and services (especially STI, ICTC, PPTCT, ART and DOT)

AeA implements the project directly in 6 districts and in 3 districts in partnerships with NGOs - CARD (Korba district, Chattisgarh), Humana People to People (Alwar district, Rajasthan) and Dhara Sansthan (Barmer district, Rajasthan).

Perspective 2008

- Work with district as a unit to create cost effective and demonstrative models of service delivery in coordination with other stakeholders
- Advocate for incorporation of lesson on HIV/AIDS into syllabus in support of partner NGOs, like

minded networks and forums

- Develop IEC material on HIV/AIDS education with respect to children
- Strengthen district level intervention to reverse and halt the spread of the epidemic
- Initiate pilot on community based care and support for people living with HIV/AIDS
- Undertake evidence based analysis on children affected/infected by HIV/AIDS
- Advocate issues of education for children affected/infected by HIV/AIDS
- Develop IEC material on HIV/AIDS education with respect to children and youth

2.7 Mode of Intervention

Partnerships with local NGOs was the preferred mode of intervention for AeA India. A detailed process and criteria for selection of partners was used for this purpose. AeA assumed the role of facilitator to address the issue of deprivation, discrimination and vulnerability among children, families and communities through various empowering processes.

AeA India also implements projects directly under identified specific circumstances, which provides the strategic advantage to organization. AeA India is also working closely with governments for affecting greater impact and synergy of its work at the field level.

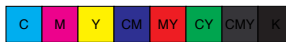
The year 2007 saw AeA India engaged in 27 NGO partnership projects and 8 direct implementation projects.



Directly Implemented Projects (DIP) of AeA

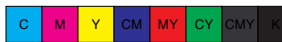
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Partners / Projects	Location	Focus	Coverage
COPE Harda	25 villages, Harda district, Madhya Pradesh	Quality Education	3,800 children 25 schools
DIP Sathyamangalam	16 villages, Erode district, Tamil Nadu	Quality Education	2,479 children 16 schools
DIP Kodaikanal	21 villages, Dindigal district, Tamil Nadu	Quality Education	1,787 children 17 schools
Arumbu Child Development Project	200 slums in Chennai city	Citizenship Education	8,000 children 78 boys & 20 girls clubs
Education of Telugu Migrant Children	21 settlements in Chennai city	Alternate Education - ECCE	1,326 children 1,2 ECCE/AIE Centers 1 RBC Center
Link Worker Programme	600 villages each in Raipur and Durg districts, Chattisgarh and Jaipur, Jodhpur, Udaipur and Ajmer districts, Rajasthan	HIV/AIDS	Total population of 3,600 villages



Project Partners of AeA India

Project/ Partners	Location	Focus	Coverage
ASSEFA Tamil Nadu	77 villages, Trichy and Pudukottai districts, Tamil Nadu	Quality Education	1,374 children 29 schools
DEED	34 villages, Mysore district, Karnataka	Quality Education	3,200 children 34 schools
RDO	108 villages, Nilgiris district, Tamil Nadu	Quality Education	4,250 children 24 schools
BYPASS	125 villages, Rajgarh district, Madhya Pradesh	Quality Education	5,809 children 71 schools
MPWAB	10 villages, Indore and Dewas district, Madhya Pradesh	Inclusive Education	225 children 2 schools
AAK	60 villages, Mirzapur district, Uttar Pradesh	Inclusive Education	750 children 50 schools
ASSEFA Rajasthan	121 villages, Banswara district, Rajasthan	Quality Education	3,650 children 29 schools
Ibtada	18 villages, Alwar district, Rajasthan	Quality Education	700 children 18 Taleemshalas
RASS	204 villages, Koraput district, Orissa	Quality Education	6,500 children 86 schools
Commitments	68 villages, Mahabubnagar district, Andhra Pradesh	Inclusive Education	700 children 25 schools



Project Partners of AeA India

Project/ Partners	Location	Focus	Coverage
MAYA	600 villages, Anantapur and Mahabubnagar districts of Andhra Pradesh and Bellary and Gulbarga districts of Karnataka	Quality Education	60,000 children All Govt. schools
SECURE	14 villages, Khammam district, Andhra Pradesh	Quality Education	1,300 children 14 schools
TSRD	123 villages, Dakshin Dinajpur district, West Bengal	Quality Education	2,800 children 68 schools
MARI	17 villages, Warangal district, Andhra Pradesh	Quality Education	1,800 children 17 schools
Yuvamitra	20 villages, Nasik district, Maharashtra	Liberate School	2,000 children
Lok Panchayat	20 villages, Ahmednagar district, Maharashtra	Liberate School	2,000 children
CARD	600 villages, Korba district, Chattisgarh	HIV / AIDS	Total Population coverage of 600 villages
Humana People to People	600 villages, Alwar district, Rajasthan	HIV / AIDS	Total Population coverage of 600 villages
Dhara Sansthan	600 villages, Barmer district, Rajasthan	HIV / AIDS	Total Population coverage of 600 villages



chapter III rebuilding lives: Tsunami Interventions

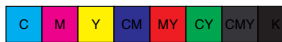


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AeA supports rehabilitation of Tsunami victims in Tamil Nadu, Pondicherry and Andaman and Nicobar Islands in India and Colombo, Galle and Trincomalee districts in Sri Lanka. The projects aim at equitable and inclusive rehabilitation and promote empowerment and involvement of dalits, women and other marginalized communities.

The Projects

- Support interventions in education through:
 - Developing Child Care Centres
 - Renovating schools
- Promoting the participation of children through children's organization
- Linking the youth with the iLEAD and LABS projects for enhancing their employability
- Empower community organizations for livelihood and empowerment
- Support revival of agriculture through reclamation of land and water resources
- Restore coastal ecology through plantations in the coastal belt
- Promote sustainable agriculture
- Ensure disaster preparedness and mitigation



Tsunami Projects Supported by AeA

AeA's Tsunami response comprises of 8 partnership and 3 direct intervention projects

S. No.	Project	Location	Details of Coverage*		
			Population	Families	Villages
01	Tsunami rehabilitation project (AVVAI)	Nagapattinam/ Karaikal	46,871	12,826	31*
02	Tsunami rehabilitation project (Prayas)	Little Andaman, Andaman and Nicobar islands	10,503	1,945	5
03	Rehabilitation of Tsunami victims in Chennai city (Arumbu) Direct Implementation Project	Chennai	19,875	3,750	15
04	Participatory disaster proofing of Tsunami affected target villages (AVVAI, Bharathi, Subhiksha and AeA Direct Implementation)	Nagapattinam/ Cuddalore	1,46,011	31,760	55
05	AeA Livelihood Education Project (AeA LABS)	Nagapattinam/ Cuddalore	6,360	1,200	75
06	Tsunami Rehabilitation Project (WACCO)	Trincomalee, Sri Lanka	7,835	1,496	6
07	Tsunami Rehabilitation Project (SIYATH)	Galle, Sri Lanka	57,000	11,254	9
08	iLEAD – AeA Livelihood Education Project	Chennai	4,950	900	15
09	iLEAD – AeA Livelihood Education Project	Sri Lanka	6,276	1,200	45
10	Participatory Disaster Proofing of Tsunami Affected War Torn Villages in Trincomalee, Sri Lanka (MECDA & WACCO)	Trincomalee, Sri Lanka	26,683	5,336	25
	Total*		3,32,364	71,667	281

*The total population, families and villages are cumulative; a family or village may be covered under more than one project

• 25 villages are covered under EC project too



The year 2007 was crucial for AeA's Tsunami projects as most of them entered into the last year of implementation. The emphasis was on developing sustainability plans and implementing them. Focus was given to building capacities of the local communities to take over the initiatives and to explore linkages with different government departments. The efforts have produced greater impact in terms of restoring the livelihoods, bringing agricultural lands into cultivation, addressing the educational needs of children and building the capacities of communities on disaster preparedness and response. Child Care Centres in all the villages have been linked either to the government system or taken up by the Village Organizations to provide continuous service for better performance of the children.

3.1 Restoration of Childhood and Education

Promoting Meaningful Learning

AeA caters to the needs of 5,034 children through 57 Child Care Centers (CCCs). The CCCs are equipped with adequate infrastructure, libraries, teaching, learning and sports materials. The centers provide day care with nutrition for children below two years, pre-primary education for the three to five year olds and supplementary education for children of 6 to 18 years. In addition, the centers organize training programs in sports, elocution, dance, art, music and life skills. In the Tsunami affected areas, besides ensuring psycho social healing, the centers contributed to an increase in enrollment, retention and enhanced academic performance of the children.

Creating Child Friendly Schools

To improve the learning atmosphere in schools, AeA rebuilt and renovated 22 schools affected by the Tsunami including Child Care Centers. The activities included repairs and renovation of buildings, construction and repair of toilets, installation of play equipment, provision of drinking water facilities and construction of compound walls.

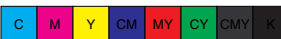
Involvement of Children

Children Cabinets and children's organizations were formed in schools to involve them in school development activities. This cabinet, consisting of a Chief Minister and different ministers like education, sports, water and sanitation, clean and green environment helps the children to gain exposure to various developmental activities not available to them in normal circumstances. This results in their increased responsibility thereby developing leadership qualities.

Making them Employable

iLEAD (Chennai, Dehiwala and Galle) and LABS (Cuddalore and Chidambaram) projects of AeA were extended in the Tsunami affected areas in Chennai, Chidambaram and Cuddalore in India and Dehiwala and Galle in Sri Lanka. In 2007, a total of 1,382 youth were trained in various skills and around 90% of candidates who passed out found employment.





3.2 Organizing Community for Livelihood and Empowerment

AeA realized the need to rebuild the social fabric of life in the Tsunami affected areas where the existing programs of women empowerment through SHGs had collapsed. The organisation restarted the Women's Self Help Groups (WSHG) and formed Common Interest Groups (CIGs) for men to revive existing livelihood systems and create alternative livelihood opportunities. The progress includes:

- Building the capacities of members on group concepts, savings and credit management
- Generating awareness on health, hygiene and gender issues
- Strengthening 626 SHGs benefiting 6548 members
- Mobilizing Rs.168,11,500 through linkages with financial institutions
- Imparting livelihood skill training to 79 SHGs



3.3.1 Revival of Agriculture through Reclamation of Land and Water Resources

Concerted actions were taken to reclaim land and water resources in the Tsunami affected areas that were contaminated by debris and the intrusion of sea water. The progress includes:

- Debris clearance undertaken in 129.25 acres
- 4,186 acres of land desalinated and brought back to cultivation through ploughing, leaching and green manuring
- 68 ponds created for domestic use
- 1,323 irrigation ponds completed ensuring growth of two crops and increasing the yield
- Supply channel for 9,620 meters desilted resulting in additional water supply and protection of the area from floods
- 329 acres of coastal belt plantation completed and 741 acres identified for further promotion along the sea coast of Nagapattinam
- Village Reconstruction Committees in all villages sensitized on ecological protection and conservation

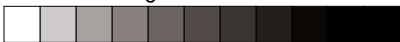


3.3 Participatory Disaster Proofing

Two projects were undertaken in Participatory Disaster Proofing with the support of European Commission viz. 'Participatory Disaster Proofing of Tsunami Affected Target Villages' project launched in 2006 covering 80 villages of Nagapattinam and Cuddalore districts of Tamil Nadu and 'Participatory Disaster Proofing of Tsunami Affected War Torn Villages' project in Sri Lanka launched in January 2007 in partnership with WACCO and MECDA covering 25 villages in the Tsunami and conflict prone division in the Trincomallee district. The projects:

- Engage in reclamation of land and water sources
- Promote sustainable agricultural practices
- Build the capacities of communities for disaster preparedness and management
- Develop schools as eco-centres for village
- Develop village infrastructure for disaster preparedness





3.3.2. Promotion of Sustainable Agriculture Activities

Since the area around Nagapattinam is prone to various disasters, agriculture is a gamble. AeA and its partners in consultation with the community planned for a sustainable income from these lands through promoting horticulture among the farmers and also providing technical support and practical knowledge through various trainings. The progress includes:

- Setting up of 19 vermi-compost units
- Identification of 1076 farmers for distribution of seeds for crop rotation
- Strengthening of 4 old seed banks, setting up of 4 old seed banks and providing seeds to 307 farmers
- Training to 742 farmers on organic farming and provided hand holding support in implementation
- Training to 877 farmers on animal husbandry and agricultural activities

3.3.3 Disaster Response, Mitigation and Preparedness

AeA India is mandated to respond to emergency situations resulting from natural and manmade disasters. The organization believes that relief without a focus on development leaves communities vulnerable to the next disaster. Similarly, development alone without disaster preparedness leaves development work in the hands of the next crisis. Interventions that make people and communities resilient to disaster, reduces both the impact of the disaster and the required magnitude of relief response. The twin measures of development and relief ensure 'resilience' or the ability to withstand shocks. Building the capacities of communities towards disaster preparedness and response is one of the major initiatives of AeA. The progress in this domain includes:

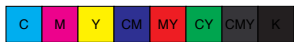


- Training on disaster preparedness imparted to 1013 persons
- Module development for capacity building on preparation of village disaster mitigation plan

3.3.4 Developing Schools as Eco-Centres for Village

AeA proposes to make schools as eco-centers for the village as well as children. The school campus is protected from trespassers by constructing low cost compound walls. Posters and models depicting issues of hygiene, health, disaster preparedness and mitigation are used, to facilitate easy learning and understanding. The main reason for focusing on schools is to educate children on issues related to protection of ecology and disaster preparedness right from their formative stage. The progress includes:

- 21 schools planted for environmental up gradation
- Renovation completed in 1 school and under progress in 4 schools (Sri Lanka)
- Residential bridge school for drop out girls





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chapter IV | new avenues: Emerging Interventions





The last 27 years of AeA in India has been a learning experience. It has encouraged the organisation to reflect on the past experiences and explore new avenues to make its interventions more meaningful to the people it reaches out to. The significant area that AeA has taken up for concerted action is Early Childhood Care and Education.

4.0 Attending to the Tiny Tots: Early Childhood Care and Education (ECCE)

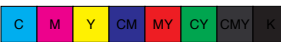
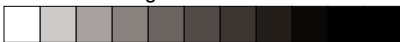
ECCE is an important precondition for universalization of education. While AeA has been implementing ECCE in India for the past 27 years, a systematic and focused intervention strategy was particularly developed during 2007.

Progress 2007

- 77 centers functional for early child care providing day care facilities and pre primary education
- A total of 1213 children covered under these centers

The Advocacy Issues in ECCE

- Comprehensive ECCE policy covering 0-6 years of the children
- Universalization of pre-school services
- Flexible and joyful learning framework in the pre-school education

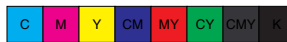


chapter V | mobilizing Resources



5.1 New Beginning for AeA India

Aide et Action has a multi pronged resource mobilization strategy that includes sponsorship and collaborations with Government, institutional and corporate donors. The year 2007 has been a remarkable year for AeA in terms of resource mobilization as the organisation was able to establish new collaborations with various bilateral agencies, Government departments and corporates. AeA was also successful in generating resources from various events such as film shows, musical nights and other cultural events. In 2007, AeA India was able to mobilize resources to the tune of Rs. 52.5 Crores.



AeA strongly believes in its self sustainability in terms of resources so as to support and initiate new projects and programs towards empowerment of the poor and marginalised. This has been achieved through its well placed resource mobilization policy and human resources.

During the year 2007 AeA India widened it's resource net with diverse sources and multiple donors. The focus was on:

- Raising funds from a diverse resource base:
 - Institutional funding–Government, INGOs, bi-lateral and multi-lateral agencies
 - Private funding–Individuals, corporates, events, film shows etc.
- Accessing government funds and resources : AeA worked in collaboration with the government on various ongoing programs and entered into new collaborations with various state and central government agencies.
- Ensuring brand building: Various resource mobilization activities organized by AeA concentrated on promoting brand identity and improving the image and visibility of the organization.
- Involvement of team members at operation level: Involvement of team members at operational level was seen as the key to successful resource mobilization at the local level. A dedicated resource mobilization team provided technical inputs and support, but the contact and need generated from the field level were crucial in entering into many new collaborations.
- Resource mobilization focused upon acquiring resource for programs having diverse portfolio. This ranged from established and demonstrable projects like *i*LEAD, to new and innovative programs like Start and Improve Your Business (SIYB), research studies on various thematic areas

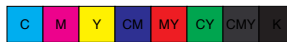
like education, livelihoods etc. and providing consultancy and capacity building services to various agencies.

5.2 Resource Mobilisation Events

To generate resources from corporates and individuals and enhance the visibility of the organization, various musical events, film shows etc were conducted at local level which proved to be a great success. *i*LEAD course completion ceremonies conducted at Jaipur, Patna, Chennai saw a good amount of resources generated through payback from *i*LEAD alumni.

The events organized for resource mobilization were:

- Two musical events conducted at Chennai
- Film show through screening of movies
- Chess tournament conducted at Satyamangalam



5.3 New Collaborations and Partnerships

In order to achieve the targets set for the year, new collaborations started with:

Department of Tribal Welfare, Andhra Pradesh

- Creation of livelihoods for youth
- Covers 10 tribal locations of Andhra Pradesh

Gujarat Urban Development Mission

- Employability training to 25,000 youth under UMEED (Motivation, Employment and Enterprise Development for Urban Youth)
- Covers 20 locations in Gujarat

Kolkata Urban Services for Poor (KUSP)

- Livelihood Management Agency for various livelihoods interventions in Urban Local Bodies
- Focus on youth from the slums

Ministry of Rural Development, Government of India

- Creation of jobs in growth sectors for rural youth with low education
- Decentralized demand driven employability training in identified backward districts of India
- A special SGSY (Swarna Jayanti Swarojgar Yojana) project reaching 33,000 youth in six states

Tamil Nadu Women Development Corporation

- Skill development and employability training
- Focus on youth from marginalized sections of society

Tribal Development Department, Gujarat

- Vocational and skill development training to youth
- Covers tribal areas of Gujarat.

Catholic Relief Services

- Empowering the children, youth, women and community through Education and Vocational Skill
- Covers four districts of Andhra Pradesh

European Commission

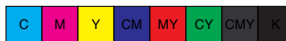
- Reorienting the vocational education system in Andhra Pradesh to create sustainable market oriented employment opportunities for marginalized youth
- Covers more than 28,000 candidates and 5,000 teachers of Andhra Pradesh

International Labour Organization

- Entrepreneurship development program entitled Start and Improve Your Business (SIYB)
- Focus on entrepreneurship training to youth from marginalized sections of society

Fidelity Foundation, UK

- Skill development training to marginalized candidates in Bangalore and Gurgaon
- Training to 850 candidates in market oriented demand driven trades



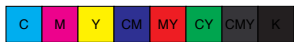
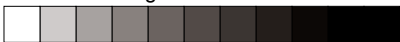
5.4 Awards

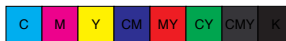
India NGO Award 2007

AeA India received “The Best NGO Award” instituted by Resource Alliance and Nand and Jeet Khemka Foundation among the category of large NGOs working in South India. This award promotes professionalism, good practices and standards in the NGO sector, especially on resource mobilization, accountability and transparency.

Crystal Award

AeA has been awarded the Crystal Award twice presented by the National Society of Statutory Auditors in France to reward NGOs for the most transparent management of funds.





5.5 Audited Statement

Balance Sheet

Aide et Action (India) Private Limited
(All amounts in Indian Rupees)

	Schedule	As at 31st March 2007 Rs.	As at 31st March 2006 Rs.
Sources of funds			
Capital funds	1	24,805,607	14,913,368
Excess of income over expenditure		41,338,115	25,478,251
		66,143,722	40,391,619
Application of funds			
Fixed assets			
	2		
Gross block		36,832,627	19,795,431
Less: Accumulated depreciation		(12,027,020)	(4,882,063)
Net block		24,805,607	14,913,368
Capital advances		-	245,383
Current assets, loans and advances			
Cash and bank balances	3	36,147,083	22,116,643
Loans and advances	4	9,188,906	4,820,865
		45,335,989	26,937,508
Less: Current liabilities and provisions	5	-	
Current Liabilities		3,967,715	1,704,640
Provisions		30,159	-
Net Current Assets		41,338,115	25,232,868
Notes to the accounts Schedules 1 to 11 form an integral part of the financial statements	11	66,143,722	40,391,619

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Per our report attached for BSR & Co.
Chartered Accountants

S Sethuraman
Partner
Membership No. 203491
Place: Chennai
Date: 28 September 2007

For and on behalf of the Board of directors of
Aide et Action (India) Private Limited

Director

Director



Income and Expenditure Account

Aide et Action (India) Private Limited (All amounts in Indian Rupees)

	Schedule	As at 31st March 2007 Rs.	As at 31st March 2006 Rs.
Income			
Contributions (net)	6	79,573,767	35,662,149
Other income	7	1,392,507	718,799
		80,966,274	36,380,948
EXPENDITURE			
Personnel expenses	8	26,966,069	18,648,674
Programme expenses	9	26,032,201	14,592,138
Administration and other expenses	10	12,133,364	7,411,220
Finance charges		46,138	160,797
Depreciation		7,188,575	1,900,313
Prior period items	11(3)	-	1,109,620
		72,366,347	43,822,762
		8,599,927	(7,441,814)
Amounts released from capital funds	1	7,259,937	1,949,407
Excess/ (Shortfall) of income over expenditure for the year		15,859,864	5,492,407
Balance brought forward from the previous year		25,478,251	30,970,658
Excess of income over expenditure carried to the balance sheet		41,338,115	25,478,251
Notes to the accounts Schedules 1 to 11 form an integral part of the financial statements	11		

Per our report attached
for BSR & Co.
Chartered Accountants


S Sethuraman
Partner
Membership No. 203491
Place: Chennai
Date: 28 September 2007

For and on behalf of the Board of directors of
Aide et Action (India) Private Limited


Director


Director

