

40
YEARS OF EDUCATION
ANS D'ÉDUCATION

 **Aide et Action**
Changing the world through Education



Aide et Action (India)

2020-21 ACTIVITY REPORT

ABBREVIATIONS

AEA	Aide et Action	IDU	Injecting Drug User
AEAI	Aide et Action International	IE	Inclusive Education
AEAI SA	Aide et Action International South Asia	iLEAD	Initiative for Livelihood Education and Development
AIDS	Acquired Immuno Deficiency Syndrome	LE	Livelihood Education
AQE	Access & Quality Education	M&E	Migration & Education
CBO	Community Based Organization	MiRC	Migration Information Resource Centre
CCA	Child Competency Assessment	MP	Madhya Pradesh
CCLC	Child Care & Learning Centre	NGO	Non Governmental Organization
COVID-19	Corona Virus Disease	PTA	Parent Teacher Association
CSC	Child Support Centre	RTE	Right to Education
CSO	Civil Society Organization	SHG	Self Help Group
CWD	Child with Disability	SIDBI	Small Industries Development Bank of India
DIP	Direct Intervention Project	SMC	School Management Committee
ECD	Early Childhood Development	TLM	Teaching Learning Material
ECCE	Early Childhood Care & Education	TN	Tamil Nadu
EDP	Entrepreneurship Development Programme	UNDP	United Nations Development Programme
FM	Frequency Modulation	UNICEF	United Nations International Children's Emergency Fund
HIV	Human Immunodeficiency Virus	VCVN	Virtual Community Volunteer Network
ICT	Information Communication Technology		
INR	Indian Rupee		
ICDS	Integrated Child Development Scheme		

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ABOUT US

Aide et Action (AEA) was founded in 1981 as a secular, apolitical, not-for-profit organization headquartered in Paris, France. In 2017, AEA shifted headquarters to Geneva, Switzerland.

OUR VISION

Changing the world through Education

OUR MISSION

To ensure access to quality education for the most vulnerable and marginalised populations, especially children, so they can take charge of their own development and contribute to a more peaceful and sustainable world.

OUR VALUES

Dignity, Inclusion and Liberty

OUR PRINCIPLES

Solidarity, Transparency and Accountability

Aide et Action International Affiliates

Aide et Action Africa

Benin, Burkina Faso, Ivory Coast, Guinea, Madagascar, Mali, Niger, Senegal and Togo.

Aide et Action Europe

Bulgaria, France and Romania.

Aide et Action South Asia

India, Sri Lanka, Nepal and Bhutan

Aide et Action South East Asia

Cambodia, Lao People's Democratic Republic / Laos and Vietnam

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FROM OUR PRESIDENT



I am glad to share with you the Annual Report FY 2020-21. It presents, how, your unstinted support, helped us meeting the unexpected wave of challenges posed by COVID-19. We can justly be satisfied, if not proud, of the little, but not so insignificant for the worst sufferers, the disadvantaged and underserved, we could do to serve and assist them. We can also be happy to report that our regular educational & allied activities continued, after brief interruption due to the lockdown. It took us a few steps further towards the long journey of changing the world to be more peaceful and sustainable. Hopefully, experience of this year will be an asset to deal with the fresh wave of the pandemic, that the globe is already witnessing.

The annual report is a time to reflect on the dynamics of the relationship between our destination – the vision & mission – and the journey. There are a few ideas that I would like to share with you all. I have often observed that when we work with missionary zeal, the enjoyment and satisfaction derived is so sweetly seductive, specially during emergencies, that we tend to focus on quality program implementation and impact assessment, oblivious of the vision and mission. The here and now becomes more important. The future and the mission move away beyond the horizon.

We are traversing through challenging times. If we carefully ponder over, the genesis, continual mutation, spread, speed, diversity, transmissibility, and strength of the virus, its link to climate change would be clear. The pandemic is a wake-up call, an alarm bell, to the Homo sapiens that can be ignored at their own peril. It is a little late – but not too late to accept that at the roots of this existential crisis is the distorted & faulty human-nature relationship that needs to be imperatively and urgently reset.

Ever since European Enlightenment, the Western world, and now the entire globe, shifted from the desire of understanding the secrets of nature to quench curiosity

and to address challenges that it relentlessly posed, to unbridled exploitation of nature to create luxurious conditions of human existence. Having achieved this for a fistful of highly privileged and powerful, this idea of luxurious conditions is now packaged and marketed by them as a dream for all at the cost of hazardous, mindless and merciless over-exploitation of nature just for their insatiable greed for ever-increasing profit. It's a pity that the insight and warning by, Mahatma Gandhi, "there is enough on earth for everybody's need but not enough for everybody's greed" is being ignored. The continued casual response of the global powers towards climate change, as witnessed in the Glasgow summit is ominous. More significant than playing the blame game on origin of COVID-19 virus is deciphering the loud, thundering message for resetting the symbiotic relationship with nature. Modern civilization must become nature-nurturing and nature-nurtured.

Are the powerful of the globe listening? Greed has made them deaf. More importantly, are we, with a vision for sustainable world, listening and engaging with questions like;

1. Will we merrily continue with genuine but seductive satisfaction of our undoubted accomplishments, or will we honestly introspect, reflect and reassess our strategies and programs, for stronger connect with our mission?
2. Will we define 'quality' education as what definitely promotes the all-encompassing value of love for everything, all beings which includes love for nature and also the values of equality, liberty, fraternity, dignity, inclusion, peace, and sustainability, instead of mere academic achievement, or improved livelihood chances?
3. Alternatively, if we consider the above a tall order, are we willing to truncate our mission and lowering our ambition, be satisfied with promoting education which only enables learners to take charge of their own development and forget about the mission of a more peaceful and sustainable world and the values of dignity, inclusion and equality?

The ongoing process of reinventing our organization at the international level may also engage with these questions in response to the message of the pandemic.

We, in India, can undertake an exercise of gradually modifying the existing programs for greater alignment to our cherished vision, mission and values.

My dear friends, I would like to express my sincere thanks and gratefulness to all of you, who have contributed in a variety of ways to what we have been able to achieve. I am confident that as always, your full support will be forthcoming in not only meeting the challenge of the pandemic but also for enabling us to take forward a few steps towards our cherished goal.

SHARAD CHANDRA BEHAR
PRESIDENT,
AIDE ET ACTION INDIA BOARD

CEO'S MESSAGE



The year 2020 shall remain etched in our memories for a long time to come. Life had suddenly come to a standstill when the lockdown was announced in India on 25th March 2020. The pandemic turned our life upside down touching our lives in some way or the other. The poor and vulnerable across the globe underwent an excruciatingly difficult time and millions of families slipped below the poverty line due to the pandemic triggered recession.

The lockdown impacted our projects too, as activities came to a grinding halt. But very soon with support from our partners in change, we commenced our response programs. By the end of the lockdown period in June 2020, we had successfully supported more than 500,000 persons including migrant families, bamboo artisans, small entrepreneurs, underprivileged youth who lost their jobs due to COVID and families living a stigmatised life due to health conditions (HIV/AIDS, IDUs) or occupations (women sex workers, waste picking, manual scavenging and domestic work). We rapidly explored, experimented and adapted novel ways to stay on with our mission thus impacting the lives of more than 1.1 million people across India. Despite the challenges we trained more than 6,000 unemployed underprivileged youths of which 58.4% were youth-girls, in various vocational skills and also supported them to get employed or become self-employed. All this was possible due to the judicious support from our partners in change; the local communities, parents, children, youth, community-based organisations & institutions, grassroots NGOs, donors, teachers and various government bodies/programmes at different levels. In overall it was a humbling experience for all of us in AEA.

I am delighted to share this report with you! This report is a collage of our success, learnings, and challenges we faced to uphold our mission amidst difficult times. Our special appreciation to the communities, who expressed their solidarity in exceptional ways. The pro-activeness

of 500 community volunteers guided virtually by our team, helped returnee migrants of Odisha reach back their homes safely and benefit from government response actions. Likewise, in the forests of Madhya Pradesh, the timely intervention by tribal women collectives ensured safety, security and education of 3000 young school going children. This report is a collection of unique forms of community resilience that we observed in our project areas. Like others, we too experimented with technology to support children and youths and received mixed results. While we did this, we also applied creative ways to support those who got left out due to the digital divide. To ensure education of the last mile learners, we launched iDREAM, an android-based learning application that immediately benefitted more than 40,000 school going children. Those who couldn't access internet were provided with worksheets. Younger children were linked to PSchool application which had lots of activities that kept them engaged and turned to be a huge relief to the parents. In overall, our efforts/actions during the year were a balanced combination of technology and human intervention.

All of the above would not have been possible without the support of our donors, government officials at all levels, our partner NGOs, the various civil society networks, institutions, experts, volunteers and our partner communities and I take this opportunity to thank them for their unwavering support. I also take this opportunity to thank the AEA team for their spirited engagement despite challenges and obvious risks.

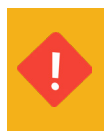
As we move towards another year, we look forward to continuing our efforts to bring meaningful long-lasting change in the lives of the communities we work with, especially children and youth. We shall continue exploring & expanding our horizons along with strengthening our capacities to take forward our mission with renewed vigour.

SAJEEV BALAN
 CHIEF EXECUTIVE OFFICER
 AIDE ET ACTION INDIA



AIDE ET ACTION INDIA

AEA has been operational in India since 1981 and was registered as a not-for-profit organization under Section 25 (8) of the Companies Act, 1956 in the year 1988 with its headquarters in Chennai, India. The operations in India are managed through 6 offices located in Bhopal, Chennai, Delhi, Jaipur, Guwahati, Hyderabad, and Patna.



Our Programme Priorities

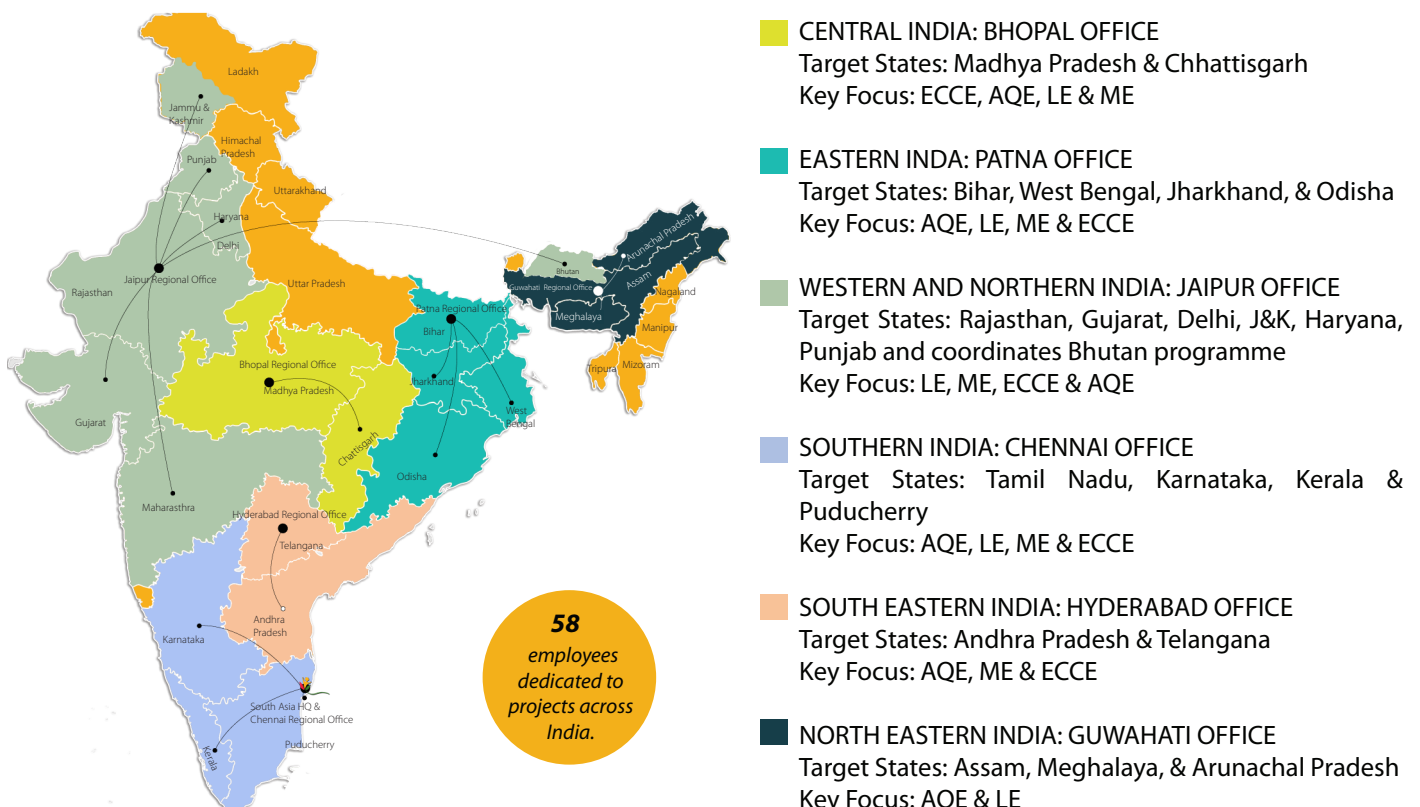
- **Early Childhood Care and Education (ECCE):** Innovating, facilitating, stimulating & enriching environment for cognitive and lifelong development in young children (0-8 years old)
- **Access & Quality Education for primary & secondary level (AQE):** Facilitating increased civic engagement and accountability for equitable access to quality education.
- **Lifelong learning & vocational training:** Strengthening resilience amongst the underprivileged through sustainable livelihoods.



We engage with...

- Young Children (0-5 years), In-School/ Out of School/Dropout/Never Enrolled Children
- Children with disability, Children infected/ affected by HIV&AIDS
- Child laborers, Children of Migrant workers, Children of Women Sex workers
- Children of families engaged in Manual Scavenging, Waste picking, Domestic Work
- Disaster Survivors/ Violence Survivors/ Communities living in conflict zones
- Adults (especially women), Unemployed Youth, Adolescents, and Distressed Migrants

While **Women Empowerment and Education**, and **Inclusive Education** are integral aspects of our actions, we take into account the most pressing issues such as **climate change, peace education and migration**.



REACHOUT (2020-21)



1,147,995

(Population Reachout – Direct)



783,488

Adults (50.03% women)



162,383

Youth (50.15% women)



196,828

Children (51% girls)



2,961

(Boys and Girls below 5 years)



1,694

Schools

308

Anganwadi centres
and CCLCs*



2,335

Teachers

* Child Centric Learning Centres - are safe spaces operationalized for migrant children living in worksites (Brick kilns & Construction sites).



EXECUTIVE SUMMARY

The year 2020-21 was a challenging year and progress was possible due to the overwhelming trust, confidence, encouragement and support from our donors, partner communities, government and well-wishers! The spectacular role of the community through decisive decisions and roles demonstrated their resilience during challenging times.

During the year, AEA directly impacted the lives of more than 11 Lakh (1.1 Million) people through 34 projects in India. This includes 196,828 children and 2,335 teachers in 1,694 schools. More than 6,000 youths (58.4% youth-girls) were trained in various vocational skills and despite COVID, we could support 3,058 (50%) youths to get employed or become self-employed.

- By the end of the lockdown period in June 2020, AEA had successfully supported 568,000 persons including migrant families, bamboo artisans, small entrepreneurs, underprivileged youth who lost their jobs due to COVID and families living a stigmatised life due to health conditions (HIV/AIDS, IDUs) or occupations (women sex workers, waste picking, manual scavenging and domestic work).
- Following closure of schools due to the pandemic, AEA launched iDREAM, an android application for online

education children. This benefitted more than 40,000 underprivileged children. Those who were unable to access iDREAM were provided with worksheets for learning and practice. For young children, parents were linked to PSchool online application which had varied activities that kept the children engaged effectively.

- The women collectives played an important role especially in ensuring continued education of children following closure of schools. They opened up child friendly spaces at their home, followed COVID appropriate behavior and helped children to continue with their education. In Madhya Pradesh, members of women collective/group members in Jhabua and Alirajpur districts received appreciation from the Rajya Shiksha Kendra, Madhya Pradesh Government for facilitating education of more than 3000 children through child friendly spaces.
- The SIDBI and M3M partnered with AEA to implement “Swavalamban – Livelihood Enhancement and Awareness Programme”. This project shall promote effective Sea Buckthorn Harvesting and Processing impacting the lives of youths/families engaged in Sea Buckthorn processing across 13 villages of Leh, Ladakh.



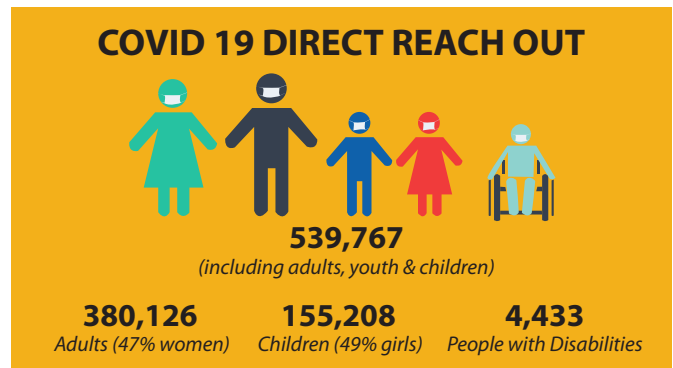


Supporting Migrant Families walking back home



COVID-19 RESPONSE

- Our COVID response programme supported a range of vulnerable groups including migrant families, domestic workers, women in sex work, families infected with HIV/ AIDS, families engaged in manual scavenging, children with disabilities, families engaged in waste picking, bamboo artisans, slum dwellers and other underprivileged sections in rural and urban areas who had lost their livelihoods. The support primarily included providing these families with cooked food, dry ration, medical kits and other essential accessories.
- The migrant families, severely affected due to the lockdown were helped to reach back their home safely, settle down and access government entitlements and other available support. Intensive awareness campaigns especially in local languages were taken up to motivate people follow COVID appropriate behaviour. SHG groups linked with our projects were supported to stitch masks which were then provided to COVID warriors and vulnerable communities.
- A team of 500 Community Volunteers were trained to support the rural population and especially the returnee migrants. This group was called the “Virtual Community Volunteers (VCV)” as they were capacitated, guided and kept informed about COVID virtually over phone and Whatsapp. They in turn kept the rural population updated about COVID and measures being taken by the government. The VCV proactively assisted returnee migrants to settle down, follow COVID protocols and accessing government support. This network of volunteers was guided by the Migration Information Resource Centre (MiRC) team of AEA based in Bhubaneswar, Odisha.



- To ensure education of the last mile learners, AEA launched iDREAM (android-based learning application) benefitting more than 40,000 school going children. For those who couldn't access online content, worksheets were provided. Younger children were linked to P-School application which kept the children engaged and thus was quite helpful for the parents to manage them. Women collectives and volunteers too played a key role in education of the children. In rural areas, women volunteers in 238 villages across Jhabua and Alirajpur districts opened 317 child friendly spaces (in their homes) to ensure uninterrupted education to more than 3,000 children. The effort was appreciated by the Rajya Shiksha Kendra, Madhya Pradesh Government.
- A consortium of eight corporates came forward to support us with resources worth INR 15 crores (150 Million) which helped us support a larger population of vulnerable sections and especially those who were struggling to make both ends meet post unlock period.

Aide et Action
Empowering the world through Education

THE FOUNDATION
iMpower

FOR IMPROVING THE LIVES OF CHILDREN IN RURAL AND URBAN AREAS

EMPOWERING SKILL
DIGITAL EDUCATION
WOMEN EMPOWERMENT
QUALITY EDUCATION
HEALTH & HYGIENE
EARLY CHILD CARE

iMpower CLUB
IFC LABOUR CAMP

On the occasion of International Yoga Day, children of construction workers perform yoga at one of the iMpower clubs in Gurugram, Haryana.



EARLY CHILD CARE & EDUCATION

Leaping over barriers

Seven-year-old Punki Damar, lived with her parents and two brothers in Gothaniya a remote village in Petlavad block, Jhabua district of Madhya Pradesh state in India. They belonged to the Bhil community and depended on their unirrigated, 3 bigha (0.826 Acre) of agriculture land and struggled to make both ends meet. Her parents were unable to explore other means of livelihood nor both of them together could go for work as one of them had to stay back at home to take care of Punki, who was blind!

When it was time to go to school, Punki was refused admission by the school citing unavailability of a special teacher. When this came to the knowledge of AEA's team implementing the 'Mission Antyodaya', project that spanned across villages in Thandla & Petlavad blocks of Jhabua district and Sondwa block of Alirajpur district in Madhya Pradesh state, they brought up the case for consultation during the village collective's meeting. Punki's parents were also invited for the meeting wherein they were counselled about the need to educate Punki and how it would help her to progress in life independently. The collective suggested her parents to admit Punki in the "Mrs. Saraswati Devi Mohta Blind Girls School", located in Indore city managed by the Mahesh Blind Welfare Association. The school had a hostel with proper mess facility too. But, Punki's parents were reluctant as they could not imagine leaving Punki in a far-off hostel to fend for herself. Despite this the team and the collective counselled Punki's parents consistently. This made Punki's parents to visit the school and hostel to check by themselves. They were satisfied with the arrangements and admitted Punki in the hostel.

Today her mother proudly shares how Punki has learnt to speak in Hindi, narrate poetry, stories, able to do mathematics and most importantly is able to manage herself well. With Punki in hostel, both her parents were able to go for work. This gradually enhanced their income, savings and life gradually improved.

When school and hostel was closed due to COVID, Punki returned back to her village. To the surprise of everyone, she had returned as a confident, independent and bold person. She thanked the project team and village collective and shared her experiences with them. The children who used to tease her earlier, soon crowded around her to listen to her personal experiences, stories and poems. The project team soon enrolled her in the learning hub where she continued her studies along with other children.

The 'learning hubs' is an initiative of the government of Madhya Pradesh to operationalise their education programme called "Humara Ghar Humara Vidhayalay". These hubs are managed by the Mother's Collectives formed and capacitated by the Mission Antodaya project of AEA. Punki is all ready to return back to her school & hostel as soon as it reopens.



Punki at her village!



KEY ACHIEVEMENTS

- Strategic support to 229 Anganwadi Centres has improved their functioning. There is improvement in the regularity of children with active support of the parents.
- 79 Child Care Learning Centres (CCLCs), set up in the worksites employing migrant families are providing care and protection to more than 1,000 young migrant children. These CCLC's are also linked with the neighbourhood Anganwadi/ICDS which is benefitting the women, adolescent girls, pregnant and lactating mothers too living in the worksite.
- Young children (kg to 5th grade) in the projects, were linked to the 'PSchool' application. This application has variety of learning activities for kids and was a great support to parents.

ACCESS & QUALITY EDUCATION

Jhagudi Didi – the torch bearer for education!

Fifty-seven-year-old Jhagudi didi sat quietly, inquisitively peering through the long veil dangling over her face. She was trying to make sense of the brisk preparation happening in the training hall. Jhagudi didi was illiterate and never been to a school. But she valued education and therefore wanted children of her village to be educated. To make this possible she had decided to become a volunteer who shall advocate and support education of children in her village. Jhagudi didi lives in Badlipada village located in Petlavad block of Jhabua district in Madhya Pradesh state along with her husband, two sons and daughter-in-laws. The family earned their living as agricultural labourers.

The 'Mission Antyodaya' project being implemented in Petlavad block by AEA, aims to improve the status of health, education and strengthen local governance with support of parents, teachers, children and the community. Inspired by the project's mission, Jhagudi didi volunteered to facilitate education of children and undertook the intensive training programme. Initially, she lacked confidence to engage with the children but with hand holding support by the project team she began interacting and engaging with the children. Her story telling skills turned out to be very helpful. Children enjoyed her stories, poems and songs.

Soon she gained respect and admiration of the entire village and especially the parents who began supporting her. She then formed a Mata Samiti (Mothers Collective), Bal Parliament (Children Parliament), and Bal Sabha (Children Collective). The active functioning of these collectives led to improved competency levels amongst children and their regularity to school. On 26th January 2020, Jhagudi didi was felicitated by village and teachers for her exemplary contributions.

When COVID-19 struck, she supported teachers in distributing ration kit, books, and other accessories. She participated in community awareness programmes to promote COVID appropriate behavior amongst the community. Along with these she continued her engagement with children who loved her and followed her advice. "I enjoy being with children. I shall try my best to uphold education as this is my dream and I see it coming true," says didi with a pleasant smile on her face.

Jhagudi didi is an active member of the community volunteer group spread across 238 villages. They are called the "Change Vectors" whose main objective is to bring change in their village. Their committed efforts safeguarded families from COVID-19 and kept children continue their education despite closure of schools.





KEY ACHIEVEMENTS

- In 2020, we reached out to more than 100,000 children (51% girls), 2,803 teachers across 1,779 schools. More than 400 school aged migrant children were linked to schools near to the worksites where their parents worked. This helped in their re-enrollment to their village school and coping up with classroom sessions on their returning back.
- Our engagement with teachers and parents is improving relationship between teacher, students and parents. This has improved the functioning of schools, quality of education and the overall environment in the schools. Children are demonstrating improvement in learning outcomes. The dropout rates have come down and parents are ready to support their daughter's education than marrying them off early.
- Following the closure of schools due to COVID, it was mostly community driven initiatives that kept children in touch with their books and especially those who were unable to access online classes. In Jhabua and Alirajpur districts of Madhya Pradesh, to stop children from idling and focus on their education, the trained members of women collectives formed by our project set up child friendly spaces for children to continue their education under their supervision and support. A total of 317 such spaces were operationalized by women across 238 villages benefitting more than 3000 children. The effort was highly appreciated by the Rajya Shiksha Kendra, Madhya Pradesh Government. Similar efforts in other projects across the country helped children to continue their education.
- More than 40,000 children benefitted from iDream, an android-based educational application launched by AEA to keep children connected with education and for those who could not access iDream or any form of online content, the project teams provided worksheets. Despite the lockdown the respective project teams were in touch with the children over phone to help them continue their education.

LIVELIHOOD EDUCATION

iLEAD's Frontline COVID Warriors !

Poverty had forced Nitish Kumarto discontinue education after completing the intermediate level (+2) education. Agriculture was the only source of income and this was insufficient for a family of four. Upon discontinuing his education, Nitish started caring for family livestock and helping his father with their farming operations. He also stopped contemplating about his future!

One day while interacting with few youths of his age, he learnt about iLEAD and that these youths had just completed their course from iLEAD and were trying for employment. Guided by these new friends, he reached the iLEAD training centre in Bodhgaya. Realising the potential of vocational training and the nature of support iLEAD provided to its trainees, he enrolled himself for the 'Bed Side Patient Attendant' course. Realising that this could be a crucial turning point in life Nitish, worked hard.

On completion of the training programme Nitish got employed as a general duty assistant with a salary of INR 7,600 in Patna, the capital city of Bihar state. Very soon he moved to another job and this time joined an emergency hospital with a monthly salary of INR 20,000. With the outbreak of COVID-19, he expressed his desire to work for the COVID infected and the hospital management gladly shifted him to the COVID ward. Today, he is a proud COVID Warrior who serves the needy and also meets his family's expectations. Nitish valued education and therefore ensured education of his siblings.

In 2020, seven youth (2 boys & 5 girls) who had opted for the course in 'Bedside Patient Care' in the Gaya iLEAD Centre were recruited as COVID warriors by hospitals. The iLEAD is a flagship vocational education programme of AEA. The programme aims for holistic development of youth and turning them as 'Change agents' through a systematic & structured vocational skill training programme.





KEY ACHIEVEMENTS

- The year 2020 was the 15th anniversary of iLEAD programme. During these remarkable years, the programme impacted lives of more than 250,000 youths. During the first COVID lockdown, 18 iLEAD Centres were converted into Resource Centres to support migrant families in distress and trying to reach their home. The iLEAD alumni supported SHG groups in stitching more than 100,000 masks which was provided to COVID warriors and vulnerable groups (especially migrant families).
- When iLEAD Centres were closed due to the pandemic restrictions, online trainings were held to continue the training of 6,000 youth (58.4% youth-girls). By the end of the year amidst all challenges, 2,228 youth got employed, 830 youth opted for self-employment while the team continued the placement process for the rest.
- The project on building bamboo enterprises across Arunachal Pradesh, Chhattisgarh, Madhya Pradesh and Odisha states successfully assisted 264 women set up their enterprise and helped 473 women in getting green jobs. Further our COVID response actions helped 200 bamboo artisan families in Madhya Pradesh to revive their livelihood.

WOMEN EMPOWERMENT & EDUCATION

Re-building life through Entrepreneurship

Banroilin Nongkseh, mother of five, earned a living through traditional farming. The income from traditional farming was not enough to make both ends meet. When AEA pursuing its project titled 'Enterprise Promotion for Sustainable Development (EP4SD)' met the SHGs and shared the idea of mushroom cultivation as a source of livelihood Banroilin joined in. She was member of the Latyllilang SHG based in Umsawkhwan village of Umsning Block, Ri-bhoi District, Meghalaya state. A total of twenty-three women from four SHGs showed interest and underwent training in mushroom cultivation. On completion of the training, all of them commenced cultivation with the spawn purchased from the Indian Council of Agricultural Research (ICAR), Meghalaya. Banroilin invested INR 2,000 and began mushroom cultivation.

She sold the first harvest of mushroom in her own village at a

rate of INR 250 per kg with a profit of INR 6,250. This motivated her and also other members of her SHG to take up mushroom cultivation. Though the number of people cultivating mushroom increased all of the produce got sold out without any difficulty. Further encouraged, Banroilin, began selling her produce in the nearby markets. With increasing demand for mushrooms, Banroilin now plans to sell her produce in the city market.

"COVID had made it tough for me to meet family needs. I was not able to pay school fees too and this was quite upsetting for me. The income from mushroom has turned out to be a huge saviour. It has helped me manage my family's need and pay off all dues, especially the school fees. It is a huge relief for me," says Banroilin Nongkseh who has turned into a role model for others.



Banroilin processing mushrooms.



KEY ACHIEVEMENTS

- The CBOs, play a key role in strengthening our projects and is the pillar of sustainability. There are 962 CBOs (with 10824 women members) whose proactive engagement is resulting in access to rights & entitlements, effective functioning of schools, strengthening livelihoods and ensuring effective functioning of various Community based institutions. These groups have played a key role in facilitating continued education of children after schools were closed down due to COVID.
- The active engagement of the mothers' groups within their community has brought a positive mind-set change favouring the girl children. Enrollment and regularity of girls to school has improved well. Support at home has helped in improved learning outcomes and their overall development. Cases of early marriage and dropout rate has decreased substantially. There is increasing number of girls taking up higher education and parents determined to help them seek a better life.
- The improving learning outcomes and educational performances has earned the girls respect, admiration and support equally from parents and teachers. No longer are they ridiculed. Several girls have become effective peer educators thus turning them into role models for the community. These girls are gradually turning into the much required potential human capital who shall uphold the cause of girl child education.

MIGRATION & EDUCATION

Home alone!

In December 2019, Bhramara and his wife Kausalya Mahananda planned to migrate to Telangana to work in a brick kiln. Before leaving they admitted their 11-year-old daughter Barsharani Mahanand, a 6th class student, in the Thudibahal Upper Primary School that also functioned as a seasonal hostel. Lack of livelihood opportunities especially during lean agriculture season force agri-labourers, small & marginal farmers, to seek livelihood opportunities beyond the boundaries of their village. The seasonal hostels set up by the state government has been helpful in preventing children from migrating and continue their education. This reduced dropout rate amongst children from migrant families and also protected them from the hazards of migration. The states of Tamil Nadu, Andhra Pradesh and Telangana are some of the commonly preferred destinations for seasonal migrant families who work till the onset of monsoon and then return back to their villages with the earnings.

Unfortunately, after Bhramara and Kausalya Mahananda left for Telangana, COVID-19 struck and they got stuck in their worksite. Fearing children getting infected, the district administration of Balangir closed all hostels and sent back the children to their homes. While relatives came to pick up other children, Barsharani had to fend for herself, she found herself at home, ALONE!

She somehow managed to collect firewood from nearby forest and cooked for herself. The school administration had provided a month's ration to her and this was a saving grace. Soon her struggle came to the attention of the local print & electronic media and through them it came to the notice of AEA. The AEA team immediately took the matter to the district child protection committee and counselled the neighbourhood woman folk to support her especially to stay with her during the night. "It was quite frightening to be alone and especially during the night. I was under tremendous stress. I shall always be grateful to AEA for their timely support and especially for persuading the neighbourhood woman to give me company during the night. It was only after this arrangement that I could sleep without fear," shared Barsharani.

Soon, AEA identified 391 more children in similar situation. AEA provided them additional dry ration sufficient for a month and alerted the community, local governance and the government.



Barsharani with her mother.



KEY ACHIEVEMENTS

- By the end of lockdown period (June 2020), we had supported more than 100,000 stranded migrants and other vulnerable groups. We provided them with cooked food/dry ration, medical kit, nutrition kit (for children) and other essential support. Migrants were also supported to travel back to their homes and on reaching assisted in settling down and accessing government entitlements. Eighteen of our vocational skill training centres functioned as resource centres to support the stranded and moving migrants.
- A team of 500 trained community volunteers assisted the returnee migrants settle down safely, follow COVID safety norms, informed them about the various government response programmes beneficial for them and helped them access them and other entitlements. This group was named as Virtual Community Volunteers (VCV) and were mostly guided over phone and Whatsapp by the MiRC team especially during the travel restriction periods.
- A compendium of various government schemes benefitting migrants was prepared and shared with the migrant families. A bi-lingual resource kit in Hindi & English with information on healthy & nutritional diet for pregnant women, lactating mothers and children too was also developed and shared. These resource kits assisted communities in making informed choices and appropriate actions.

HEALTH EDUCATION & HIV/AIDS

Oobisri the lone fighter !

Oobisri was a 3rd grade student in the government primary school at Ammapet, Salem district of Tamil Nadu state, when she became part of the Enlight project. Today she is 10 years old and a student of 5th grade. The past two years has been quite challenging and transformational for Oobisri. Her father is a tailor and her mother who is HIV+ worked as a server in the local hotel. Health issues and obesity restricts Oobisri's father from commuting and he is yet to undertake the HIV test.

Her father runs a small tea shop at their house and is trying to make both ends meet. Following her mother testing HIV positive, their relatives and neighbours disowned them. Life turned upside down for the family. Oobisri too lost all her friends and became lonely. She was forced to spend her time at home, with no one of her age to interact or play with.

The health condition of her parents resulted in excessive fatigue, which impacted their income. On the other hand the increasing medical expenses was an added burden for the family. In overall, survival had become a huge challenge. Often Oobisri was left to fend for herself if she fell ill. It was during this strenuous period that Oobisri got enrolled into Enlight project. As part of the regular procedure, Oobisri underwent the Child Competency Assessment (CCA) exercise. The results were quite disheartening. The team immediately developed a plan of action for Oobisri to follow. Though she was a slow learner, the plan helped her a lot and she began showing improvement.

Soon COVID-19 lockdown was declared bringing all activities to a halt, including the crucial home visits.

Oobisri's parents lost their jobs and were struggling to make both ends meet. With school closed, her teachers were out of contact. As a result, with no support and guidance, Oobisri began losing interest in education, she was once again alone and lonely fending for herself.

Despite challenges, the ENLIGHT team regularly connected with the project children over phone. This helped the team to know the difficulties faced by the families and make arrangements for possible support. These phone calls kept the children motivated and engaged. When the team learnt about Oobisri's condition they helped her parents to avail a second hand android mobile phone through which she was linked to online education. The team subjected Oobisri to another round of CCA through Whatsapp. The results were not encouraging and therefore her learning plan was modified, fresh worksheets were provided and she was linked to iDREAM an android online learning application. This application launched by AEA benefitted more than 40,000 underprivileged children.

The team closely monitored and supported her virtually. She was linked to a peer educator who supported her online via Zoom. Gradually, Oobisri regained back her interest and began focusing on her studies. In the third CCA she scored 'A' grade in all the subjects. To keep her engaged, Oobisri was immediately promoted as peer educator for 3 children. Observing the positive turn of events, her neighbours too began allowing their children to mingle and play with her. Oobisri's parents were overjoyed with the turn of events. Her mother expressed about how worried they were about her and how relieved she feels now to observe the sea change in her daughter with support of the team.

KEY ACHIEVEMENTS

- Our project 'Enlight' supports 235 girl children affected by HIV/AIDS in the Salem city of Tamil Nadu and this support has helped them continue their education without dropping out despite varied challenges. These children are also demonstrating appreciable progress in their learning outcomes. The project has ensured that all affected families are linked to state support mechanism and receive all forms of support and entitlements.
- The project 'Targeted Intervention' operational in Jalandhar district of Punjab, identified and reached out to 609 persons with high-risk behaviour, 503 injecting drug users and 103 spouses. Observing the progress made, the Punjab State AIDS Control Society (PSACS) supporting this project invited AEA to expand this initiative to the Amritsar district of Punjab state from January 2021 onwards.
- More than 1.25 Lakh needles and syringes were distributed to the (IDUs) under needle exchange programme while 103 injecting drug users have been linked/are undergoing Opioid Substitution Therapy (OST).

FINANCIALS 2020-21

AIDE et ACTION (INDIA)
BALANCE SHEET AS AT MARCH 31, 2021
(All amounts are in Indian Rupees unless otherwise stated)

	Notes	As at 31 March 2021	As at 31 March 2020
SOURCES OF FUNDS			
Capital funds	3	12,390,015	14,160,208
Excess of income over expenditure	4	59,833,003	52,747,003
		<u>72,223,018</u>	<u>66,907,211</u>
Restricted contribution	5	54,841,000	84,376,743
Non-Current liabilities			
Long-term provisions	6	182,493	1,300,657
Current liabilities			
Trade payables	7		
Total outstanding dues of micro and small enterprises		-	-
Total outstanding dues of creditors other than micro and small enterprises		9,049,728	11,990,865
Other Current Liabilities	8	1,750,975	1,927,975
		<u>10,800,703</u>	<u>13,918,840</u>
TOTAL		<u>138,047,214</u>	<u>166,503,451</u>
APPLICATION OF FUNDS			
Non-current assets			
Property, Plant and Equipment			
Gross Block		70,446,333	69,584,892
Less: Accumulated depreciation		(58,056,318)	(55,424,684)
	9	<u>12,390,015</u>	<u>14,160,208</u>
Long-term loans and advances	10	19,334,391	23,651,648
Current assets			
Cash and bank balances	11	99,988,034	99,312,568
Short-term loans and advances	12	3,390,269	27,481,427
Other current assets	13	2,944,505	1,897,600
		<u>106,322,808</u>	<u>128,691,595</u>
TOTAL		<u>138,047,214</u>	<u>166,503,451</u>

Significant accounting policies 2
The accompanying notes are an integral part of the financial statements.

As per our report of even date.

For S.R. BATLIBOI & ASSOCIATES LLP
Chartered Accountants
ICAI Firm registration number:101049W/E300004

V. Dhenuburiswaran

per Dhenuburiswaran V
Partner
Membership No.: 215881

Place: Chennai
Date: 29-11-2021



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

Sharad Chandra Behar *V. R. Rao*

Sharad Chandra Behar
Director



Place: Chennai
Date: 29-11-2021

Dr. V. Rukmini Rao
Director

Place: Chennai
Date: 29-11-2021

AIDE et ACTION (INDIA)
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2021
 (All amounts are in Indian Rupees unless otherwise stated)

Particulars	Notes	For the year ended 31 March 2021	For the year ended 31 March 2020
INCOME			
Contributions (net)	14	117,330,779	131,660,078
Amount transferred from Deferred Revenue		84,376,743	-
Other income	15	4,791,145	4,193,988
		206,498,667	135,854,066
EXPENDITURE			
Employee benefits expense	16	30,603,540	44,982,924
Programme expenses	17	160,055,486	163,632,689
Other expenses	18	9,462,471	12,334,869
Depreciation	19	4,562,409	4,859,666
Finance costs	20	5,028	9,227
		204,688,934	225,889,375
Excess/ (Shortfall) of income over expenditure for the year before release from capital funds		1,809,733	(90,035,311)
Amounts released from capital funds	3	5,276,267	4,859,666
Excess/(Shortfall) of income over expenditure for the year		7,086,000	(85,175,645)

Significant accounting policies 2
 The accompanying notes are an integral part of the financial statements.

As per our report of even date.

For S.R. BATLIBOI & ASSOCIATES LLP
 Chartered Accountants
 ICAI Firm registration number:101049W/E300004

V. Dhenukumar

per Dhenukumar V
 Partner
 Membership No.: 215881

Place: Chennai
 Date: 29-11-2021



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

Sharad Chandra Debar *V. R. Rao*

Sharad Chandra Debar
 Director

Dr. V. Rakmini Rao
 Director

Place: Chennai
 Date: 29-11-2021



Place: Chennai
 Date: 29-11-2021

RECOGNITIONS & RENEWALS

Aide et Action is an accredited member of Credibility Alliance and also certified by Guide Star.

On completion of the project "Supporting Human Capital Development" funded by Asian Development Bank, AEA received a Project Completion and Appreciation Certificate from the Government of Meghalaya.

AEA is registered with NGO DARPAN maintained by National Institution for Transforming India (NITI Aayog), formerly known as Planning Commission of India.

OUR PARTNERS IN CHANGE

INSTITUTIONAL /INTERNATIONAL DONOR AGENCIES				GOVERNMENT	
					
					
CORPORATE AGENCIES					
					
					
					
INDIAN FOUNDATIONS			INTERNATIONAL SPONSORS		
					
			Individuals: 1,677 Collective: 2,193		

OUR NGO PARTNERS

AEA implements project directly and in partnership with NGOs who are:

Ashraya Foundation for Children (AFC), Action for Rural Technology & Service (ARTS), Commitments, Development Education and Environment Programme (DEEP), Delhi Council for Child Welfare (DCCW), Gramya Resource Centre for Women (GRAMYA), People's Action for Development (PAD), Prayas JAC, Society for Advancement in Tribes, Health, Education and Environment (SATHEE), South Kolkata Humari Muskan (SKHM) and Stree Mukti Sangathan (SMS).

AEA INDIA BOARD



A passionate patron of Education, Gandhian philosophy and its vision who served the India Administrative Service (1961-1997), pursued academics and also supported constructive activism. He has held all important positions in the departments of Education, Labour Welfare and development of Scheduled Tribes, Scheduled Castes and Other Backward Classes and as the Chief Secretary of the Government of M.P. He is the founder Vice Chancellor of Guru Ghasi Das Central University, Bilaspur (1983 – 87) and was the Vice Chancellor of Makhnallal Chaturvedi National University of Journalism, Bhopal (1999 – 2004), of which the Vice President of India was the visitor.

Mr. Sharad Chandra Behar
President,
AEA (India) Board



A noted social, rural development and women rights activist. She is the founder of Gramya Resource Centre for Women that addresses issues of land rights for women, their right to education and the prevention of violence against women and girls. Dr Rukmini Rao has worked extensively with the rural folk of Nalgonda and Khammam, and plans to do a lot more through her Gramya Resource Centre. A recipient of several awards, she was conferred with "WOMAN OF THE YEAR – 2014" award by "THE WEEK".

Dr. Rukmini Rao
Member,
AEA (India) Board



A leading Brand and Marketing expert and a Certified Life Coach specializing in Life & Mid-life-transition coaching, Mr Kotnala has a rich and varied experience of working with some of the biggest names in the media and advertising industry. In his career spanning 30 years, Mr Kotnala has been associated with Dainik Bhaskar Group, Citibank, Motorola, ITC Welcome group, Hero Honda, Yamaha, MTNL, Maruti, and Oriental Insurance.

Mr. Sanjeev Kotnala
Member,
AEA (India) Board

OUR SENIOR EXECUTIVE TEAM



Mr. Ravi Pratap Singh
International Program Director &
Regional Director - South Asia



Mr. P B Sajeev
Chief Executive Officer - Aide et
Action (India) & Director- Programme
Development & Support



Mr. David Williams
Director - Finance &
Administration



Mr. Sreedhar Rao
Director - Human
Resources & Organizational
Development



Mr. Umi Daniel
Director - Migration & Education



Ms. Meera Shankar
International Sponsorship
Coordinator



Ms. Sivagami Sivasubbu
Regional Manager - Chennai
(Lead on Inclusive
Education)



Dr. Aishwarya Mahajan
Director - Livelihood
Education



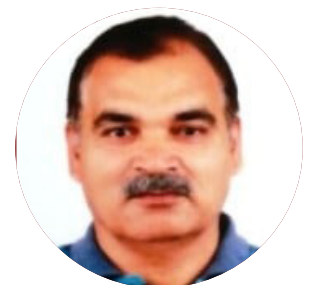
Mr. Pravin Bhope
Regional Manager - Bhopal
(Lead on ECCE)



Mr. Suresh Gutta
Regional Manager- Hyderabad



Mr. Pranab J Panging
Regional Manager - Guwahati



Mr. Balwant Kumar Singh
Regional Manager -
Patna



Ms. Dipjyoti Sundary
Senior Manager - Girl Child
Education & Women's
Empowerment



Mr. Chandra Kiran Katta
Manager - Communications

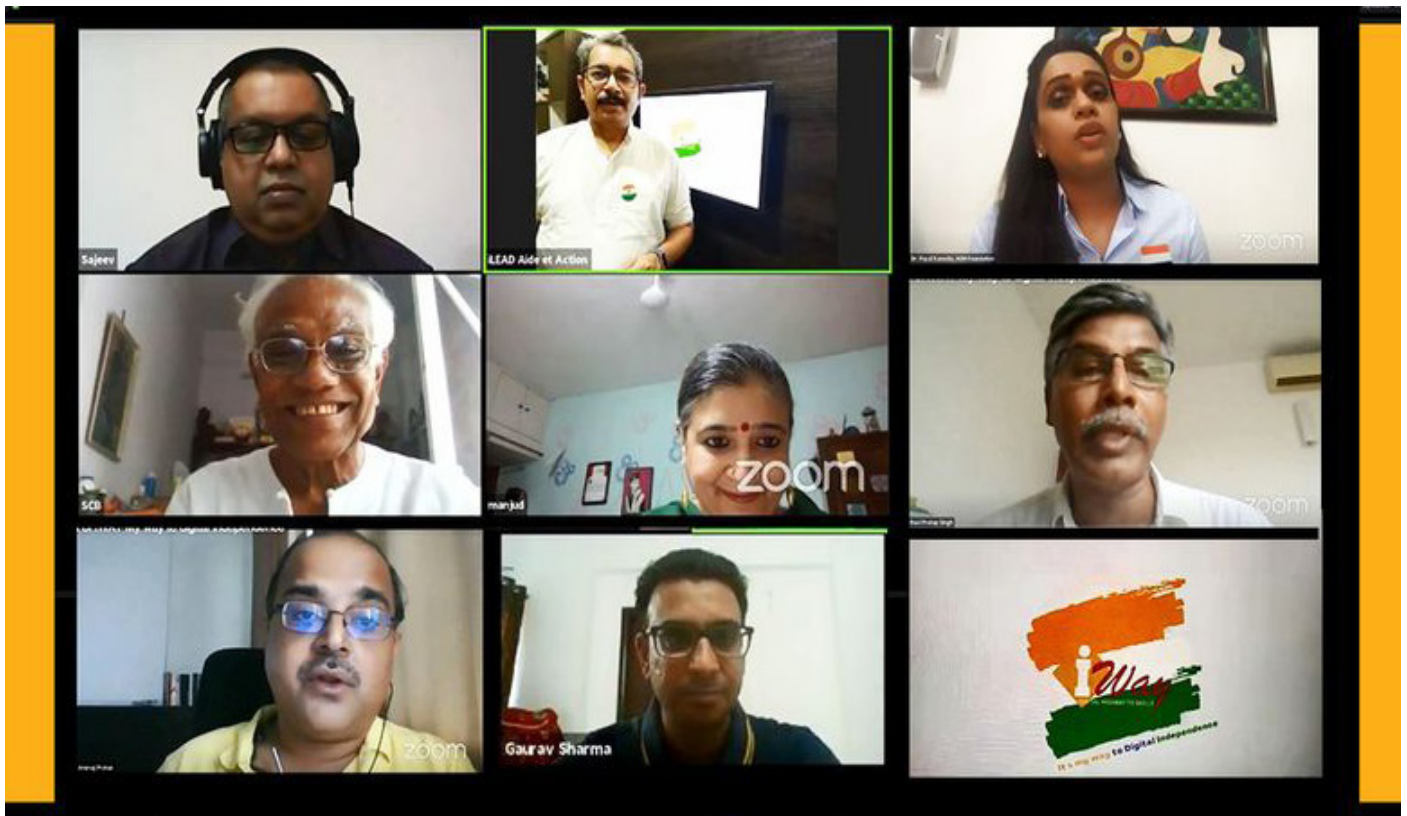
FOOTPRINTS 2020-21



Ensuring safe travel back home for Migrant Families.



Uninterrupted education amidst the pandemic.



Global launch of iWAY, AEA's e-learning platform specially designed for the underprivileged to develop digital skills.

Dreams Meeting Wisdom



Dreams Meeting Wisdom – An online interactive session between the leadership teams of Aide et Action and Capgemini with girl children from project ENLIGHT!



Virtual Community Volunteers spreading awareness to reduce stigma and discrimination due to COVID-19 across 190 villages of Odisha.



COVID relief support to vulnerable families



COVID relief support to vulnerable communities.



SHG members stitching mask for distribution

PROJECTS IN 2020-21

COVID-19 Response

Location: PAN India

ENLIGHT

Theme: Access & Quality of Education

Location: 9 cities of India (Bengaluru, Chennai, Delhi, Hyderabad, Kolkata, Mumbai, Pune, Salem, & Trichy)

iLEAD – Initiative for Livelihood Education and Development Theme: Lifelong and Livelihood Education - Vocational Training
Location: pan India

Transforming Villages through Education

Theme: Access & Quality of Education

Location: Alirajpur & Jhabua districts, Madhya Pradesh

To initiate the process of transforming villages bringing all round progress in villages around Kanha Tiger Reserve

Theme: Early Child Care Education

Location: Madhya Pradesh

Bandipur School Development Project

Theme: Access & Quality of Education

Location: Karnataka

SIRAGUGAL-Help Children to Raise up in their Life (School Development Project)

Theme: Access & Quality of Education

Location: Tamil Nadu

Creating awareness and increasing access to MGNREGA in Bagalkot and Kalaburgi Districts of Karnataka

Theme: Migration & Education

Location: Karnataka

Access and Quality Education for Adivasi Children

Theme: Access & Quality of Education

Location: Assam

Ensuring Quality Education with the support of Information Technology

Theme: Access & Quality of Education

Location: Assam

Enterprise Promotion for Sustainable Development

Theme: Lifelong & Livelihood Education

Location: Assam & Meghalaya states

Promotion of child friendly spaces in 50 villages of Lakhimpur and Biswanath districts in Assam

Theme: Education in emergency and post emergency situations

Location: Assam

After care support for young adults in CCI of Assam & position paper on migrant worker in Assam

Theme: Migration & Education

Location: Assam

Tribal Children Education Development

Theme: Access & Quality of Education

Location: Andhra Pradesh

Ensuring Inclusive and Quality Education of Lambada Girls by strengthening ECCE

Theme: Early Child Care Education

Location: Telangana

Mainstreaming Migrant Children through Access to Rights, Entitlements and Education

Theme: Migration & Education

Location: Telangana

Safe, Healthy and Learning Environment for Migrant Children

Theme: Access & Quality of Education

Location: Telangana

Pahal

Theme: Early Child Care Education

Location: Delhi

Targeted Intervention

Theme: Health Education

Location: Punjab

Redefining life of the Girl Children of Domestic workers through quality education

Theme: Access & Quality of Education

Location: Maharashtra

iMpower- an Initiative for maximising potential of workforce through ensuring resources at the worksites in Delhi NCR

Theme: Early Child Care Education

Location: Haryana

AAKRITI

Theme: Access & Quality of Education

Location: Bihar

Caring and safe environment for young migrants at worksites

Theme: Migration & Education

Location: Bihar

Strengthening government COVID response on Care and Protection for Children, Adolescents and Youths of migrant families in 3 districts of Odisha

Theme: Emergency and post emergency Education

Location: Odisha

Initiative for Upliftment of 14 Villages of 6 Panchayats through Community Development in and 3 districts of Madhya Pradesh

Theme: Lifelong & Livelihood Education

Location: Madhya Pradesh

Micro Enterprise Promotion Program (MEPP) in Meghalaya

Theme: Lifelong & Livelihood Education

Location: Meghalaya

Promotion of Bamboo Enterprises for Sustainable Development

Theme: Lifelong & Livelihood Education

Location: Arunachal Pradesh, Chhattisgarh, Madhya Pradesh and Odisha

Caring and Safe Environment for young migrants at worksites

Theme: Access & Quality of Education

Location: Telangana, Odisha, Madhya Pradesh and Tamil Nadu.

Migration Information Resource Centre

Theme: Migration & Education

Location: Pan India

Back to Basics

Theme: Access & Quality of Education

Location: Bihar

School Development Project-BR Hills Tiger Reserve

Theme: Access & Quality of Education

Location: Karnataka

Care and Learning for Young Migrant Children at Construction Sites

Theme: Migration & Education

Location: Delhi

Empowering Adolescent and Youths-Safe City Initiative

Theme: Early Child Care & Education

Location: Madhya Pradesh

Documenting of migrant children in Tamil Nadu

Theme: Migration & Education

Location: Tamil Nadu



Changing the world through Education

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Telephone no: +91 674 2350503.

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Patna,Bihar (Pincode: 800 013),
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Aide et Action (India) / Aide et Action International (South Asia)

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