Annual Report 2015
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At Education Above All Foundation, we are working to empower children, young people and women through the provision of quality education, enabling them to become active members of their communities and thus contribute to human and economic development.

In September 2015, the Sustainable Development Goals (SDGs) were adopted by the United Nations General Assembly. One of the 17 SDGs is access to quality education for all. With so many goals vying for the world’s attention and resources, EAA is committed to keeping our promise to enroll and retain millions of out-of-school children around the world.

We are working with many different partners from the international community to ensure that the unfinished business of the Millennium Development Goals is completed and that the provision of quality primary education remains a priority, as it is the foundation for meaningful sustainable economic development.

EAA focuses on providing education to some of the most marginalized groups in the world, such as refugees, victims of war and natural disasters, and people in areas of extreme poverty. With the support of our partners, we are contributing to the SDGs’ spirit of leaving no one behind.

EAA’s Educate A Child (EAC) programme has achieved considerable success in eliminating barriers that prevent children from accessing quality education. By the end of 2015, EAC had secured partner commitments to enrol more than six million Out of school children through 46 projects in 40 countries.

The scholarships project of the Al Fakhoora programme is set to be expanded to benefit both Syrian and Palestinian refugees across five countries. Meanwhile, our Mauritania project is supporting education, health and income-generating projects in the country, and the Protect Education in Insecurity and Conflict programme continues to advocate about the impact of armed conflict on education. With the rise of conflict and instability in the world - particularly in the Middle East - it has become urgent that the international community implements effective policies to protect education from attack.

Collaboration and coordination are critical to EAA’s ethos and our success. All of EAA’s achievements wouldn’t have been possible without our employees, partners and supporters.

We are proud of the work we are doing. Going forward, we will continue to build new partnerships, raise awareness and generate funding in order to continue the momentum we have created.

Moza bint Nasser.

A Message from HH Sheikha Moza bint Nasser
Founder and chairperson of Education Above All Foundation

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Moza bint Nasser.
CEO’s Message

It is my privilege to share Education Above All’s second annual report with you. 2015 has been a year of significant progress and achievement for EAA, as we have grown our organisation and continued to expand our programmes across 40 countries.

However, with 59 million children around the world still denied access to their right to quality basic education, much work remains for EAA and our partners. Building on the achievements of the first wave of our strategy, which was completed in 2015, we have worked to prepare EAA for its second wave strategy – the expansion phase – that is hoped to be announced in early 2016. It will demonstrate our singular focus and renewed commitment to further contributing to the challenges of the global education agenda.

We can proudly report on the successes over the past year of the Foundation’s three programmes: Educate a Child (EAC); Protecting Education in Insecurity and Conflict (PEIC); and Al Fakhoora. Each has exceeded its 2015 KPIs and delivered more than was promised, as can be seen in this report. In addition, we now carry three projects under the EAA banner – Kakuma; Supporting Education in Iraq; and Mauritania – all of which have gained ground in their respective areas.

Fundraising efforts have been fruitful in 2015, bringing in over QAR 250 million from a number of sources. EAA participated in and hosted a range of events, in Qatar and abroad, leading to an increase in visibility and recognition. More emphasis is now also being placed on developing ties with ODAs, allowing us to jointly leverage resources and increase impact on the ground. Additionally, EAA has recently established a new London-based entity, Educate a Child International, to raise awareness and funds from across Europe.

At the end of this initial phase, EAA’s so-called first wave, I could not conclude this message without paying tribute to our dedicated and qualified staff, our service providers, consultants and, mainly, our stakeholders, notably the members of our boards. Under the leadership of our Founder, HH Sheikha Moza bint Nasser, the collective work of this ‘team’ is making history. Without them, EAA could not proudly present the results shown in this report.

Marcio Barbosa
Chief Executive Officer (October 2013 - December 2015)
Board of Trustees

HH Sheikha Moza bint Nasser
Chairperson of Qatar Foundation and Chairperson of Education Above All Foundation
Chair

HE Sheikha Al Mayassa bint Hamad Al Thani
Chairperson of Qatar Museum Authority Board of Trustees and Chairperson of Reach Out to Asia
Vice-Chair

HE Nassir Abdulaziz Al Nasser
UN High Representative for the Alliance of Civilizations
Member

Dr Mazen Jassim Al Jaidah
Chairman of the Executive Committee of EAA and Member of Board of Directors of Qatar Foundation
Member

Dr Koichiro Matsuura
Former Director-General of UNESCO
Member

Dr Allan E. Goodman
President and Chief Executive Officer, Institute of International Education
Member

Sunil Bharti Mittal
Chairman and Group CEO, Bharti Enterprises Limited
Member

Dr Allan E. Goodman
President and Chief Executive Officer, Institute of International Education
Member

Luis Moreno Ocampo
Lawyer and former Chief Prosecutor at the International Criminal Court
Member

Outreach Committee

Dr Mazen Jassim Al Jaidah
Chairman of the Executive Committee of EAA and Member of Board of Directors of Qatar Foundation

Alnowar Al Khulaifi
Executive Director, Chairperson’s Office, Qatar Foundation

Leslie Mapondera
Head of Financial Institutions Portfolio
Qatar Investment Authority

Audit Committee

HE Dr Abdulla Al Kubaisi
Member of Board of Directors, Qatar Foundation

Dr Mazen Jassim Al Jaidah
Chairman of the Executive Committee of EAA and Member of Board of Directors of Qatar Foundation

Tariq Al Shaikh
Executive Director, Qatar Foundation Internal Audit Department

Dr Allan E. Goodman
President and Chief Executive Officer, Institute of International Education

Executive Committee

Dr Mazen Jassim Al Jaidah
Member of Board of Directors of Qatar Foundation
Chairman

HE Dr Ahmed Mohammed Al Meraikhi
Ambassador, Director of International Development Department
Ministry of Foreign Affairs, State of Qatar and Director General of Qatar Development Fund
Member

Mohammed Abdulaziz Al Naimi
Director of Project and Initiatives, Chairperson’s Office, Qatar Foundation
Member

Abdulla Zaid Al Taleb
Chairman of Qatar Mobility Innovations Center, Qatar Science and Technology Park
Member

Marcio Barbosa
CEO of Education Above All
Member

(Oct 2013 - Dec 2015)
EDUCATION ABOVE ALL

EAC projects in Pakistan, Maher Attar for EAA
Overview

Education Above All (EAA) is an initiative founded in 2012 by Her Highness Sheikha Moza bint Nasser. Its aim is to build a global movement that contributes to human, social and economic development through the provision of quality education. With a particular focus on those affected by poverty, conflict and disaster, it champions the needs of children, youth and women to empower them to become active members of their communities.

EAA acts as an umbrella organisation for several programmes, which specialise in providing educational opportunities to communities stricken by poverty or crisis. The foundation began operating in 2013, as a centralised home for stand-alone programmes Educate A Child (operating since 2012), Al Fakhoora and Protect Education in Insecurity and Conflict (both operating since 2009).

A pilot project, Kakuma, also falls under its remit. Other initiatives were brought in more recently: A project supporting the education system in Iraq has been largely completed, whilst a project in Mauritania has seen EAA making an impact on education, training and health for local residents. Shared resources and infrastructure have resulted in optimised output within the streamlined organisation.

Mission

To measurably improve access to high quality education for vulnerable and marginalised people in developing countries, as an enabler of broader human development.
Education is a fundamental right for all children and an essential condition to achieve the new Global Goals for Sustainable Development adopted through consensus by the 193 member states of the United Nations in September 2015. Investing in education is the single most effective means of reducing poverty, generating economic growth and creating peaceful and just societies, which is also the core of EAA’s philosophy.

2015 marked the last year of the first wave of EAA’s two wave strategic plan. Overall, Wave 1 (2012-2015) focused on developing the three existing programmes whilst building the organisational structure, capabilities and resource mobilisation strategy of the Foundation. The new Global Goals for Sustainable Development and the evaluation of the results set for the first wave provided the context for the establishment of Wave 2’s objectives, which will focus on expansion. EAA conducted a strategy review exercise to assess EAA’s performance and consolidation during the 2012-2014 period under the Wave 1 strategy. The exercise highlighted the progress of specific initiatives of each department, which was impacted both by EAA’s internal context and by external factors. The outcomes of the review were used by EAA management as inputs into the Wave 2 strategy development process.

The Wave 2 strategic plan will cover four years (2016-2020) and will focus on delivering the promise of reaching 10 million out-of-school children by the end of the 2015/16 school year, while providing the chance for programmes to adapt their strategies to enhance and accelerate impact in the context of the new Global Goals for Sustainable Development.

Wave 2 will also create new opportunities for synergies and cooperation among staff members, and innovation through new pilot projects and initiatives. Finally, Wave 2 will create the conditions for EAA to become a global leader in education and best-in-class among education foundations by 2020. Several improvement initiatives across the organisation, supported by baseline audits for benchmarking, will ensure this successful outcome.

## Overview of the First Wave and Future Plan

<table>
<thead>
<tr>
<th>First Wave</th>
<th>Second Wave</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>2015</td>
</tr>
<tr>
<td>Consolidation</td>
<td>Growth</td>
</tr>
</tbody>
</table>

### New EAA Initiatives
- No major new initiatives
- Develop new pilot projects accounting for new goals and internal factors (e.g. mandates)

### EAA Core Programmes
- Focus on EAC and its goals
- Develop PEIC
- Maintain Al Fakhoora
- Achieve EAC goal and work on quality, retention and sustainability
- Expand Al Fakhoora
- Consolidate PEIC

### EAA Headquarters
- Develop organization structure
- Build organizational capabilities
- Implement fundraising strategy
- Refine EAA headquarters capabilities
- Establish new partnership alliances
- Guide overall EAA strategy

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EAC projects in India. 
Maher Attar for EAA
Since its inception in 2012, Education Above All has been dedicated to providing education opportunities for marginalised and vulnerable children, youth and women, even under the most difficult circumstances. In its first three years, EAA and its programmes have achieved impressive results:

**Milestones**

In 2015, Educate a Child (EAC) has secured partner commitments to enroll more than six million out-of-school children through 46 projects of varying scale in 40 countries around the world. As of December 2015, these commitments represent more than 2.1 million actual enrollments.

Protect Education in Insecurity and Conflict (PEIC) has developed global advocacy partnerships and publications on the impact of armed conflict on education, international law vis-à-vis the right to education and conflict-sensitive education, and is ready to start new ambitious activities such as the Global Data Service on attacks on education.

Al Fakhoora has secured its 2015 scholarships target, as well as the implementation phase of the post-2014 war reconstruction and rehabilitation work in Gaza. To date, it has benefitted 605 students. It is now prepared to implement the first phase of the global scholarship and leadership programme for Syrian and Palestinian refugees in five countries after completing the mapping exercise to define new areas and geographies for intervention.

The Outreach team has continued to extend awareness of EAA and its programmes through a number of successful initiatives and events. Most notable were the highly visible Qatar 2015 Men’s Handball World Championship and EAA’s participation at the World Education Forum, which saw 130 Education Ministers adopt the Incheon Declaration, mobilising the new sustainable development goals for education. The fundraising efforts have succeeded in bringing in over QAR 35 million from our generous donors. Extending beyond Qatar, awareness campaigns on taxis in London and New York City have seen EAA’s message broadcast to a wider audience.

The Mauritania project is making headway and has seen 5,916 students benefiting from training courses, 141 income-generating micro-projects launched, as well as the construction of a school and the expansion of the hospital, which has treated 321,218 patients to date.
The world is changing rapidly and new issues and priorities are occupying space in the developmental discourse. At the end of the Millennium Development Goals cycle we still have more than 59 million children out of school at the primary level globally. Attacks on education have increased in several contexts and national boundaries are being contested between state and armed non-state actors that make civilians’ lives more vulnerable.

In the Middle East region and elsewhere, the political situation is volatile. Oil prices have remained at low levels. Traditional donors have reduced their scale of operation in the education sector. However, despite this bleak picture, education has remained the most effective solution that can support the appropriate responses to these problems.

The Global Goals for Sustainable Development were adopted unanimously during a special summit of the UN General Assembly on September 25, 2015. Resolution 70/1 ‘Transforming our world: the 2030 Agenda for Sustainable Development’ delineates the 17 Global Goals and the related 169 targets. Relatively speaking, education is still prominent but it is now part of a much broader agenda. In 2000, the focus of the global community was on primary education, but today, Goal 4 focuses on education across all categories and also on both quality and quantity. For the MDGs, the education goal had only one primary target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The Global Goal on education covers ten targets with a much wider agenda, encompassing fully quantity and quality, all age-levels including early childhood development and adults, formal schooling but also literacy and numeracy, vocational and technical education, and various dynamics related to socio-cultural segments (e.g. gender).

EAA will continue to place emphasis on ensuring inclusive and equitable quality education for vulnerable and marginalised people. Nevertheless, as the international community looks to implement the Global Goals with more specific focus, EAA may determine it needs to engage on other dimensions of education if it is to have sustained relevance to the global development agenda.

External Trends

“The recent adoption of SDG 4 can provide, if we are serious, an historic opportunity to ensure inclusive and quality education for all and promote lifelong learning.”

HH Sheikha Moza bint Nasser

UNRWA school in Sidon, Lebanon
Maher Attar for EAA
EAA Organogram

Board of Trustees
Executive Committee
CEO/Deputy CEO
General Counsel
Audit Committee
Internal Audit
Outreach Committee
Finance & Administration
Strategy, Policy & Research
Programmes & International Fundraising
Outreach

PROGRAMMES
PEIC
Educate A Child
AI Fakhoora

PROJECTS
Kakuma
Mauritania
Educate in Iraq

Maher Attar for EAA, Bangladesh
EAC projects in Pakistan. Maher Attar for EAA
Launched in November 2012 by Her Highness Sheikha Moza bint Nasser, Educate A Child (EAC) is a global programme committed to helping children who are Out of school to realise their right to a quality primary education.

Mission/Vision
EAC has a vision of a world where every individual has the opportunity to learn through a quality education.

EAC works with partner organisations towards its mission to trigger significant breakthroughs in providing out-of-school children faced with extreme poverty, cultural barriers, and conflict-affected environments an opportunity for a quality primary education.
EAA EDUCATION SUPPORT MAP

TODAY WE ARE ACTIVE IN 40 COUNTRIES

TARGET DECREASE IN OUT OF SCHOOL CHILDREN (MILLIONS)

2016: 10
2015: 6
2014: 2.5
2013: 0.6

“...we must work more collaboratively, intensively and innovatively. We must put education first, the aim of the United Nations Secretary-General’s new initiative launched in September 2012, Educate A Child is a direct contribution to this goal. It goes to where the needs are greatest and operates in a spirit of partnership and national ownership.”

Ms. Irina Bokova
Director General, UNESCO (2013)
Operational Principles

Key Elements of EAC’s approach:

EAC fosters and catalyses acceleration in addressing the number of out of school children (OOSC).

To accomplish this, EAC:

- Focuses on the children themselves and the barriers they face
- Works through partners with deep roots in communities for sustainability
- Recognises what exists, what others have accomplished, and helps to take effective programmes to scale
- Is not a donor: it supports and co-funds quality programmes
- Requires collaborative working relationships and alignment with government education plans and priorities to maximise reach and sustain impact
- Emphasises quality for learning and retention

Principles that guide EAC:

1. Acting from a rights-based approach
2. Relying on solid analytical underpinnings
3. Selecting priority countries
4. Working within the context of national education plans
5. Emphasising quality for learning and retention
6. Recognising the power of partnerships
7. Creating value added
8. Requiring ownership and sustainability of projects by implementing partners
9. Implementing rigorous pre-award validation of potential partners and post-award monitoring and evaluation of on-going projects.
10. Advocating for out of school children

Today, more than 59 million children have no access to quality primary education. As the global community rallies to begin implementing 2030 – the Sustainable Development Goals (SDGs), these children are the stark reality of the unfinished agenda, of our inability to keep a promise that was made to the world’s children at the turn of the millennium.
Achievements

In 2015, EAC continued to focus on contributing to fulfilling that promise, on developing and fostering partnerships that enable out of school children to overcome the barriers that prevent them from accessing a quality education. Based on the solid foundation that it has built since its launch in 2012, EAC:

- Currently supports 46 projects in 40 countries in providing innovative quality primary education programmes, well surpassing the initial goal of 35 countries.

- Is committed to ensuring that by the end of the 2015/16 school year, Partners will have put in place actions to provide access to a quality education programme to 10 million of these out of school children.

- Already has commitments in place to enrol more than six million out of school children, with over 2.1 million of them already enrolled.

- Played a key role at the World Education Forum in 2015 to ensure that the Unfinished Agenda of universal primary education and a focus on the most disadvantaged was included in the Incheon Declaration, the document that serves as the global political commitment to the education goal in the 2030 Sustainable Development Goals.

- Has a cumulative financial commitment to date that stands at over US$500 million, with additional leveraged funds of over US$712 million in partner co-funding.

- Total funding for projects now exceeds US$1.2 billion.

Educate A Child Received the Prix de la Fondation for its Efforts to Promote the Importance of Education.

The prestigious prize was received by Dr Mary Joy Pigozzi, Director of Educate A Child, in Geneva at an international summit held by the Crans Montana from 14th to 16th October 2015.

Past recipients have included:
- Lech Wałensa, Nobel Prize Winner and former President of Poland
- José Manuel Barroso, former President of the European Commission
- The late Yasser Arafat, former Chairman of the Palestine Liberation Organisation (PLO) and President of the Palestinian National Authority (PNA)
- The late Rafik Hariri, former Prime Minister of Lebanon
- Irina Bokova, Director-General of UNESCO
- The late Benazir Bhutto, Prime Minister of Pakistan
- Michel Kafando, former Acting President of Burkina Faso
- Boris Tadic, former President of The Republic of Serbia
EAC Publications in 2015

We prepare and share our publications in the spirit of contributing to the concern for and knowledge base about OOSC. In 2015 EAC published the following documents that are all available on the website:

- Stories from our project countries (April 2015)
- Social and Economic Costs of Out of School Children in Colombia (with R4D, October 2015)
- Innovative Financial Services for Education (with R4D, October 2015)
- The Economic Cost of Out of School Children in 20 Countries (update, with R4D, October 2015)
- EAC at WISE 2015 (November 2015)

Who are the Out of School Children?

The 59+ million out of school children include:

- Children living in rural, remote areas far away from school buildings, such as the nomadic populations of Mali
- Children living in areas where the natural environment is challenging, such as the flood plains of Bangladesh
- Children living in conflict-affected areas where schools cannot operate, such as the Democratic Republic of Congo, Iran, Myanmar, Palestine, Sudan and Syria
- Children living in densely populated urban areas where schools may be over-crowded and dangerous, such as the favelas of Rio de Janeiro, Brazil
- Children living in severe poverty and who may have to work instead of going to school, such as children in Ghana, Haiti and Pakistan
- Children living in communities with cultural practices that do not allow them to attend school, such as girls in India and Kenya who are married at an early age

Expressions of Interest and Proposals Processed in 2015

- Expressions of interest received and reviewed: 166
- EOs accepted and proposals requested: 22
- Current projects: 46
- Projects started in 2015: 7
- Total lifetime projects: 51
Barriers, Obstacles and Approaches Taken In Current EAC Priority Countries

Gender
- Attendance incentives
- Policy reform
- Recruitment of female teachers
- Bursaries for deserving girls
- Community engagement
- Government partnership
- Gender separated latrines
- Advocating education over child marriage
- Safe environment gender-sensitive training

Poor Quality of Education
- Appropriate class size
- Instructional and supervisory support
- Parent teacher associations
- School management committees training
- School clubs
- School task forces
- Student government bodies
- Teacher incentives
- Teacher professional development

Resources (human/material)
- Teacher recruitment/training
- Learning materials
- Assistive devices for children with special needs
- Teaching aids
- Teacher incentives
- Community involvement/investment
- Private sector investment

Post-conflict Instability Insecurity
- Home-based schools
- Protection committees
- Protection training
- Support programmes
- Infrastructure improvement

Refugees/IDPs/Returnees
- Healing classrooms
- Accelerated learning programme
- Safe/child-friendly schools
- Psychosocial support
- Learning materials
- Instruction in home country language(s)

Poverty (financial means)
- Community schools
- Employability skills
- Non-formal schools
- Scholarships, grants and cash transfers
- School uniforms
- Book bags/school uniforms
- Village savings and loans associations
- Community mobilisation
- School fees elimination
- Income generating activities

Infrastructure
- School/classroom construction
- School/classroom rehabilitation
- School facilities modification for children with special needs
- Tent schools and other temporary learning spaces
- Single classroom schools
- Alternative school facilities
- Water, sanitation and hygiene facilities

Challenging Geographies
- Alternative school facilities
- Non-formal schools
- Single classroom schools
- Mobile schools
- Boat schools
- Accelerated learning programmes for over-age students
## EAC Grant Agreements

<table>
<thead>
<tr>
<th>Country</th>
<th>EAC Funding ($USD)</th>
<th>CO-Funding ($USD)</th>
<th>Total Funding ($USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
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<td>21,522,096</td>
<td>43,044,190</td>
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<tr>
<td>Brazil</td>
<td>12,200,000</td>
<td>99,200,000</td>
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<td>Cambodia</td>
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<td>9,758,282</td>
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<td>Comoros</td>
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<td>Syria - Palestinian Refugees</td>
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</tr>
<tr>
<td>GEFI Secretariat</td>
<td>1,400,000</td>
<td>2,500,000</td>
<td>3,900,000</td>
</tr>
</tbody>
</table>

Total commitment to enroll 6,150,316 of OOSC

| Total                           | $476,152,738    | $737,713,727    | $1,213,866,464 |

Multi-country grant agreements:

a. Thailand/Myanmar
b. Senegal, Mali, Burkina Faso, Malawi, Haiti, Nepal
c. Philippines, Thailand, Indonesia, Cambodia, Lao PDR, Malaysia, Myanmar, Vietnam, East Timor
d. Chad, Ethiopia, Kenya, Rwanda, S. Sudan, Sudan, Uganda, Syria, Yemen, Iran, Malaysia, Pakistan
EAC KPIs

Geographic Reach Target = 35 countries (Dec. 2015)

Countries with 1 project: 16
Countries with 2 projects: 15
Countries with 3 projects: 6
Countries with 4 projects: 3

Co-funding Target = 50% (Dec. 2015)

<table>
<thead>
<tr>
<th>School Year</th>
<th>Partner Co-funding %</th>
<th>EAC Funding %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2013/14</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>2014/15</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>2015/16*</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Average**</td>
<td>61%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Investment per Child Target = $100 (Dec. 2015)

<table>
<thead>
<tr>
<th>School Year</th>
<th>Average Co-funding Cost</th>
<th>Average EAC Investment/Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>$ 96</td>
<td>$ 64</td>
</tr>
<tr>
<td>2013/14</td>
<td>$ 286</td>
<td>$ 117</td>
</tr>
<tr>
<td>2014/15</td>
<td>$ 66</td>
<td>$ 55</td>
</tr>
<tr>
<td>2015/16*</td>
<td>$ 93</td>
<td>$ 86</td>
</tr>
<tr>
<td>Average**</td>
<td>$ 111</td>
<td>$ 72</td>
</tr>
</tbody>
</table>

Notes:
1. Total investment per child reflects only the costs covered by project interventions. In many cases, these will be marginal costs such as training, additional books and materials, construction of additional classrooms, etc.
2. In almost all cases, the most substantial costs (capital investment and recurrent teacher salaries) are covered by the national and local governments or partner.
3. This means the actual total cost of educating a child is much higher than the EAC investment figures in the table above.

EAC projects in India.

Photo credit: Maher Attar for EAA
OOSC Target = 10M (Dec 2015 to Year 4)

Enrolls: Out of School Children that have begun to attend an education programme with EAC support. Enrolments are cumulative annual totals based on partner reports, monitored every 6 months by EAC and further verified on a sampling basis by PwC.
Tamanna, 12, attends a school in Bangladesh funded by DAM, one of EAC’s partners. DAM recognises that some children have to work for a living and thus provides a non-formal education model that puts students through five grades in four years.

“I come to school for three to four hours a day before going home to help with housework or the textile orders. This is the only school I’ve ever been in: without this I would have no education at all.”
Only 42 per cent of primary school age children in Somalia are going to school. Civil war, drought, displacement and steep social and economic barriers have affected education delivery and contributed to one of the lowest school enrolment rates in the world. Since the collapse of the government and the outbreak of civil war, Somalia has had no public schools. Government owned schools are privatised and some occupied by squatters. The fees for primary schools range from US$10 to 15 a month per child. Therefore, for a family that earns an average of US$1 a day, education remains a luxury.

CARE, with funding from Educate A Child, is aiming to contribute to sustainable and relevant primary education, planning to send 30,100 poor and marginalised out of school children back to school. CARE has so far constructed 155 classrooms and rehabilitated 27 classrooms in 58 schools, supported teachers with training, enrolled 13,099 children in school and provided teaching and learning materials.

Hamdi is one of six children. Her parents divorced and abandoned her and her siblings when she was six years old. This was shortly after they had fled their home town for Mogadishu, Somalia. The children were fleeing from the ongoing fighting in Lower Shabelle Region and were left to fend for themselves.

Hamdi was previously enrolled in a school that was providing affordable primary education funded by the UN. However, Hamdi dropped out after it was shut down due to lack of funds.

Hamdi began washing clothes to support the household income.

In November 2014, through community outreach, Hamdi’s sister heard about the new CARE primary school constructed in their camp. Excited, Hamdi’s sister immediately, enrolled Hamdi and three of her siblings back in school, despite the fact that they were supporting the family with daily income.

Hamdi re-enrolled in grade two in 2014 at the Bardheere Primary School, situated at one of the major camps for internally displaced people. She is now in grade three. Undeterred by the sense of hopelessness experienced by the displaced communities in Mogadishu, Hamdi Hassan Talash works very hard in school and is admired by her teachers. Hamdi can now read and write Somali and basic English and is excited about school.

When I joined this school, I could hardly read and write. Now I am the best in my class, I can even speak English. When I grow up I want to be a doctor and help all people who are sick or hurt.”

Says 12-year-old Hamdi.

My life had lost meaning as my dream of becoming a doctor and assisting with the family finances was laid to rest with the closure of the school.”

When I joined this school, I could hardly read and write. Now I am the best in my class, I can even speak English. When I grow up I want to be a doctor and help all people who are sick or hurt.”

Says 12-year-old Hamdi.

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Says 12-year-old Hamdi.
Established in 2009 as a response to the conflict in Gaza that destroyed numerous schools and universities, Al Fakhoora has grown to become a comprehensive and vital support system for higher education in Gaza by providing undergraduate and graduate scholarships, as well as rebuilding damaged educational institutions. Al Fakhoora also supports the rehabilitation of wellness and healthcare services affected by the war.

Mission

To promote the right to education by unlocking a new generation of marginalised youth to become educated, professionally skilled and inspirational leaders of the future who guide their families and communities towards cohesion and prosperity.
Operational Segments

Al Fakhoora operates in the following sectors:

01

Scholarship empowerment programme, under the Dynamic Futures programme

02

Psychosocial and disability programme, health and wellness services, and capacity building

03

Reconstruction and rehabilitation of educational institutions, under the Reconstruction Programme
Dynamic Futures Scholarship Programme

Our flagship scholarship programme provides marginalised youth with a multifaceted scholarship and empowerment programme for undergraduate degrees, international graduate specialised studies and vocational training that meets the needs of Gaza’s development.

- Quality Education: Scholarships and vocational training
- Student Affairs: Academic and psychosocial support
- Leadership and Advocacy: Providing leadership skills and practical civic leadership programme
- Economic Empowerment: Professional training and technical assistance, and assistance with small businesses for graduates or their families

A total of 605 students (573 domestic Undergraduates, two international Undergraduates, and 30 international Masters) benefited from the scholarships provided by the programme, while 214 alumni from the undergraduate programme have graduated and successfully completed their academic programmes.

Of these 30 Masters Alumni, 18 are respectfully employed in Gaza; one is working abroad with an INGO; two are conducting further studies abroad in Belgium and Italy; and three cannot reach Gaza due to closure of borders.

Achievements

Dynamic Futures Scholarship Programme

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Student Services
The programme has established a comprehensive support centre, based at Al Fakhoora House. In 2015, 506 students have used its services ranging from registration, orientation, workshops, career development to social and psychosocial support.

Virtual Majlis
10 VM sessions were held during 2015, with students in Gaza engaged in dialogue with Penn State University’s World in Conversation; Palestinian Solidarity Campaign and Georgetown University Qatar.

English Language Skills
In 2015, 87 students joined the English Language programme; 14 students completed two levels, 46 students completed one level, 14 students completed their TOFEL, and 13 students completed their conversation level. In addition, a total of 139 students have completed their English placement test for Amideast English courses which is the basis of the student profile for English language.

Professional training for Alumni
- Nine students from different specialisations attended the 40 hours in ICDL training.
- 12 medical students attended 14 hours of training about breast cancer.
- 108 students from different specialisations attended 24 hours in ‘marking yourself’ training.
- 15 accounting students attended 20 hours of training in computerised accounting Assel programme.
- 25 students from different specialisations attended 18 hours in Prezi.
- 8 students from IT and computer engineering attended 60 hours in PHP training.
- 20 students from different specialisations attended 40 hours in professional photography.

Advocacy and Leadership
During 2015, a total of 314 students have participated at least in one of the advocacy activities conducted in the project, with a total of 11,614 hours, and an average of 37 hours per student.

Community Services
Al Fakhoora students are asked to volunteer 100 hours per year in the field of his/her study prior to graduation. 2,539 community hours were volunteered during 2015 for 136 students, reaching a total of 41,255 community services hours completed by the 369 students over the years.

Economic Empowerment
111 Fakhoora Alumni who graduated in 2014-2015 received three-month paid internships at different local businesses in Gaza. 46 students were successful in obtaining long-term job opportunities (more than a year contract).

Programme Implementation
The programme Monitoring and Evaluation manual has recently been updated.

Global Mapping Exercise
Over the past five years, Al Fakhoora has been effectively supporting hundreds of disadvantaged Palestinian youth to actualise their potential and overcome the socioeconomic, political, and cultural challenges facing them. Al Fakhoora, with the support of its principle partner, UNDP, is exploring the possibility of replicating Dynamic Futures and scaling it up to into a multi-country global programme in post-conflict countries.

The programme is now ready to be replicated and the necessary groundwork has been done to prepare for the rollout of Dynamic Futures across other countries, starting with Syrian and Palestinian youth.

Executive Summary of the Global Mapping Exercise

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research completed 10/15</td>
</tr>
<tr>
<td>2</td>
<td>Identifying countries that would most benefit from Dynamic Futures</td>
</tr>
<tr>
<td>3</td>
<td>Selecting 26 countries for global piloting</td>
</tr>
<tr>
<td>4</td>
<td>Shortlisting 8 countries</td>
</tr>
<tr>
<td>5</td>
<td>Proposing Syrian and Palestinian expansion as a pilot</td>
</tr>
<tr>
<td>6</td>
<td>Objective: 49,000 Syrian and Palestinian youth</td>
</tr>
<tr>
<td>7</td>
<td>Provide access to higher education</td>
</tr>
<tr>
<td>8</td>
<td>Create economic empowerment</td>
</tr>
<tr>
<td>9</td>
<td>Leadership development</td>
</tr>
<tr>
<td>10</td>
<td>Selected counties students will study in</td>
</tr>
<tr>
<td>11</td>
<td>Turkey</td>
</tr>
<tr>
<td>12</td>
<td>Lebanon</td>
</tr>
<tr>
<td>13</td>
<td>West Bank and Jerusalem</td>
</tr>
<tr>
<td>14</td>
<td>Secured Co-funding</td>
</tr>
<tr>
<td>15</td>
<td>30% commitment from partners</td>
</tr>
<tr>
<td>16</td>
<td>First phase 800 students</td>
</tr>
</tbody>
</table>
Qatar Development Fund
Grant: Post-2014 Gaza War

In response to the 51-day conflict of 2014, Qatar Development Fund allocated US$40 million to support Al Fakhoora. This generous donation reflects the urgent need to improve the lives of people in Gaza through education. After a post-war assessment, Al Fakhoora is focusing on instilling a culture of resiliency through reconstruction, rehabilitation and psychosocial support within the educational system, alongside UNDP, UNICEF and UNRWA.

The goal is to build resilience through:

- Improved wellbeing and learning of students in targeted schools
- Providing Palestinian children and youth in the Occupied Palestinian Territories with more equitable access to and completion of quality education in an inclusive child-friendly learning environment
- Reconstruction and rehabilitation of 25 damaged and/or destroyed schools, 13 private schools, 5 training centres and 10 universities
- Post-war refurbishment with elements of child-friendly schools in 68 classrooms
- Psychosocial post-war capacity building with local organisations
  - School counsellors, social workers and teachers
  - Higher education curricula for child protection
  - Transforming schools through beautification
  - Mental health services
  - Virtual work
- Fostering students’ resilience via training programmes, employment opportunities and civic leadership opportunities.

Working with Our Partners

Al Fakhoora works with a number of local and international partners in Gaza, making the most of on-ground expertise, as well empowering the local economy.

Furthermore, Al Fakhoora’s projects in Gaza represent a unique collaboration between various UN agencies, these include the United Nations Development Programme (UNDP), the United Nations Children’s Fund (UNICEF), and the United Nations Relief and Works Agency (UNRWA). The technical and implementation teams of these four organisations work closely together in an unprecedented way to implement joint education, reconstruction and psychosocial support projects in Gaza, with a focus on the damage that occurred in Gaza during the hostilities of 2014.

Looking To The Future

At the time of writing, the major challenge facing Al Fakhoora is the volatility and unpredictability of the environment, which challenges Al Fakhoora’s agility and ability to respond innovatively in order to keep projects on task. The team faces many obstacles and needs to apply creative thinking and remain flexible throughout implementation of tasks.

Remaining Challenges

The programme will continue to extend support to Palestinian youth residing in the West Bank and Jerusalem - an area deeply wounded by ongoing conflict - offering them quality education, student affairs, leadership, advocacy and economic empowerment.

Al Fakhoora is hopeful about expanding its impact with the success of its Global Mapping Exercise, the results of which are laying the foundation for expansion of the Dynamic Futures Programme.
AL FAKHOORA KPIs

- Impact on students: 96% of students who have entered through ALF.
- Impact on families: 39% with scholarship, 27% without scholarship.
- Retention rate: UNDP target 92%, Fakhoora retained 96% (96% actual, 92% target). 94.32% spent on tuition and related activities (92.68% actual, 95% target).

Fakhoora Scholarship recipient, EAA54 55
Protect Education in Insecurity and Conflict (PEIC) is a policy, research, capacity-building and advocacy programme.

Mission/Vision

PEIC aims to promote and protect the right to education in areas affected or threatened by crisis, insecurity or armed conflict. PEIC envisions a world where all who wish to learn, teach and research can do so in peace, security and dignity.

A programme of education above all®
Operational Principles

Partnership-building: PEIC works through partnerships with leading organisations, including UN agencies, legal organisations, academic institutions, governments and non-governmental organisations. PEIC has taken a lead in the founding, funding and activities of the Global Coalition to Protect Education from Attack (GCPEA).

Catalytic role: PEIC aims to galvanise and contribute to efforts aimed at strengthening and transforming the international response to education challenges in times of crisis, insecurity and conflict.

Multi-disciplinary approach: The PEIC team includes practitioners in education, data collection and analysis, child protection and international law.

Advocacy to protect the right to education: PEIC operates on various levels through safety measures, promoting respect for international law, and strengthening the role of education in promoting peace and development.
Achievements in 2015

PEIC’s pursuit of its strategic objectives in 2015 was organised around the following streams of work:

PEIC Data Stream

Development of the Global Data Service: Much progress has been made in designing and developing the global data service, building on initial scoping studies and an international seminar (Doha, June 2015) on the data challenges relating to attacks on education. Several building blocks put in place include five country profiles, a briefing on how electoral violence impacts on education, and a survey of media monitoring services.

Support for ‘Education under Attack’ studies: Continued assistance has been given to the design and preparation of Education under Attack 2018 under the auspices of GCPEA.

Publications: A PEIC paper on humanitarian technology and attacks on education was presented at a conference in Berlin, Germany, in January 2015. Collaboration with Columbia University generated three publications.

PEIC Advocacy on Law and Education Stream

Safe Schools Declaration: PEIC contributed to GCPEA advocacy efforts leading to the adoption of the Safe Schools Declaration. To date, 51 States have endorsed the Declaration.

Publications: PEIC commissioned and published a report, in collaboration with Geneva Call, to promote greater understanding of the role of Armed Non-State Actors (ANSAs) in the field of education. The publication titled ‘Protecting Education in Insecurity and Armed Conflict: An International Law Handbook’ was updated in 2015 by the British Institute of International and Comparative Law (BIICL).

Collaborations: PEIC collaborated with the Office of the Prosecutor of the International Criminal Court (ICC) to organise a roundtable to discuss the negative impact of armed conflict on education as well as children’s engagement in the ICC. Meanwhile, PEIC has continued to collaborate with the Office of the High Commissioner for Human Rights (OHCHR) as well as BIICL, on the application of international law to education-related violations in the MENA region.

PEIC education reform advocacy international project: A major initiative, led by PEIC and UNESCO’s International Institute for Educational Planning (IIEP), in consultation with major UN, multilateral and bilateral organisations, responds to ministries of education when they seek support in promoting safety, conflict-sensitivity and disaster preparedness in their education planning and textbook development processes.

Regional collaboration: PEIC has contributed to UNICEF MENA region policy development on education for responsible and peaceful citizenship and associated life skills, including a meeting of UNICEF and ministry of education country teams from 14 countries.

International role: Continued leadership of GCPEA’s Working Group on Field-based Planning and Programming, including preparations for a meeting of ministry of education and UNICEF teams from 10 conflict-affected countries. Preparation of comprehensive briefing papers on local and school-based protection measures and on ways to incorporate the protection of education from attack in national education policies and programmes.

PEIC good practices advocacy: PEIC has begun collaborating with Child Soldiers International to raise international concern over the education aspects of child recruitment. PEIC supported UNHCR in building a consortium of higher education providers to support refugee youth to access higher education.

PEIC advocacy through partnerships: Advocacy about protecting and promoting education in contexts of armed conflict, violence and insecurity remains central to PEIC’s mission and is expressed through all of its streams of work, including: undertaking research and data collection; contributing to UN legal reporting processes; promoting practical responses to the impact of attacks; and highlighting the education needs and rights of conflict-affected populations. Advocacy is often channelled through partnerships, such as those with GCPEA and the Inter-Agency Network on Education in Emergencies (INEE) as well as with academic and research institutions.
In 2016, PEIC aims to:

- Bring increased global attention to the harm caused to education by direct attacks, collateral damage and insecurity, especially through improved data collection, analysis and dissemination through the creation and operation of a global data service.
- Advocate for the ‘domestication’ of international law in countries within the MENA region, and develop analyses of the importance of data collection and reporting for processes of international law vis-à-vis education.
- Advocate for conflict-sensitive education policies in partnership with key international actors, in order to strengthen the constructive capacity of ministries of education.
- Advocate for innovative approaches to address the educational needs of conflict-affected populations.
- Enhance advocacy through partnership building to bring the issue of attacks on education, destruction of education in warfare, and needed action to the attention of the international community.

Looking To The Future

PEIC’s efforts to protect education will face greater challenges in the future if:

- Attacks on education proliferate.
- Armed conflicts spread or become more intractable.
- Documenting of attacks on education still face problems of verification.
- Media coverage is manipulated by perpetrators to spread fear and promote their own propaganda.
- Humanitarian resources and delivery systems, including education provision, are overwhelmed by the scale of conflict-affected populations.
- Legal accountability for attacks is frustrated by continuing impunity.
- The educational needs of victims of violations of the right to education remain unaddressed.

Remainig Challenges

Olivier Jobard, Libya
Data: Attacks on Education

Global Data Service (GDS)

Design and development of GDS underway, as presented at session in WISE 2015. Key international seminar on data challenges vis-à-vis attacks on education held in Doha in June 2015.

Country profiles of attacks on education

Columbia University profiles of DRC and Somalia, plus synthesis report, completed and published. Also, five short country profiles prepared for GDS.

Law and Education

MENA region projects

PEIC/BIICL project launched on the ‘domestication’ of international law with regard to education-related violations in situations of armed conflict and insecurity, especially in the MENA region. Project-based collaboration with the Office of the High Commission for Human Rights (OHCHR) ongoing.

Armed Non-State Actors (ANSAs) and education

International experts workshop on ANSAs and education held in Geneva in June 2015, with associated publications (discussion paper and workshop report).

Access to education for victims of conflict

Review of innovative blended learning for refugee youth seeking higher education; support for UNHCR-convened meeting to establish consortium of concerned organisations.

Collaboration with Child Soldiers International, including two field studies.

Good Practices

PEIC-sponsored resource packs for policies promoting education planning and textbook revision for safety, resilience and social cohesion presented at regional meetings of ministries of education and UNICEF in Bangkok and Amman.

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51 countries have adopted the Safe Schools Declaration, incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, developed by GCPEA.

70 participants including 10 country teams attended a GCPEA workshop to present good practice in protecting education from attack and develop national plans for action.

Education Reform

GCPEA

66 participants from 11 conflict-affected countries completed the PEIC-supported UNESCO-IIEP distance course on ‘Integrating conflict and disaster risk reduction in education sector planning’.

Collaboration with Child Soldiers International, including two field studies.

Partnerships

51 countries have adopted the Safe Schools Declaration, incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, developed by GCPEA.

70 participants including 10 country teams attended a GCPEA workshop to present good practice in protecting education from attack and develop national plans for action.

Access to education for victims of conflict

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EAC projects in Côte d’Ivoire
The world is seeing unprecedented numbers of refugees and displaced populations. As part of its ongoing effort to address barriers to education worldwide, Education Above All (EAA) is piloting a project that will seek to address all of the factors that currently prevent refugee camp residents from receiving an education—such as health and nutrition, livelihood, food security, water and sanitation and energy—effecting changes that will positively impact the community as a whole.

Since a joint visit to Kakuma Refugee Camp in Kenya in 2012 between Her Highness Sheikha Moza bint Nasser and the UN High Commissioner for Refugees, EAA has partnered with UNHCR to develop a holistic model that will empower refugee communities.

The aim is to create an innovative programme that changes the way education is provided in humanitarian contexts. Rather than being entrenched in dependency, we are seeking to empower refugees and enable them to build a new life - both in the camp and in the communities where they will resettle.

**PROJECT KAKUMA**

**Mission**

To provide relevant skills and knowledge in a comprehensive and innovative manner with the aim of achieving human development and self-reliance in the community.
Operational Principles

01 Enhance equitable access to relevant, high quality education for learners of all ages within the refugee and host community.

02 Promote a multi-sector, holistic approach to enhance educational outcomes and reinforce human development.

03 Create opportunities for increased empowerment and self-reliance in the community.

04 Integrate the refugee education programme into government systems at all levels.

05 Strengthen peaceful co-existence between the refugee and host communities.

Project Partners

**Education Above All:** founder of the project, as well as development of education programme

**UNHCR:** aligned with EAA to develop innovative model programme

**Qatar Solar Technologies:** provision of solar energy solutions to improve learning and living environments

**Qatar Supreme Committee for Delivery and Legacy:** provision of sports facilities, equipment and training

**Veolia Foundation:** provision of water, waste and energy services to schools and community centres

**ASTAD Project Management:** assistance with project management and development

**Qatar Charity:** funding for facilities and supplies for educational institutions at the camp

**Refugees United:** will launch m-Health programme to educate refugees about health issues
Looking To The Future

Kakuma hopes to break the cycle of dependency by establishing a process of lifelong learning. If successful at Kakuma, this new approach to humanitarian aid may be replicated and applied to other refugee camps. It aims to create a paradigm shift in how humanitarian aid is delivered to protracted refugee situations. With plans in place for a launch in 2016, Kakuma is positive about achieving its objectives within the project’s four-year life.

“Education helps protect refugee children, and investing in a child’s education is an investment in their future and in the generations to come. This important partnership will help UNHCR overcome some of the most pressing barriers to education for hundreds of thousands of refugee children, which will give them both a safer childhood and a better future.”

António Guterres
Former UN High Commissioner for Refugees
The Qatari-Mauritania Establishment for Social Development (EQMDS)

On 15 December 2004, an agreement was signed between the State of Qatar and the Islamic Republic of Mauritania to enhance the relationship between the two countries. As a result, the Qatari-Mauritian Establishment for Social Development: EQMDS was created. In 2014, this project was annexed to Education Above All.

EAA has been conducting due diligence to assess and evaluate the current situation of the EQMDS activities, addressing some challenges related to the project (operations, legal and programmes). The Mauritania project is now being integrated in the EAA Wave 2 strategy in order to better align its future activities within the overall aims and mission of the Education Above All Foundation.

EQMDS’ original mandate was to provide support in the areas of education, training and health, with particular emphasis on combating illiteracy: establishing vocational schools for training, childhood care: establishing nurseries and gardens for children, conducting awareness campaigns on the importance of schooling for girls, organising business and home management training courses for poor women and young people and financing income-generating projects to benefit the literacy programme trainees.

In this context, EQMDS received financial support since 2005 from the Office of Her Highness and recently from Education Above All Foundation, which enabled it to implement several critical programmes. These include building a hospital and school in the City of Boutilimit and five training centres in different regions of the country to conduct educational/training and rehabilitation activities.

A critical change management phase saw the abolishment of the board of directors on 21 October 2010, and a new general manager was appointed. An additional MoU was signed on 28 February 2011 in Doha between HHQ and the Minister of Social Affairs for Childhood and Family at that time to extend and build on the one signed in 2004. This new MoU aimed to further enhance the activities of EQMDS but is currently awaiting ratification by the Mauritanian Parliament. On 9 December 2015, EAA signed with the Ministry of Social Affairs for Childhood and Family an MoU handing over the newly built Boutilimit School to be managed and operated by the Ministry.
EQMDS Active Projects

Hospital in Boutilmit
The hospital completed expansion works on its buildings in 2014. It represents the most important health institution in the region, offering good quality services in general surgery, orthopaedics, obstetrics, gynaecology, internal medicine, dental and paediatrics. It also provides moving medical stations in the remote areas to treat women illnesses and childbirth. The hospital has 62 beds, 8 of them in the emergency section.

Training Centre: Al-Mina Centre for Excellence in Nouakchott
This centre was originally meant to be a professional development centre to train educators but is currently unutilised. Discussions are underway with the Ministry of Social Affairs for Childhood and Family to define its function by early 2016.

Training Centre: Al Nema Centre in Hodh El Sharqi
Offers courses in:
Veterinary (basic training)
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

Training Centre: Alleyoun Centre in Hodh El Gharbi
Training Centre: Toujounine Centre in Nouakchott
Offers nationally recognised, professional certificates in:
Cooking & Baking
Secretarial
IT maintenance
Hairdressing & Beauty

426 graduated students since 2007

426 graduated students since 2007

Training Centre: Aleyoun Centre in Hodh El Gharbi
Offers courses in:
Veterinary (basic training)
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

2348 graduated students since 2012

Training Centre: Al Nema Centre in Hodh El Sharqi
Offers courses in:
Veterinary (basic training)
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

2242 graduated students since 2012

Training Centre: Selibaby Centre in Guidimaka
Offers courses in:
Veterinary (basic training) Agricultural
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

900 graduated students since 2007

Training Centre: Selibaby Centre in Guidimaka
Offers courses in:
Veterinary (basic training) Agricultural
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

900 graduated students since 2007

Training Centre: Toujounine Centre in Nouakchott
Offers nationally recognised, professional certificates in:
Cooking & Baking
Secretarial
IT maintenance
Hairdressing & Beauty

426 graduated students since 2007

Training Centre: Aleyoun Centre in Hodh El Gharbi
Offers courses in:
Veterinary (basic training)
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

2348 graduated students since 2012

Training Centre: Al Nema Centre in Hodh El Sharqi
Offers courses in:
Veterinary (basic training)
Seamstress & Sewing
Has made recent changes to qualify for national recognition of certificates.

2242 graduated students since 2012

Training Centre: Al-Mina Centre for Excellence in Nouakchott
This centre was originally meant to be a professional development centre to train educators but is currently unutilised. Discussions are underway with the Ministry of Social Affairs for Childhood and Family to define its function by early 2016.
## Operational Principles

1. To establish vocational centres for training in addition to building an educational centre assigned to operate as a regular school.
2. To conduct awareness campaigns on the importance of schooling for girls.
3. To finance income-generating projects to benefit trainees from poor and remote villages.

## Achievements

- 5,916 students benefited from the programmes offered by EQMDS Centres between 2007-2015.
- EQMDS funded a total of 141 income-generating micro-projects in the fields of agriculture, sewing, dyeing, mills, selling meat, village shops, cattle fattening and others.
- Construction of a 62-bed hospital in the city of Boutilimit. Since 2007, the hospital has treated 321,218 cases, including 43,107 in 2015.
- Construction of a school in Boutilimit for 2,000 children was completed in December 2015 and handed over to the Ministry of Social Affairs for Childhood and Family.
- Pending legal issues raised by former staff of EQMDS during management change in 2010 were resolved.

## Looking to the Future

EQMDS is still financially dependent on EAA. Part of the Wave 2 approach will tackle ways in which collaborations and partnerships can be identified for the sustainability of the project.

The issue of the 2011 MoU ratification by the Mauritanian Parliament is still awaiting approval and will continue to feature highly, whilst not detracting from the mission of the project. Talks are also underway with the Ministry of Social Affairs for Childhood and Family to establish ways to assist their efforts in reaching more out of school children in Mauritania.

Also on the agenda is to push for the opening of the Al Mina Training Centre in 2016, which has been completed but is not yet operational.
The project’s main objective is to improve education within Iraq, working together with the Iraqi government and the Ministry of Education to enable this. There are four main aspects to the programme, each of which works independently to achieve its own objectives. These are:

01 **Teacher education and training for basic and secondary education**
Enhancing access to quality education by enhancing institutional capacity, planning, management and monitoring teacher training.

02 **Developing a new curriculum for Iraq**
To contribute to modernisation and reconciliation in Iraq through rebuilding the Iraqi school curricula and textbooks.

03 **Rehabilitation of Iraq’s higher education system**
Integrating Iraq’s higher education system in the international community and strengthening institutional and human capacities to ensure quality of and access to higher education and scientific research in Iraq.

04 **Literacy Initiative for Empowerment (LIFE)**
To achieve the overall EFA development goal to reduce illiteracy by 50 per cent by 2015.

The Supporting Education in Iraq programme caught the attention of Her Highness Sheikha Moza bint Nasser several years ago and was managed by her Office during that time. In early 2015, the programme was integrated into EAA.
Achievements

This project has achieved its goals and is currently being wrapped up. The following results have been measured:

Teacher education and training for basic and secondary training

- A National Teacher Training Strategy has been developed and endorsed by the Ministry of Education.
- 450 MoE and MoEH specialists in central Iraq have been trained in developing training packages.
- 17,000 teachers have enhanced capacity to use active learning approaches.

Develop new Iraq curricula

- 130 MoE curriculum specialists are trained to develop new curricula frameworks and syllabi documents.
- Teachers are using new mathematic and sciences curricula, syllabi and instructional materials for students in grades 1 to 3 and 7 to 12.
- 12 math and science curriculum frameworks, practical guides, instructional materials have been developed.
- Iraq National Curricula Centre for all subject areas in primary and secondary education was legally established.

Rehabilitation of Iraq’s higher Education System

- Iraqi universities are applying the Quality Assurance and Accreditation process.
- 32 Iraqi officers and 12 pilot universities have been trained.
- Stronger links have been established between local and international higher education institutions.
- A solid basis has been created for students to use e-learning opportunities.

Literacy initiative for empowerment (LIFE)

- National Literacy Law was endorsed in 2011, with the strategy and action plans in place to deliver this agenda.
- The National Literacy Agency was established and 74 senior staff trained to plan and conduct literacy and life skills programmes.
- A literacy awareness campaign was launched with key messages utilised in learning centres. More than 100 master literacy trainers have been trained.
- 143 CLCs have been established, benefiting over 1,000,000 beneficiaries with 72 per cent enrolled in literacy and life skills.
Korea International Cooperation Agency (KOICA) signed an agreement with the Education Above All Foundation (EAA) in Seoul, Republic of Korea, April, 2015.

Mr. Yun Byung-Se, Foreign Affairs Minister’s Republic of Korea, and Her Highness Sheikha Moza bint Nasser, Chairperson of Education Above All, attended and witnessed the signing between the partners.

“KOICA works in more than 70 countries to achieve inclusive growth through quality education. The collaboration with Education Above All Foundation is particularly meaningful in our strenuous efforts to make education every person’s right and to help create a virtuous cycle of inclusive growth.”

Young-mok Kim, President of KOICA
The Strategy, Policy and Research (SPR) directorate comprise Strategic Partnerships, Strategy and Policy, Research and M&E functions. It sets EAA’s strategic objectives, monitors the achievement of these objectives, conducts research and develops policy in support of Education Above All. Also, SPR acts as a clearing house and incubator of new ideas. It is responsible for developing pilot projects and initiatives to test new models/assumptions, and to create innovative approaches within the Foundation.

Operating Principles

SPR believes in generating deeper knowledge to assist the development of EAA’s overall strategic plan and align with the annual growth of the Foundation. SPR ensures EAA remains consistent with domestic and international commitments assumed by Her Highness Sheikha Moza bint Nasser and existing Qatari policies, including Qatar Constitution, the Qatar National Vision 2030 and the National Development Strategy 2011–2016, as well as international frameworks such as the Global Goals for Sustainable Development.

Achievements

- An electronic performance and reporting system has been designed and approved. Plans for its implementation across the Foundation are underway.
- New strategic partnerships agreements signed and approved.
- Provided ongoing support to the Founder as a MDG Advocate and to the final push for the adoption of the Unfinished Agenda on Education.
- Concluded the strategic planning and consultation related to Wave 2, the second part of EAA’s two-wave strategy.
- Played a key role in developing EAA’s core messages for WISE 2015.
- Ongoing work on the Kakuma project that saw the cementing of key partnerships in 2015.
The Strategy, Policy and Research team will be heavily involved in leading and monitoring Wave 2 strategy as this gets launched in 2016. The team’s main responsibility will be to ensure that the new strategic direction is implemented consistently across the Foundation, and assist the programmes in achieving their goals.

Further focus will be placed on the implementation of the Kakuma project, as well as on progressing the launch of new pilot projects and initiatives.

Looking to the Future

Education Above All Foundation’s Protect Education in Insecurity and Conflict (PEIC) Programme led the plenary session at WISE 2015. The topic of discussion was Conflict and Education Under Attack.
The Outreach and Communication Department’s main objective is to increase awareness, understanding and support of EAA’s vision, mission, and accomplishments among EAA’s many local and international stakeholders.

A major focus of this directorate is the formulation and implementation of strategic fundraising and communications initiatives, plans and events that enhance fundraising efforts and raise the profile of the organisation. The important work performed by this department greatly impacts the annual fundraising achievements.
The Outreach team managed to secure a number of generous donations in 2015. Most notable was the QAR9 million raised by ticket sales from the Qatar 2015 Men’s Handball World Championship. The Qatar Racing Equestrian Club also donated prize money from three races. Moreover, Qatar Insurance Company, K-108 hotel, Qatar Transport and Trading, made donations in support of EAC’s mandate. Existing partnerships with Qatar Airways and the W Hotel continued to flourish, with proceeds from a Ramadan Iftar being offered to EAC.

Several other alliances have been formed with local entities and individuals that have amassed QAR24 million in donations to EAA. The Outreach team led a drive to identify and launch a future campaign to support the provision of access to education for deprived expatriate children in Qatar.

In recognition of its efforts in service to educational causes since its foundation in 2012, Education Above All has been granted the status of establishing official relations with the United Nations Educational, Scientific and Cultural Organisation (UNESCO). This achievement is a first for a Qatari organisation, and EAA is only the third organisation in the Arab world to have this status with UNESCO.

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Events hosted in 2015

Ambassadors Meeting:
In April, EAA hosted a meeting for the ambassadors to Qatar to introduce its priorities. Particular emphasis was placed on Educate A Child and primary education. Ambassadors and representatives from Brazil, Chad, France, Germany, India, Japan, Kenya, Korea, Lebanon, Liberia, Mauritania, Malaysia, Morocco, Nigeria, Pakistan, Philippines, Syria, Turkey, United Kingdom and Vietnam attended the meeting at the St Regis Hotel in Doha.

EAA at WISE:
EAA opened its third edition of the EAA Village at the World Innovation Summit for Education (WISE) held in November. It hosted a plenary session on the second day of the Summit, led by Protect Education in Insecurity and Conflict (PEIC) team. The session ‘Education Violence and Conflict – from Daunting Challenge to Effective Response’ discussed the impact of armed conflict and insecurity on education and the need for real-time information that can lead to effective response measures. Speakers included Graça Machel, former Minister for Education in Mozambique; Dr Kevin Watkins, Executive Director of the Overseas Development Institute, Thomas Gass, UN Assistant Secretary General, Policy Coordinator and Inter-Agency Affairs, Jean-Paul Laborde, Executive Director at the UN’s Counter-Terrorism Committee and Elizabeth Decrey Warner, Executive President, Geneva Call.

World Education Forum and 6th Asian Leaders Conference, Republic of Korea:
HH Sheikha Moza bint Nasser attended the ALC and the World Education Forum in Incheon, South Korea, resulting in a signed agreement with KOICA.

AFD Agreement:
An agreement was also signed with French development agency, AFD.
Advocacy and Awareness Initiatives

EAA regularly hosts activities within Qatar to raise awareness of its programmes. 

• Ahli Bank and EAA participated in two joint events celebrating National Sports Day in February. Employees wore co-branded t-shirts and raised personal donations, which were matched by the Bank.

• North Western University organised a 5km walk at Katara Cultural Village. Milestones along the walk represented the distances children in difficult geographies must walk in order to reach their nearest school. The walk was designed to raise awareness of difficulties faced by children in order to have access to education.

• A ‘Night for Nepal’ was organised to provide financial aid to those affected by the recent earthquake in Nepal. Three of Qatar’s most prominent not-for-profit organisations (Qatar Charity, Educate A Child and Reach Out To Asia) supported the charity event arranged by Ali For One, a Qatar-based volunteer group. The evening included a charity auction by Christie’s and featured world-renowned pianist Sonja Park as well as cultural shows put on by foreign embassies.

Campaigns

A three-month campaign, featuring Educate A Child adverts on both sides of the iconic London black cab was launched in London in August. The campaign aimed to increase awareness of EAC’s cause amongst UK residents, commuters and tourists.

Following the success of its UK taxi campaign, EAA launched the ‘Keep the promise’ campaign in New York City in mid-September to coincide with the United Nations General Assembly, where world leaders were adopting the new Sustainable Development Goals. ‘Keep the promise’ refers to the affirmation of the global community to uphold their commitment to deliver on the Millennium Development Goals.

Two hundred cabs carried the slogan that aimed to attract interest and advocacy for EAC’s goal of significantly reducing the number of out of school children around the world and deliver on the promise of providing access to education for all.

In collaboration with Qatar Charity, EAA also launched the Alemni campaign to promote grassroots fundraising in Doha.

Photography Book – Challenges and Reality

As part of its continued effort to highlight the pressing need for primary education for all, Educate A Child officially launched a photography book entitled ‘Challenges & Reality’ at UNESCO Headquarters in October 2015 in Paris. The volume contains a collection of images of out of school children shot by photojournalist Maher Attar. Educate A Child commissioned the book as a means to bring attention to the world’s children who have not had their right to a primary education fulfilled, despite the promise of the Millennium Development Goals (MDGs).
Education Above All 2015
Social Media Statistics

**TWITTER**
- Total following: 780
- Total followers: 3,543
- Total tweets: 1,511
- Avg. engagement rate: 0.8%
- Followers acquired in 2015: 843
- Followers 2014: 2,700

**FACEBOOK**
- Total page likes: 23,809
- Total post likes: 33,118
- Total posts: 214
- Total post comments: 335
- Total post shares: 534
- Avg. post interactions/day: 95.74

**INSTAGRAM**
- Total following: 9
- Total followers: 1,418
- Total posts: 134
- Post likes: 3,136
- Comments: 79

*All data as of 22 Dec 2015*
EAC projects in Bangladesh. Maher Attar for EAA
Seven youth advocates have been exposed to training within the EAA organisation for the past year. Six of these advocates have agreed to participate in a project in Ethiopia, for which they have been collaborating with Ethiopian youth since September.

The youth advocates have also been involved with EAA events to help with raising awareness of the Foundation and its programmes.

"The EAA Youth Advocacy programme has been instrumental in shaping the way I think about development; it has given me the tools to delve into deeper facets that are not top priorities when development work is discussed, but nevertheless equally important. Going forward, I know that there will be immense opportunities to use all that I have gained from the programme to make a difference in the field of education worldwide."

Asmaa Fikree
Age: 21
Georgetown University/ Graduate

"Being part of the EAA Youth Advocates programme has shown me the far-reaching effects of education, and more importantly the devastating consequences of its absence. This programme has not only provided me with extensive insight into the complex workings of developmental projects, it has also allowed me to take an active role in developing a project of our own with my fellow team members targeting primary education in Ethiopia."

Ali Al-Emadi
Age: 22
Texas A&M University/ Graduate

"My time with EAA, over the past few years, has allowed me to experience the power of conversations. Conversations across geographic and cultural boundaries have materialized into practical and effective projects. Watching these transformations unfold has taught me patience, for what starts off as a casual dialogue over Skype can eventually turn into a promising and powerful tool later on."

Hessa Al-Noaimi
Age: 20
Georgetown University/ Senior

"Engaging in enriching conversations with oneself and others is the essence of the EAA Youth Advocates programme. After a year of self-development and learning about the EAA projects, we have managed to engage with Ethiopian youth in the same manner. Cross-cultural communication, as a tool, was our strongest ally in this youth-led partnership between the Qatari and the Ethiopian youth. The programme has set strong boundaries for commitment, punctuality, engagement, and allowed for a platform of on-field learning. I think the EAA team for their endless support throughout this journey. I also look forward to our trip to Ethiopia, where we will engage with the EAA projects and with the youth group we have been working with on our project outcomes."

Dana Al-Anzy
Age: 21
Georgetown University/ Junior
RESOURCE MOBILISATION

EAC projects in Cambodia.
Maher Atta for EAA
To support the global efforts of achieving universal quality primary education for all, EAA uses a rigorous approach to fundraising that aims to bring together a broad spectrum of actors (bilateral and multilateral development agencies, high net-worth individuals, private sector companies, public campaigns and foundations) to make quality education a central part of the global development agenda. Since its establishment in November 2012, EAA and its partners have mobilized more than US$1 billion in education financing that contributes to the enrolment of out of school children around the world under the most difficult circumstances.

On the continued drive toward reaching 10 million out-of-school children before the end of the 2015/16 school year, EAA has taken steps to facilitate its fundraising reach beyond Qatar and is currently adopting a revised approach to the mobilisation of funds.

Revised Approach for EAA to Resource Mobilisation and Sources of Funds

- The original approach is based on co-funding 50/50 per cent.
- The revised approach reduces the EAC’s share of its co-funding commitment to 25% and the remaining 25% are leveraged from different Official Development Agencies.

The new approach will focus more on the resource mobilization from ODAs, with a decreased dependence on fundraising from individuals, corporates and foundations. There will remain a strong emphasis on regional fundraising. The aim is to increase co-funding and co-financing from 50% today to 75%, whilst reducing EAA’s share of the funding to 25%. With the new approach it is expected that EAA will be able to raise the additional funds necessary to reach the remaining out of school children and meet its target of 10 million OOSC.
EAA established Educate a Child International in the UK in April 2015. EAC International is a charitable incorporated organisation registered with the UK Charities Commission with its own board of trustees. EAA is the single member (shareholder) of the organisation and appoints the trustees. The main objectives of EAC International are to build partnerships in the UK and Europe and to mobilise additional resources for EAA programmes from private, corporate and official donor agencies. EAC International will also help to raise the profile of, and advocate for, the key messages of EAA, in particular the need to keep the promise to out of school children and protect education from attack.

In 2015, EAC International has signed a number of fundraising agreements with high profile hotels and retail groups in the UK and France including Harrods, the Savoy, the Royal Monceau Hotel, the Peninsula Hotel and the Buddha Bar Hotel in Paris. EAC International has also supported the negotiations with the UK government’s Department for International Development (DFID) to provide access to education for over two million children.

It is anticipated that EAC International will act as a hub for the international efforts to mobilise additional resources and advocacy from 2016 onwards and will make a significant contribution to the achievement of EAA’s goals and objectives in the next phase of the organisation’s strategy.

**Board of Trustees**

Fahad Al Sulaiti  
Deputy CEO of EAA

Dr Martin Stephen  
Author and former headmaster of St Pauls School, London

Augustus Della Porta  
Lawyer, BWB
Finance and Administration is dedicated to supporting the organisation’s core mission by overseeing the day-to-day business, finance and operations of EAA.
The Human Resources department works as a strategic partner to deliver on EAA’s vision and mission by attracting and retaining the best international talent within the field of education.

Service area covered by the HR team include:

- Recruitment screening and hiring
- Pre-employment and new employee orientation
- Completing initial formalities to facilitate new hires
- Relocation, expatriation and repatriation arrangements
- Creating and upgrading documentation system
- Contract making and renewal
- Compensation and Benefits administration
- Entry visa, resident permit, exit permit, driving license formalities and family visa formalities
- Policy and procedure implementation and interpretations
- Administering business trips including flight tickets, per diems, entry visa and reimbursements.
- Medical insurance and Life insurance arrangements for employees and their dependents
- Creating and monitoring annual evaluations
- Updating employees with leave details and phone directory with new hires
- Supporting employees with efficient implementation of employee relations

Human Resources Staff Turnover

- Staff Turn Over: 0.036% (2 Leavers)
- Retained: 97%
- Leavers: 3%

Annual Report on Human Resources KPIs:

- Filled Positions: 85%
- Vacant Positions: 15%

Recruitment Efficiency:

- Approved 74 positions in 2015

Qatarization:

- Qatari: 32%
- Other Nationalities: 68%

National Trainees

- Qatari: 3
Information Technology

This function, which covers all of EAA's hardware, software and technical support functions, is currently outsourced. A paperless software system – Enterprise Resource Planning – has been adopted to encourage a streamlined online working environment.

Contracts

The Contracts Department supports EAA's programmes and directorates through the management of the contractual relationship with suppliers, consultants and partners. The emphasis is on ensuring compliance with legal, regulatory and policy requirements and attaining high quality, cost effective products and services. The team ensures accountability for the outcome and handles contracting processes with integrity.

Finance

The Finance Office supports EAA in the areas of accounting and finance. It plays a vital role in decision-making, budget control, reporting and planning, which directly impact the programmes' performance.
Financial Data

Source of Funds (QAR Millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual 2015*</th>
<th>Budget 2016</th>
<th>Budget 2017</th>
<th>Budget 2018</th>
<th>Budget 2019</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>358</td>
<td>379</td>
<td>300</td>
<td>300</td>
<td>150</td>
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<tr>
<td>2016</td>
<td>23</td>
<td>505</td>
<td>604</td>
<td>651</td>
<td>856</td>
</tr>
</tbody>
</table>

*Note: Actual 2015 runs from April to December 2015.

Breakdown by Division (Actual Cost - QAR Millions) in 2015

- PEIC: 8 (2%)
- DOP, Projects and new initiatives**: 9 (2%)
- HQ*: 18 (5%)
- Al Fakhoora: 49 (13%)
- EAC: 297 (78%)
- Total: 381 (100%)

* HQ includes; CEO suite, SPR, Outreach, admin & Finance.
**DOP includes Kakuma Project, and Mauritania.

Programme Cost Vs Non-Programme Cost in 2015

- Programme Cost: 363 (95%)
- Non-Programme Cost: 18 (5%)

Total: 381
GET INVOLVED

EAC projects in India
At a Project Level

EAA draws its strength from its collaborations. The approach used is one of scalability: we align with partners already active in key areas and support with resources, knowledge and network.

For information on how to become an EAA project partner, please contact info@educationaboveall.org

Through Donations

On average, EAA invests US$100 to educate a child for a year. EAA gratefully accepts online donations of any amount on:

www.educationaboveall.org/donate

You can also send a donation via our QNB bank account:

Education Above All PO BOX 34173, Doha, Qatar
Account number: QA64 QNBA 0000 0000 0013 0216 1805 3
Swift: QNBAQAQAXXX
Communication: Educate A Child

Through Corporate Fundraising

Our Outreach team would be glad to assist with any corporate fundraising initiatives. Please contact info@educationaboveall.org

As a Partner

EAA builds partnerships with organisations of all shapes and sizes. We pool our resources, knowledge and networks in order to open doors and opportunities to deprived children, youth and women worldwide.

Strategic partners

Strategic partners are made up of organisations with global reach that have a similar mission and vision as EAA, and that through their reputation and worldwide presence, support EAA with advice and access to resources and networks.

Implementing partners

Implementing Partners are organisations that have a demonstrated understanding of the obstacles faced by out of school children and have implemented successful approaches to enable children to overcome these obstacles in order to access and complete a quality primary education.

Advocacy partners

Advocacy Partners bring expertise, energy, and persuasive influence to get focus and action in support of changing the situation of the millions of children who are out of school.

Resource partners

Resource partners are organisations that contribute to EAA’s mission through providing evidence of what works in reaching out of school children; innovation in developing the most practical, appropriate, and affordable means to addressing the obstacles faced by out of school children; and financial resources that help close the funding gap for primary education.

If your organisation shares EAA’s vision of a world where every individual has the opportunity to learn through a quality primary education, and is interested in becoming an EAA partner, please refer to: www.educateachild.org/our-partners-projects/become-partner
## Donors

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Amount in QAR</th>
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<tbody>
<tr>
<td>EAC - Online Donations</td>
<td>90,782.74</td>
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<tr>
<td>Qatar Airways</td>
<td>1,698,887.69</td>
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<td>Qatar Industries</td>
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<td>Other Donations</td>
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<td>IMGO DUBAI BRANCH</td>
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<td>Supreme Committee for Delivery</td>
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<td>W DOHA HOTEL</td>
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<td>Qatar Handball 2015</td>
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<td>Qatar Insurance Company</td>
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<td>Racing &amp; Equestrian Club</td>
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<td>Silver Group W.L.L</td>
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<td>S-Oil Foundation</td>
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<td>KOICA</td>
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<td>Occidental Petroleum of Qatar</td>
<td>684,320.00</td>
</tr>
</tbody>
</table>

**Total Received in 2015** 35,433,767.32
Staff

Abdu-Rasheed Warsame
Abdul Naser Amin Parkar
Abdulrahman Ahmad Al-Sayed
Ahmed Mohamed Taha Ali
Aisha Saeed Al-Misned
Al Anood Abdulla Al Thani
Al Anood Al-Attiyah
Ali Turki A Al-Sobai
AlJazi Hasan Darwish
Anbu Karthikeyan Jagadeeswaran
Antonio Santiago Magliong
Armend Reka
Asad Khalid
Dahlia Maarouf
David Kamau Mumo
Desmond Patrick Bermingham
Fahad Hamad H M Al-Sulaiti
Farooq Shehzad Burney
Fatima Rashid AlKhater
Fredrick Juma Hanga
Ghada Khalifa A T Al-Subaey
Ihab Abdelrashid Galal Hassanin
Jana Abdel Sater
Jawaher Badr Kafoud
Jennifer Lynn Abdul Jabar
Kamal Hafez
Karen Bryner
Kevin Aedan Donohue
Khalid Abdin Mohamed Fadul
Kholoud Aqeeq
Lakshmi Oggu
Lara Husseiny
Leena Rashid Al-Derham

Al Fakhoora
Finance and Administration
Outreach
Finance and Administration
Al Fakhoora
EAC
Programmes Department
Finance and Administration
Al Fakhoora
PEIC
Outreach
Finance and Administration
Al Fakhoora
CEO Office
Outreach
Al Fakhoora
General Counsel Section
EAC
Finance and Administration
Khalid Abdin Mohamed Fadul
Finance and Administration
Kholoud Aqeeq
Finance and Administration
Lakshmi Oggu
Outreach
Lara Husseiny
EAC

Leonardo de Castro Pinheiro
Lubna Al Attia
Margaret Elizabeth Sinclair
M Bilal Farid AlHabian
Mahmoud Abulaia
Marcio Nogueira Barbosa
Mareem Ali N A Al Misnad
Mark Richmond
Mary Joy Pigozzi
Maryam Ahmed Al-Nasr
Maxime Claude Gilbert Decooman
Michael Caicich
Mohamed Ibrahim M Y Kafoud
Mohammed Saad R A Al- Kubaisi
Mubarak Nasser Al-Thani
Muneera Yacoub Al-Obaidli
Nastaran Jafari
Nicola Jade McCulloch
Norma Lutfallah Haddad
Oussama Eraky
Peter Klanduch
Rabab ElFeky
Richard Ashford
Salam Yacoub
Saleh Mohammed
Sanjeev Kumar Rai
Saoud Abdulziz H A Al-Thani
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