

التعليم | education
فوق | above
الجميع | all



Annual Report 2015

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A Message from HH Sheikha Moza bint Nasser

Founder and chairperson of Education Above All Foundation



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.

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)



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Marcio Barbosa

CEO of Education Above All Member (Oct 2013 - Dec 2015)





**EDUCATION
ABOVE ALL**

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.

EAA Strategy

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



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 astructure Build organizational capabilities Implement fundraising strategy	Refine EAA headquarters capabilities Establish new partnership alliances Guide overall EAA strategy





Milestones

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:

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.

External Trends

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.

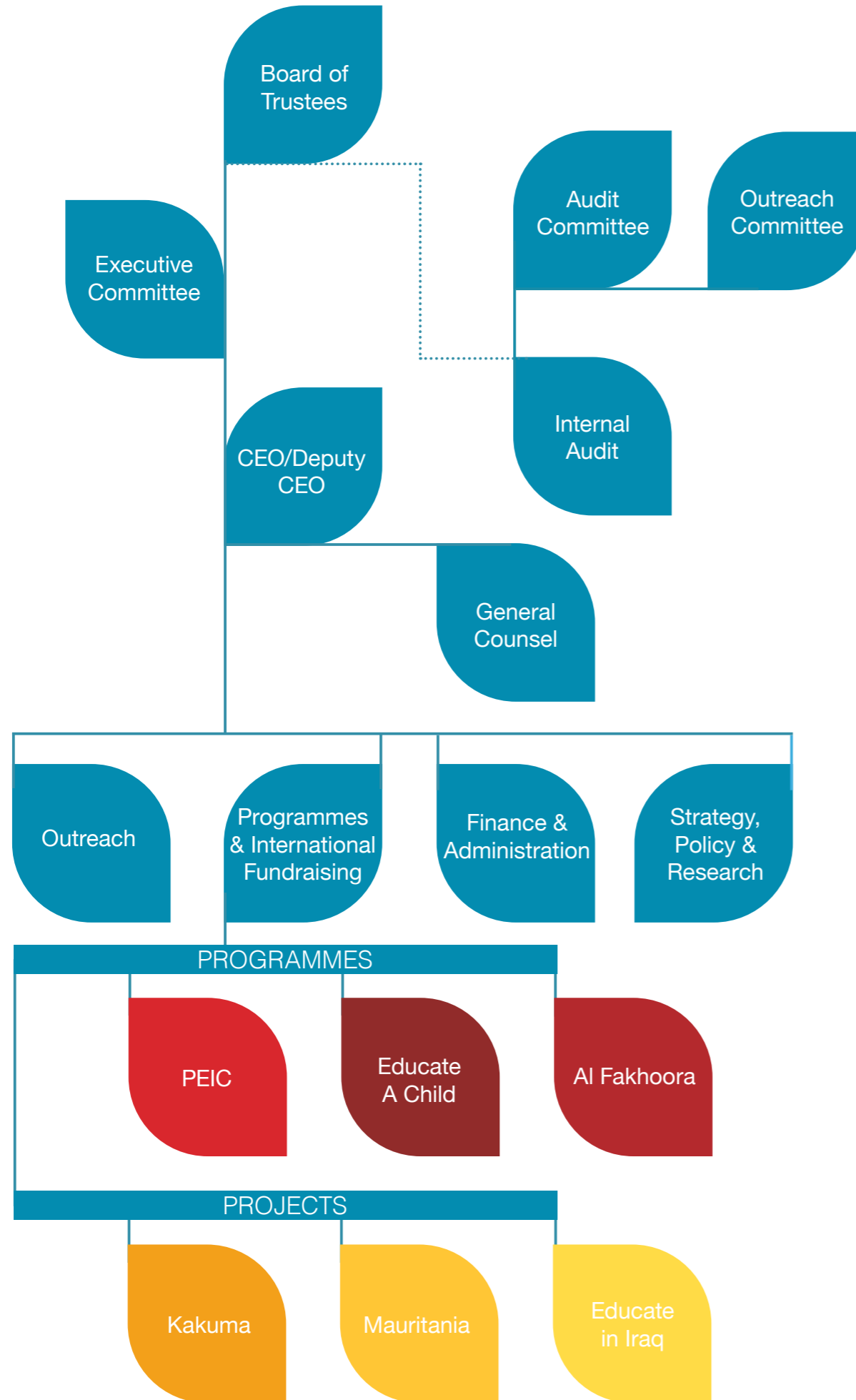
"The recent adoption of SDG 4 can provide, if we are serious, an historic opportunity to ensure inclusive and quality education for all and promote lifelong learning."

HH Sheikha Moza bint Nasser



UNRWA school in Sidon, Lebanon,
Maher Attar for EAA

EAA Organogram



Maher Attar for EAA, Bangladesh



PROGRAMMES



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.



علم طفلاً
EDUCATE A CHILD

A programme of **education above all™**

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

Afghanistan
Angola
Liberia
Mauritania
Mexico
Morocco
Niger
*OPT
Tanzania

2016 49 COUNTRIES

Burkina Faso
Cambodia
Comoros
Ghana
Indonesia
Lao PDR
Malawi
Mali
Nigeria
Nepal
Philippines
Senegal
South Africa
Timor-Leste
Turkey
Vietnam

2014
2015 40 COUNTRIES

Brazil
Democratic Republic of Congo (DRC)
Haiti
Jordan
Lebanon
Myanmar
Somalia
Thailand

2013 24 COUNTRIES

Bangladesh
Chad
Côte d'Ivoire
Ethiopia
India
Iran
Iraq
Kenya
Malaysia
Pakistan
Rwanda
South Sudan
Sudan
Syria
Uganda
Yemen

2012 16 COUNTRIES

Programme Countries

TODAY WE ARE ACTIVE IN **40** COUNTRIES

TARGET DECREASE IN OUT OF SCHOOL CHILDREN (MILLIONS)



“ 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 greater and operates in a spirit of partnership and national ownership. ”

Ms. Irina Bokova
Director General, UNESCO (2013)

*Occupied Palestinian Territories
The graphic presentation of boundaries used by EAA/EAC in this map is consistent with those produced by the United Nations Geographical Information Section
This map is provided to facilitate the general location of EAC supported projects. EAA/EAC does not have an official position regarding boundaries of or disputed boundaries between countries.
Source: <http://www.un.org/Depts/dest/geographic/mis/proj/le/worls.pdf> (2015)

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.





UNRWA schools in Lebanon, UNRWA

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.

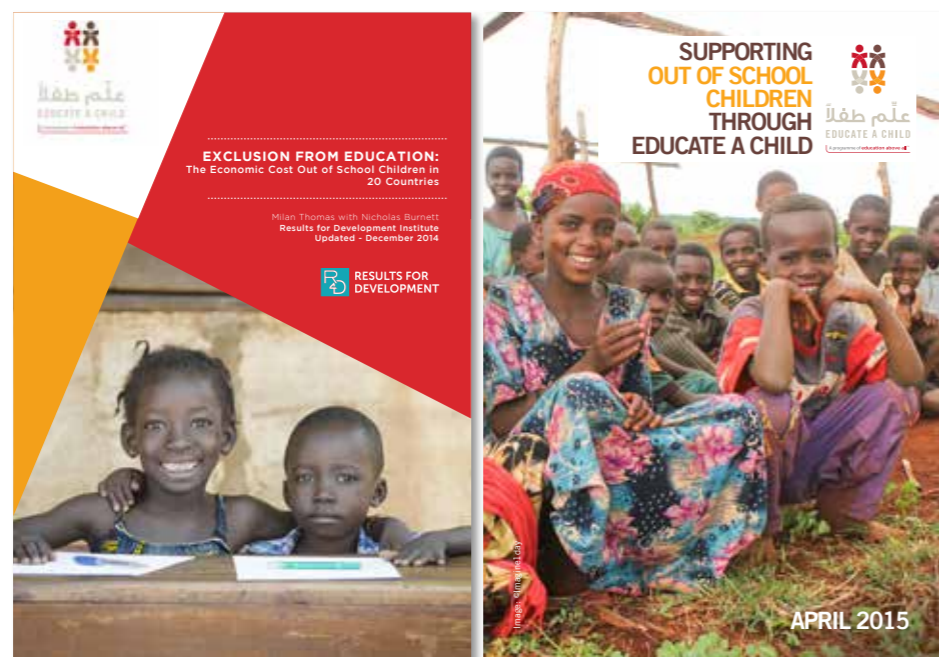
Past recipients have included:

- Lech Wałęsa, 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)

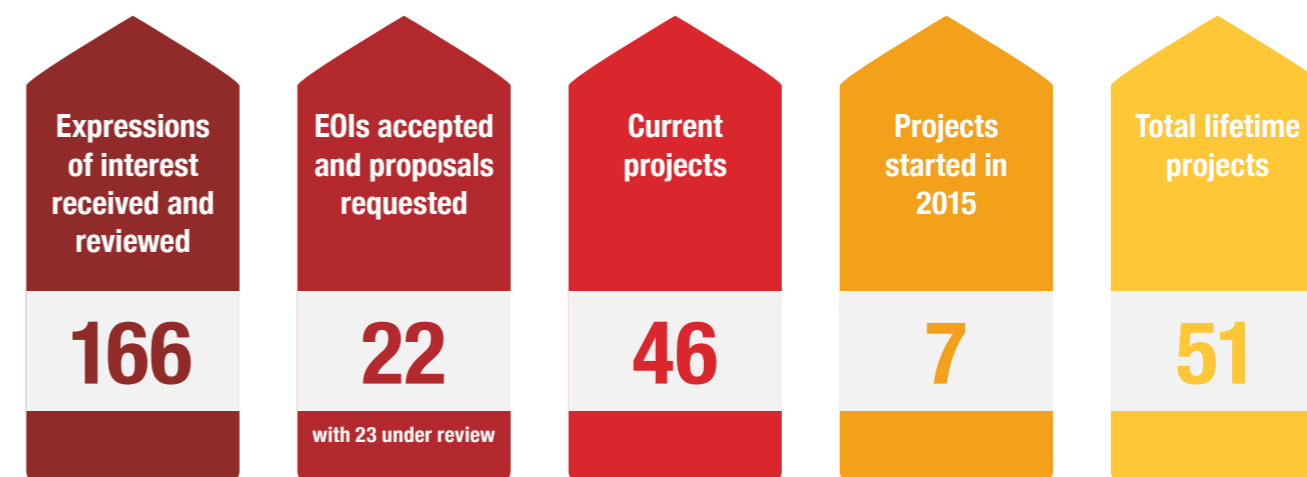


Who are the Out of School Children?

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



Barriers, Obstacles and Approaches Taken In Current EAC Priority Countries



EAC Grant Agreements



Country	EAC Funding (\$USD)	CO-Funding (\$USD)	Total Funding (\$USD)
Bangladesh	21,522,095	21,522,096	43,044,190
Brazil	12,200,000	99,200,000	111,400,000
Cambodia	9,561,037	9,758,282	19,319,319
Chad	13,057,000	37,889,000	50,946,000
Comoros	3,274,045	4,600,000	7,874,045
Cote d'Ivoire	6,851,334	6,934,175	13,785,509
DRC	53,125,930	54,915,583	108,041,513
Ethiopia	11,498,214	11,586,328	23,084,542
Ghana	7,629,620	7,629,641	15,259,261
Haiti	11,916,751	28,467,351	40,384,102
India	48,919,148	50,714,148	99,633,296
Iraq	3,934,762	35,600,000	39,534,762
Kenya	18,759,024	18,921,383	37,680,407
Nigeria	38,033,271	42,284,654	80,317,925
Pakistan	12,326,411	18,568,440	30,894,851
Somalia	28,165,059	37,930,276	66,095,335
South Africa	864,888	1,058,452	1,923,340
S. Sudan	11,944,000	38,627,000	50,571,000
Sudan	19,881,631	20,127,415	40,009,046
Syria - Palestinian Refugees	4,971,750	20,950,000	25,921,750
Syria	11,927,542	11,927,542	23,855,084
Yemen	20,211,030	39,399,200	59,610,230
Uganda	7,098,287	7,233,156	14,331,443
Multi-country ^a	9,257,892	9,257,871	18,515,763
Multi-country ^b	8,519,434	12,918,634	21,438,068
Multi-country ^c	2,654,059	2,656,340	5,310,399
Multi-country ^d	76,398,524	84,486,760	160,885,284
GEFI Secretariat	1,400,000	2,500,000	3,900,000
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

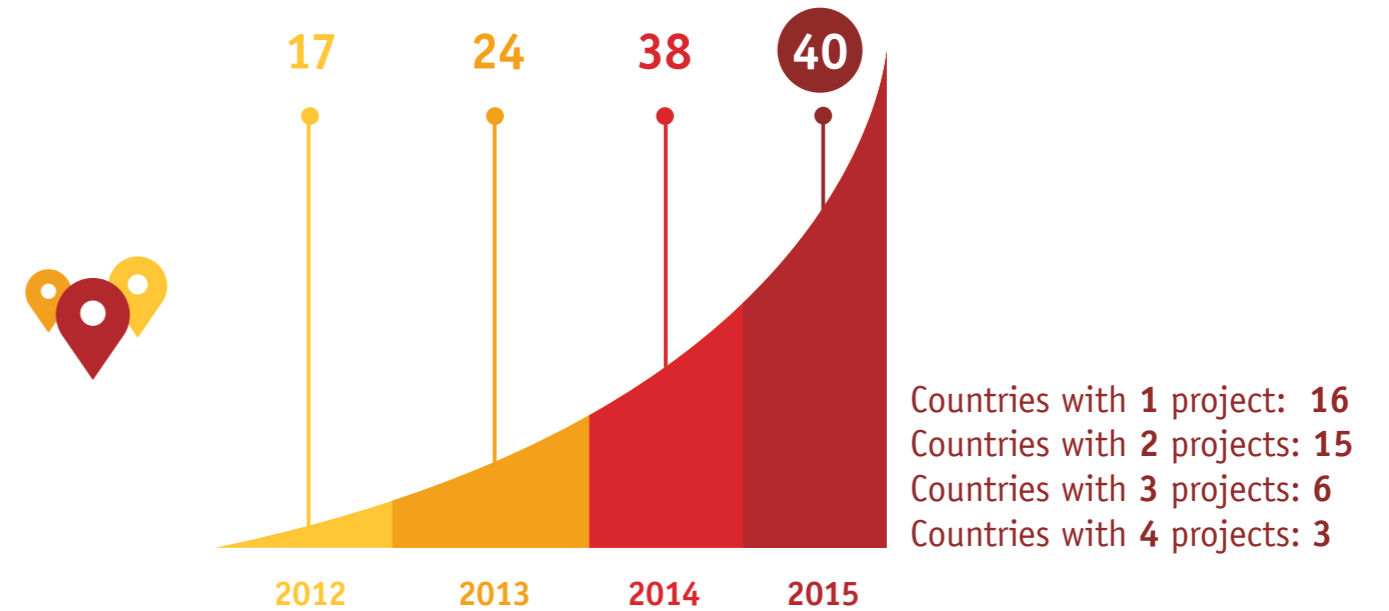
c.Philippines, Thailand, Indonesia, Cambodia, Lao PDR, Malaysia, Myanmar, Vietnam, East Timor

d.Chad, Ethiopia, Kenya, Rwanda, S.Sudan, Sudan, Uganda, Syria, Yemen, Iran, Malaysia, Pakistan

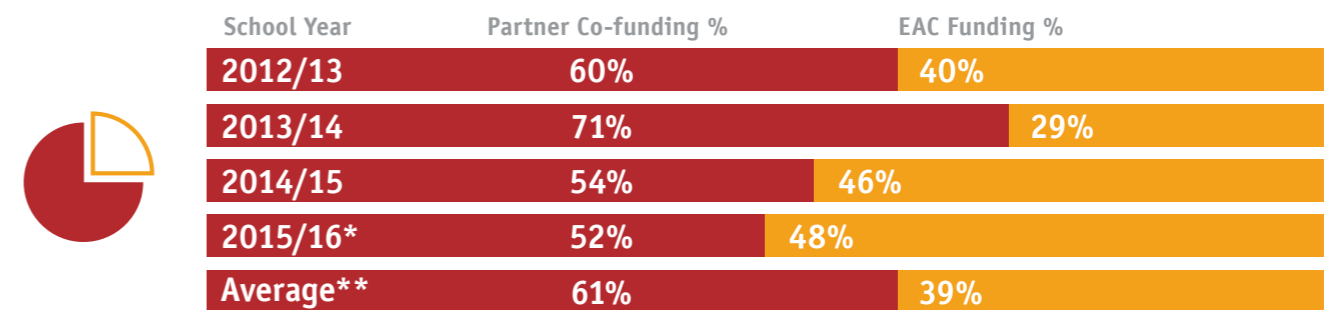


EAC KPIs

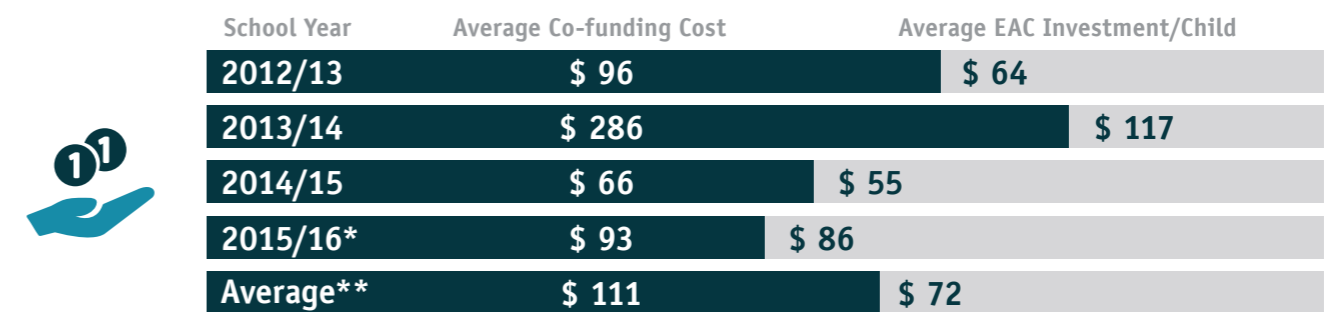
Geographic Reach Target = 35 countries (Dec. 2015)



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



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



*Current average

Notes:

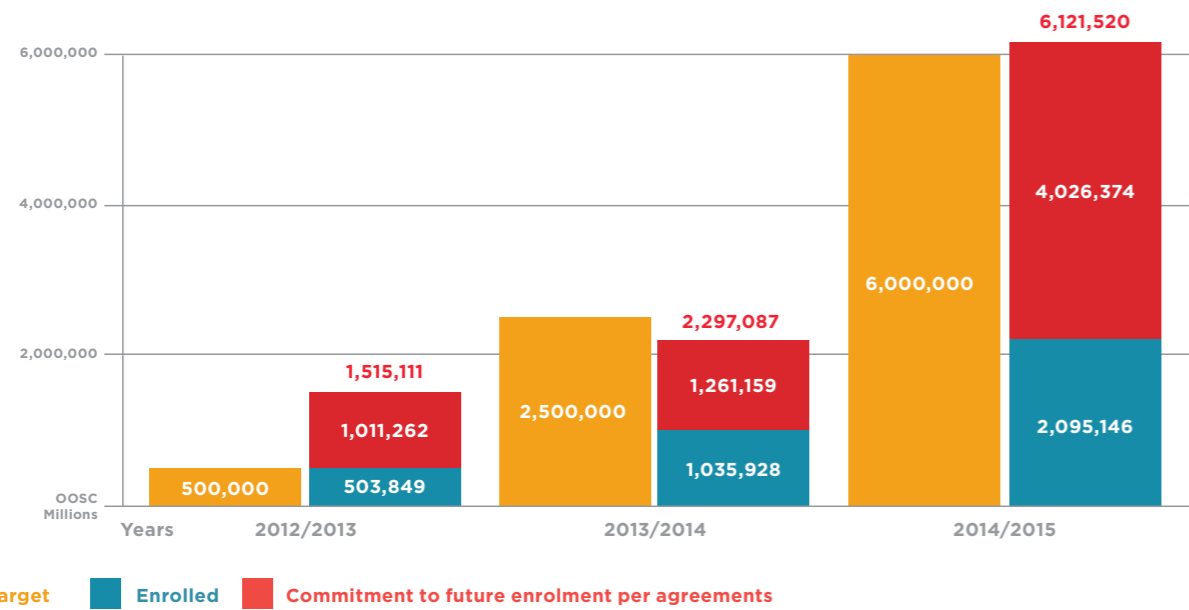
1. Total investment per child reflects only the costs covered by project interventions. In many cases, these will be marginal costs such as training, additional books and materials, construction of additional classrooms, etc.
2. In almost all cases, the most substantial costs (capital investment and 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.



OOSC Target = 10M (Dec 2015 to Year 4)



OOSC Enrollments and Commitments (Dec. 2015)



Enrolled: 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.



Maher Attar for EAA projects in Bangladesh

"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."

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.

Restoring Education, One Child at a Time: A Success Story

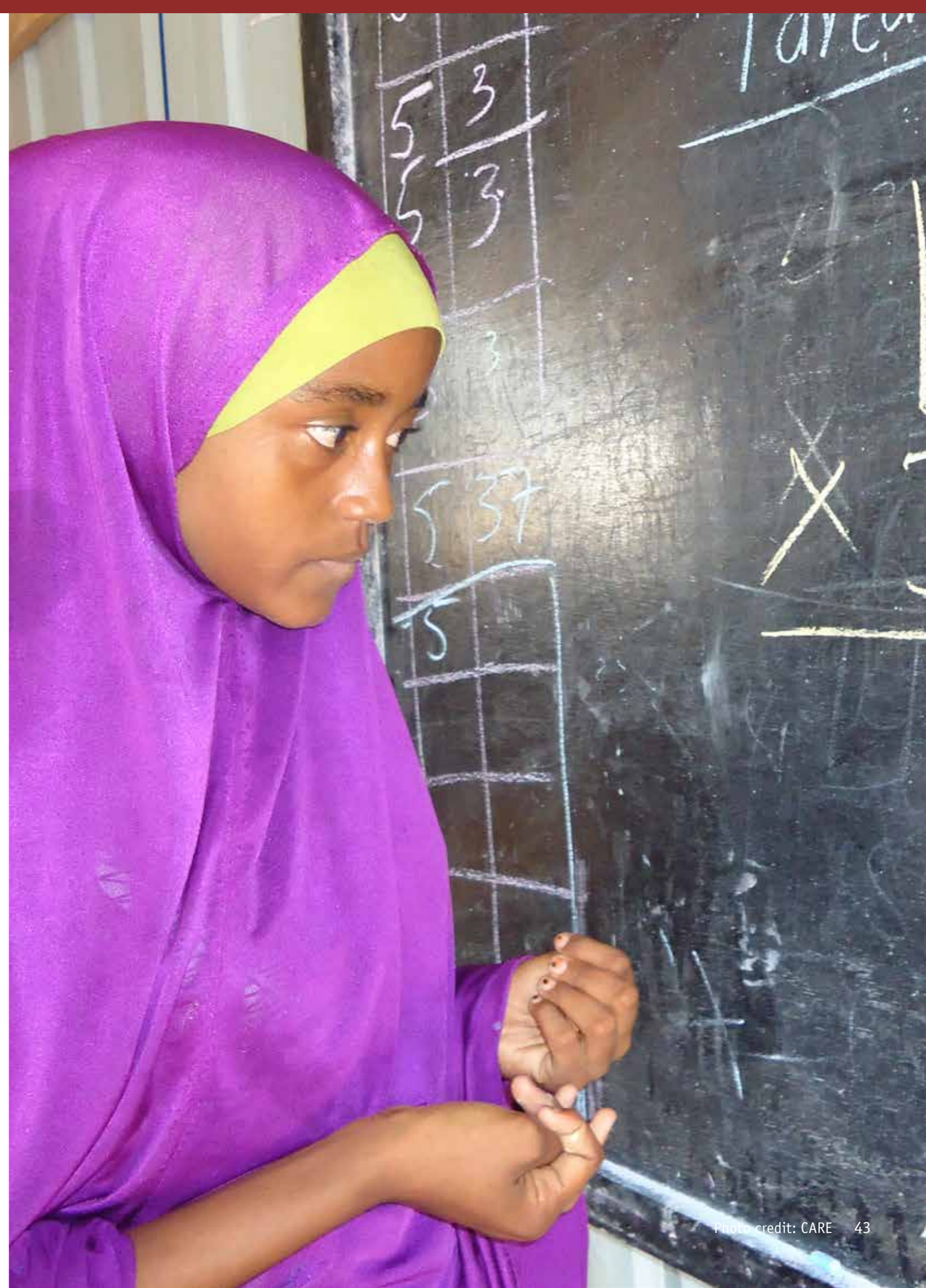
- Only 42 per cent of primary school age children in Somalia are going to school. Civil war, drought, displacement and steep social and economic barriers have affected education delivery and contributed to one of the lowest school enrolment rates in the world. Since the collapse of the government and 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.

“ 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.

- 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.

“ 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. ”

- 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.



Fakhoora students at first batch graduation event. EAA



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.



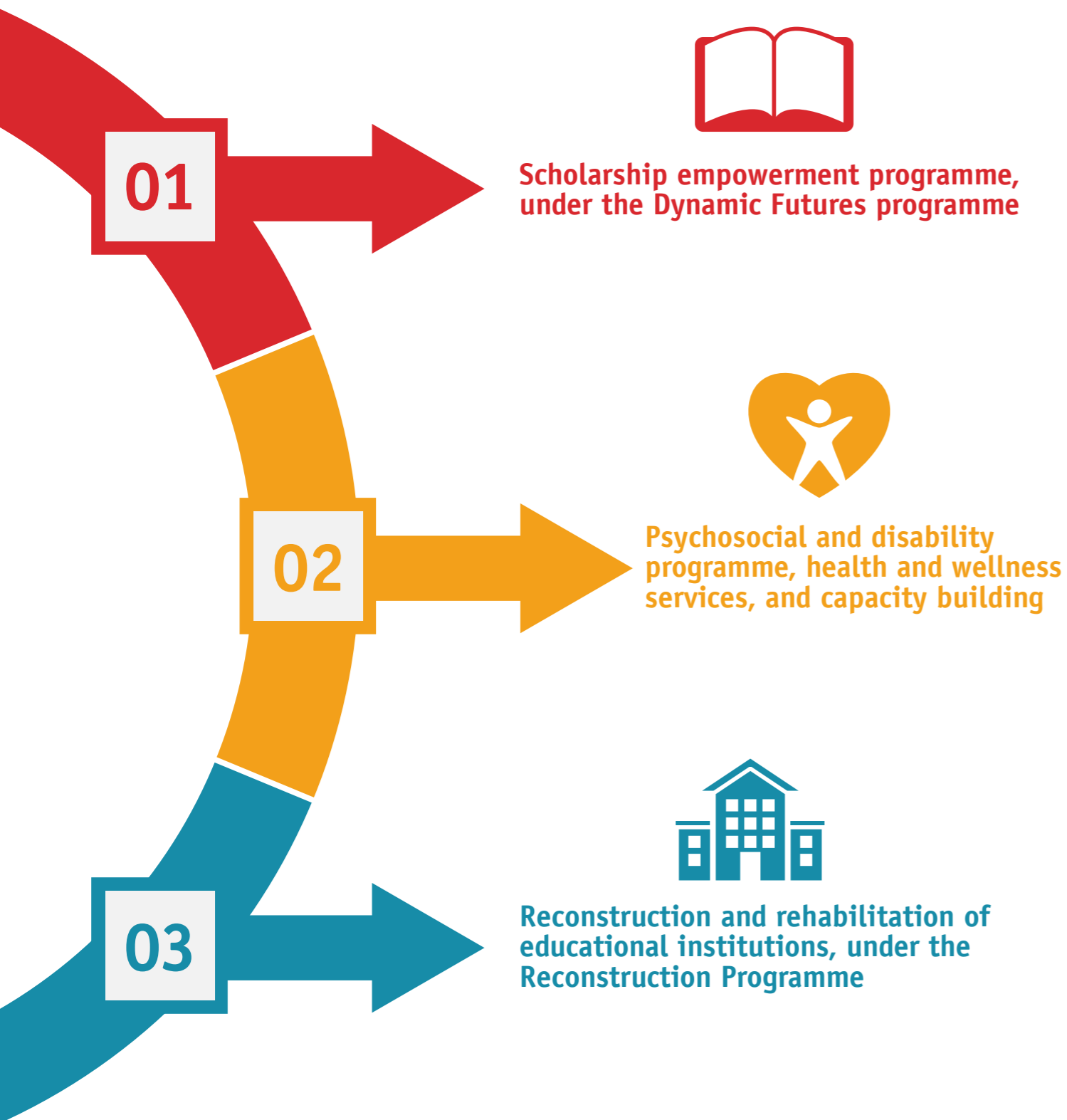
Mission

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:



Scholarship empowerment programme, under the Dynamic Futures programme



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



Reconstruction and rehabilitation of educational institutions, under the Reconstruction Programme

Fakhoora students at a workshop in Gaza, EAA



Achievements

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.



Fakhoora student in Gaza. EAA

Fakhoora student in destroyed classroom in Gaza. EAA photo



Fakhoora students in Gaza. EAA

506 students

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.

10 sessions

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.

87 students

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.

108 students

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.

314 students

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.

41,255 hours

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.

111 alumni

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

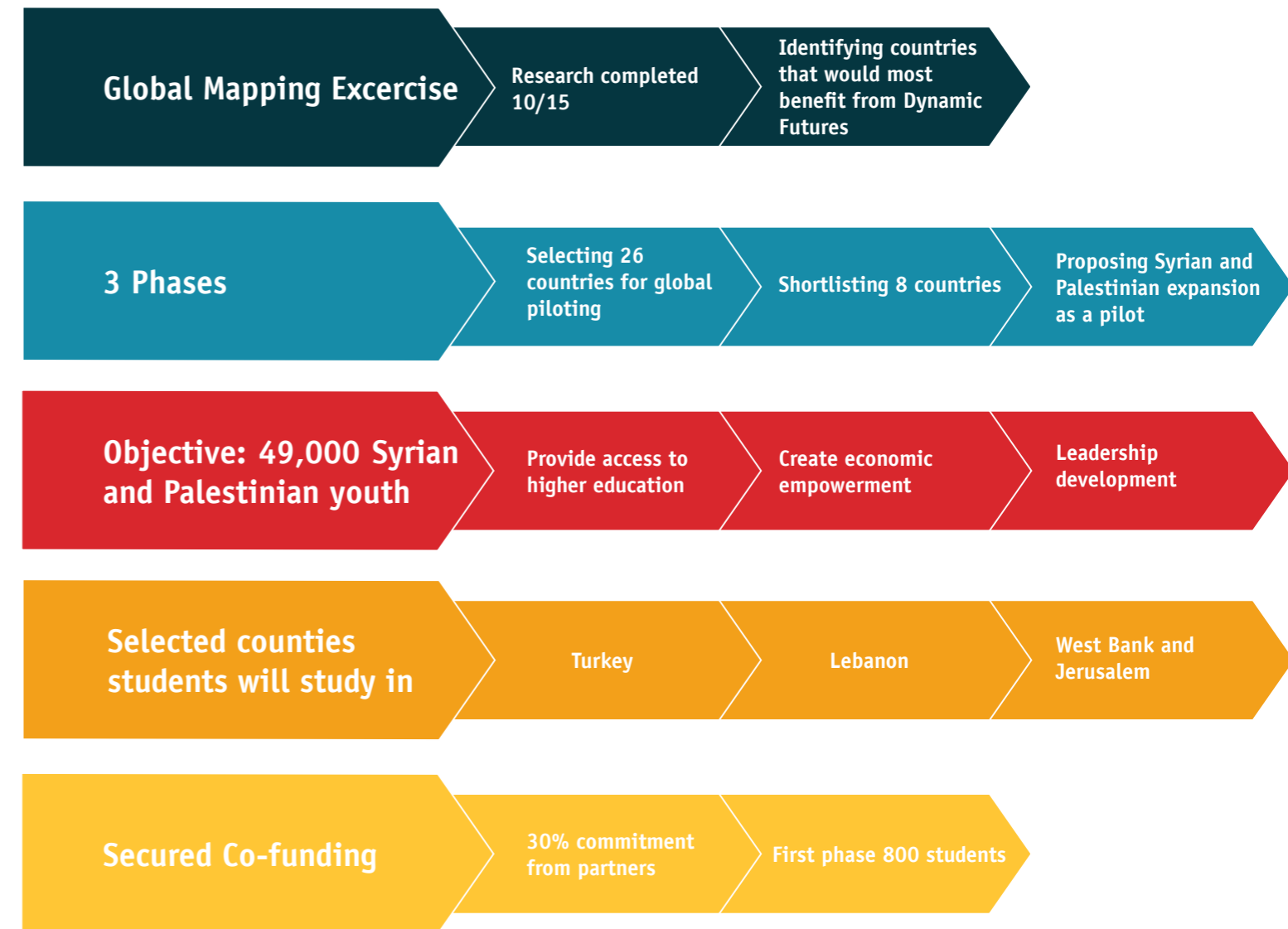
The programme Monitoring and Evaluation manual has recently been updated.

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



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
 - o School counsellors, social workers and teachers
 - o Higher education curricula for child protection
 - o Transforming schools through beautification
 - o Mental health services
 - o 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 as 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.



Fakhoora student stands amidst the rubble in Gaza. EAA

Looking To The Future

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.

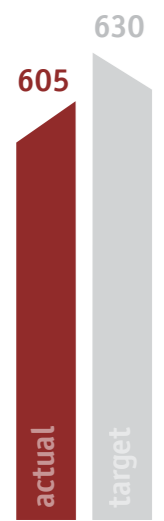
Al Fakhoora is hopeful about expanding its impact with the success of its Global Mapping Exercise, the results of which are laying the foundation for expansion of the Dynamic Futures Programme.

Remaining Challenges

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.

AL FAKHOORA KPIs

Impact on students



96% of students who have entered through ALF



Impact on families



Percentage of families that bridged the poverty gap by 50%



Retention rate



UNDP target 92%, Fakhora retained 96%



Cost efficiency



94.32% spent on tuition and related activities





Afghanistan, photo credit Olivier Jobard

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



PEIC

PROTECT EDUCATION IN INSECURITY AND CONFLICT
حماية التعليم في ظروف النزاع وانعدام الأمن

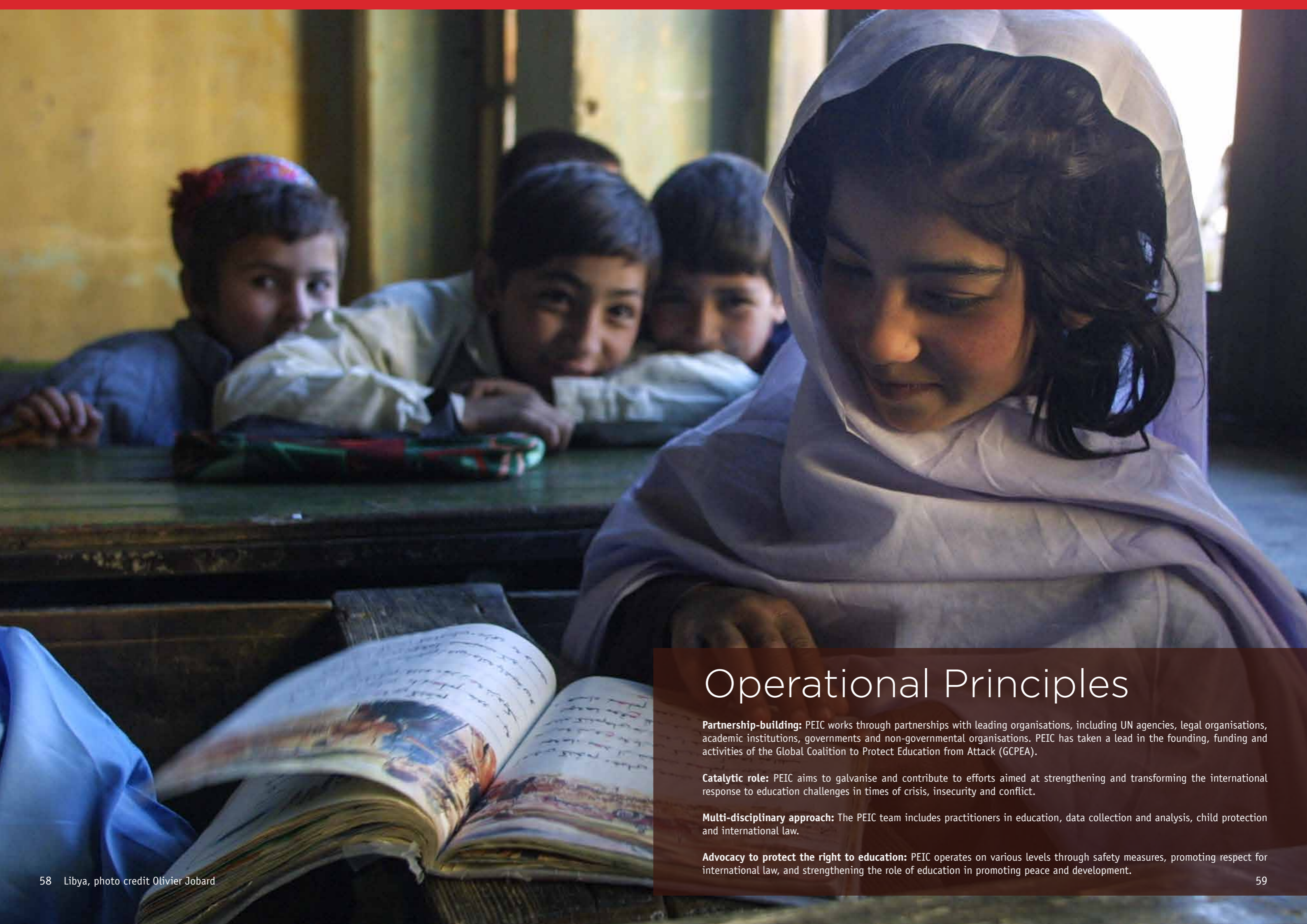
A programme of **education above all™**

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.



56 Libya, photo credit Olivier Jobard



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 Commission 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.

Remaining Challenges

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.

Looking To The Future

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.

2015 Areas of intervention

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).

Education Reform

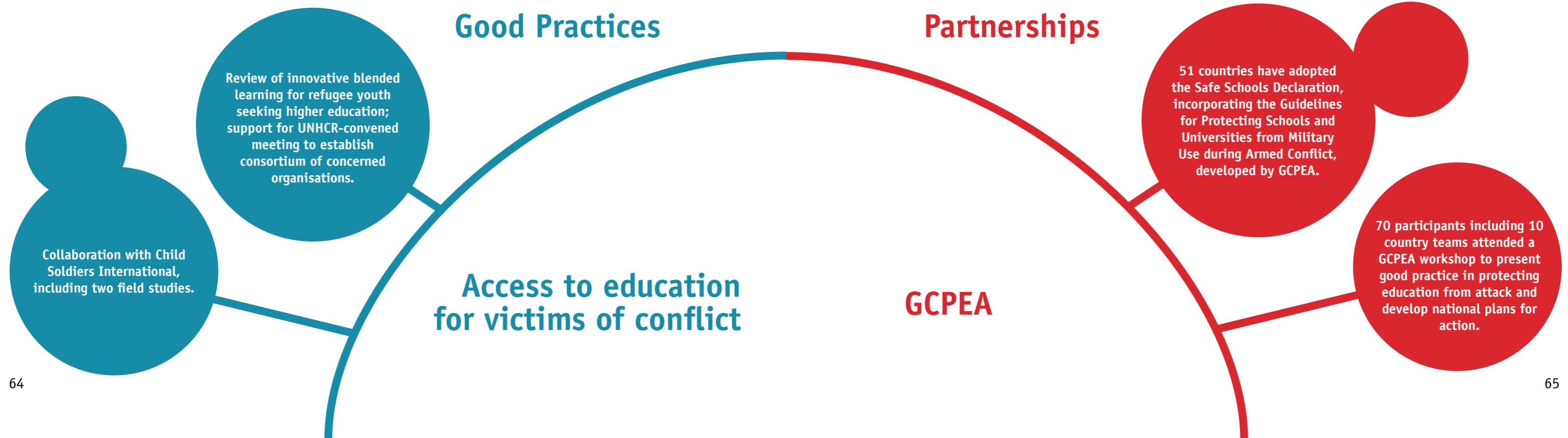
PEIC-sponsored resource packs for policies promoting education planning and textbook revision for safety, resilience and social cohesion presented at regional meetings of ministries of education and UNICEF in Bangkok and Amman.

Piloting of the planning resource pack for ministries of education facing conflict or other crises conducted with education planners in Uganda, including three district-level trainings.



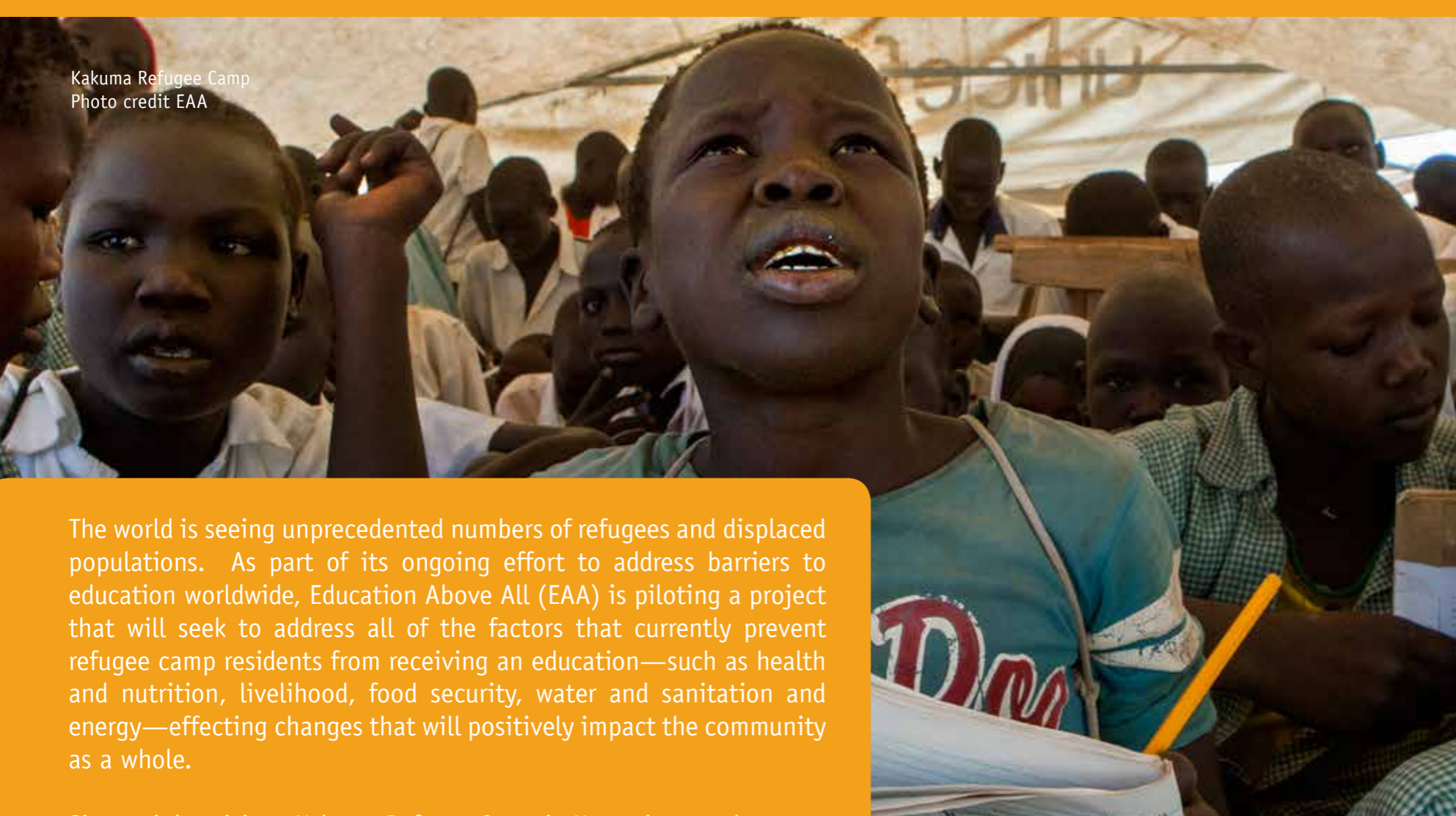
Supplementary education materials being prepared jointly with the Uganda National Curriculum Development Centre, at its request, to promote safety, resilience and social cohesion.

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'.





PROJECTS



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.

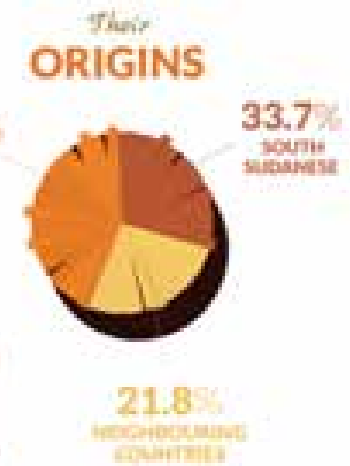
Operational Principles

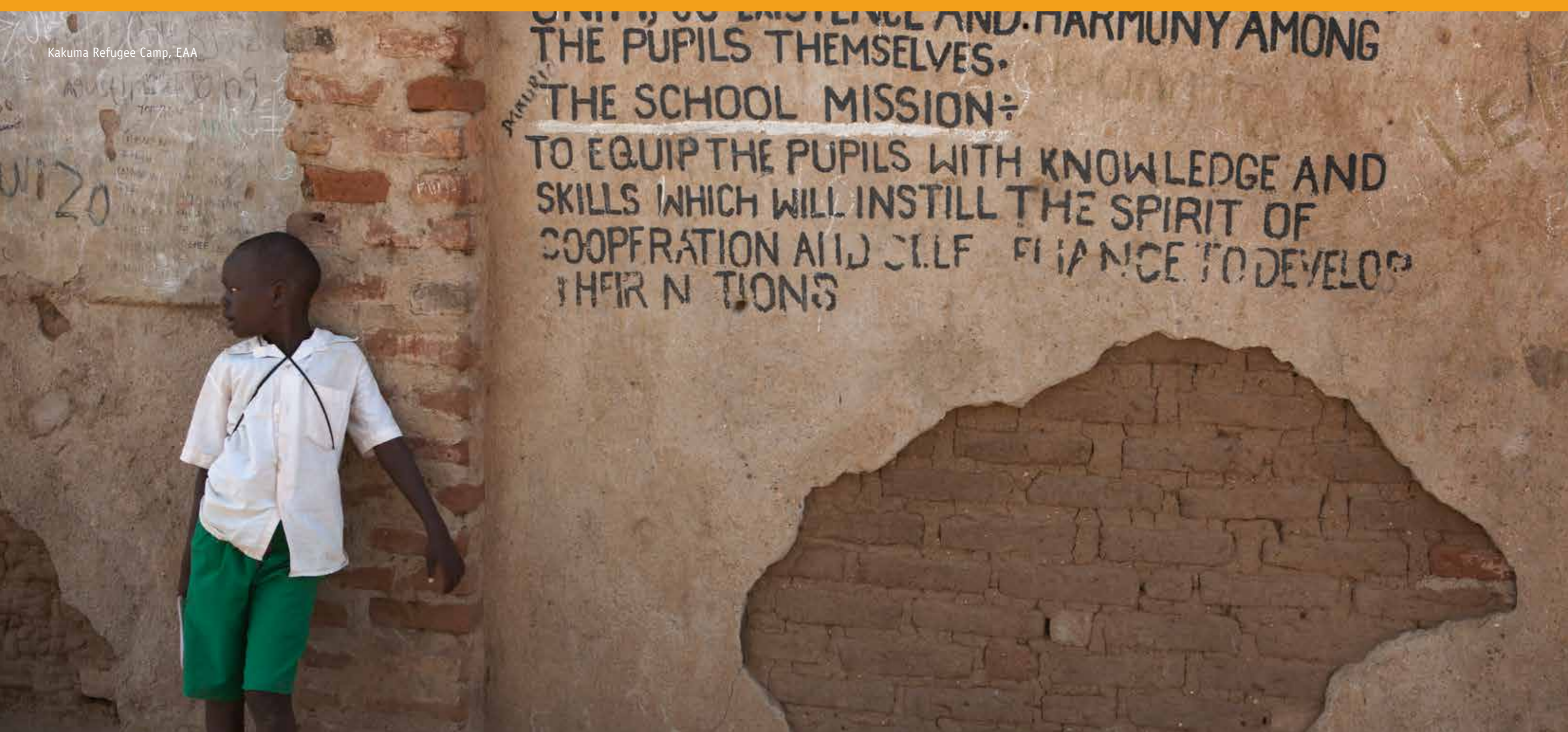
- 01** Enhance equitable access to relevant, high quality education for learners of all ages within the refugee and host community.
- 02** Promote a multi-sector, holistic approach to enhance educational outcomes and reinforce human development.
- 03** Create opportunities for increased empowerment and 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

Kakuma is located in **NORTH-WEST KENYA**





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



Mauritania school opening, photo credit EAA



PROJECT
MAURITANIA



74 Mauritania school opening, photo credit EAA



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-Mauritanian 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 of 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 Boutilmit 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 HHO 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 Boutilmit 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: 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: Toujounine Centre in Nouakchott

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



426 graduated students since 2007



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: 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

01

To establish vocational centres for training in addition to building an educational centre assigned to operate as a regular school.

02

To conduct awareness campaigns on the importance of schooling for girls.

03

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 Boutilmit. Since 2007, the hospital has treated 321, 218 cases, including 43,107 in 2015.

Construction of a school in Boutilmit for 2,000 children was completed in December 2015 and handed over to the Ministry of Social Affairs for Childhood and Family.

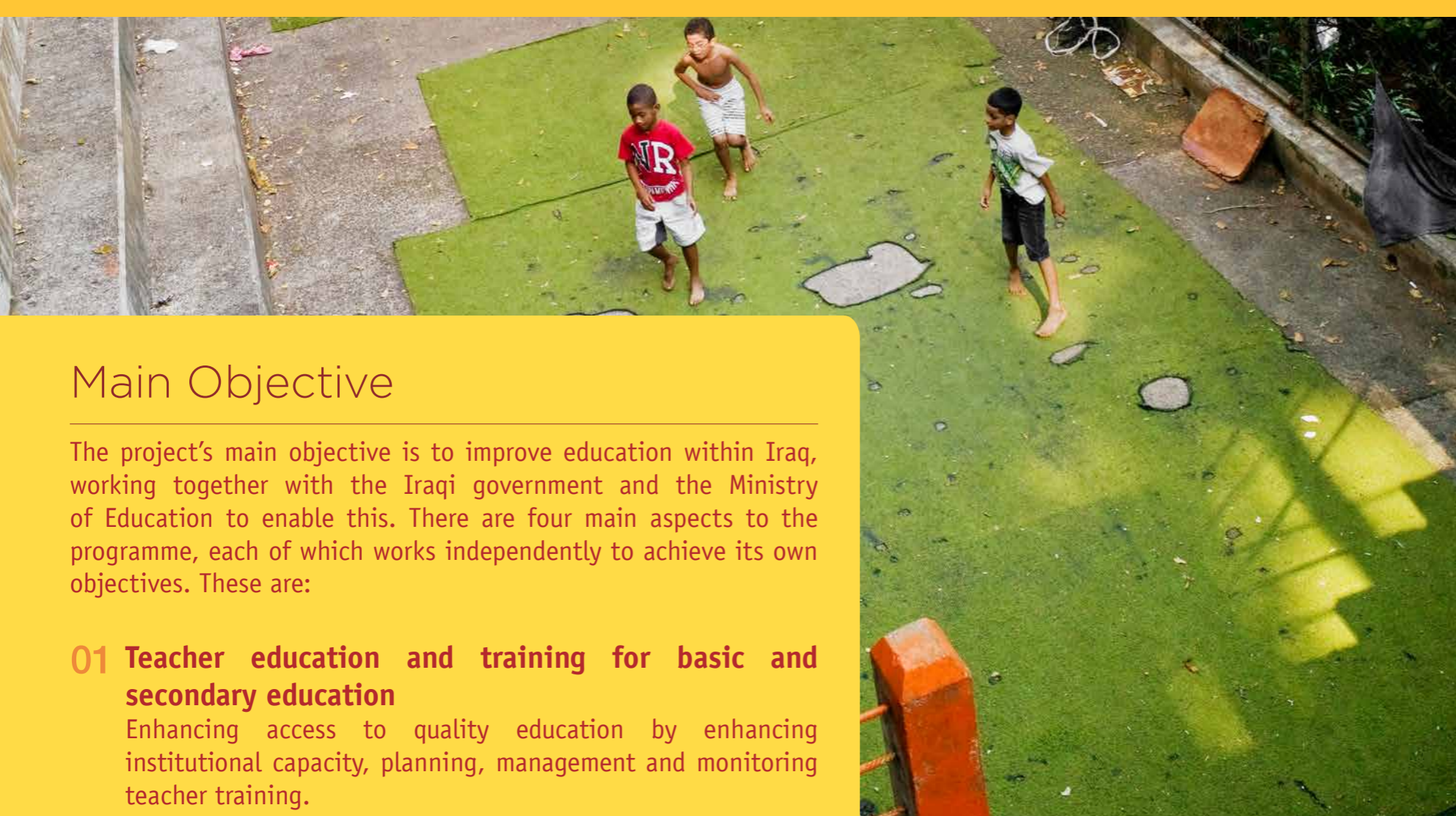
Pending legal issues raised by former staff of EQMDS during management change in 2010 were resolved.

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.



Main Objective

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.



PROJECT EDUCATE IN IRAQ

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 mathematics 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

**STRATEGY,
POLICY &
RESEARCH**

Shaping Our Lives

of the End of World War II:
Past, Celebrating the Future



Strategy, Policy and Research

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.

TOWARDS SOLUTIONS

Looking to the Future

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.

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.

OUTREACH



New York cabs featuring EAA's campaign, Keep the Promise, during the UNGA in Sept 2015

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.

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.

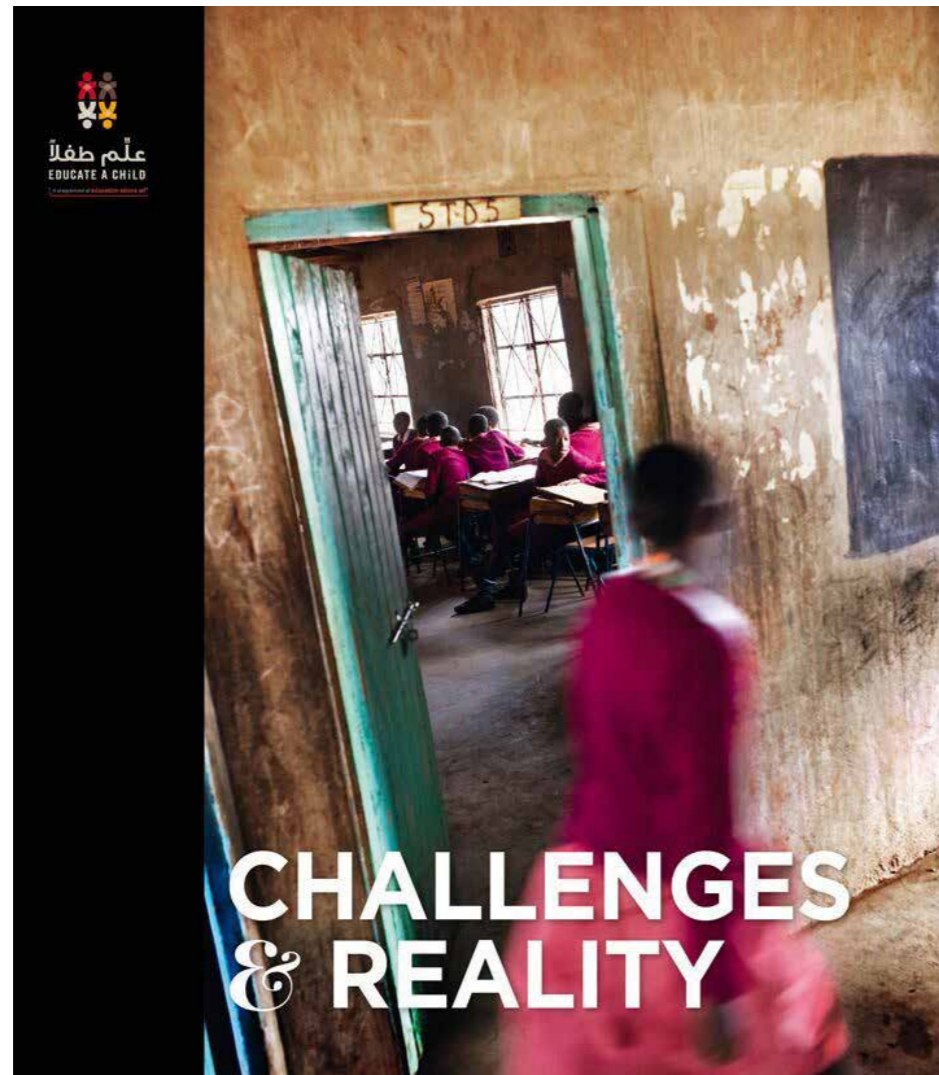
Advocacy and Awareness Initiatives

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 All 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.

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).



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.

#علمني
فيسوف
أعلم
أصدقائي

نص الإعلان العالمي لحقوق الإنسان أن التعليم هو أحد الحقوق الأساسية، نحاول الوصول إلى أكثر من 10 مليون طفل محروم من التعليم الابتدائي في مناطق مختلفة من العالم في 4 قارات، من خلال قطر الخيرية يمكنك المساهمة في صندوق التعليم الذي سيخدم تعليم الأطفال في أكثر من 30 بلداً.

ساهم عبر الـ SMS أرسل "EDU" لمشتركي Ooredoo / Vodafone

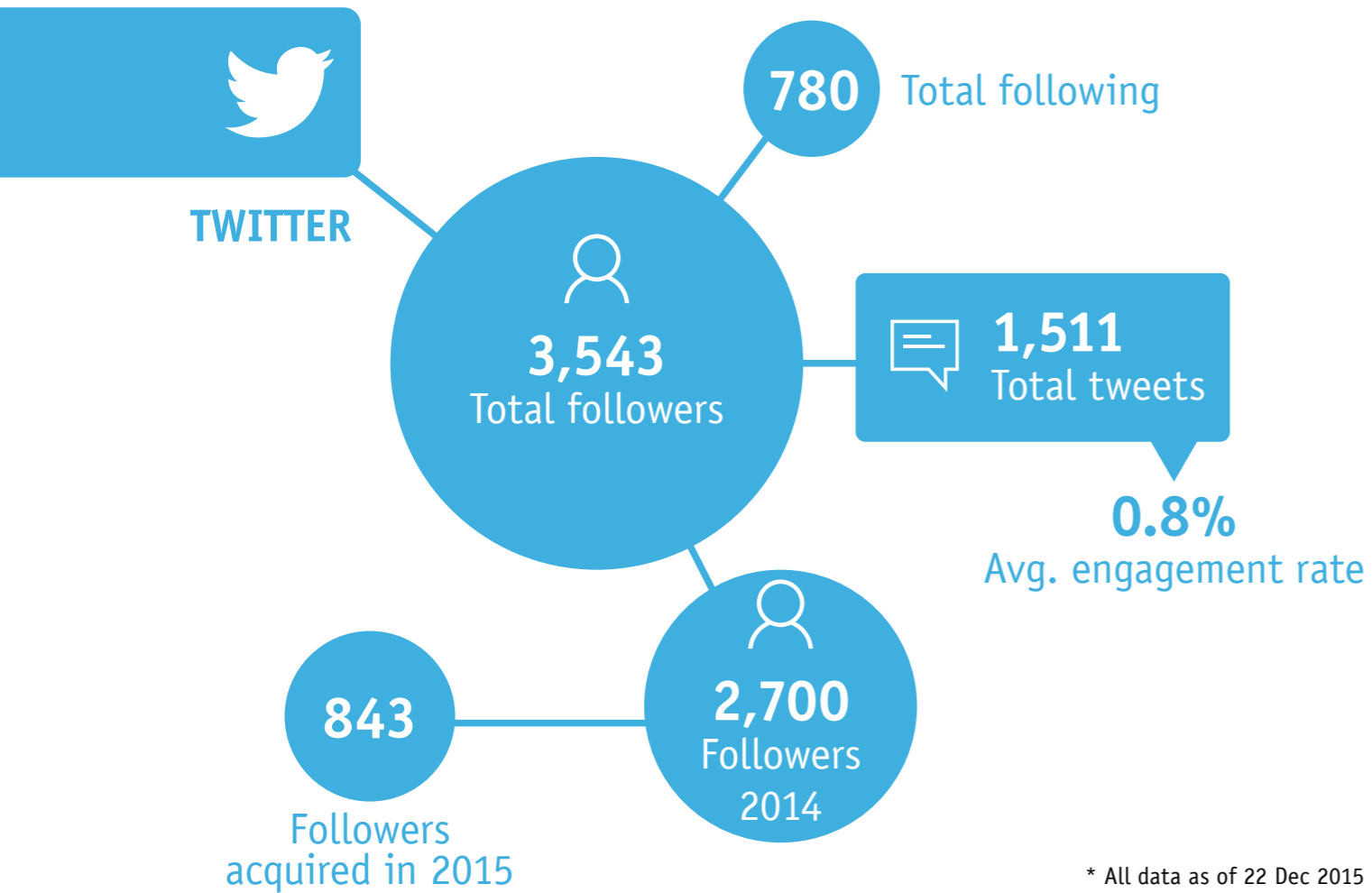
رق 500 | رق 100 | رق 50
92428 | 92642 | 92632

قطر الخيرية
QATAR CHARITY
qcharity.org

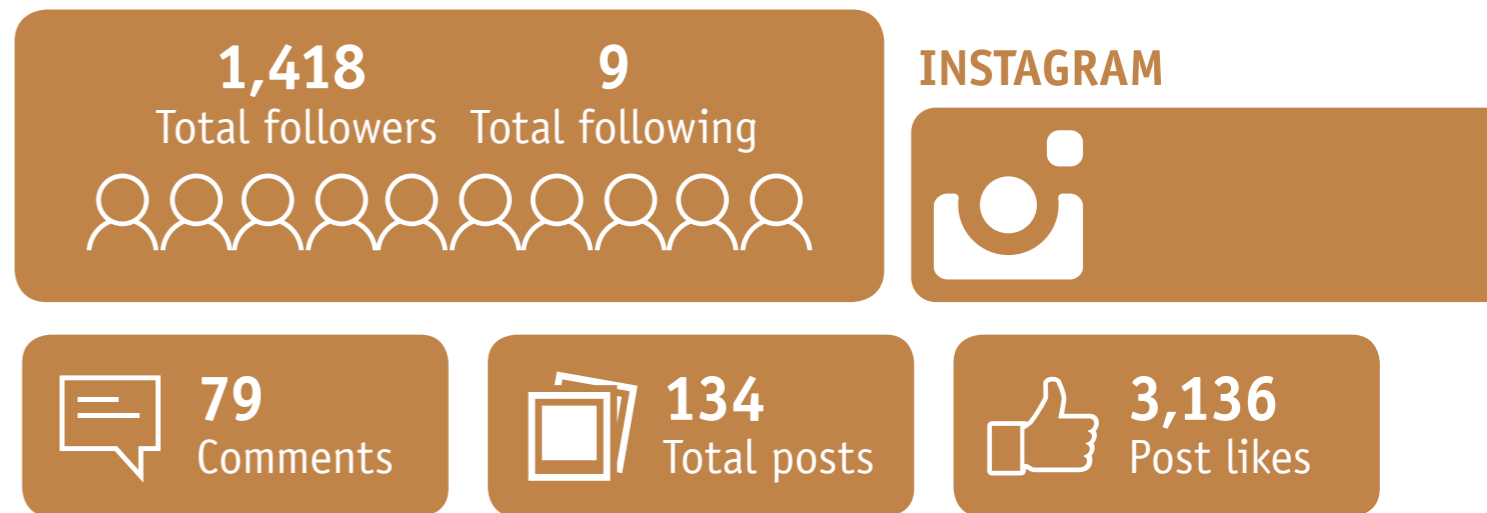
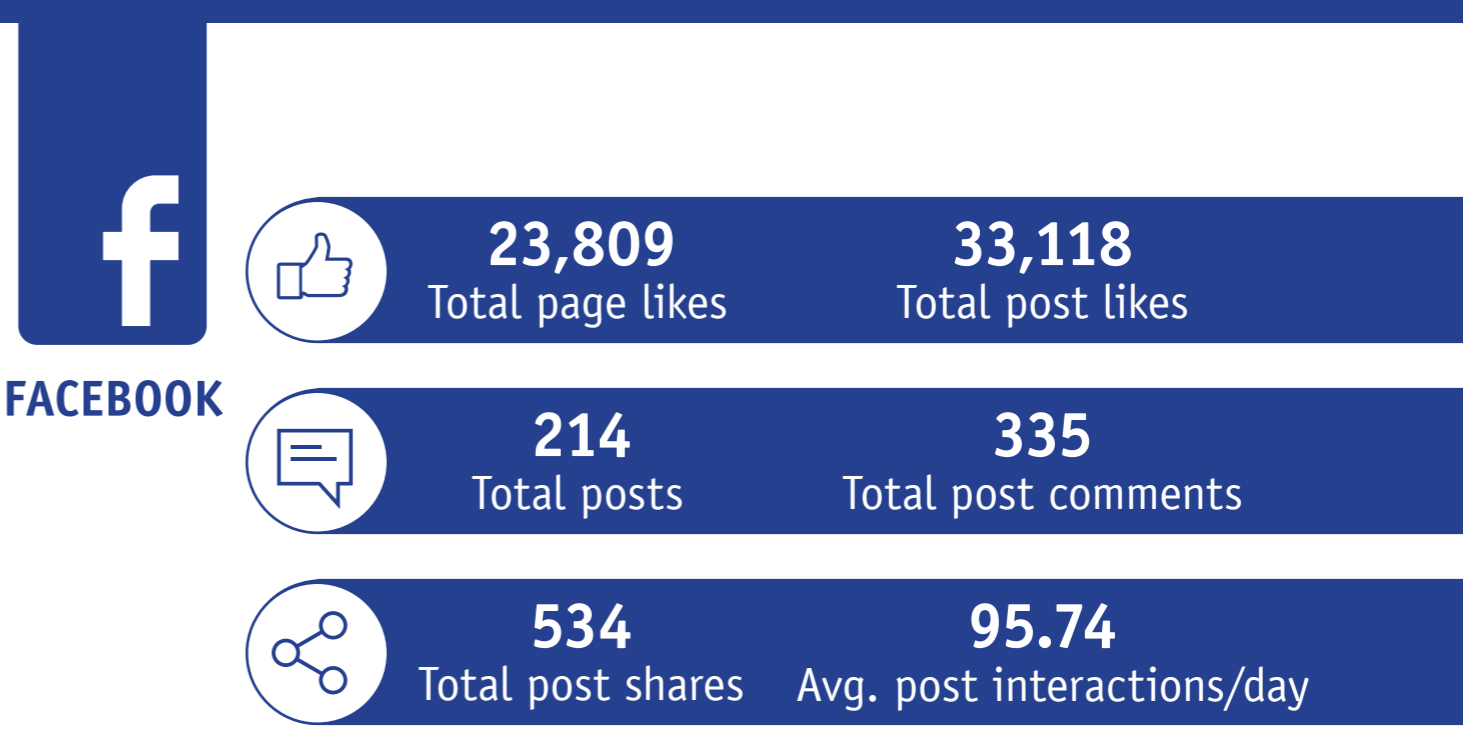
علم طفلاً
EDUCATE A CHILD
A programme of education above all

تبرع الآن (44667711)
qcharity.org/child

Education Above All 2015 Social Media Statistics



* All data as of 22 Dec 2015





YOUTH ADVOCATES

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.

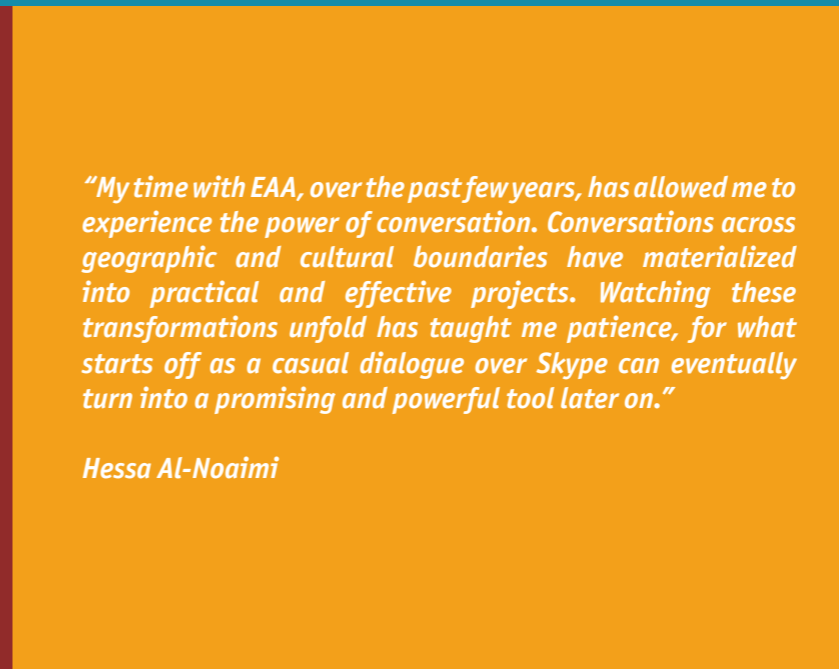
The youth advocates have also been involved with EAA events to help with raising awareness of the Foundation and its programmes.



Asmaa Fikree
Age: 21
Georgetown University/ Graduate

"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



Hessa Al-Noaimi
Age: 20
Georgetown University/ Senior

"My time with EAA, over the past few years, has allowed me to experience the power of conversation. 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."

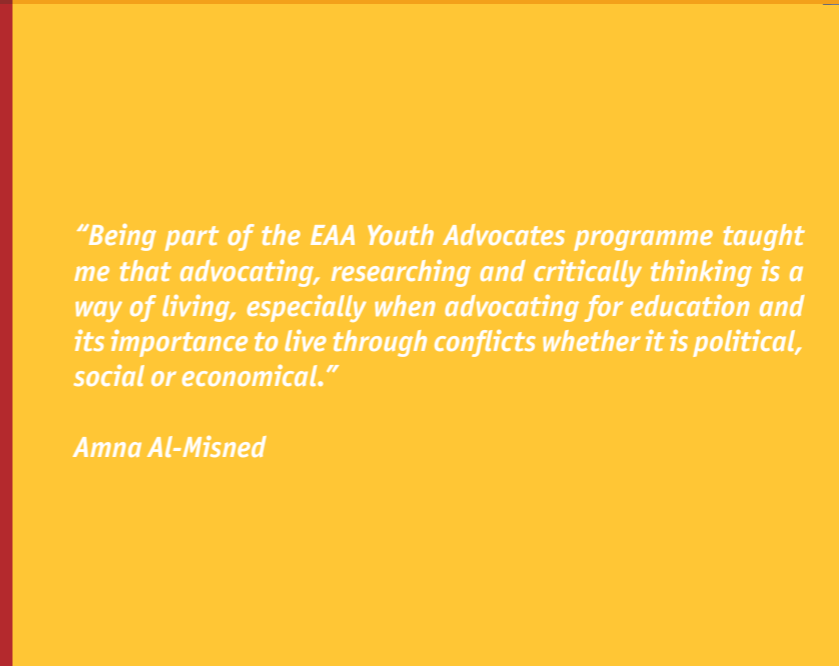
Hessa Al-Noaimi



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

"It has been almost a year and a half since I joined the EAA Youth Advocates programme. It has been a thrilling, fruitful, and thought-stimulating time and I can safely say that the programme added a lot to me in all aspects. We were exposed to training sessions on communicational skills and are currently going through the process of implementing a project regarding the educational system in Ethiopia."

Ali Al-Emadi



Amna Al-Misned
Age: 23
Virginia Commonwealth University, Junior

"Being part of the EAA Youth Advocates programme taught me that advocating, researching and critically thinking is a way of living, especially when advocating for education and its importance to live through conflicts whether it is political, social or economical."

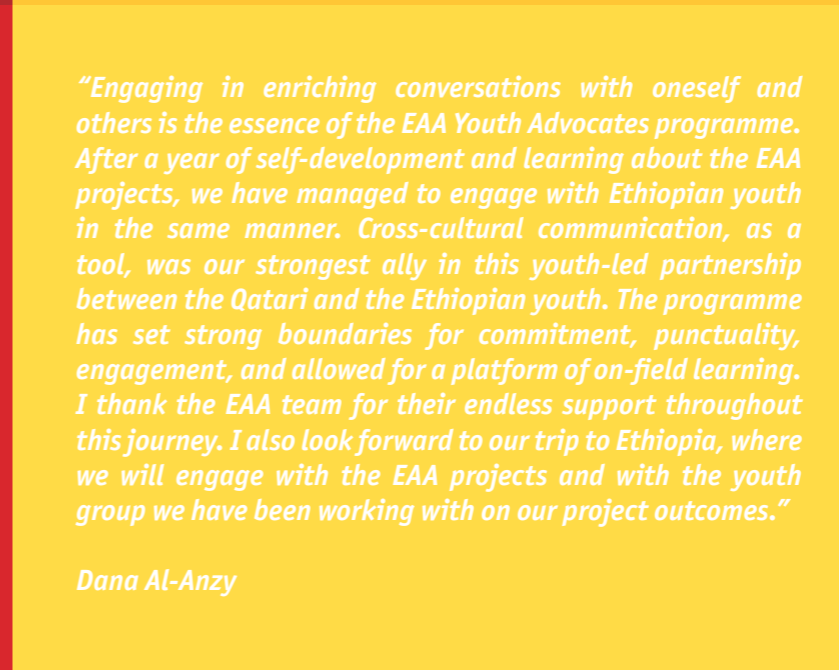
Amna Al-Misned



Khawla Al-Derbasti
Age: 20
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."

Khawla Al-Derbasti



Dana Al-Anzy
Age: 21
Georgetown University/ Junior

"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 thank 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



RESOURCE MOBILISATION



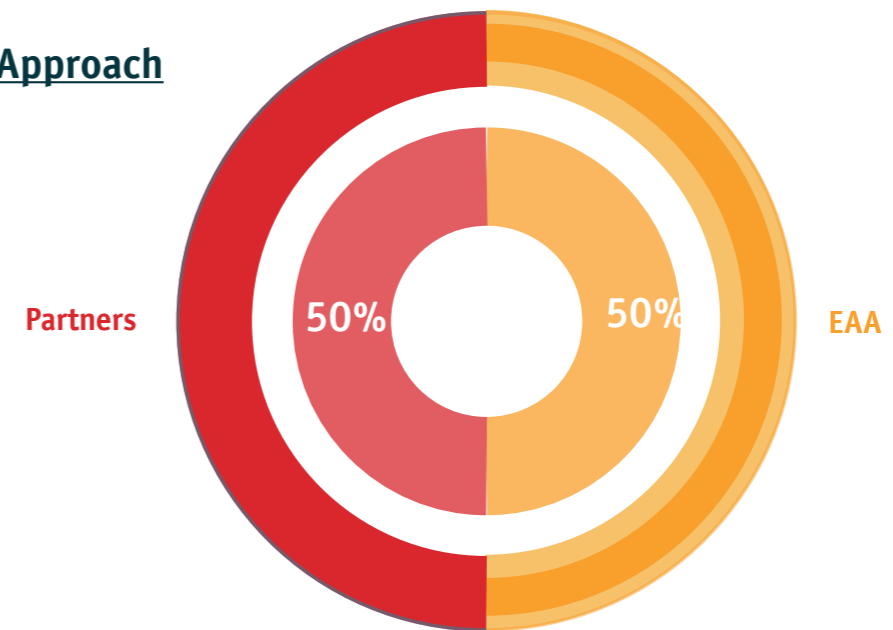
To support the global efforts of achieving universal quality primary education for all, EAA uses a rigorous approach to fundraising that aims to bring together a broad spectrum of actors (bilateral and multilateral development agencies, high net-worth individuals, private sector companies, public campaigns 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.

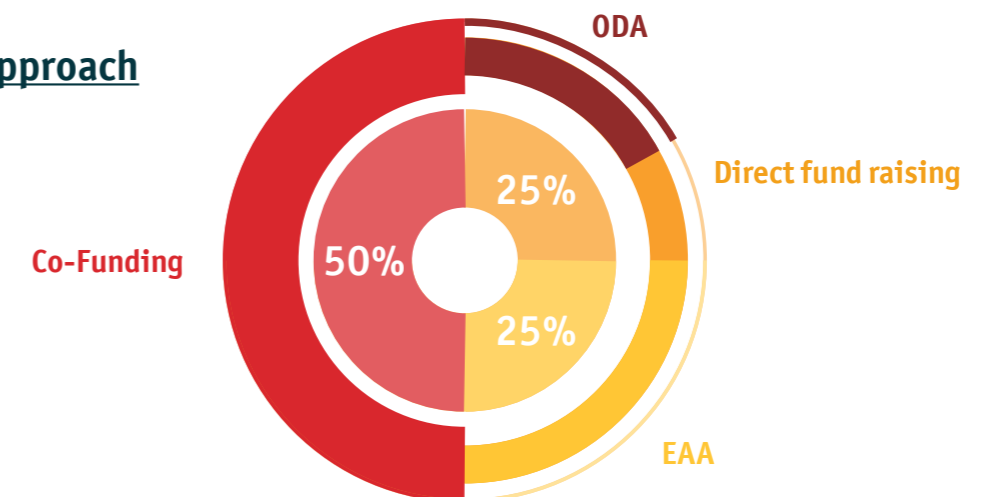
Revised Approach for EAA to Resource Mobilisation and Sources of Funds

- 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.

Original Approach



Revised Approach



The new approach will focus more on the resource mobilisation 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.



**EDUCATE A CHILD
INTERNATIONAL**

EDUCATE A CHILD INTERNATIONAL

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.

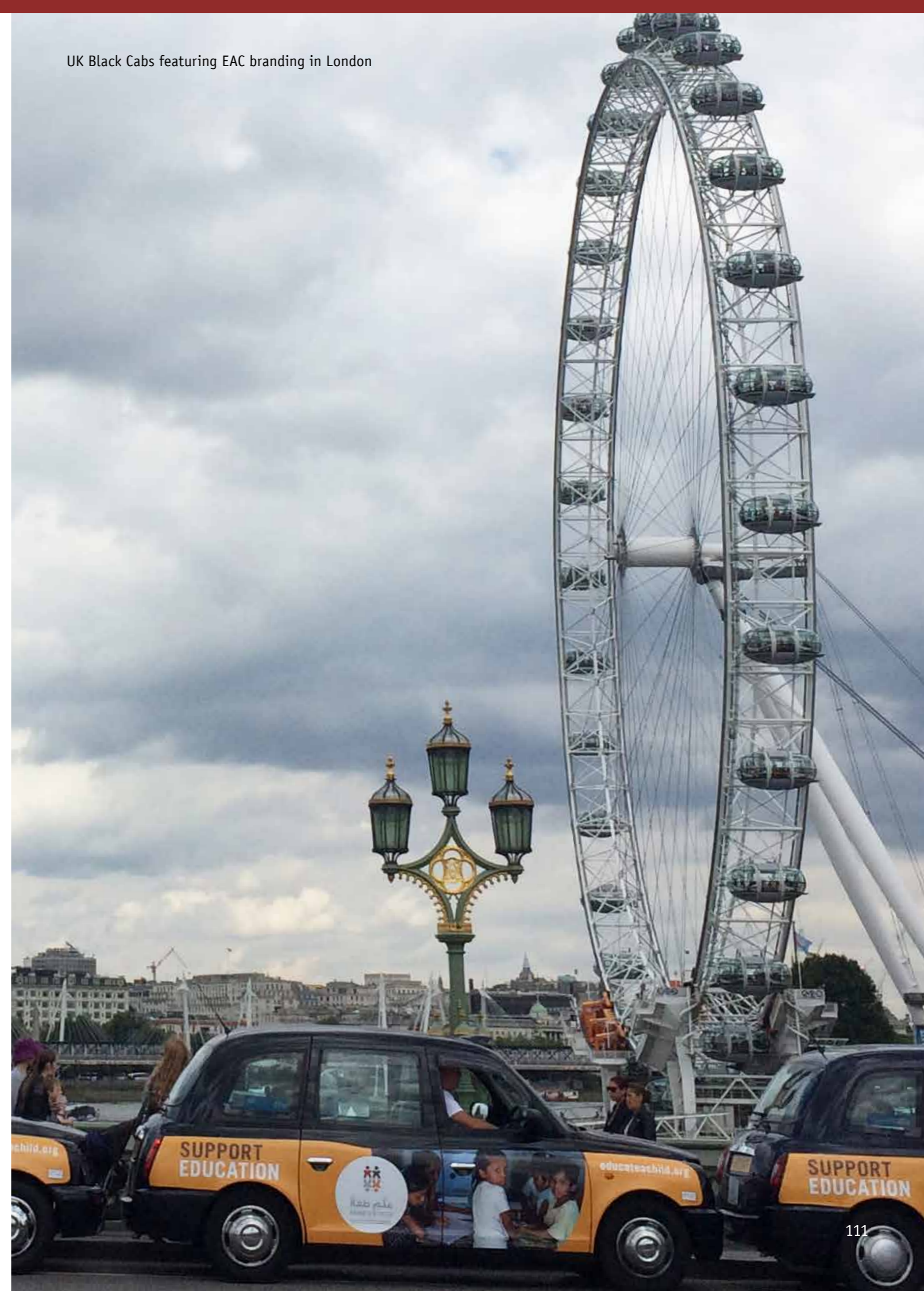
Board of Trustees

Fahad Al Sulaiti
Deputy CEO of EAA

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

Augustus Della Porta
Lawyer, BWB

UK Black Cabs featuring EAC branding in London





Finance and Administration is dedicated to supporting the organisation's core mission by overseeing the day-to-day business, finance and operations of EAA.

FINANCE & ADMINISTRATION

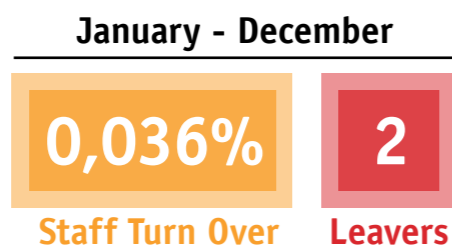
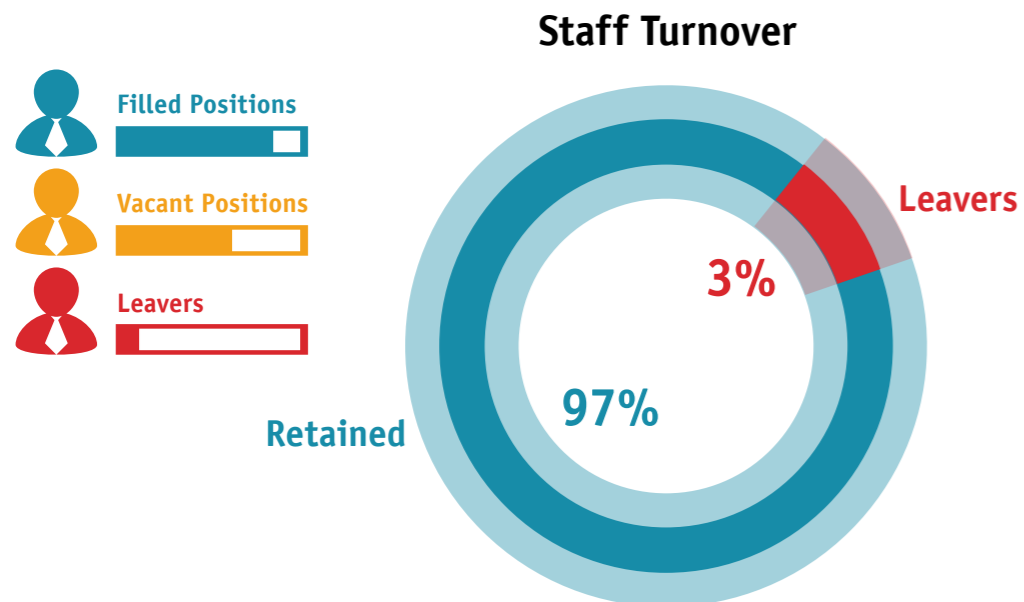
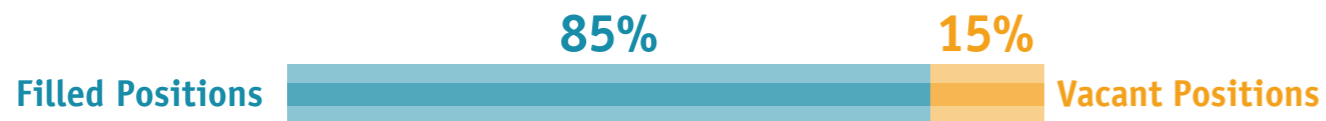
Human Resources

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.

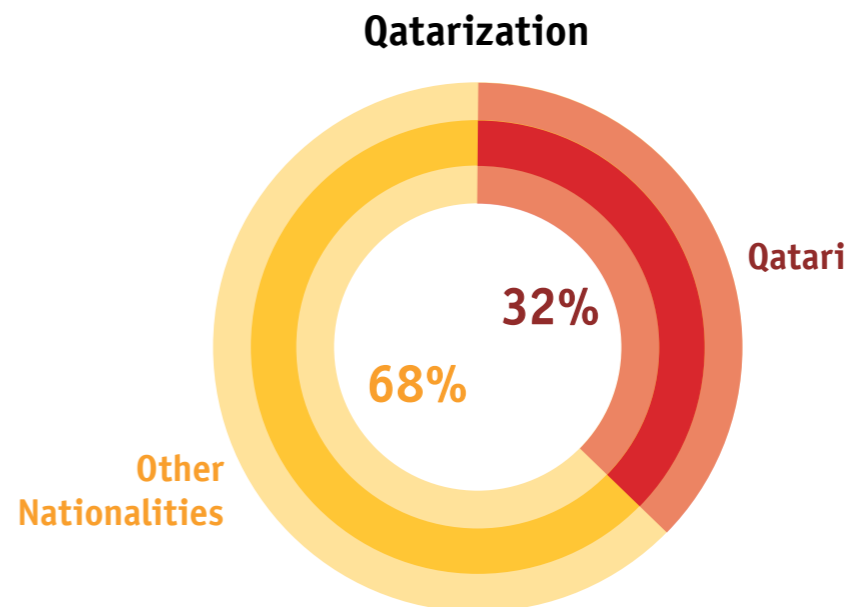
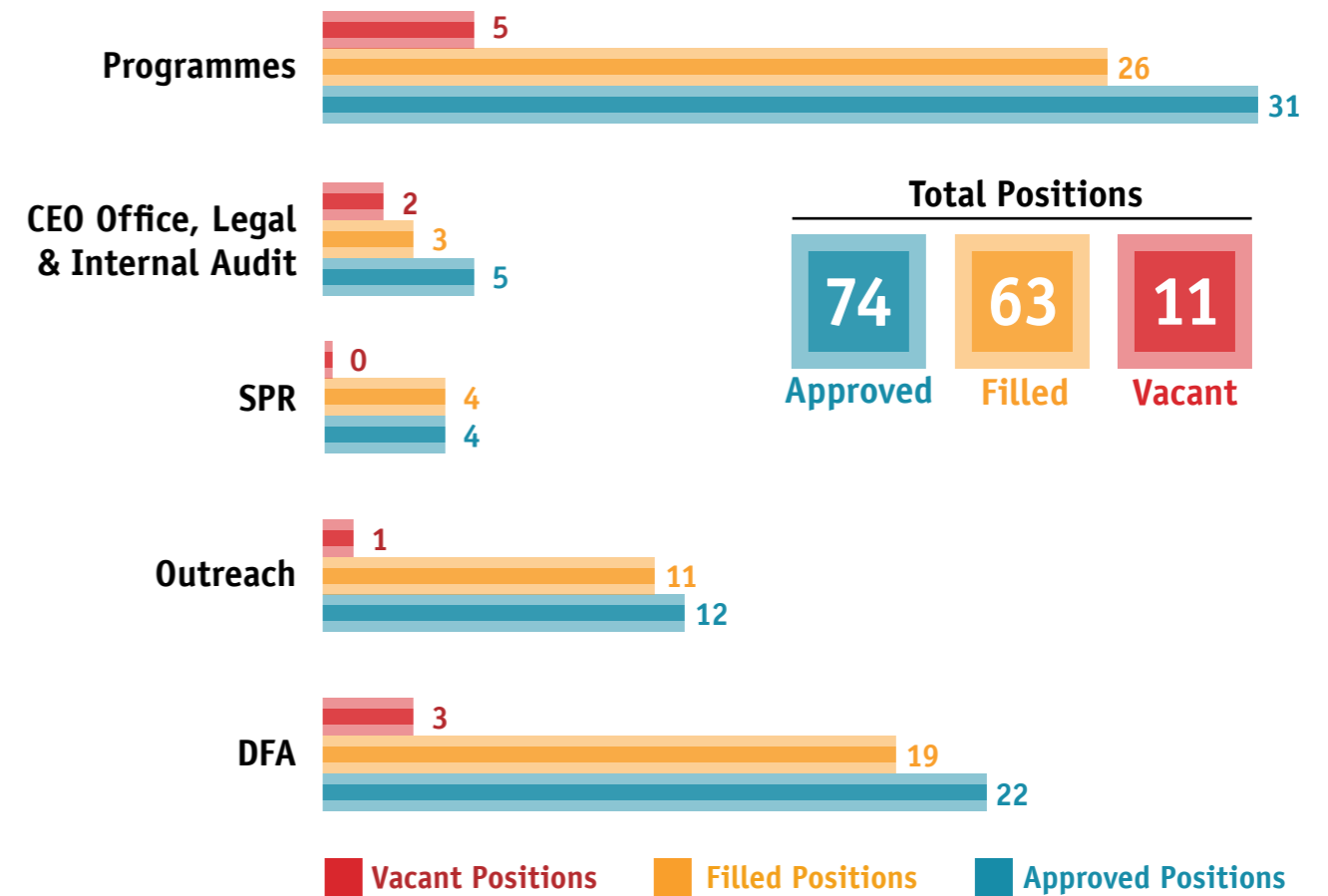
Service area covered by the HR team include:

- 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

Annual Report on Human Resources KPIs:



Recruitment Efficiency: Approved 74 positions in 2015





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.

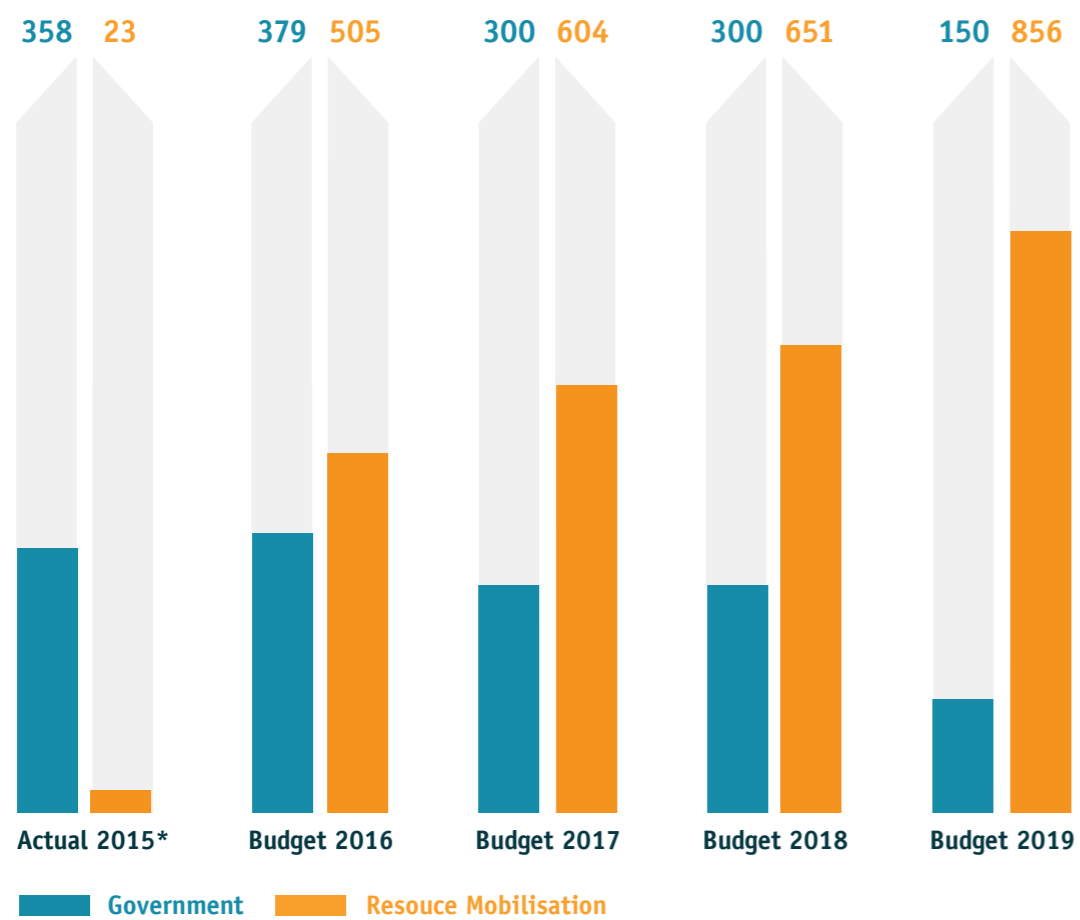
Finance

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.



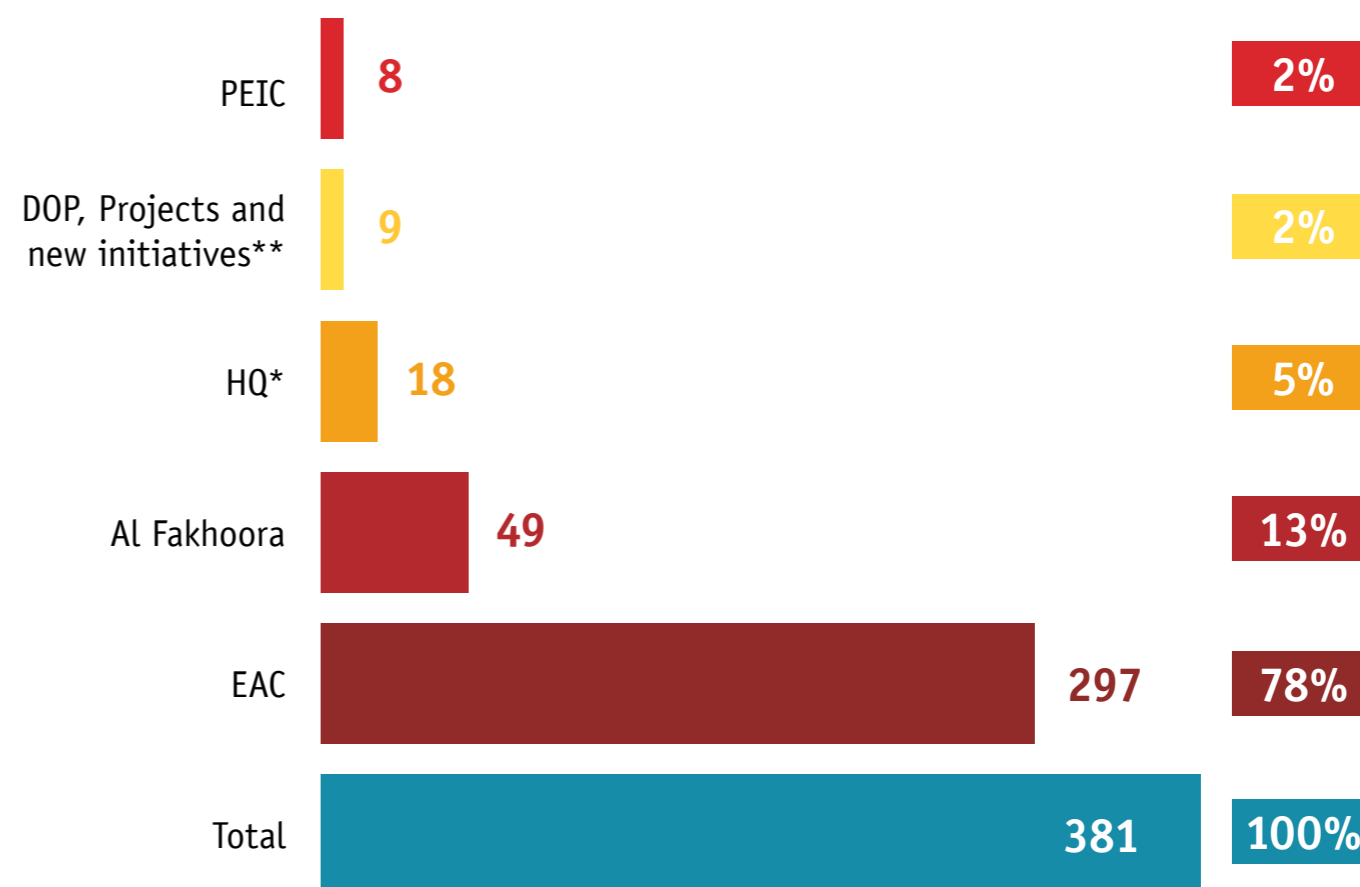
Financial Data

Source of Funds (QAR Millions)



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

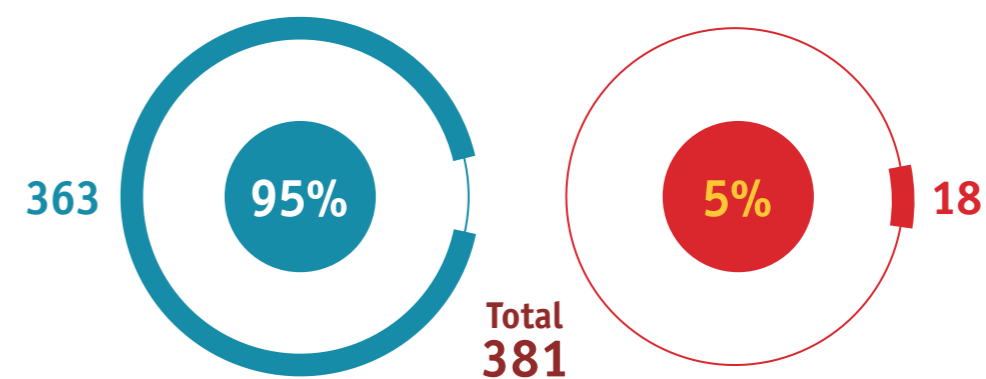
Breakdown by Division (Actual Cost - QAR Millions) in 2015



* HQ includes; CEO suite, SPR, Outreach, admin & Finance.

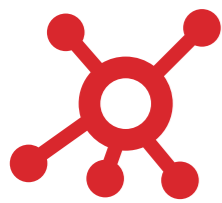
**DOP includes Kakuma Project, and Mauritania.

Programme Cost Vs Non-Programme Cost in 2015





GET INVOLVED



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: **QNBAQAQXXX**
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



GIVE THE GIFT OF OPPORTUNITY

STAND WITH US AND MAKE A DIFFERENCE

ON AVERAGE, IT COSTS JUST 100 US DOLLARS TO BRING A CHILD IN SCHOOL FOR ONE YEAR.

Together with our partners, we are active in 38 country and counting...

With your support, we will reach 10 million children by 2016 with access to a quality primary education.

So, stand with us and help deliver the promise to a bright future.

MY DONATION Define the exact amount

Please define your gift by using the circle tool or by entering the exact amount in the box.

I WOULD LIKE TO GIVE

400 \$

PayPal VISA MASTERCARD

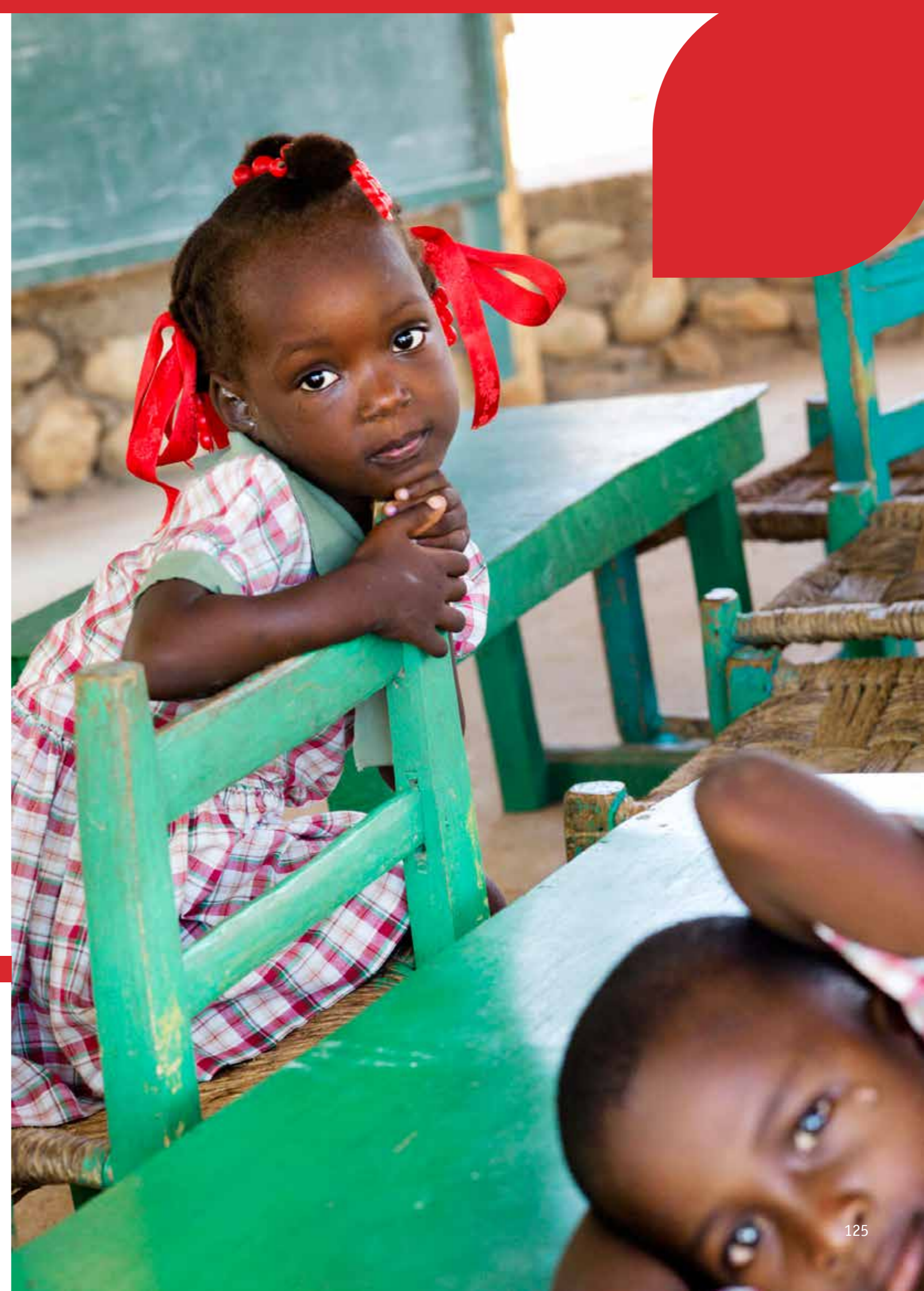
DONATE 200\$ BY VISA/MASTERCARD*

*Loren Ipsum announced today that it has recently helped DATUM EST to keep in school a quarter of a million Syrian children affected by the conflict and its exploiting programmes.

Donors

Particulars	Amount in QAR
EAC - Online Donations	90,782.74
Qatar Airways	1,698,887.69
Qatar Industries	485,214.82
Other Donations	401,340.00
IMGO DUBAI BRANCH	5,292.00
Supreme Committee for Delivery	5,170,000.00
W DOHA HOTEL	249,612.00
Employee Contributions	11,500.00
Qatar Handball 2015	9,000,000.00
Qatar Insurance Company	500,000.00
Racing & Equestrian Club	649,300.00
K108 Hotel	500,000.00
Silver Group W.L.L	9,192.00
Ali Bin Naser Al Misnad Transp.	100,000.00
Northwestern Alumni Club	5,510.00
Si El Sayed Restaurant	11,016.00
Anonymous	990,046.78
QAFAC	363,000.00
UNCTAD	50,000.00
S-Oil Foundation	159,448.29
KOICA	14,299,305.00
Occidental Petroleum of Qatar	684,320.00

Total Received in 2015 35,433,767.32



Staff

Abdu-Rasheed Warsame	Al Fakhoora
Abdul Naser Amin Parkar	Finance and Administration
Abdulrahman Ahmad Al-Sayed	Outreach
Ahmed Mohamed Taha Ali	Finance and Administration
Aisha Saeed Al-Misned	Al Fakhoora
Al Anood Abdulla Al Thani	EAC
Al Anood Al-Attayah	Outreach
Ali Turki A Al-Sobai	Finance and Administration
AlJazi Hasan Darwish	Programmes Department
Anbu Karthikeyan Jagadeeswaran	Finance and Administration
Antonio Santiago Maglioni	Finance and Administration
Armend Reka	Strategy, Policy and Research
Asad Khalid	Al Fakhoora
Dahlia Maarouf	Al Fakhoora
David Kamau Mumo	EAC
Desmond Patrick Bermingham	Programmes Department
Fahad Hamad H M Al-Sulaiti	Finance and Administration
Farooq Shehzad Burney	Al Fakhoora
Fatima Rashid AlKhater	Al Fakhoora
Fredrick Juma Hanga	PEIC
Ghada Khalifa A T Al-Subaey	Outreach
Ihab Abdelrashid Galal Hassanin	Finance and Administration
Jana Abdel Sater	CEO Office
Jawaher Badr Kafoud	Outreach
Jennifer Lynn Abdul Jabar	Al Fakhoora
Kamal Hafez	General Counsel Section
Karen Bryner	EAC
Kevin Aedan Donohue	Outreach
Khalid Abdin Mohamed Fadul	Finance and Administration
Kholoud Aqeel	Finance and Administration
Lakshmi Oggu	Finance and Administration
Lara Husseiny	Outreach
Leena Rashid Al-Derham	EAC

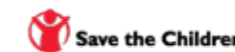
Leonardo de Castro Pinheiro	Strategy, Policy and Research
Lubna Al Attiah	Outreach
Margaret Elizabeth Sinclair	PEIC
M Bilal Farid AlHabian	Strategy, Policy and Research
Mahmoud Abulaila	Finance and Administration
Marcio Nogueira Barbosa	CEO Office
Maream Ali N A Al Misnad	Outreach
Mark Richmond	PEIC
Mary Joy Pigozzi	EAC
Maryam Ahmed Al-Nasr	Outreach
Maxime Claude Gilbert Decooman	Outreach
Michael Cacich	EAC
Mohamed Ibrahim M Y Kafoud	Finance and Administration
Mohammed Saad R A Al- Kubaisi	Finance and Administration
Mubarak Nasser Al-Thani	EAC
Muneera Yacoub Al-Obaidli	Finance and Administration
Nastaran Jafari	EAC
Nicola Jade McCulloch	EAC
Norma Lutfallah Haddad	Programmes Department
Oussama Eraky	EAC
Peter Klanduch	PEIC
Rabab ElFeky	Finance and Administration
Richard Ashford	EAC
Salam Yacoub	EAC
Saleh Mohammed	Finance and Administration
Sanjeev Kumar Rai	Programmes Department
Saoud Abdulziz H A Al-Thani	Finance and Administration
Sarah Badreldin Sayed	Outreach
Shaikha Al-Tamimi	Finance and Administration
Sherif ahmed abdulatif salama	Finance and Administration
Talal Trad Al-Hothal	Strategy, Policy and Research
Wafa Ahmed Salih	EAC
Yousif Ayoub	Finance and Administration

Partners

Strategic Partners



EAC Partners



PEIC Partners



British Institute of International and Comparative Law



United Nations Human Rights Training and Documentation Centre for South-West Asia and the Arab Region



United Nations Educational, Scientific and Cultural Organization



International Institute for Educational Planning

INEE



Geneva Academy of International Humanitarian Law and Human Rights
Académie de droit international humanitaire et de droits humains à Genève
Geneva Academy

Al Fakhoora Partners



الهلال الأحمر القطري
Qatar Red Crescent



world in conversation
center for public diplomacy

Kakuma Partners



UNHCR
The UN Refugee Agency

VEOLIA
Foundation

ASTAD
PROJECT
MANAGEMENT
استاد لإدارة المشاريع



قطر الخيرية
Qatar Charity

QSTec
Qatar Solar Technologies
التقنيات الشمسية
Member of Qatar Foundation

اللجنة العليا
للمشاريع والأرث
Supreme Committee
for Delivery & Legacy



REFUNITE
Connecting families

التعليم | education
فوق | above
الجميع | all

EducationAboveAll.com
PO BOX 34173, Doha, Qatar

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 @EAA_Foundation

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 Education Above All

 Education Above All Foundation