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ANNUAL REPORT 2016



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2016



Photo by: Julia Ventura

Photo by: Andrew McConnell

A MESSAGE FROM EDUCATION ABOVE ALL FOUNDATION

For Education Above All (EAA) and its programmes, this year was about building on our ability to provide and protect education to children and young people worldwide. The adoption of the United Nations' (UN) Sustainable Development Goals (SDGs) at the end of 2015 provided us with an opportunity to update our strategy to align and deliver on SDG 4 (Quality Education). Equipped with this new strategy, we worked toward increasing our capacities to provide quality education, thereby contributing to positioning education as an enabler of human development.

At its heart, this new strategy aims to transform the lives of many millions of children and young people through the provision of a quality education. Through the work of our programmes Educate A Child (EAC), Protect Education in Insecurity and Conflict (PEIC) and Al Fakhoora, we seek to overcome all barriers to education.

EAC expanded its global reach this year, working with partners in 49 projects across 48 countries. In 2016 alone, we enrolled 3.9 million out of school children into primary schools. Looking ahead, EAC has commitments in place to enrol more than 7.1 million children. This figure is more than just a number of school children, but a vast contribution to each individual country's development.

In September, PEIC signed a partnership with the Whitaker Peace and Development Initiative at the United Nations General Assembly. Through this partnership, the two organisations trained youth ambassadors to educate other young people in Uganda and South Sudan on the protection of the right to education. In PEIC's ongoing work as part of the Global Coalition to Protect Education from Attack (GCPEA), five additional countries endorsed the Safe Schools Declaration, committing to the protection of students, teachers and schools during times of armed conflict.

Al Fakhoora expanded its Dynamic Futures Project to go beyond Palestinians in Gaza, reaching Palestinian youth in the West Bank and East Jerusalem as well as Syrian refugees and internally displaced people (IDPs) in Syria, Lebanon, Turkey, Iraq and Jordan through a new partnership with SPARK, a Dutch non-governmental organisation (NGO). Over the course of 2016, 2,399 young people received comprehensive scholarship packages to pursue a higher education.

We are proud of our achievements to date, but given the amount of vulnerable and marginalized people still without access to education, we continue to look forward and think of new ways to ensure lifelong learning opportunities for all.



Photo by: Kenya Dadaab



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EDUCATION ABOVE ALL FOUNDATION (EAA)

A look at who we are and what we do.

We describe ourselves as a global movement that contributes to human, social and economic development through the provision of quality education. We also see ourselves as a champion of the needs of children, youth and women who are affected by poverty, conflict and disaster, empowering them to become active members of their community.

At EAA, we are united by a shared belief that education is the key to progress and prosperity. Founded in 2012 by Her Highness Sheikha Moza bint Nasser, we believe that education unlocks personal potential and encourages peace, collaboration and sustainable development.

We act as an umbrella organisation for specialised programmes such as Educate A Child (EAC), Al Fakhoora, and Protecting Education in Insecurity and Conflict (PEIC).

Working with global, national and regional partners, we have been successful in implementing proven and innovative interventions in education, and in protecting the right to education in a number of places under threat. As an advocate of education, we have also collaborated with leading global organisations to resolve a range of education-related challenges.

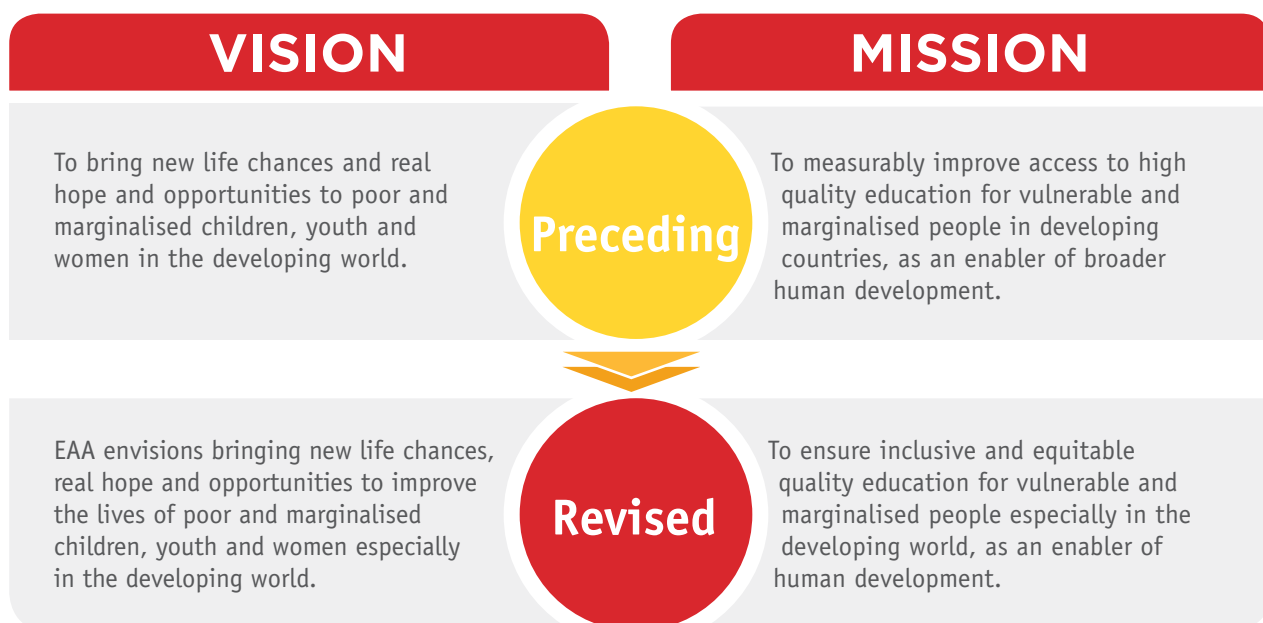
OUR VISION AND MISSION

Given that we are committed to playing an important role in achieving SDG 4, we have made slight but meaningful and far-reaching adjustments to our vision and mission statements. The amendments reflect our new Strategic Plan 2016–2019.

The vision statement retains the same approach, area of focus and beneficiaries, but expands the area of coverage while maintaining priority in the developing world.

Our mission statement distinctly articulates what we will contribute to the achievement of our vision, without restricting it to a particular education level or approach.

It considers inclusion as a response to the needs of our programmes' beneficiaries and their all-encompassing participation in the educational processes. The inclusive approach also seeks to address the learning needs of all children, youth and adults — especially those who are vulnerable to marginalisation and exclusion.



OUR NEW STRATEGY

While working to ensure that education is a fundamental right for all children and an essential condition to achieving the Sustainable Development Goals (SDGs), we are in a unique position to refine our programmes to contribute our expertise to a range of other SDGs more comprehensively.

FIRST, SOME BACKGROUND...

In 2015, 193 UN member states adopted a set of 17 goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda for the next 15 years (more information can be found by visiting <http://www.un.org/sustainabledevelopment>).

The fourth of the 17 goals (SDG 4) is a reflection of what we continually strive to achieve at EAA: Quality Education. It aims to ensure inclusive and quality education for all, and promote lifelong learning.

SDG 4 mandates that by 2030, all boys and girls have access to quality early childhood development, care, and pre-primary education, subsequently readying them for free, equitable and quality primary and secondary education. Goal 4 calls for equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university. Likewise, the goal aims to increase the number of youth and adults with relevant skills, including technical and vocational, for employment and entrepreneurship.

In association, these targets expect to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including those with disabilities, indigenous peoples, and children in vulnerable situations. They also aim to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

While this goal and what it represents is indeed at the core of our every effort, EAA is inspired by the prospect of also aligning its work with a range of other SDGs to help the vulnerable and marginalised. Education will directly contribute to the goals addressing poverty and inequality, health and nutrition, economic growth and labour market opportunities, and peacebuilding and the promotion of democratic institutions.



EAA PROJECT CONTRIBUTIONS TO THE SDGs



HOW WE ARE IMPACTING THE SUSTAINABLE DEVELOPMENT GOALS (SDGs)

Our revised mission statement under Wave 2 strategy emphasises inclusive and equitable quality education as an enabler of human development in various forms and measures. For instance, if all students in low-income countries left school with basic reading skills, global poverty numbers would see a considerable decrease. By improving access to education and bringing marginalised children, youth, and adults back to school, our programmes contribute to other SDGs as shown in the adjoining infographic.

In this context, we are in an ideal position to fulfill our three strategic drivers of amplifying impact, enhancing knowledge, and strengthening our reputation as a global leader in education.

THE FOCUS OF OUR REVISED MISSION

Committed to serve marginalised and vulnerable children and youth in developing countries by helping them realise their right to education and their full potential, we are honing in on the following:

Out Of School Children (OOSC)

While an out of school child is considered an extreme form of exclusion, it takes different forms, including but not limited to prevention of entry into schools, loss of meaningful learning experiences, and lack of recognition of the learning acquired. We are addressing these forms prior, during, and beyond children's education.

Children and Youth in Conflict

Children and youth affected by conflict are important beneficiaries of EAA's programs. The PEIC programme has undertaken legal advocacy in defence of the right to education of conflict affected zones such as South Sudan and Palestine. The Al Fakhoora programme provides training and scholarships to youth affected by conflict. With our partners, we bring communities together to provide quality, familiarity, and hope to disrupted lives.

The Syrian Conflict

Through the Al Fakhoora programme, we provide full scholarships, vocational training, and psychosocial support to those affected by the Syrian crisis. EAA's comprehensive approach emphasises student services, leadership training, and the economic empowerment of a student and his or her family.

Extreme Poverty

EAC addresses abject poverty through a number of projects. An example is the REACH project in partnership with Plan International. Created to target 90,000 OOSC in the poorest 22 districts of the Northern, Upper West, and Volta regions of Ghana, the project engages the Ghana Education Service to play an advocacy role in ensuring REACH's sustainability.

Child Labour

Child labour is particularly damaging since it robs children of the chance to study and gain proper skills and qualifications from formal education. We partnered with Plan International on the PASS+ project to address the issue in Burkina Faso, Mali, and Niger. PASS+ focuses on formal primary education and non-formal accelerated-learning programmes (Speed Schools) by honing in on community mobilisation, capacity development of stakeholders, and improved education governance.

Disabilities

We are committed to helping children with disabilities to ensure inclusive and equitable education. An example is the Improving Access to Education for OOSC project established in Sudan with the United Nations Children's Fund (UNICEF) that targets vulnerable populations, including girls, nomadic populations, children with disabilities, and children affected by emergency situations. We have contributed \$20 million to help 600,000 such OOSC.

Child Soldiers

Through PEIC, we work with global and local partners and civil society to strengthen international law, public policies, and personal attitudes. The programme aims to ensure that the international community recognises and minimises the harm caused by insecurity, raise awareness, and influence policies to better safeguard education in conflict and crisis. PEIC has worked with Child Soldiers International to advocate for better protection and integration of child soldiers in South Sudan, Uganda, and the Democratic Republic of Congo (DRC).

Marginalised Girls

Girls face more barriers to education on a community, school, and policy-level than boys, and this is an issue at the heart of what we do. We are addressing gender equality in education with various partners, among them Save the Children in Ethiopia, where access to education for girls is particularly challenging. The project is expected to impact 57,000 OOSC with contributions amounting to \$7.3 million from EAA.

OUR STRATEGIC THEMES

We are focused on the achievement of three strategic themes: global recognition, thought leadership, and impact. In addition, a fourth overarching theme has been set, which is focused on building a stronger and sustainable organisation as a logical prerequisite to achieving the three aforesaid themes, elaborated as follows:

Global Leadership

The aim is to be acknowledged as a world leading organisation in the field of education of vulnerable and marginalised populations.

Advocate for Education

EAA strives to promote relevant knowledge and innovative approaches to influence education policy, programmes and practices.

Make a Difference

Our programmes, projects, and initiatives are designed to generate measurable impacts in high-need and internationally visible education topics.

Sustainable Organisation

To create a high-performing organisation, EAA strives to create an organisational culture that consistently measures and communicates impact and value.

EAA'S WAVE 2 STRATEGY MAP

TRANSFORMING THE LIVES OF MILLIONS THROUGH EDUCATION

Impact We Create

The Value we Provide

Internal Perspective

Enablers

Principles

Vulnerable and marginalised people

1. Ensure and protect inclusive and equitable access to quality education
2. Provide quality education as an enabler of human development
3. Actively contribute to Qatar's global development efforts

Advocate for education

4. Raise public awareness on the importance of education for marginalised people
5. Influence the global agenda on education for marginalised people

Make a difference

6. Ensure high impact projects
7. Manage portfolio of projects efficiently and effectively

Global leadership

8. Strengthen EAA's image globally
9. Leverage partnerships to promote EAA's impact

Sustainable organisation

10. Optimise resource mobilisation
11. Deliver as 'One Team'
12. Effective management systems

Right to Education

Collaboration

Diversity

Equality

Innovation

Transparency

EAA'S WAVE 2 STRATEGIC OBJECTIVES

This year marked the first year of our Wave 2 strategic plan. It capitalises on the successes of Wave 1 and focuses on building impact, thought leadership, and global recognition. It is also set to create new opportunities for synergies and cooperation between our staff through the “one team” initiative, as well as create the conditions

for EAA to become a global leader in education through several improvement initiatives across the organisation.

Wave 2 strategy describes our road map and the destination we want to reach by 2019 through 12 strategic objectives. These objectives and rationales are as follows:

OBJECTIVE	RATIONALE
<p>1: Ensure and protect inclusive and equitable access. 2: Quality Education as an enabler of human development.</p>	These objectives are dedicated to the beneficiaries we will work with and focus on for the coming years. In addition, they are clearly linked to our principles of the right to education and equality.
<p>3: Actively contribute to our main stakeholder's global development efforts.</p>	As we are an international foundation, we look forward to supporting the state's global development through our programmes, activities, and communication.
Advocate for education	
<p>4: Raise public awareness on the importance of education for marginalised people. 5: Influence the global agenda on education for marginalised people.</p>	These objectives reflect our enduring commitment to focus on our primary beneficiaries, in which we can deliver value and make a real difference in the world.
Make a difference	
<p>6: Ensure high impact projects. 7: Manage portfolio of projects efficiently and effectively.</p>	These help guide us on the programmes/projects we have undertaken to ensure they reflect the organisation's vision.
Global leadership	
<p>8: Strengthen EAA's image globally. 9: Leverage partnerships to promote EAA's impact.</p>	These objectives reflect our core principles of collaboration, innovation, and transparency, and is an important block to build EAA as a reliable partner highly capable of meeting medium-term commitments and in a timely fashion.
Sustainable organisation	
<p>10: Optimise resource mobilisation. 11: Deliver as 'One Team'. 12: Effective management systems.</p>	In addition to creating a high performing organisation, we are committed to creating an organisational culture that consistently measures and communicates impact and value. With more flexible and effective measures, we will be able to retain employees, attract donors and secure positive visibility.

OUR VALUES AND PRINCIPLES

EAA's vision and mission statements provide direction, focus and energy to accomplish the foundation's broad shared goals. For EAA to reach its destination and define its culture and beliefs, a set of common organisation values was identified using a collaborative approach from our staff. At EAA, we believe in:

- **The right to education:** Education is a human right and an enabler of other rights.
- **Collaboration:** EAA's work can be more effective if, as opportunities arise, it works in collaboration with others so as not to duplicate efforts.

- **Diversity:** EAA aims to reflect the diversity of the populations it supports.
- **Equality:** EAA does not and shall not discriminate on the basis of race, colour, religion, gender, age, national origin, disability, marital status, or any social characteristic in any of its activities or operations.
- **Innovation:** EAA will pursue new creative ideas that have the potential to influence the world.
- **Transparency:** EAA commits to be open and honest in all its dealings with everyone the foundation works with, and with each other.

EDUCATION ABOVE ALL'S 2016 ACHIEVEMENTS AT A GLANCE

Here's a snapshot of our individual programme's achievements for the past year:

EDUCATE A CHILD PROGRAMME

In 2016, EAC developed and fostered 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, EAC achieved the following milestones in 2016:

- Supported 49 projects in 48 countries, providing innovative quality primary education programmes, well surpassing the initial goal of 35 countries
- Has commitments in place to enrol more than 7.1 million OOSC, with over 3.9 million of them already enrolled
- Has a cumulative financial commitment to date that stands at over \$520 million; alongside leveraged funds that totals over \$1.3 billion

PROTECTION OF EDUCATION IN INSECURITY AND CONFLICT PROGRAMME

Throughout 2016, PEIC has continued its global advocacy to strengthen legal frameworks to protect the right to education even in war, conflict, and insecurity situations. PEIC worked closely with its partners to achieve the following:

- The joint project with the Whitaker Peace and Development Initiative trained Youth Ambassadors to educate youth in Uganda and South Sudan on the protection of the right to education
- PEIC advice was acknowledged as significant in the Policy Paper on Children of the Office of the Prosecutor of the International Criminal Court, a progressive achievement for the legal protection of education
- PEIC was the originator of the idea to include education in Geneva Call meetings with armed non-state actors, and coordinated and facilitated the session that resulted in the training of 21 armed movements comprised of 31 leaders, commanders and advisers from 11 countries, to comply with international legal norms for the protection of education in armed conflict
- Close collaboration with the Global Coalition to Protect Education Under Attack resulted in five additional State endorsements of the Safe Schools Declaration in 2016

AL FAKHOORA PROGRAMME

The year 2016 has seen both progress and exciting growth for Al Fakhoora. While the programme's reconstruction, rehabilitation, and psychosocial programmes in Gaza continue to support and rebuild the educational infrastructure weakened by the 2014 incursion, the Dynamic Futures Gaza Scholarship and Empowerment programme has served as the foundation for the launch of a new initiative, Dynamic Futures Global. Al Fakhoora now provides comprehensive scholarship, student affairs, civic leadership, and economic empowerment packages to marginalised Palestinian youth and Syrian refugees and IDPs in Gaza, the West Bank and East Jerusalem, Syria, Lebanon, Turkey, Iraq, and Jordan. In 2016, Al Fakhoora:

- Awarded 3,299 comprehensive scholarship packages, selected from over 23,000 applications across seven service regions; recipients were chosen based on a rigorous selection process, including interviews and leadership assessment camps
- Reconstructed, rehabilitated, and refurbished 42 educational institutions (Government, private, and UNRWA schools), incorporating Child Friendly School elements and Build Back Better principles, directly impacting over 75,650 students
- Trained 11,349 teachers in resilience-building psychosocial support activities in the classroom
- Trained 424 school counsellors in mind and body medicine techniques, who then delivered stress relief workshops to approximately 12,000 teachers, principals, and administration staff at 395 schools



Photo by: Julia Ventura



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EDUCATE A CHILD

A programme of education above all™

Photo by: Andrew McConnell

EDUCATE A CHILD PROGRAMME (EAC)

Educate A Child's goal of reaching 10 million out of school children may sound ambitious, but it is not impossible. Together with its partners and supporters around the world, the programme is guided by the principle that every child has a right to education.

ABOUT US

"The chance of an education is a chance to escape poverty, to improve health and to enhance opportunities," says the founder of Education Above All (EAA), Her Highness Sheikha Moza bint Nasser. Educate A Child (EAC) works tirelessly to create these chances and opportunities.

Globally, 61 million children still have no access to basic education, primarily due to surmountable barriers such as poverty, gender discrimination, and conflict-affected environments. The opportunity to offer quality primary education to these children is at the heart of EAC's mandate: through its efforts and partnerships, the programme is focused on influencing the enrolment and retention of 10 million out of school children (OOSC) in quality primary education programmes.

OUR GOALS

Founded by Her Highness as part of EAA in 2012, EAC's aims today are guided by SDG 4. Recognising the value of partnerships, the programme works with a diverse set of partners — from major international educational, development, and humanitarian organisations to locally-based groups — to accelerate the worldwide identification, enrolment and completion of primary education for the most marginalised OOSC.

OUR VISION AND MISSION

Driven by Her Highness's passion for quality education and the promises of peace and prosperity that it brings, EAC's vision is a reflection of a world where every individual has the opportunity to learn through a quality education. To achieve its mission, EAC works with partner organisations to trigger significant breakthroughs in providing OOSC the opportunity to complete a full course of quality primary education.

Our Guiding Principles

To accomplish its goals, the programme is guided by the following set of principles:

- Acting from a rights-based approach
- Selecting priority countries
- Relying on solid analytical underpinnings
- Working within the context of national education plans
- Emphasising quality for retention and learning
- Recognising the power of partnerships
- Adding value

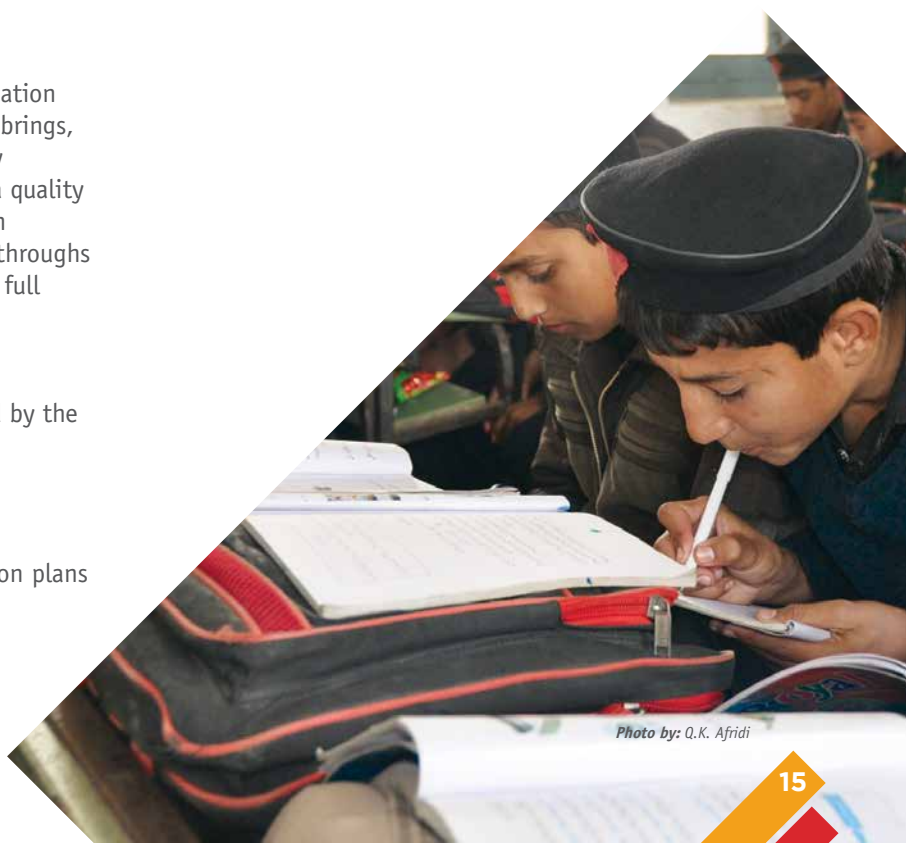
- Requiring ownership and sustainability
- Learning from monitoring and evaluation
- Advocating for OOSC

Finding Strength in Partnerships

The power of partnership is critical to EAC's operational framework. The programme recognises that many organisations are already active in working to get and keep children in quality primary education programmes, and have extensive knowledge regarding the challenges that OOSC face.

EAC's approach calls for the programme to strategise with and engage a range of implementing partners including UN agencies and local and international NGOs. The tactical approaches have paid off: with partners co-funding at least 50 per cent of their respective projects, collaborators have leveraged 60 per cent of project funds to reach a combined total of over \$1.3 billion in OOSC education investments, through 37 lead partner organisations in 48 countries.

A critical feature of EAC's partnerships is context-specific programming, as opposed to a "one size fits all" project design. Because OOSC are marginalised by a number of barriers, sensitivity to their specialised learning needs and removal of the obstacles they face in a particular country or region requires flexibility and adaptability.



OUR ACHIEVEMENTS AND MILESTONES

In 2016, EAC developed and fostered various partnerships for an impressive number of OOSC to overcome the barriers that prevented them from accessing a quality education. Thanks in part to its strong year-on-year growth since 2012, EAC continues to leverage funds to increase enrolments and generate interest and commitment to OOSC.

7.1M commitments to enrol OOSC, with actual enrolments reaching over 3.9 million

\$520M financial commitment with an additional \$785 million leveraged in partner co-funding with a total funding of \$1.3 billion for EAC projects

779 expressions of interest received and reviewed. EAC accepted and requested proposals from 156 organisations based on EOIs submitted

50 active projects in a given year

57 lifetime projects in total and four successfully completed projects

48 countries with active projects

90.95% retention rate in EAC projects that already report on retention data effective September 2016

EAC KEY PERFORMANCE INDICATORS (KPIs)

CO-FUNDING MATCH (Target = 50%, Dec 2016)

School Year	Partner Co-Funding %	EAC Funding %
2012/13	60%	40%
2013/14	71%	29%
2014/15	54%	46%
2015/16*	52%	48%
Average	60%	40%

EAC INVESTMENT PER CHILD (Target = \$100, Dec 2016)

School Year	Average Co-Funding Investment/Child	Average EAC Investment/Child
2012/13	\$96	\$64
2013/14	\$286	\$117
2014/15	\$66	\$55
2015/16*	\$114	\$84
Average	\$110.74	\$73.33

*Reporting period is October 2015 until December 2016

Note:

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. In almost all cases, the most substantial costs (capital investment and recurring teacher salaries) are covered by the national and local governments or partner. This means the actual total cost of educating a child is much higher than the EAC investment figures in the table above.

GEOGRAPHIC REACH (Target = 35 Countries, Dec 2016)*

Year	Number of Countries
2012	17
2013	24
2014	38
2015	40
2016	48

Countries with 1 project = 24

Countries with 2 projects = 13

Countries with 3 projects = 5

Countries with 4 projects = 4

Countries with 5 projects = 1

Countries with 6 projects = 1

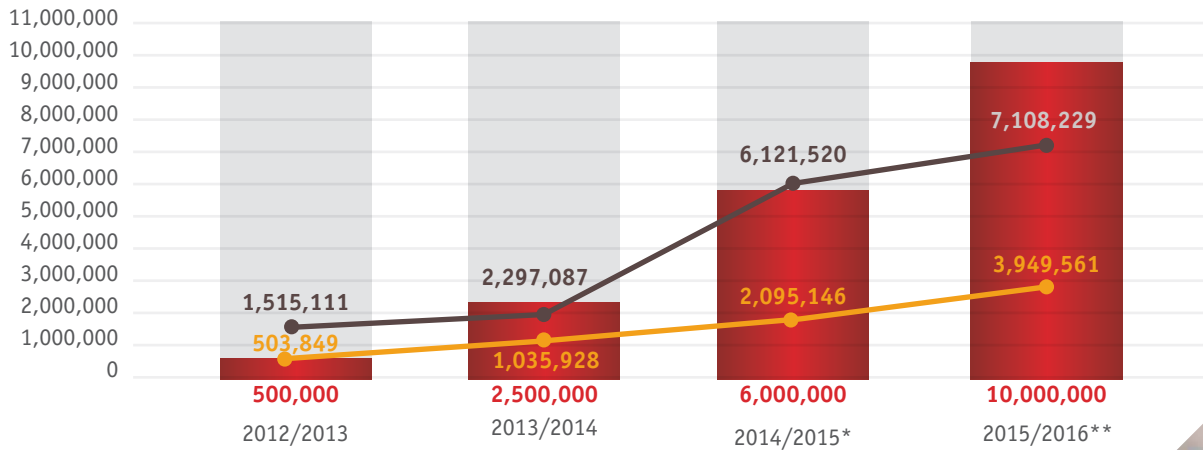


Photo by: S. Rich

AT A GLANCE: ACHIEVEMENTS THROUGH THE YEARS

- 2012/2013: EAC enrolled over 500,000 out of school children and partners committed to enrol 1.5 million.
- 2013/2014: EAC enrolled over 532,000 additional out of school children and enrolment commitments increased to more than 2.2 million.
- 2014/2015: EAC enrolments exceeded 2 million out of school children and partner enrolment commitments increased to more than 6 million.
- 2015/2016: To date over 3.9 million are enrolled and EAC partners have committed to enrol more than 7.1 million out of school children.

ANNUAL ENROLMENTS AND COMMITMENTS AGAINST TARGETS (Dec 2016)



- Commitment Target
- Enrolled to Date
- Secured Commitments

* Reporting period is until September 2015

**Reporting period is October 2015 until December 2016

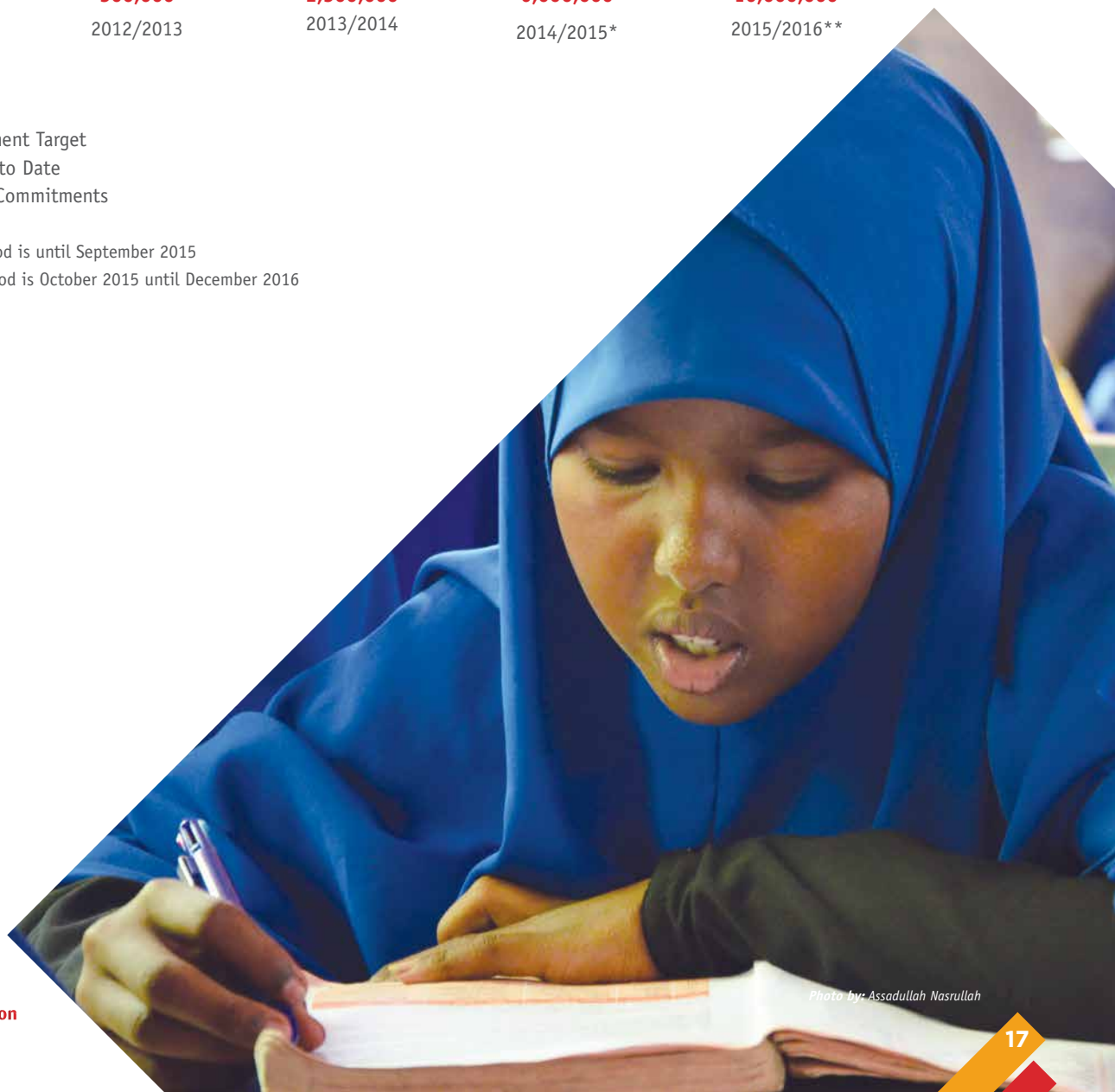


Photo by: Assadullah Nasrullah

EAC 2016 HIGHLIGHTS

• World Education Congress 2016

EAC Executive Director, Dr Mary Joy Pigozzi, was amongst 14 recipients of the 'Education Leadership Award' at the congress. The assembly focused on showcasing the latest education tools, technologies and solutions, among other aspects.

• World Humanitarian Summit 2016

At the World Humanitarian Summit, EAC played the role of participant and co-sponsor of the UNRWA side event on education in emergencies.

• 10th Seoul ODA International Conference

EAC's participation focused on inclusivity and its effective responses to today's challenges, and how reform efforts could be embedded in donor countries'

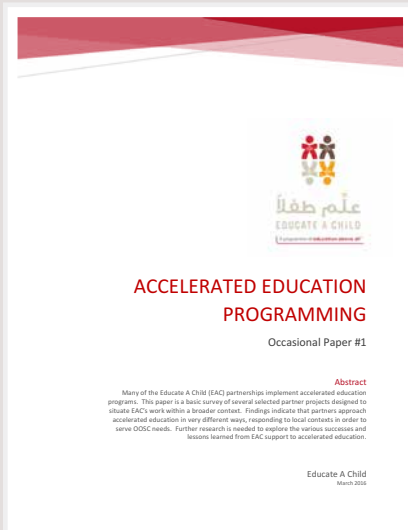
support for sustainable development. The event was co-hosted by the Republic of Korea's Ministry of Foreign Affairs and the Korea International Cooperation Agency.

• Rising Qatar 2016

EAC's efforts and achievements were highlighted in the Wall Street Investment Guide publication entitled 'Rising Qatar 2016'.

• EAC Publications

Committed to publicising EAC's OOSC efforts, a series of papers and other literature were published in 2016. The Occasional Papers (OP) series, for instance, is designed to spark discussion and further the programme's efforts.



Accelerated Education Programming - recognising that many OOSC are over-aged, the need for quality accelerated education programmes is obvious. This paper serves to encourage further exploration into and research on the topic.



Education and the SDGs - This document presents a summary of the relationships between education impact SDG 4 and each of the other SDGs.



Education Impacts the SDGs - EAC also developed an infographic demonstrating how education supports the other SDGs. It highlights how reaching Goal 4 for quality education is fundamental in achieving a number of other SDGs.

Our Monitoring and Evaluation System (M&E)

We maintain a robust database of information on progress towards our strategic goals to reach OOSC, as well as tracking the progress of individual students served by projects. Data and information on the outcomes are compiled from the M&E database. Every six months, partners submit datasets directly to our online server, along with technical and financial reports of progress towards targets, challenges encountered, and mitigation strategies to address them. Data submitted by projects undergo a rigorous quality

assurance review for accuracy, and are compiled for use in reporting progress against EAC's Key Performance Indicators (KPIs). Information gathered on project achievement data from the database archive are disseminated through reports, website postings, programme brochures, conferences presentations, and high level briefings. A sample EAC database dashboard shown below illustrates the types of information generated from field project reports. Database design is continually updated to reflect current data needs as the programme matures.

SAMPLE EAC DATABASE DASHBOARD

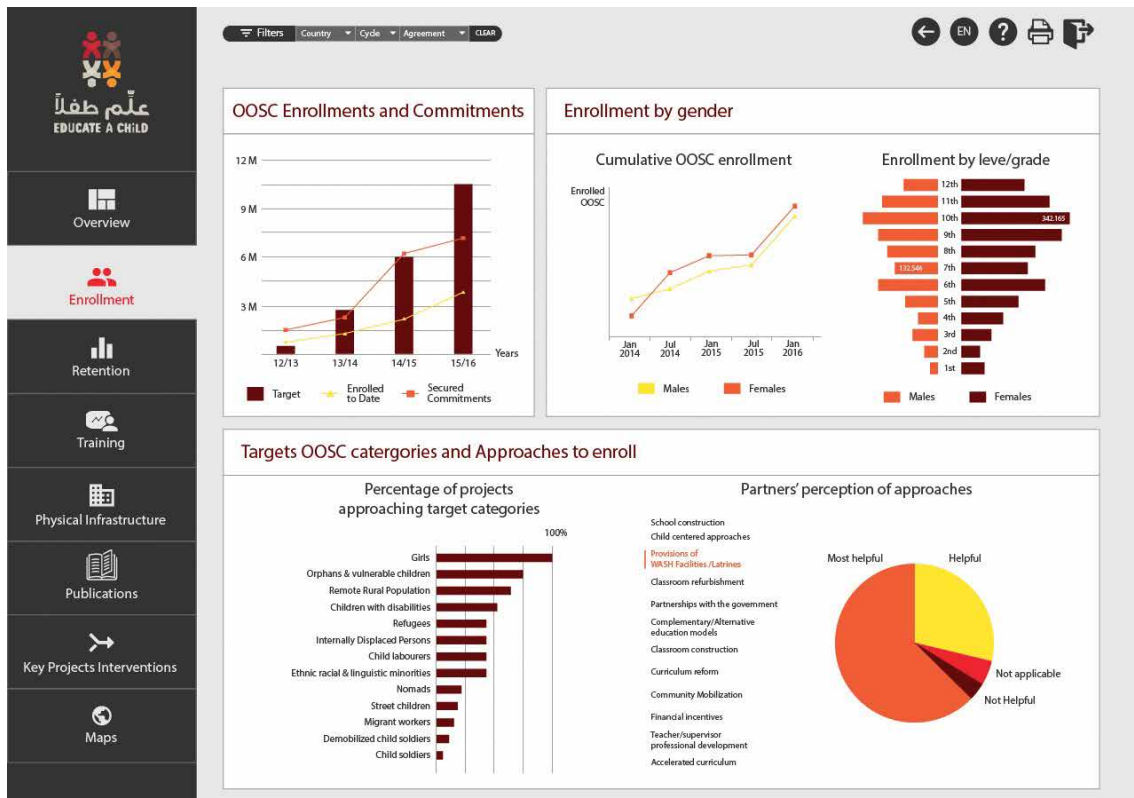


Photo by: Andrew McConnell



PEIC

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

A programme of **education above all™**

My right to
education –
from Uganda

التعليم
فوق
الجميع | education
above
all



PEIC

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

A programme of education above all™

PROTECT EDUCATION IN INSECURITY AND CONFLICT PROGRAMME (PEIC)

We work towards ensuring that those affected by war, conflict, and insecurity are not denied their basic right to education.

ABOUT US

In war-torn countries and those facing conflict and insecurity, the right to education is bleak, if non-existent. Teachers and students risk being killed, tortured or imprisoned. Schools and universities may be destroyed or used as military bases, making learning almost impossible. Children and teachers are forced to stay home, and economic disruption means that families cannot afford to pay for education.

PEIC was created to protect and promote the right to education during war, conflict and insecurity, and to safeguard the provision of quality education to enable students to become active members of their own society.

We are all about supporting Education Above All's (EAA) mission to achieve the United Nation's global goals by providing quality education that is in line with SDG 4, and we do this by advocating in defense of education when it is most at risk and also most vital.

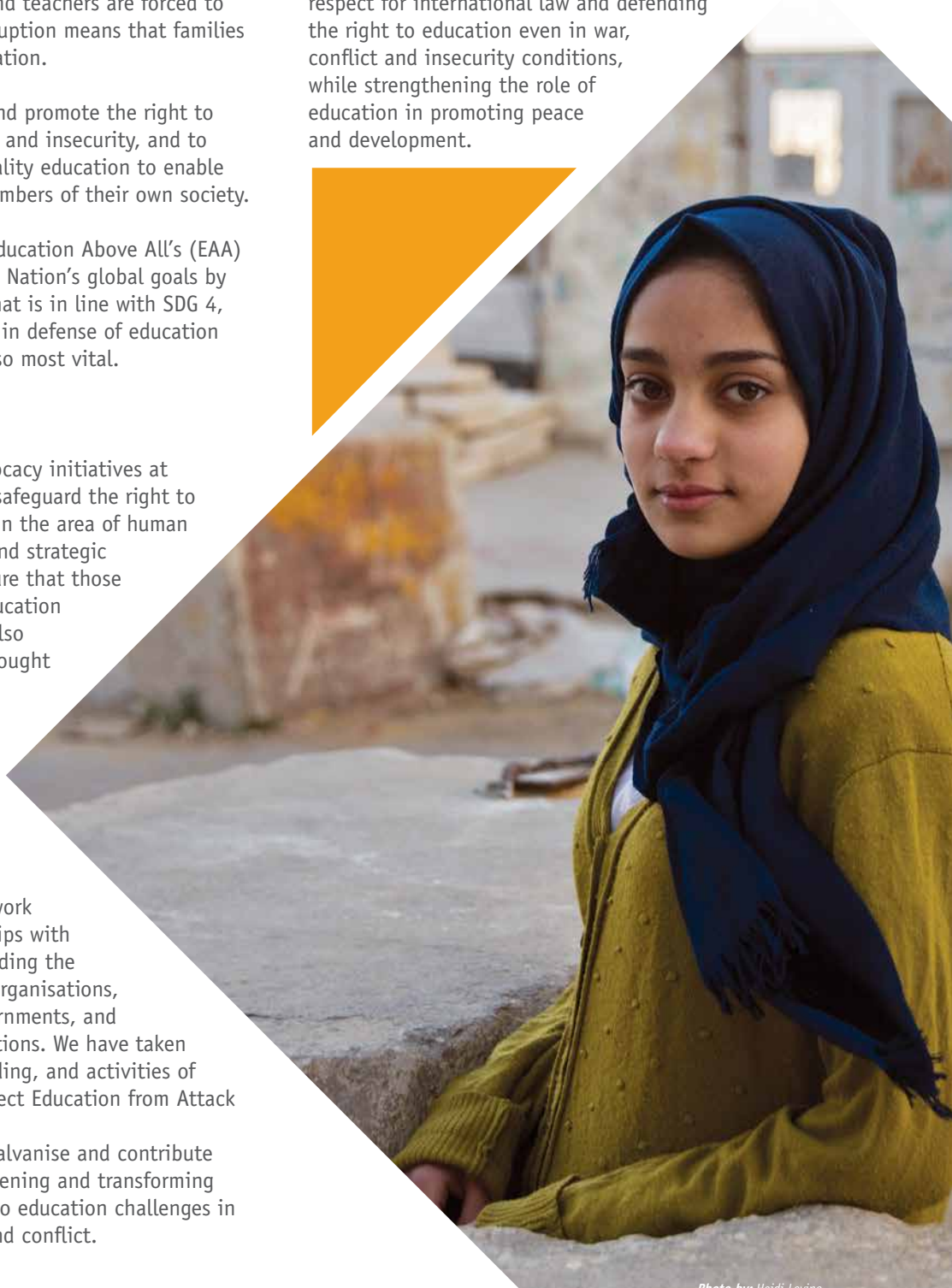
HOW WE WORK

We undertake many legal advocacy initiatives at multi- and bilateral levels to safeguard the right to education. Through our work in the area of human rights, judicial mechanisms, and strategic litigation, we are able to ensure that those who perpetrate attacks on education are held responsible. We are also committed to research and thought leadership that brings global attention to the harm caused to education by war, conflict, and insecurity.

OUR GUIDING PRINCIPLES

- **Partnership-building:** We work with and through partnerships with leading organisations, including the UN and its agencies, legal organisations, academic institutions, governments, and non-governmental organisations. We have taken a lead in the founding, funding, and activities of the Global Coalition to Protect Education from Attack (GCPEA)
- **Catalytic role:** We aim 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, and international law.
- **Advocacy to protect the right to education:** We operate on various levels, promoting respect for international law and defending the right to education even in war, conflict and insecurity conditions, while strengthening the role of education in promoting peace and development.



PEIC: 2016 ACHIEVEMENTS

1. Global Data Service

We have collected data regarding education under attack incidents in 10 countries. We are leading the initiative to document the harm caused to education globally by insecurity and conflict, and we support GCPEA with the production of "Education Under Attack". Our efforts have exposed attacks in the 10 countries, such as the bombardment of a Syrian girl's school, the use of schools as a shield in Yemen, and the assassination of university staff in Nigeria.



2. Five new endorsements of the Safe Schools Declaration

Fifty-six states have joined this initiative. In 2016, the following states have endorsed the Declaration: Paraguay, Slovenia, Angola, Democratic Republic of the Congo, and Albania.

3. Study on the implementation of education-related international law in the MENA region

The PEIC-commissioned study on implementation of education-related international obligations of States in the MENA region, authored by the British Institute of International and Comparative Law, was finalised in September 2016.

4. ICC Policy on Children (The Hague)

Our participation and contribution to the Policy on Children, prepared by the Office of the Prosecutor (OTP) of the International Criminal Court (ICC) was acknowledged by the ICC Prosecutor, Fatou Bensouda, in her welcoming statement on 16 November 2016 at the launch of the Policy. The Policy is used to guide



the OTP in its efforts to address international crimes against and affecting children, and to ensure that children are approached in a child-sensitive manner throughout its work, prioritising their rights and best interests.

5. Meeting with armed non-State actors on the child protection in armed conflict (Geneva)

We participated in the Geneva Call's meeting with armed non-State actors on the protection of children in armed conflict, and took the lead on the final day of the three-day meeting, devoted to different aspects of the protection of education (provision, facilitation, protection, military use of schools). This meeting aligns with our commitment to raise awareness and advocate for better protection of education targeting wide spectrum of audiences.



Peter Klanduch & Jonathan Somers in Geneva

6. New partnership with the Whitaker Peace & Development Initiative (WPDI) (South Sudan and Uganda)

We launched a new partnership with WPDI that allows us to help expand our outreach to youth in South Sudan and Uganda. Together we will work on promoting and protecting the legal right to education that requires quality learning in areas affected or threatened by crisis, insecurity or armed conflict.

7. Projects with Defense for Children International and Teachers Creativity Centre in Palestine

In 2016, we completed a project with Office of the High Commissioner for Human Rights titled, the Protection of the Right to Education during Insecurity and Armed Conflict in the MENA Region. Two civil society organisations based in Palestine, Defense for Children International and Teachers Creativity Centre, received grants to develop training projects on legal responses to education-related violations of international law.

8. International Thought Leadership event showcasing tools for delivering education in conflict (Berlin)

At a breakfast event in Berlin, PEIC and the International Institute for Education Planning (IIEP) UNESCO showcased a series of new tools to support those delivering education in conflict that are designed to

support better education planning, to offer flexible curriculum resources and to share best practice. The event also showcased the outcome of a long-standing relationship between PEIC and IIEP, and set the tone for new potential advocacy work for EAA in Germany and beyond.

9. Signing of Memorandum of Understanding (MoU) with Qatar National Human Rights Committee.

On 4th December 2016, we signed an MoU with Qatar National Human Rights Committee (QNHRC) that specifies the importance of the protection of education in insecurity and conflict, and the need for cooperation with the UN, international agencies, and national human rights institutions as a means to this end. The MoU establishes a general framework for closer cooperation, including consultations and information sharing between EAA, PEIC, and QNHRC.



PEIC KPI HIGHLIGHTS IN 2016

KPI ACHIEVEMENTS

KPI TARGETS

5 new state endorsements of the Safe Schools Declaration

5 new states have endorsed the Safe Schools Declaration in 2016, namely

• **Paraguay**
March

• **Slovenia**
April

• **Angola**
June

• **DRC**
August

• **Albania**
September

5 international forums where PEIC staff members present/participate actively to advocate for the protection of education

PEIC staff participated in **12** international forums to advocate for the protection of education

1 reference to PEIC in final International Criminal Court Policy Paper on Children

PEIC contribution was referenced in the ICC Policy Paper on Children as well as during the official launch of the document by the ICC Prosecutor in **November 2016**

25 representatives from armed non-state actors (ANSA) attended meeting

31 representatives from **21** armed non-state groups from **11** countries participated in the meeting on the protection of children and education in armed conflict, organised by Geneva Call, and substantially and financially supported by PEIC



Anna Seeger

Photo by: Anna Seeger



Photo by: Hans-Christian Plambeck



fakhoora.org
take action: defend education.

A programme of education above all™

Photo by: Mohammed El-Reefi

AL FAKHOORA PROGRAMME

We focus on making quality education accessible for marginalised and vulnerable youth in conflict and post-conflict regions.

OUR STORY

Al Fakhoora takes its name from a school in Gaza's Jabaliya refugee camp. In January 2009, the school was the scene of attacks resulting in the deaths of at least 43 people, including children. At the time, the school was being used as a shelter for those fleeing hostilities. Al Fakhoora symbolises the need to provide refuge and safeguard education during conflict.

Established in the same year 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 education in Gaza. Al Fakhoora's projects rebuild damaged educational institutions, support the rehabilitation of wellness and healthcare services affected by conflict, and provide a comprehensive scholarship, student affairs, civic leadership, and economic empowerment programme.

Thanks to the success of the Dynamic Futures Scholarship and Empowerment Programme in Gaza, we, along with our partner, SPARK, have begun replicating this approach and scaling it up into a multi-country initiative. We are pleased to report that the programme has expanded to six new regions to support Palestinians in the West Bank and East Jerusalem, and Syrian IDPs and refugees in Syria, Turkey, Lebanon, Jordan, and Iraq.

OUR FOCUS

Our mission is 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 toward cohesion and prosperity.

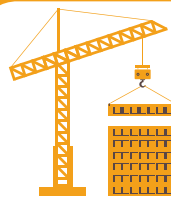
**WE
OPERATE
IN THE
FOLLOWING
SECTORS**



**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**

1. DYNAMIC FUTURES SCHOLARSHIP AND EMPOWERMENT PROJECT

Our Dynamic Futures Scholarship and Economic Empowerment Project is an international, multi-stage human and monetary investment in the future, which is not only presented through scholarships for higher education; students are also provided with student services, economic empowerment and civic

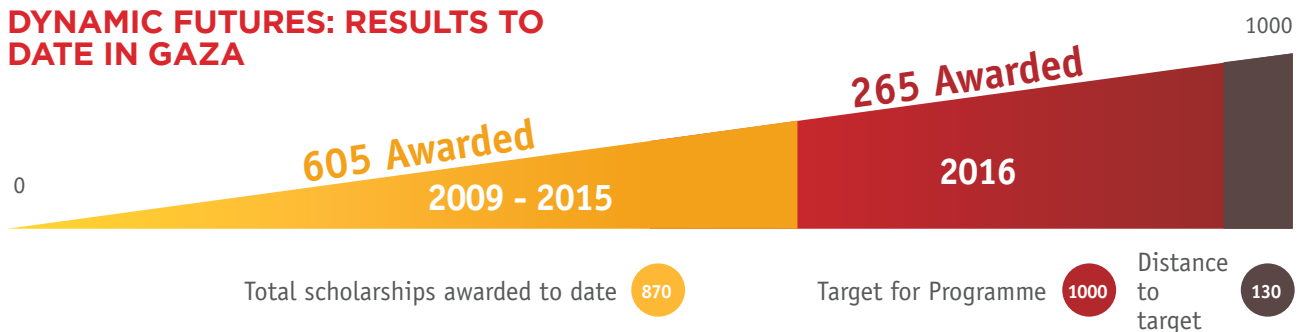
leadership. Civic leadership not only for the self, but for the betterment of students' families, peers, and communities. This is a comprehensive programme, designed to equip young people with the life skills needed to actively give back to their communities, and build hope and resiliency.

- Quality Education**
 Providing access to TVET, bachelors, and postgraduate courses at vocational education centres and universities.
- Student Affairs**
 Providing access to comprehensive support services that contribute to the academic success and wellbeing of students through mentoring and psychosocial support.
- Civic Leadership**
 A comprehensive, training programme to empower students to become civic leaders, with the ability to engage productively in the rebuilding of their societies.
- Economic Empowerment**
 Providing a bridge between educational opportunities and professional success through opportunities for entrepreneurship and empowerment projects.

GAZA ACHIEVEMENTS - 2016

- 256 Domestic undergraduate scholarships awarded
- 95.4% Students retained in the programme
- 557 Students accessed student services
- 158 Students enrolled in English language courses
- 95.7% Beneficiaries satisfied with the level and quality of support being provided
- 9,680 Total annual participation (person-hours) of students in leadership activities
- 17 Virtual Majlis sessions conducted
- 13,497 Total annual participation (person-hours) in volunteering community service
- 96 Ongoing Economic Empowerment projects

DYNAMIC FUTURES: RESULTS TO DATE IN GAZA



*New funding received in 2015 for phase II of Dynamic Futures

DYNAMIC FUTURES PROJECT EXPANSION

As of December 2016, a total of 870 youth have benefited from our scholarship programme in Gaza. Building on this achievement, we launched the Global Dynamic Futures Scholarship and Empowerment Project, which covers six new regions and provides Palestinians in East Jerusalem and the West Bank, and Syrian IDPs and refugees in Syria, Turkey, Lebanon, Jordan, and

Iraq with access to quality higher education. The Global project received an overwhelming response, with over 19,000 applications received from marginalised and vulnerable youth. To date, the project has provided 3,034 youth with higher education scholarships for Bachelor Degrees, TVET diplomas, and TVET certificate courses of study.

QUICK SUMMARY

901

BACHELORS

418

TVET DIPLOMA

1,715

TVET CERTIFICATE

TOTAL

3,034

SCHOLARSHIPS

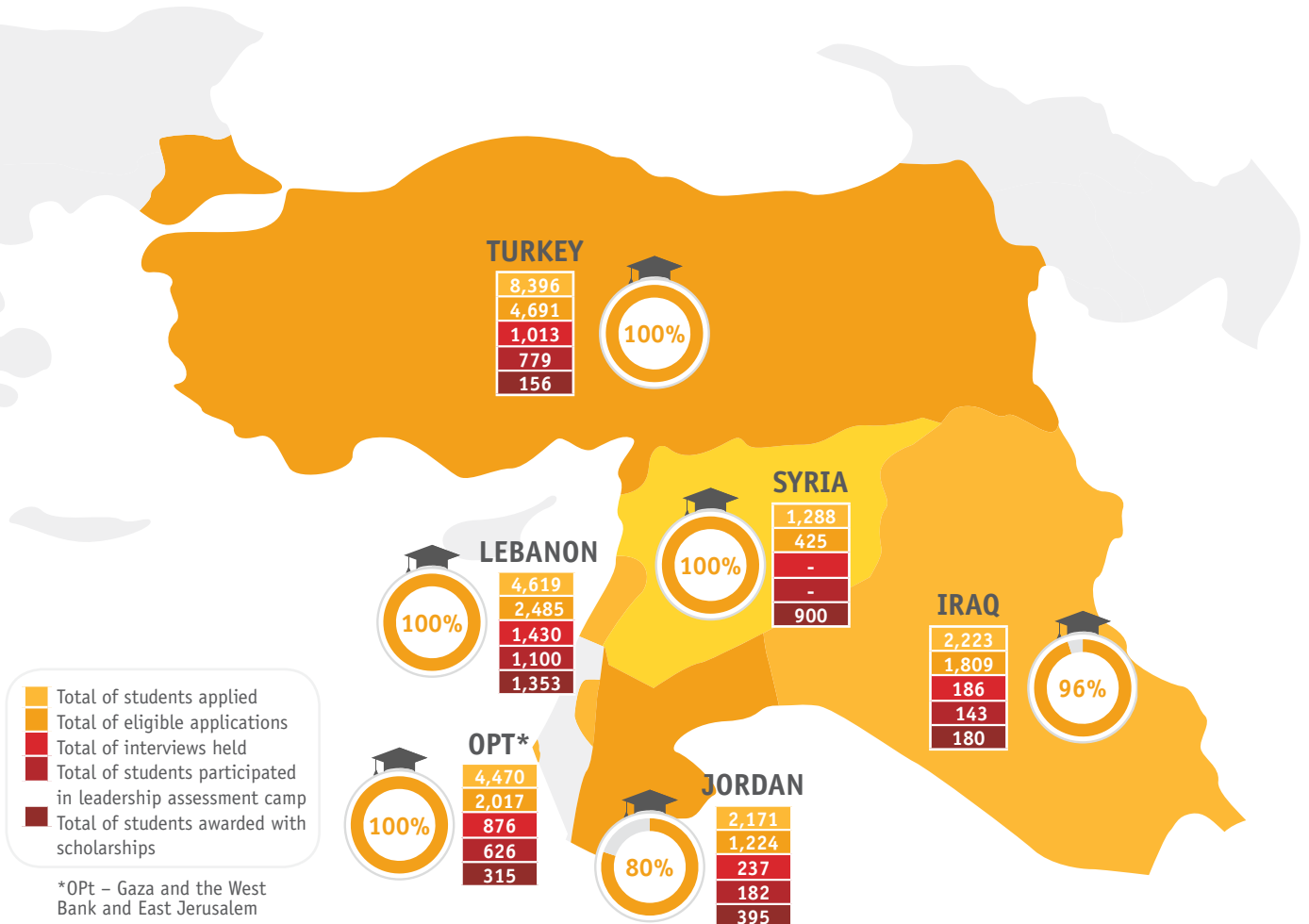


SELECTION FOR SUCCESS

This innovative programme begins by carefully selecting beneficiaries using a rigorous process, choosing from among the most marginalised and those showing the greatest potential for leadership and civic engagement. To ensure the selection process is fair and transparent, it comprises three core phases — online application, interview (phone and/or in person), and leadership assessment camps.

These leadership assessment camps use a meticulous approach and methodology, with a ratio of five evaluators to 20 students per camp.

Eighty evaluators completed the compulsory training and successfully delivered 117 leadership camps in Gaza, the West Bank and East Jerusalem, Lebanon, Jordan, Turkey, and Iraq.



Syria:

Includes existing students who would have been unable to continue due to financial constraints

Iraq:

Includes additional scholarship opportunities added to the programme after leadership camps took place

Jordan:

Includes TVET certificate students, who are not required to attend leadership camps

Lebanon:

Includes TVET certificate students, who are not required to attend leadership camps



Photo by: Mohammed El-Reefi

2. PSYCHOSOCIAL SUPPORT PROGRAMMES

Psychosocial capacity building is an important component of providing educational opportunities to youth in conflict and post-conflict regions. Schools are commonly seen as key entry points to provide services to large numbers of children, and we work with our

partners at the UN Development Programme (UNDP), the UN Children’s Fund (UNICEF), and Qatar Red Crescent (QRC) to create psychosocial rehabilitation programmes for trauma victims and their families.

PSYCHOSOCIAL SUPPORT COMPONENT UNDER QATAR FUND FOR DEVELOPMENT FUND

- 72** Ministry of Social Affairs child protection counselors and NGO partners trained on case management
- 20** Case managers trained on techniques for supporting survivors of sexual abuse
- 269** School Counselors, Ministry of Health, and Ministry of Social Affairs staff trained on case management and referral Standard Operating Procedures. Those school counselors further trained 1,724 teachers
- 7,482** Children benefited from psychosocial support services
- 5** Child Protection Networks established
- 424** School counsellors trained in mind and body medicine techniques; they then delivered stress relief workshops to approximately 12,000 teachers, principals, and administration staff at 395 schools
- 11,349** Teachers trained in resilience-building psychosocial support activities in the classroom
- 448** Professionals trained in technical child protection skills, detection, and referral
- 8,208** Children and caregivers received protection services through community-based family centres and government-led Child Protection Networks

3. RECONSTRUCTION AND REHABILITATION PROGRAMMES

These programmes were implemented to ensure that primary, secondary, and post-secondary students have the right to a quality education, and to strengthen child protection systems to provide psychosocial support.

The \$40 million donation we received from the Qatar Fund for Development in 2014 enabled us to team up with UNDP, UNICEF, and the UN Relief and Works Agency (UNRWA) to implement reconstruction and rehabilitation programmes in Gaza.

Educational Institutions - Rehabilitation and Reconstruction	Target	Completed	Progress
Training Centres	4	4	100%
Higher Education Institutes	10	4	40%
Government Schools - completely damaged	4	0	0%
Government Schools - extensions	19	12	63%
Private Schools	13	13	100%
UNRWA Schools*	43	43	100%
Total	93	76	82%

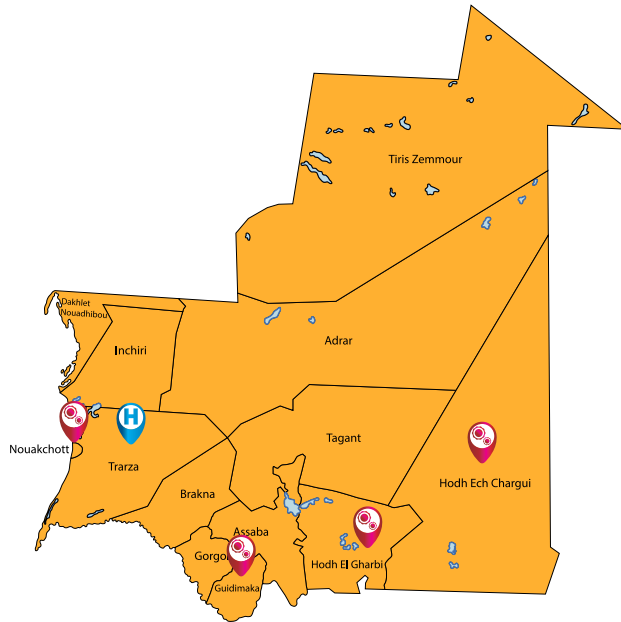
*UNRWA schools received refurbishment and equipment (not reconstruction). Interventions included Water, Sanitation and Hygiene (WASH) facilities, electrical works, IT equipment, landscaping, and classroom and administration furnishings.



Photo by: Shareef Sarhan

PROJECT MAURITANIA

Our concentrated efforts in alleviating poverty and illiteracy in Mauritania.



Training Centres:

1. Toujounine Centre in Nouakchott
2. Selibaby Centre in Guidimaka
3. Aleyoun Centre in Hodh El Gharbi
4. Al Nema Centre in Hodh El Sharqi



Hospital

1. Hospital in Bouilmit

ABOUT US

Project Mauritania, also known as the Qatari Mauritania Establishment for Social Development (EQMDS), was created in December 2004 as part of EAA's efforts to help alleviate poverty and mitigate its negative impact in Mauritania. We are glad to report that the numerous mini projects launched as part of Project Mauritania has impacted thousands of people, while significantly improving the literacy rate of women.

WHAT WE WORK TOWARDS

As part of our efforts, we set out to establish nurseries and gardens for children, contribute to the national effort in eradicating illiteracy, establish vocational schools, launch awareness campaigns on the importance of schooling for girls, organise training courses on business and home management practice and to finance small income generating projects. Several critical programmes related to literacy, vocational training and finance have been successfully implemented.



Photo by: EAA

OUR ACHIEVEMENTS

5,916

The number of students who have benefitted from programmes offered by Project Mauritania between 2007 – 2015

5

Number of training centres established in different areas in Mauritania

141

The number of income-generating micro projects funded in the fields of agriculture, sewing, dyeing, mills, meat trading, village shops and cattle fattening

321,218

Number of cases treated at the hospital since 2007

62

A 62-bed hospital in the city of Boutilimit was constructed, offering general surgery, orthopaedics, gynaecology, internal medicine, dental, paediatrics and obstetrics, among others

2,000

Number of children enjoying quality education in a school that was built in Boutilimit in 2015. The school was handed over to the Ministry of Social Affairs for Childhood and Family upon completion



PROJECT IRAQ

Our work involves supporting the education system in Iraq.



ABOUT US

Project Iraq was conceptualised in 2009, as part of an agreement between UNESCO and the Office of Her Highness Sheikha Moza bint Nasser. Since the project was integrated into EAA in 2015, we have continued our efforts in supporting and improving the quality of education in Iraq.

WHAT WE WORK TOWARDS

Together with the Iraqi government and the Ministry of Education, we work on improving the quality of education in Iraq by addressing four main areas: Development of New the Iraqi Curricula, Rehabilitation of the Iraqi Higher Education System, Teacher Education and Training Programme for Basic and Secondary Education, and Literacy Initiative for Empowerment (LIFE).



Photo by: EAA



Photo by: EAA

OUR OBJECTIVES AND ACHIEVEMENTS

1. DEVELOPMENT OF THE NEW IRAQI CURRICULA

We contribute to the modernization and reconciliation of Iraq through the rebuilding of the Iraqi school curricula.

Achievements:

- 250** Number of math and science curriculum specialists and educational experts trained in developing curriculum framework, syllabi, and needed practical guidelines
- 70** Number of curriculum specialists who have been trained in assessing current textbooks in all subject areas
- 680** Number of teachers trained in implementing the new instructional materials in the classroom
- 250** Number of trained curriculum specialists who have developed student, teacher and activity books according to INFC standards

2. REHABILITATION OF THE IRAQI HIGHER EDUCATION SYSTEM

We work on strengthening institutional and human capacities of Iraq's Higher Education System to ensure the quality of higher education in Iraq.

Achievements:

- 192** Number of MoHESR and university managers who have been trained in comprehensive planning, management, governance, and implementation of Higher Education programmes
- 81** Number of university staff trained on the Quality Assurance process
- 35** Number of MoHESR senior staff and high-level managers who have been trained on the QA framework and policy development
- 20** Number of trained MoHESR senior staff and high-level managers who have been exposed to international Quality Assurance benchmarks
- 10** Number of staff members employed by MoHESR who are to work on e-learning in HEIS
- 200** Number of students enrolled in courses facilitated by Avicenna centres

3. TEACHER EDUCATION AND TRAINING PROGRAMME FOR BASIC AND SECONDARY EDUCATION

We help improve access to quality education by enhancing institutional capacity, planning, management, and monitoring teacher training

Achievements:

- 17,698** Number of teachers trained on the active learning approach, utilising the prepared packages
- 94** Number of trained Master Trainers who are providing technical assistance during teacher training sessions in the math and science subject areas
- 415** Number of Teacher Trainers (supervisors) who are trained on the delivery of teacher training programmes, based on the active learning approach
- 509** Number of specialists from the MoE and MoHESR who have been trained on the development of training packages

4. LITERACY INITIATIVE FOR EMPOWERMENT (LIFE)

We strive on reducing the illiteracy rates in Iraq through the enrollment of at least one million illiterates in Community Learning Centres

Achievements:

- 800,000** Number of literate learners who have completed literacy programmes – 60 per cent of learners were from the government literacy centres, and 73 per cent were women
- 3,000** Number of MoE and National Literacy Association (NLA) staff who worked on literacy/non-formal education and life skills programmes, as well as supporting the National Literacy Campaign with improved capacity
- 10,814** Number of vulnerable illiterates enrolled in literacy and life skills classes in established CLCs
- 250** A 250-member National Literacy NGO Network was established, facilitating coordination and exchange of information among professionals

OUTREACH AND COMMUNICATION

We work towards increasing awareness and understanding, raising funds, and ensuring support for EAA's vision, mission, and accomplishments.

A SUMMARY OF OUR WORK IN 2016

The Outreach and Communication Directorate had an eventful year in 2016. Resource mobilisation achieved a number of important partnerships and received impressive donation amounts for the foundation. Thanks to our new and effective communications strategy, Education Above All's (EAA) visibility expanded across borders.

EAA established an effective communications strategy aligning with the new EAA strategy, Wave 2, with three major objectives: global recognition, raising awareness of EAA's work and its impact, and attracting new partnerships for sustainability and scalability. EAA was covered in Qatar 26 times, across MENA 9 times, and internationally 30 times, and total online impressions reached 1.2 million globally.

As a result, EAA's work was well covered by local, regional and international media in 2016. Our online and social media presence saw marked increases, with a 217 per cent increase of followers and engagements via EAA's Facebook, Twitter and Instagram accounts; website page views of over half a million, and total online impressions of 2.4 million globally.

ACHIEVEMENTS BY NUMBERS

\$53.4M

raised by resource mobilisation. (via funding).

\$43.9M

co-funding secured from the UK's Department for International Development (DFID)

\$32M

mobilised by International Corporate Affairs.

\$14.9M

funds contributed by Official Developing Agencies (ODA).

\$3.29M

in donations to EAA through support from the Qatar Equestrian Club, Ooredoo Marathon 2016, Harrods, Qatar Insurance Company, and existing partners Qatar Airways and W Hotel.



Photo by: Nicola Milan

FUND SOURCING AND NEW PARTNERSHIPS

The Resource Mobilisation team continued the implementation of the Resource Mobilisation Plan for 2016, focusing on Official Development Assistance (ODA) from the bilateral and multilateral frameworks, as well as through corporate fundraising.

OFFICIAL DEVELOPMENT ASSISTANCE (ODA) CONTRIBUTIONS

ODA	PROJECT	TOTAL \$
JICA (Japan)	Access to Education for out of school children in selected districts of Punjab and Baluchistan (Pakistan)	1.1 M*
TIKA (Turkey)	Primary School Access through "Speed Schools" in Burkina Faso	1.5 M*
AFD (France)	Multi-Africa Project (Benin, Burkina Faso, Guinea-Bissau, Liberia, Madagascar, Mali, Niger, Senegal, Sierra Leone, and Togo)	2.8 M
QUEST Initiative	EAC and Al Fakhoora projects for Syrian refugees in Syria and neighbouring countries	9.7 M
KOICA (South Korea)	Addressing barriers to enrolment and retention in Karamoja (ABer-K) in Uganda	2.4 M
Total		17.5 M

*Pledged funds

PARTNERS' PROJECTS

	ORGANISATION	PROJECT	TOTAL \$
Bharti Airtel Funded India projects	Humana People to People India (HPPI)	Step up centres	1.6 M
	Education Support Organisation (ESO)	Project Urban Slum classrooms	0.9 M
	Bharti Foundation (BF)	BF	0.9 M
	Foundation to Educate Girls (FEGG)	Expansion of educate girls project	11.9 M
	Foundation to Educate Girls (FEGG)	First educate girls projects	0.7 M
	Nanhi Kali		1.3 M
Bharti Airtel Funded Africa projects	Building Tomorrow	Uganda	12.6 M
	UNICEF	Nigeria	
Exxon Mobil Foundation funded Africa project	UNICEF	Angola	2 M
Total			32 M



Photo by: Lutz From

EVENT HIGHLIGHTS

2016

January

February

• **Ooredoo Marathon 2016: Doha, Qatar**

A number of our staff and supporters participated in the marathon. A booth was also set up at MIA Park to raise awareness of the EAA's work.

• **Challenges & Reality photo book exhibition: Doha, Qatar**

A photo exhibition showcasing the Challenges & Reality photo book and the Foundation's work was held at Katara Cultural Village, following its launch in 2015 at the UNESCO headquarters in Paris.

• **Visit to DIFD Headquarters: London, United Kingdom**

Her Highness Sheikha Moza bint Nasser's attendance at the conference was marked by a pact between EAA and the UK's Department for International Development (DFID), to provide education to two million children in high-risk communities in Syria, Afghanistan, Pakistan, South Sudan, Kenya, Nigeria, and Ghana.

May

July/
August

• **World Humanitarian Summit: Istanbul, Turkey**

Her Highness was a panelist at a session entitled, Education in Emergencies and Protracted Crises: towards a strengthened response in African Nations.

• **Her Highness Meets Al Fakhoora/Spark students: Istanbul, Turkey**

Her Highness met with Syrian refugee students benefitting from university scholarships made possible by the Al Fakhoora/SPARK partnership.

• **EAA at Bayt Qatar: Rio De Janeiro, Brazil**

Bayt Qatar showcased a range of Qatar's national achievements and cultural activities, among them the Challenges & Reality photo book exhibition highlighting 10 EAC country projects. EAA also hosted a session on the Aluno Presente Project, a collaboration between EAC and its Brazilian partners, Cidade Escola Aprendiz and the Municipality of Education of Rio de Janeiro. Thirty of the project's children from Rio's favelas and slums participated in the cultural activities within Bayt Qatar.

ONLINE PRESENCE



Followers: **4,423** (up **25%**)

Followers acquired: **880**

Total tweets: **1,970**

Average engagement: **0.7**

Total following: **547**



Likes: **32,599** (up **37%**)

Posts: **163**

Post engagement: **3,005**

Followers acquired: **8,790**

March

April

• **EAA 'Sparks' an agreement: London, United Kingdom**

Building on its success in providing youth in Gaza access to higher education, Al Fakhoora and Dutch NGO SPARK formed a partnership to provide some 800 Syrian youth refugees four-year university scholarships.

• **Harrods Donates to EAA: London, United Kingdom**

The famous department store donated to EAA in support of the foundation's initiatives for OOSC.

• **Equestrian Support: Doha, Qatar**

The QNB Doha Tour International Showjumping Championship and the Qatar Equestrian Federation auctioned four horseshoes, proceeds of which were bestowed to our organisation.

• **Squashathon 2016: Doha, Qatar**

This event was held at Khalifa International Tennis and Squash Complex to raise funds for EAC.

September

November

• **EAA at the 71st UN General Assembly: New York City, USA**

- EAA participated in the high-level meeting entitled Boosting Opportunities for Higher Education in Emergencies. It highlighted the work of Al Fakhoora and its commitment towards global expansion.
- The Qatar Upholding Education for Syrians Trust, also known as QUEST, was launched at the assembly. It sought to ensure that the necessary education and skills reach children and youth affected by the Syrian crisis. Donations amounting about \$10 million were channeled to Al Fakhoora and EAC.
- An agreement was reached between PEIC and the Whitaker for Peace & Development Initiative (WPDI), to support and train youth in war-torn Northern Uganda and Southern Sudan in advocating international human rights against the constant attacks on education in these war-torn locations.

• **EAA at the World Innovation Summit for Health 2016: Doha, Qatar**

EAA and Gavi, the Vaccine Alliance, announced a new partnership to improve children's health in African and Asian countries, through community outreach and advocacy for immunisation.

December

• **Sherborne PTA Winter Fair 2016: Doha, Qatar**

As part of its local efforts, the annual winter event helped raised funds for EAC's global efforts.



Followers: **3,076** (up **217%**)

Following: **132**

Total posts: **297**

Post engagement: **5,333** (up **40%**)

Video views: **1,596**

Followers acquired: **165**



Total updates: **125**

Total sessions: **168,717**

Page views: **625,396**

Returning/new sessions: **74.38/25.62**

STRATEGY, POLICY AND RESEARCH

Providing comprehensive strategic, policy, research, monitoring, and risk management functions to Education Above All (EAA).

ABOUT US

At the Strategy, Policy and Research (SPR) Directorate, we identify focus areas and specific goals that enable EAA to most effectively serve its community and partners. We function as a framework to maximise the impact of EAA's work, and we support its continued commitment to address the most pressing issues surrounding education.

One of our core functions is to set strategic plans of EAA, monitor its achievements, and conduct research and thought leadership activities to develop and implement a range of policy agendas in support of these objectives.

We also work on ensuring that EAA remains consistent with the domestic and international commitments made by the organisation's leadership, as well as with the national vision of Qatar and policies relevant to the foundation's work.

OUR TEAM OBJECTIVES

Policy and Research

This team's responsibilities include furnishing EAA's leadership with detailed briefings and advice on economic, educational, social, and foreign policy trends related to emerging issues and/or relevant topics.

Strategy

In addition to evaluating EAA's strategy and steering the foundation's overall direction, the Strategy team oversees strategic planning, strategy landscape analysis, strategy implementation, and the endorsement of programme/unit plans and strategies.

Monitoring and Risk Management

To ensure that EAA's strategic goals and objectives are met, this team's primary responsibility is to report and update performance measures across the organisation's programmes and initiatives. In addition, the team works to improve the foundation's management systems through assessment, action plans, and implementation of risk management methods.

OUR PROUD ACHIEVEMENTS

- We established and led an inter-departmental task force to develop EAA's Wave 2 strategy. The three-year action plan repositions EAA as a key player in the education of marginalised populations, and encourages a new results-orientated approach to increase the foundation's effectiveness.
- We structured and facilitated workshops and training, such as the Make Strategy Happen event, for all

staff throughout the different stages of the strategy execution. Several workshops for key staff were also organised.

- We organised a workshop to introduce the management system framework and the proposed plan in developing EAA's management system.
- We led EAA's input at the World Humanitarian Summit 2016 in Istanbul, Turkey. Our work helped the foundation elevate the provision of education during crises as a critical issue in the humanitarian agenda, and encouraged greater awareness of protecting education and enforcing compliance with normative standards related to attacks.
- We coordinated the development of departmental scorecards linked to strategy and annual business plans across the foundation.

LOOKING TO THE FUTURE

The SPR team will be primarily involved in leading policy and research to achieve the foundation's new strategy. Though EAA's main focus will be on SDG Goal 4, we will also have our hands full formulating EAA's education-related role in addressing the SDGs linked to multi-sectoral impact in poverty reduction, reduced inequalities, and health and nutrition, among other aspects.

In addition, with several objectives already set for EAA's programmes within the Wave 2 strategy, we will continue to work towards achieving the foundation's overall strategic goals. These strategic objectives will also articulate EAA's work over the next few years as it focuses on the new challenges presented by the broader framework of the SDGs.

Photo by: AR Al-Baker / HHOPL



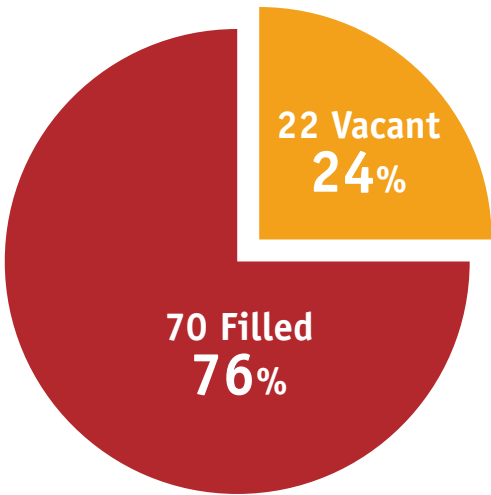
Photo by: Duniya Aslam Khan

ADMINISTRATION AND FINANCE

The Administration and Finance Directorates work together in supporting Education Above All's (EAA) overall strategy by focusing on the day-to-day running of its operations.

HUMAN RESOURCES:

FILLED VS. VACANT POSITIONS



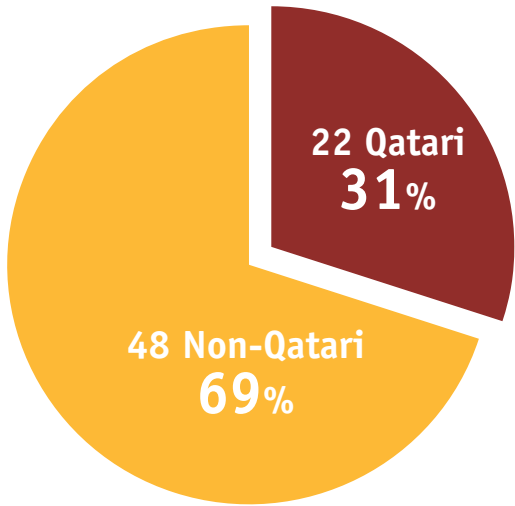
RECRUITMENT EFFICIENCY

Directorate Name	Filled Positions (No.)	Vacant Positions (No.)
Programmes	30	7
CEO Office	4	0
Legal	2	0
Internal Audit	1	0
SPR	4	3
Outreach	10	7
DFA	19	5
Total	70	22

STAFF TURNOVER



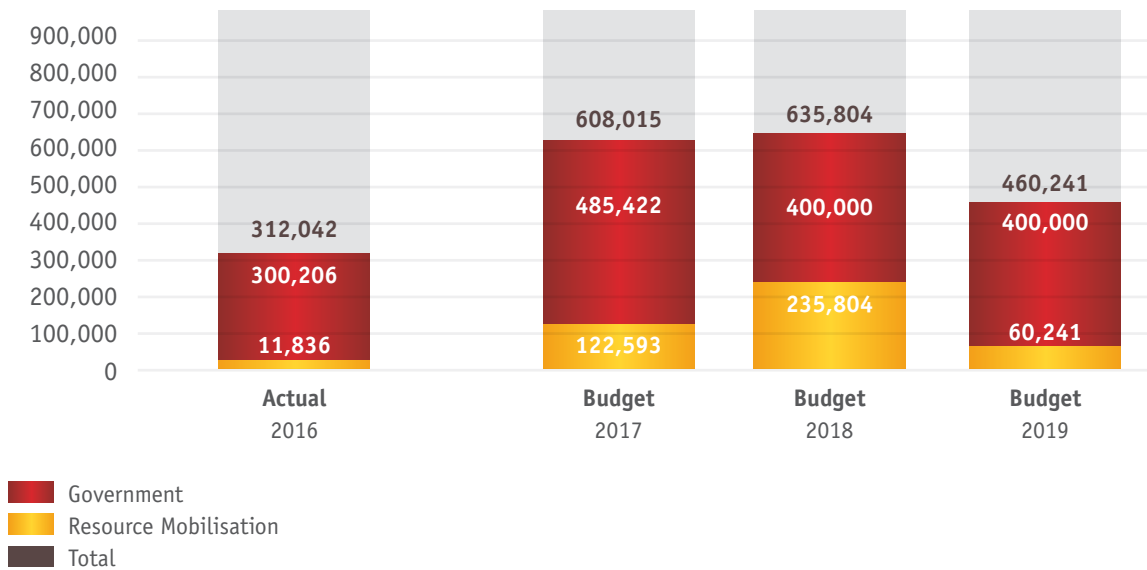
QATARISATION



FINANCIAL DATA

SOURCES OF FUNDS

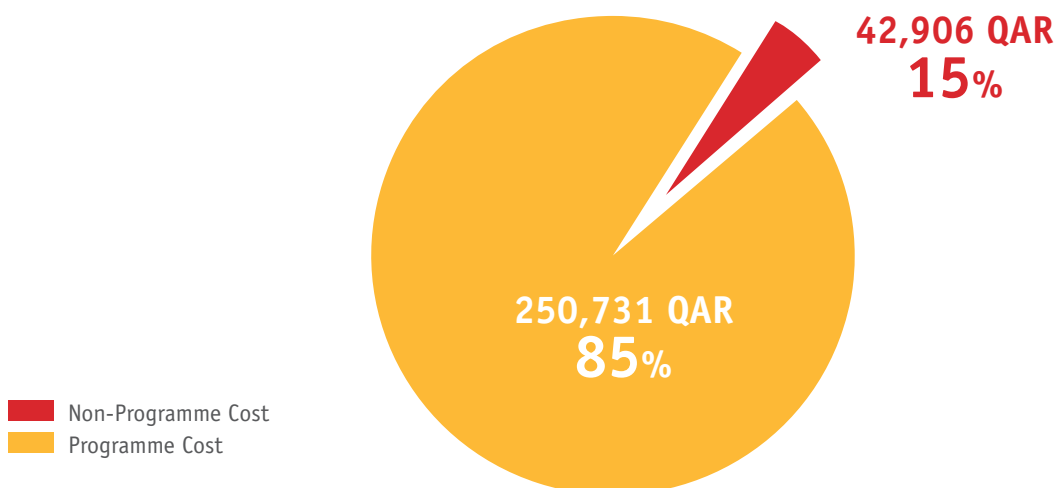
Amount in '000 QAR



FUNDS BY DIRECTORATE

Division	Amount in '000 QAR	% Cost
EAC	146,716	49.5
Al Fakhoora	84,307	28.4
PEIC	9,917	3.3
Admin	55,697	18.8
Total	296,637	

PROGRAMME VS. NON-PROGRAMME COST



*Note: The funds above are in thousands
 **Note: All funds provided by partners do not include EAA administrative expenses

EAA FUNDING MAP

MULTI-COUNTRY PROJECT

COUNTRY	PARTNER NAME	BENEFICIARIES	EAC FUNDING	CO-FUNDING AGREED	TOTAL FUND
Thailand, Myanmar	Save the Children UK	84,137	9,257,892	9,257,871	18,515,763
Sierra Leone, Togo, Benin, Liberia, Guinea-Bissau, Madagascar, Senegal, Niger, Burkina Faso, Mali	Handicap International	28,011	3,603,260	4,557,674	8,160,934
Jordan, Lebanon, Syria	UNRWA	67,680	4,971,750	20,950,000	25,921,750
Cambodia, Myanmar, Nepal	UWS	33,830	3,208,105	5,462,450	8,670,555
Burkina Faso, Mali, Niger	Plan International	181,074	21,819,396	21,819,423	43,638,819
Senegal, Mali, Burkina Faso, Malawi, Haiti, Nepal	Build on	43,056	8,519,434	12,918,634	21,438,068
Philippines, Thailand, Indonesia, Cambodia, Lao PDR, Malaysia, Myanmar, Vietnam, East Timor	UNESCO Bangkok	50,000	2,654,059	2,656,340	5,310,399
Chad, Ethiopia, S.Sudan, Sudan, Iran, Pakistan, Syria, Yemen, Kenya, Rwanda, Uganda, Malaysia	UNHCR	670,875	76,398,524	84,486,760	160,885,284
GEFI Secretariat	GEFI	-*	1,400,000	2,500,000	3,900,000

LEBANON

1,353
4,365,705
6,521,133
10,886,838

JORDAN

395
75,447
3,308,120
3,383,567

PALESTINE-GAZA

464,927
74,138,047
13,464,393
87,602,440

SOUTH SUDAN

24,300
11,944,000
38,627,000
50,571,000

SUDAN

600,000
19,881,631
20,127,415
40,009,046

HAITI

50,000
11,916,751
28,467,351
40,384,102

MAURITANIA

329,134
6,698,344
-
6,698,344

COTE D'IVOIRE

61,343
6,851,334
6,934,175
13,785,509

NIGERIA

561,574
38,033,271
42,284,654
80,317,925

GHANA

90,000
7,629,620
7,629,641
15,259,261

CHAD

34,760
13,057,000
37,889,000
50,946,000

BRAZIL

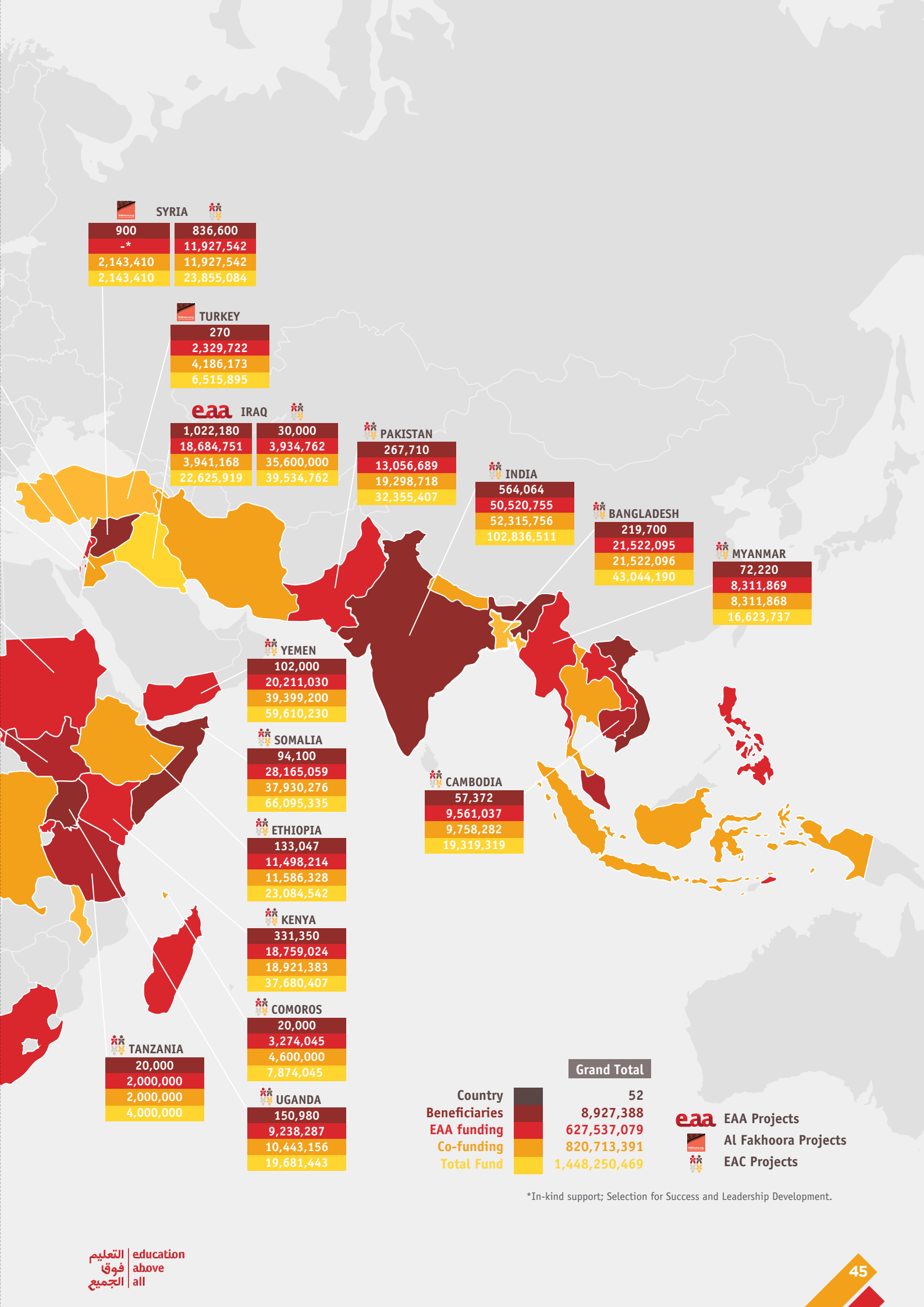
21,000
12,450,000
99,250,000
111,700,000

DRC

1,575,946
53,125,930
54,915,583
108,041,513

SOUTH AFRICA

31,500
2,542,698
2,800,418
5,343,116



SYRIA	
900	836,600
-*	11,927,542
2,143,410	11,927,542
2,143,410	23,855,084

TURKEY	
270	
2,329,722	
4,186,173	
6,515,895	

eaa IRAQ	
1,022,180	30,000
18,684,751	3,934,762
3,941,168	35,600,000
22,625,919	39,534,762

PAKISTAN	
267,710	
13,056,689	
19,298,718	
32,355,407	

INDIA	
564,064	
50,520,755	
52,315,756	
102,836,511	

BANGLADESH	
219,700	
21,522,095	
21,522,096	
43,044,190	

MYANMAR	
72,220	
8,311,869	
8,311,868	
16,623,737	

YEMEN	
102,000	
20,211,030	
39,399,200	
59,610,230	

SOMALIA	
94,100	
28,165,059	
37,930,276	
66,095,335	

ETHIOPIA	
133,047	
11,498,214	
11,586,328	
23,084,542	

KENYA	
331,350	
18,759,024	
18,921,383	
37,680,407	

COMOROS	
20,000	
3,274,045	
4,600,000	
7,874,045	

TANZANIA	
20,000	
2,000,000	
2,000,000	
4,000,000	

UGANDA	
150,980	
9,238,287	
10,443,156	
19,681,443	

CAMBODIA	
57,372	
9,561,037	
9,758,282	
19,319,319	

Grand Total

Country	52
Beneficiaries	8,927,388
EAA funding	627,537,079
Co-funding	820,713,391
Total Fund	1,448,250,469

eaa EAA Projects
 Al Fakhoora Projects
 EAC Projects

*In-kind support; Selection for Success and Leadership Development.

HERE'S HOW YOU CAN MAKE A DIFFERENCE

1. AT A PROJECT LEVEL

Education Above All (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@eaa.org.qa.

2. THROUGH DONATIONS

On average, we invest \$100 to enable a child to fulfill his or her right to a quality education.

EAA gratefully accepts online donations of any amount on: www.educationaboveall.org/donate

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

Account Name: Education Above All

Bank Name: Qatar National Bank

Branch: Corporate Branch, Doha Qatar

Account Number: 0013-021618-052

IBAN: QA84 QNBA 0000 0000 0013 0216 1805 2

Swift Code: QNBAQAQA

3. THROUGH CORPORATE FUNDRAISING

Our Outreach team would be glad to assist with any corporate fundraising initiatives.

Please contact: info@eaa.org.qa.

4. 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 visit:

www.educationaboveall.org/#!/partners

2016 DONORS

Donor	Amount in QAR
Qatar Airways	5,597,013.11
Supreme Committee for Delivery	2,170,000.00
Bharti Foundation	884,439.07
Qatar Insurance Company	500,000.00
Qatar Charity	348,560.00
W Doha Hotel	250,000.00
Ooredoo	200,000.00
Harrods Limited	150,974.48
Community College of Qatar	50,071.00
Qatar Academy	31,650.00
Price Water House Coopers	31,448.84
IMG0	24,286.99
Online Donations	23,367.30
Siemens	20,000.00
Employee Donations	12,000.00
Sherborne Qatar	10,000.00
Buddha Bar Paris	5,463.00
Charles Russell Speechlys LLP	4,505.00
ArtFix Gallery	3,000.00
Le Royal Manceau - EACI	2,446.43
Others	1,517,025.88
Total	11,836,251.10

THANK YOU FOR YOUR SUPPORT

Education Above All Foundation would like to acknowledge and thank all its supporters without whom our work would not be possible. To all our partners, sponsors, volunteers, followers and staff, we look forward to continuing towards our vision of bringing new life chances and real hope and opportunities to poor and marginalised children, youth and women in the developing world together.



PARTNERS

Strategic Partners

الشركاء الاستراتيجيين



QATAR FUND
FOR DEVELOPMENT
صندوق قطر للتنمية



GLOBAL PARTNERSHIP
for EDUCATION



PEIC Partners

شركاء حماية التعليم في ظروف النزاع وانعدام الأمن



AL Fakhoora Partners

شركاء الفاخورة



الشركاء

ODA Partners

وكالات التنمية الرسمية



EAC Partners

شركاء علم طفلاً



The UN Secretary-General's Global Initiative on Education

