

التعليم | education
فوق | above
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EAA Achievements
Trough COVID-19

**ANNUAL
REPORT
2020**

OPENING UP A WORLD OF EDUCATION

Children love to learn. If they are denied access to knowledge, we also deny them the opportunity to change their lives for the better. At Education Above All, we believe that there is nothing more important.

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BOARD OF TRUSTEES

HER HIGHNESS SHEIKHA MOZA BINT NASSER

FOUNDER AND CHAIRPERSON,
EAA CHAIR

HE SHEIKHA AL MAYASSA BINT HAMAD AL THANI

CHAIRPERSON, QATAR MUSEUMS AUTHORITY
VICE CHAIR

HE SHEIKHA ALYA BINT AHMED AL THANI

PERMANENT REPRESENTATIVE
OF QATAR TO THE UNITED NATIONS, NEW
YORK, MEMBER

DR. ALLAN GOODMAN

PRESIDENT AND CEO,
INSTITUTE OF INTERNATIONAL EDUCATION,
MEMBER

HE DR. KOICHIRO MATSUURA

FORMER DIRECTOR GENERAL,
UNESCO, MEMBER

DR. MAZEN AL JAIDAH

CHAIRMAN OF THE EXECUTIVE COMMITTEE,
EAA MEMBER OF THE BOARD OF DIRECTORS,
QATAR FOUNDATION,
MEMBER

MS. GRAÇA MACHEL

CHAIR,
GRAÇA MACHEL TRUST, MEMBER

MR. SUNIL BHARTI MITTAL

CHAIRMAN AND GROUP CEO,
BHARTI ENTERPRISES LTD.,
MEMBER

FOREWORD

The Education Above All (EAA) Annual Report provides a comprehensive overview of the highlights, achievements and impact of each of its programmes in 2020. A year unlike any other, 2020 presented new and unexpected challenges to EAA's mission of reaching millions with quality education in over 60 countries around the world. In spite of the obstacles, EAA can nevertheless regard 2020 as one of great achievement that marks key milestones, new partnerships, and the implementation of a new strategy, as it remains on promise of delivering quality education.

If there is one lesson echoed through the pandemic, it is that education cannot be delivered in isolation of other vital aspects of a quality life. Not only does EAA aspire to reach disadvantaged children and youth with educational resources but it does so by taking a multi-sectoral approach that seeks to bring partners from all sectors to work together and solve problems that affect whole communities. Therefore, EAA's efforts in the past year have included initiatives to safeguard the lives of out-of-school children (OOSC) and the youth against the coronavirus so they can safely return to learning. This is exemplified by a new partnership with Gavi, the Vaccine Alliance in December 2020, to promote immunisation in the most vulnerable communities in Nigeria. Funded by the Qatar Fund for Development, the project aims to reach over 100,000 women and children across two Nigerian states - Kebbi and Sokoto, and coincides with EAA's ongoing education project with UNICEF with plans to extend the mission to other countries.

COVID-19 is a tragedy, but it has also created an opportunity to accelerate innovation in information technology initiatives across EAA. Looking for ways to reach more OOSC in spite of physical barriers, EAA programmes have incorporated various forms of technology from The Internet Free Education Resource Bank and Digital School Programme rolled out by the Innovation Development Directorate to the Connecting for Care initiative launched by Reach Out To Asia (ROTA) to expanding online resources and virtual teaching capabilities that remain ongoing through the Al Fakhoora and Educate a Child programmes. The way forward for EAA in its mission to leave no OOSC behind is backed by a tech-centric strategy.

In terms of mobilising financial resources, EAA has acquired new partnerships with international financial institutions including the World Bank, the Asian Development Bank (ADB) and the Islamic Development Bank. The ground-breaking partnership with the World Bank will enrol two million OOSC from more than 40 countries by 2025. While an agreement with ADB is set in motion to carry out \$60 million in joint projects over the span of 5 years to put out-of-school and at-risk children into quality primary education. In parallel, a joint programme with the Islamic Solidarity

Fund for Development continues to work to help low-income countries access loan funding to invest in enrolling out-of-school children in primary education.

Committed to helping the youth become active changemakers in their local communities and global citizens of the world, our programmes are increasingly incorporating initiatives based on the new-age concepts crucial to building healthy communities. These encompass climate change, youth action, humanitarian action, conflict-resolution, green skills, and community building amongst others.

In the coming year, EAA plans to strengthen its mission by expanding its scope, launching new projects, and increasing partnerships and collaborations with all stakeholders. The Educate a Child program has already initiated its new 'Zero OOSC Strategy', that moves past the 10 million OOSC goal to help governments on the verge of achieving universal primary education reach the "last mile" children. ROTA has announced a new mandate that builds on its youth engagement portfolio to inspire marginalised youth to become change makers and active global citizens who take informed actions towards creating productive and resilient communities. And in its efforts to achieve greater impact, Al Fakhoora has adopted a new approach under which it will work directly with universities in reaching more beneficiaries and developing more effective learning processes. Lastly, PEIC has embarked upon a specialised data project that aims to bring to light attacks on education as part of its global advocacy to safeguard the right to education.

EAA remains one of the top foundations in the world committed to delivering universal access to quality education and this stems from an unwavering fulfilment of all our pledges. From the Gaza strip and Syria to India and Nigeria, our programmes reach the far corners of the world, and our success is built on the proud delivery of every promise. At the end of 2020, we enter the next phase and with a new strategy on board, the Theory of Change, that guides our mission in continuing to catalyse change from the ground-up.

COVID-19: FROM DISRUPTION TO RECOVERY



The year 2020 thrust the world into a completely unexpected reality. The outbreak of the COVID-19 pandemic left a profound impact on the world as countries rushed to implement precautionary measures to curb the spread of the virus. As a result, we witnessed for the first time, a disruption in education on a global scale.

At the height of the pandemic, schools closed their doors in 192 countries, sending 1.6 billion students home. While many schools and universities around the world adapted to new models of learning by sourcing digital libraries, online lectures and relying on school-specific online portals, others were unable to do the same. For disadvantaged youth and children in the most marginalised societies, such capabilities were scarce. Already facing multiple barriers to education, COVID-19 presented additional challenges to overcome. Out of school children now had to worry about sanitisation, social distancing and vaccinations, in communities where even access to clean water was a challenge. On top of which was a dire reality that the longer children remain out of school, the less likely they are to return.

With a guiding philosophy that places equitable access to education at the foundation of a sustainable future, the Education Above All Foundation (EAA) mobilised new strategies, through its programs, to help mitigate the impact of the pandemic for its beneficiaries.

Reaching over 10 million OOSC with quality primary education, Educate a Child (EAC) and its partners faced new challenges right from the onset of the pandemic such as how to deliver education in the face of lockdowns and school closures. Rethinking its educational projects and realigning funds, EAC attempted to cater to changing needs. This entailed the use of low-technology applications, co-creating solutions with local communities, engaging parents to become learning facilitators, and helping aid teachers with the skills needed to deliver education through new learning platforms.

Working to advance education in countries in Asia, many partners of Reach Out To Asia (ROTA), who were at the forefront of the projects, found themselves working under a state of emergency, having to close offices, working remotely, and even needing to shift priorities to address new challenges presented by COVID-19. In this regard, ROTA aided its partners in adopting online resources as an alternative means to deliver training. In Qatar, ROTA helped source volunteers for the 'Connecting for Care' Project, an interactive online platform that provides social support to quarantined workers in Qatar, enabling members to talk and find comfort by speaking to someone in their own language.

COVID-19 shaped a new path for advocating for the right to education. The lives of millions of children and youth were no longer impacted only by conflict, but also by additional difficulties caused by the pandemic. Taking this into consideration PEIC worked side by side with local and international organizations as well as youth advocates to continue its work on the ground. PEIC participated in the WISE Doha Learning Days (DLD) to brainstorm with local stakeholders including UNESCO Doha, UNICEF, Qatar Foundation on new ways to shape the next DLD in light of the pandemic and its impact. It also participated in the annual Inter-agency Network for Education in Emergencies (INEE) Advocacy working group contributing to INEE's COVID-19 response strategy alongside participation in the UN75 webinar series, and the relaunch of the Youth Advocacy Programme.

When the COVID-19 pandemic temporarily shut down most of the higher education institutions, the Al Fakhoora programme needed to find new ways to ensure educational continuity. In the Gaza Strip, for example, Al Fakhoora completed an E-Learning Assessment Study to identify the remote-learning capabilities and resources of universities in Gaza – helping to facilitate a smooth transition to virtual teaching, in collaboration with the Palestinian Ministry of Higher Education.

On recognising the disproportionate impact school closures would have on the world's most under-served learners, for whom even alternative learning solutions for self-study were lacking, the Innovation Development Directorate was prompted to create the Internet Free Education Resource Bank and the Digital School Programme. A growing collection of over 120+ Project-Based Learning resources and an Activity Bank for students with Disabilities have become available through the IFERB and can be implemented through a variety of channels including phone calls, SMS, text messaging, smartphone apps, radio, and even in-person classes removing the reliance on the internet to study.

Restoring hope within the local communities in Qatar following the COVID-19 outbreak, Together Project sought to look for remote learning solutions. With many of its beneficiaries lacking access to the internet and computers at home, the project team developed bi-weekly learning packs that were delivered directly to students' homes as well as facilitated teachers to guide learning via telephone. Video lectures and worksheets were also distributed through USBs for families to allow them means to facilitate access to learning.

TRANSFORMING THE LIVES OF MILLIONS THROUGH EDUCATION

Education is the key to progress and prosperity. It unlocks an individual's personal potential and supports the achievement of other Sustainable Development Goals, encouraging peace, collaboration and sustainable development. By April 2020, close to 1.6 billion children and youth were out of school due to the impact of the (COVID-19) pandemic¹. In other words, 1.6 billion children were at risk losing out on the ability to seize life's vast opportunities.

Education Above All (EAA) contributes to human, social and economic development through the provision of quality education. Championing the needs of children, youth and women to empower them to become active members of their communities, EAA envisions bringing new life chances and opportunities to millions around the world.

If children and youth, especially the most vulnerable and marginalised, have inclusive and equitable access to quality education; if individuals are mobilized as changemakers contributing to the peace and prosperity of their communities and nations; if learning environment and education systems are improved; and if the right to education is protected and promoted; only then, we can say we have made significant progress towards "Transforming the lives of millions through Education".

A NEW STRATEGY THAT ENCOMPASSES CHANGE FROM THE GROUND-UP

THE THEORY OF CHANGE

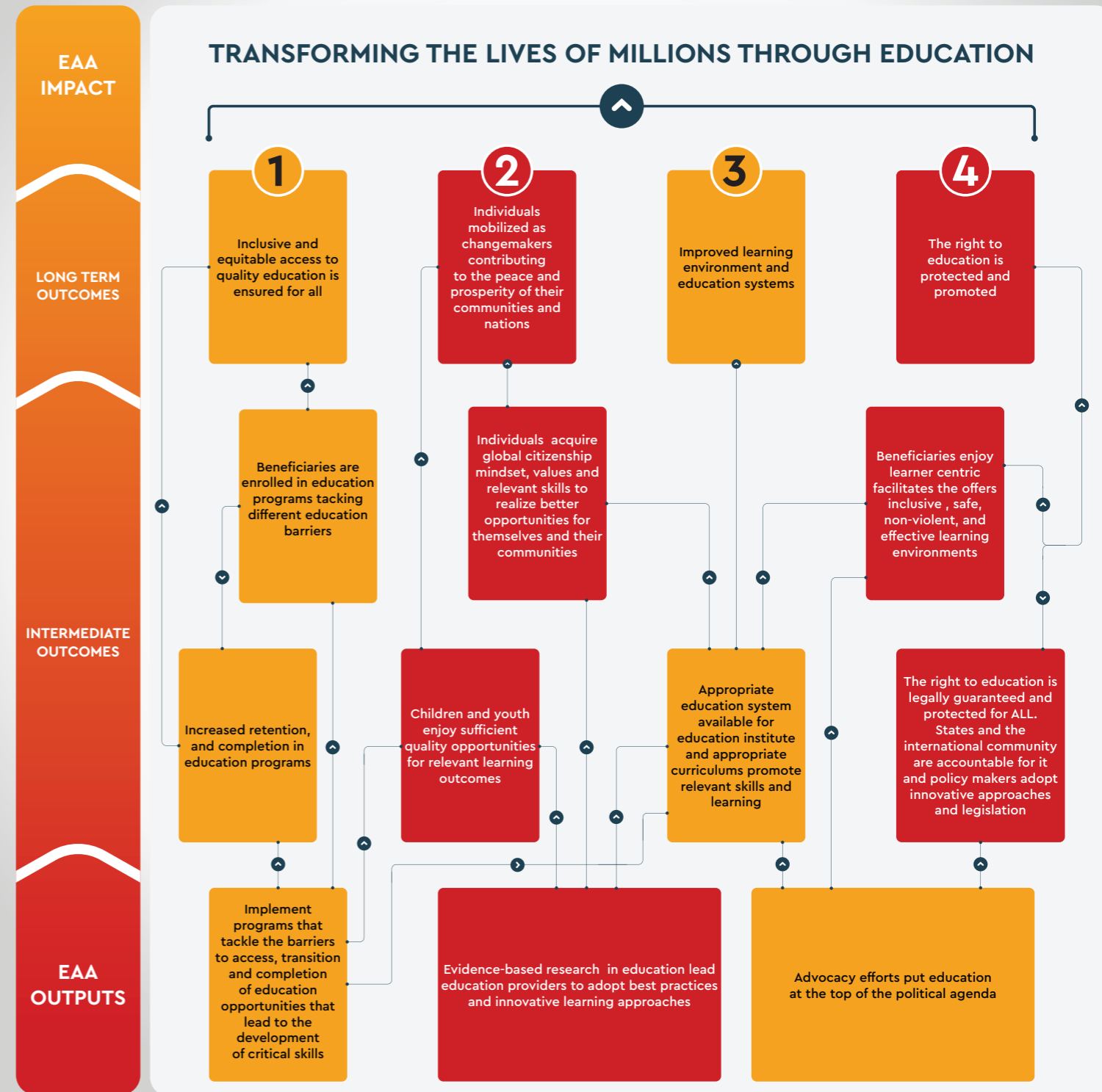
In increasingly complex societies, change is an intricate process that requires attention on multiple levels to create any tangible impact. For those facing barriers to education including poverty, discrimination or conflict and disaster, providing access to quality education means working around obstacles such as lack of learning materials, internet connection, and physical schools, and even clean water and sanitation along with child labour or early marriage. Only when all the barriers are addressed, can real change take effect. This relationship is explained by the EAA's new Theory of Change.

With a mission to empower children and youth to be the changemakers of tomorrow, EAA forges ahead with a comprehensive strategy that involves local and regional partners on-ground, global leaders, policy makers, academics and the learners themselves to implement programs that are specific to each community in every region.

A STRATEGY THAT RESTS ON SIX MAIN PILLARS



EDUCATION ABOVE ALL THEORY OF CHANGE



¹ UNESCO Statistics

On 28 May 2020, the United Nations General Assembly unanimously decided to establish the 9th September as the International Day to Protect Education from Attack (A/RES/74/275). Enshrined within the mandate of the UN, 9th September will serve as an annual reminder and a gateway for awareness on the plight of millions of children around the world who live in countries affected by conflict.

A landmark decision and a remarkable achievement the International Day is a result of relentless advocacy by Her Highness Sheikha Moza bint Nasser the Chairperson of the Education Above All Foundation. Her Highness spoke on the importance of safeguarding the rights of children and youth that suffer the consequences of conflict: such as violence, human rights abuses, and displacement, exacerbated only by psychological distress.

“PEOPLE THINK CONFLICTS COME AND GO. BUT, WE KNOW NOW FOR A FACT THAT WHEN CONFLICTS COME, THEY COME TO STAY. FOR EDUCATION, WHAT HAS BEEN LOST WILL BE IMPOSSIBLE TO RESTORE. WHERE THERE IS NO EDUCATION, THERE WILL BE NO NATION. IF WE DO NOT TURN THE TIDE, WE WILL CONTINUE TO PAY A HIGH PRICE.”

**HER HIGHNESS, SHEIKHA MOZA BINT NASSER,
CHAIRPERSON OF EDUCATION ABOVE ALL
FOUNDATION**

Co-sponsored by 62 countries, the resolution was presented to the United Nations by Her Highness as part of the resolve to fight for the right of quality education of every child and youth, where education is a key building block in the accomplishment of the United Nation's Sustainable Development Goals (SDGs). Pursuant to its establishment, the international day allows for:

- The endorsement and implementation of accountability mechanisms such as the Safe Schools Declaration
- Provision of a forum for the exchange of ideas and experiences on attacks on education and efforts to stop them
- Galvanisation of tangible actions against attacks on education

Following the call for action from Her Highness, a new momentum has taken effect. In September 2020, EAA and its key partners UNICEF, UNESCO, the Qatar Fund for Development and the Save Our Future Now, launched the 3- year global campaign, #UniteToProtect. A campaign of a global scale, #UniteToProtect not only calls for the protection of education from attack, but also hinges upon the need for greater global accountability when it comes to the impunity for education-related violations of international law. Such accountability is inherent to creating any lasting positive change and ensuring everyone's right to safe, accessible, inclusive and equitable quality education.

9TH SEPTEMBER: THE INTERNATIONAL DAY TO PROTECT EDUCATION FROM ATTACK

**DEFENDING EVERYONE'S RIGHT TO
SAFE, ACCESSIBLE, INCLUSIVE AND
EQUITABLE QUALITY EDUCATION**

#UNITETOPROTECT: A GLOBAL CAMPAIGN WITH COMMUNITIES AT ALL LEVELS JOINING FORCES TO PROTECT EDUCATION FROM ATTACK

126
COUNTRIES

23,000
UNIQUE
ENGAGEMENTS

11 MILLION
IMPRESSIONS ACROSS
SOCIAL MEDIA



In the lead up to 9th September 2020, efforts by EAA and its partners on-ground sparked a global movement. The campaign saw an overwhelming participation in over 120 countries and 23,000 unique engagements across social media platforms with 4,900 mentions by global leaders and influencers.

Voices that have contributed to the campaign include Volkan Bozkır, the UN General Assembly President, Sheikh Hasina, the Prime Minister of Bangladesh, Ann Linde, the Minister for Foreign Affairs of Sweden, David Beckham, and Roger Federer, as well as other renowned Nobel Laureates.

Also advocating as part of #UniteToProtect key Allies, is the United Nations High Commissioner for Refugees (UNHCR) and the Office of the United Nations High Commissioner for Human Rights (OHCHR) amongst other UN bodies. This is alongside key States that are involved in the protection of education agenda as well as EAA's partner organisations such as Plan International, Education Commission and Save Our Future.

The campaign echoed through the platforms of various organisations and influential personalities, reaching networks of over hundreds of millions of followers on social media, and driving a high-level digital engagement. On the grass-roots level, over 100 Non-Governmental Organisations (NGOs) have amplified the voices and needs of marginalised communities. These include Girl Child Network, Educate Girls, SPARK, Whitaker Peace and Development Initiative (WPDI) and Street Child United. Such meaningful inclusion of the affected communities is vital to the agenda of protecting education from attack.

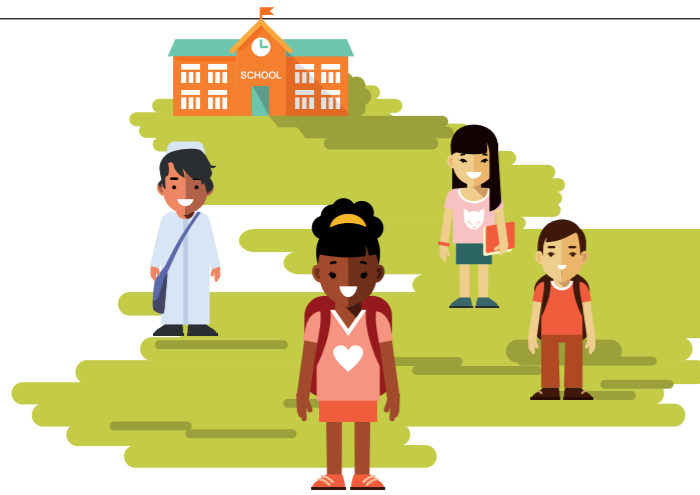
On occasion of Human Rights Day 2020, #UniteToProtect left a profound impact digitally, reaching an overwhelming 11 million people with its message and hailing retweets from countries worldwide including Qatar, USA, Pakistan, India, Turkey, UK, Palestine, and Argentina. Continuous support for the agenda remains ongoing by EAA to achieve the goal of protecting the education for millions who live in areas of conflict and are denied access to safe and effective education.

HOW DO WE CONTRIBUTE TO THE SDGs?

The Sustainable Development Goals (SDG) is a development agenda adopted by the UN member states to achieve a better and more sustainable future for all. EAA has been supporting a number of SDGs by its contribution to education, a key goal that supports other SDGs.



A JOURNEY OF HOPE WITH EAA



PRIMARY EDUCATION

Esther and many others around the world don't have a chance to access primary education opportunities; through diverse partnerships in more than 50 countries, Educate a Child has supported more than 10 million children to have access to quality primary education.



HIGHER EDUCATION

Al Fakhoora is building a cadre of educated and trained leaders who are civic-minded, intellectually able, and professionally skilled to become community, business, and national leaders of the future in their respective countries.



GLOBAL CITIZENSHIP

Along her journey, Esther and many like her participate in Reach Out to Asia's Global Citizenship Initiative, learning valuable vocational and life skills on climate change, humanitarian action, conflict-resolution, green skills, and community building.



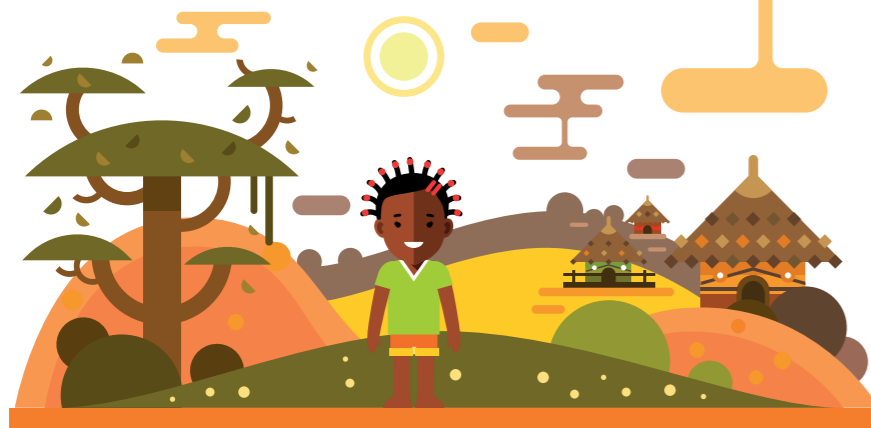
BRIGHTER FUTURE

Esther graduates from university and starts her own business. She is able to use the various skills she has acquired through her journey to ensure her business is successful.



OOSC ENROLL IN EDUCATION

As with many of our EAA's beneficiaries, Esther faces many challenges in life. Living in a war-torn country, Esther encounters many barriers to access education, such as poverty, challenging geographies, refugee status, gender discrimination, a lack of infrastructure and resources.



SECONDARY EDUCATION

When COVID-19 closed schools, millions of students have to stay at home. Through EAA's IFERB and digital school, thousands of children can have access to learning materials while at home, even without the need for an internet connection.



PROTECTION OF EDUCATION

With a mission to protect education from attack, PEIC advocates for Esther and others like her whose education is impacted by conflict so that her right to education is safeguarded.



Her income allows her to not only take care of herself, but also her family, while running a community initiative that seeks to empower young girls who remind her too fondly, of her own story.



PROGRAMMES & DIRECTORATES



EAA HIGHLIGHTS TO DATE

EAC ANNOUNCED 7 NEW PROJECTS IN 2020

80 SCHOLARSHIPS AWARDED IN 2020 (ALF)

327 YOUTH TRAINED (ROTA)

TOGETHER PROJECT HAS 972 STUDENTS WITH 98% RETENTION

INTERNATIONAL DAY TO PROTECT EDUCATION FROM ATTACKS

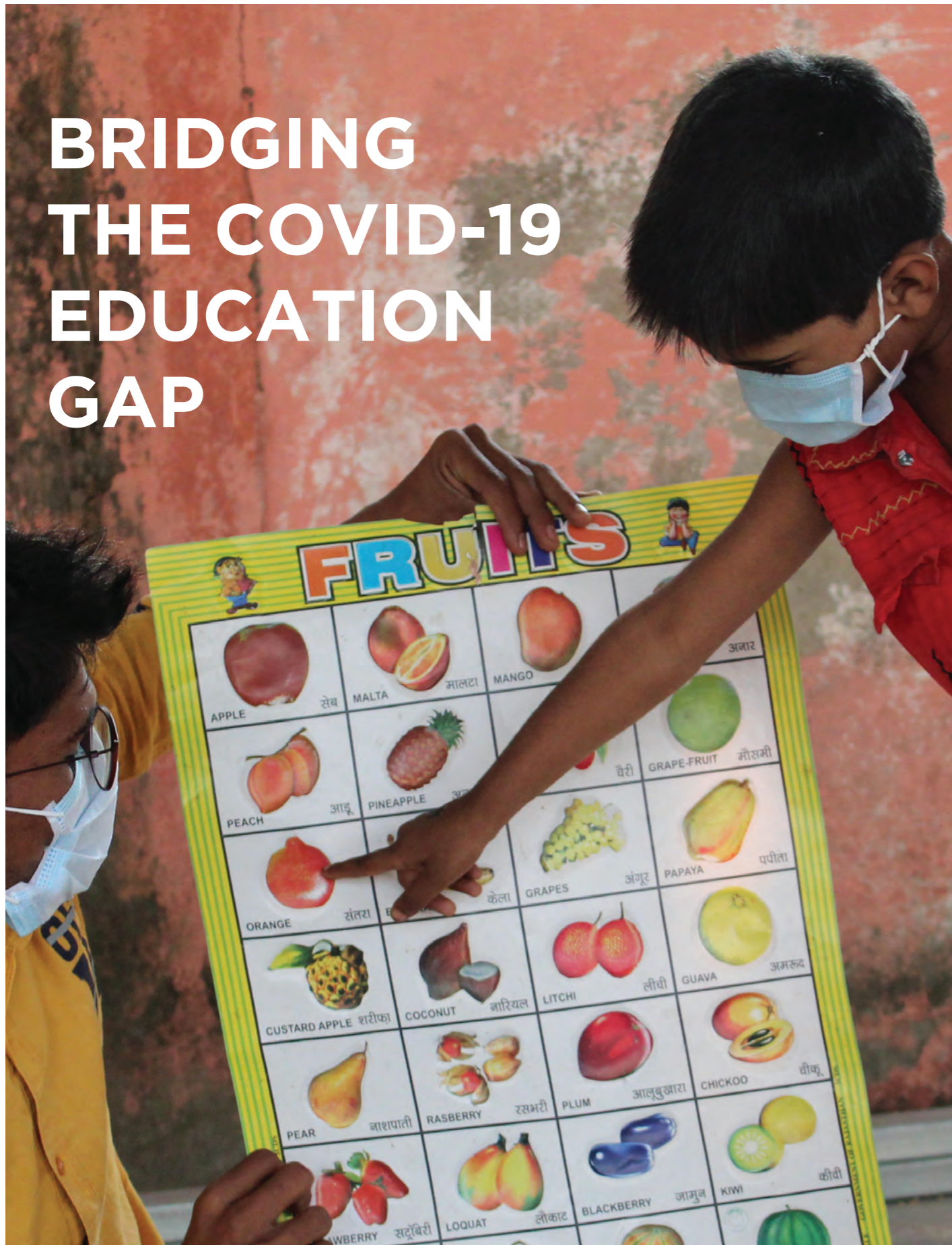
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5 PILOT PROJECTS (IDD)

#UNITETOPROTECT CAMPAIGN

EAC ENROLLED 93,082 OOSC TOWARD THE ADDITIONAL 1 M PER YEAR GOAL

BRIDGING THE COVID-19 EDUCATION GAP



“THE IDEA OF HOME LESSONS ATTRACTED MANY PARENTS WHO ASKED IF THEIR CHILDREN COULD JOIN IN TOO.”

MALLAM IS A TEACHER AT EAC AND UNICEF’S GIRLS EDUCATION PROJECT PHASE 3 (GEP3) TEACHING FROM HOME FOLLOWING SCHOOL CLOSURES IN THE KARFEN SARKI COMMUNITY OF SOKOTO IN NIGERIA.

When students across Nigeria were sent home to slow the spread of (COVID-19) on 23 March 2020, many raced out happily at the prospect of taking a break from the daily routine. What they did not expect, was the longest break from education they have had to face. Months later, with the stay-at-home order still in place, students eagerly anticipate a return to the classroom. The decision to close schools posed immediate ramifications for the ongoing work by Educate A Child (EAC), a global programme of the Education Above All Foundation, and the UNICEF-schools and learning centres in the states of Katsina, Kebbi, Sokoto and Zamfara.

Responding to the need of the hour, an extensive remote learning programme was rolled out with local partners. EAC and UNICEF together helped facilitate qualified teachers to record their lessons, for various class levels and subject matters, which were broadcast on radio, television and even WhatsApp to reach OOSC with quality learning materials. The likelihood of schools re-opening in the immediate future remains an open question as the number of COVID-19 cases continue to rise. But what is certain, is the need for crisis preparedness and flexibility when providing educational opportunities, especially to the hardest to reach OOSC.

REACHING MILLIONS OF OUT OF SCHOOL CHILDREN WITH QUALITY PRIMARY EDUCATION

EAC was founded with the goal of providing 10 million of the most marginalised and hardest to reach out of school children with quality primary education. Today, EAC is going beyond the 10 million mark to reach an addition 1 million OOSC every year.

A YEAR UNLIKE ANY OTHER

The year 2020 revealed new and unexpected challenges for the world. At one point during the year, it was estimated that a breath taking 1.6 billion learners, spanning every continent on the planet and more than 190 countries were unable to access physical learning centres due to the pandemic.

Focused on OOSC at the primary level, EAC supported its partners to ensure that learning did not stop. This included reprogramming and developing educational projects throughout the health crisis as well as facilitating the realignment of funds to cater to changing needs. Despite the restrictions that the pandemic forced around the world, in 2020 EAC established new partnership projects to reach over 850,000 more OOSC with quality primary education. Mobilising new strategic partnerships, engaging partners, parents and communities on the ground, and facilitating the delivery of alternative educational approaches are part of the strategy to ensure the hardest to reach out of school children can realise their right to a quality primary education.

BUILDING BACK BETTER FROM LESSONS LEARNED

In 2021, EAC will continue to place its focus where it has always been: to support millions of out of school children to overcome the barriers to quality primary education. The restrictions put in place to protect the world from COVID-19 have caused a learning crisis and have further highlighted the need for strong collaboration for the sake of educational continuity.

IN 2021, EAC PLANS ON:

- Continuing with the original goal to enrol more than 10m OOSC around the world
- Reaching an additional 1 million OOSC annually
- Forging new partnerships that support children "At Risk" of dropping out remain in education
- Exploring other strategies to reach the world's out of school children

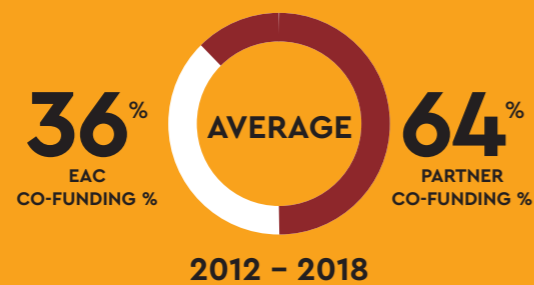
EAC IS CONTRIBUTING TO THE GLOBAL EDUCATION ARCHITECTURE IN COLLABORATION WITH:

- Inter-Agency Network for Education in Emergencies (INEE)
- International Education Funders Group (IEFG)
- Whole of Syria Group
- ECW Foundations Working Group
- SDG-Education 2030 Steering Committee
- GPE Grants and Performance Committee
- Global Alliance to Monitor Learning (GAML)

KEY PERFORMANCE INDICATORS (KPIs)

EAC CO-FUNDING INVESTMENTS

EAC 10 Million Goal (KPI)
Co-Funding Match Partners Target = 50% or more



EAC 10M Goal (KPI)
EAC Investment Per Child Target = USD\$100



**Weighted average on all of the agreements.

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.

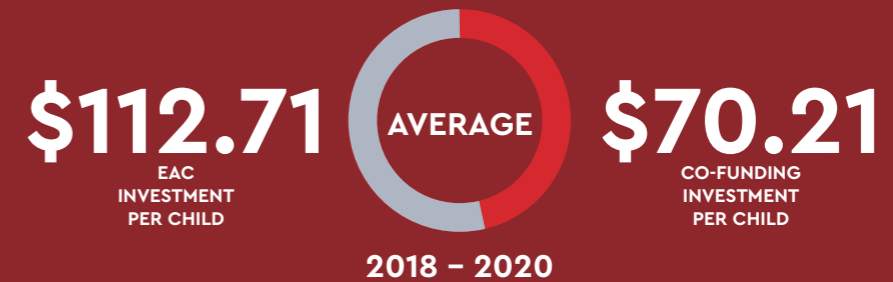
Co-Funding Match Partners Target = 50% or more



*Change in co-funding match target and IPC in 2020 due to reduction in one partner's co-funding.

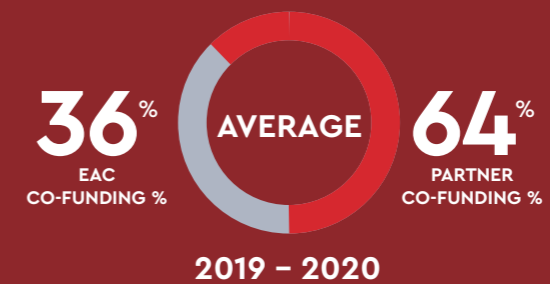
EAC ADDITIONAL 1M OOSC COMMITMENTS PER YEAR

EAC Investment Per Child Target = up to USD \$125



EAC AT RISK GOAL

Co-Funding Match Partners Target = 50% or more



EAC Investment Per Child Target = up to USD \$125



ACHIEVEMENTS TO DATE

<p>53 COUNTRIES WHERE EAC IS PRESENT</p>	<p>43 IMPLEMENTING PARTNERS</p>	<p>80 PROJECTS</p>	<p>764 MILLION Over USD1.9\$ billion total funding for EAC projects</p>
<p>1.2 BILLION Over USD\$1.2 billion in contributions from partner co-funding</p>	<p>760 MILLION Over USD\$760 million in contributions from EAC</p>	<p>76.9% Retention rate of OOSC in EAC projects that track individual students linked to the 10 million target</p>	<p>92.3% Retention rate of OOSC in EAC projects that track individual students linked to the additional 1 million goal</p>

HIGHLIGHTS

SHAPING GLOBAL SCHOLARSHIP ON OOSC AND THE IMPACT OF THE PANDEMIC

EAC contributed to the international knowledge base on OOSC by connecting with the global community as a thought leader. This has included sharing insight through technical publications, editorials, articles and a webinar series, in addition to leading research on how the most marginalised out of school children are impacted by the pandemic.

THE ASEAN DECLARATION CASE STUDY

In collaboration with UNESCO, EAC commissioned a case study with R4D on ASEAN policy and programming. The case study provides insight into the policy development process that resulted in a Declaration for reaching OOSC in 10 ASEAN countries that was elaborated, signed and ratified by each country. The study also gives details on the mitigation efforts in three ASEAN member countries to enrol over 50,000 OOSC.

DIGITAL MONITORING SOLUTIONS IN KENYA AND UGANDA CASE STUDY

In partnership with World Vision Organisation in Uganda and UNICEF in Kenya, EAC commissioned a case study with R4D on Digital Monitoring Solutions in Kenya and Uganda as a way to track OOSC enrolment, attendance, and retention. The case study is the latest contribution in a series of investigations by EAC which provide insight into successful education interventions as potential contributions to knowledge and

practices that mobilise education. It relies on data from the Digital Attendance Application in Kenya and Last Mile Mobile Solution in Uganda.

PROMISING PRACTICES FOR REFUGEE EDUCATION' PUBLICATION IN PARTNERSHIP WITH UNHCR

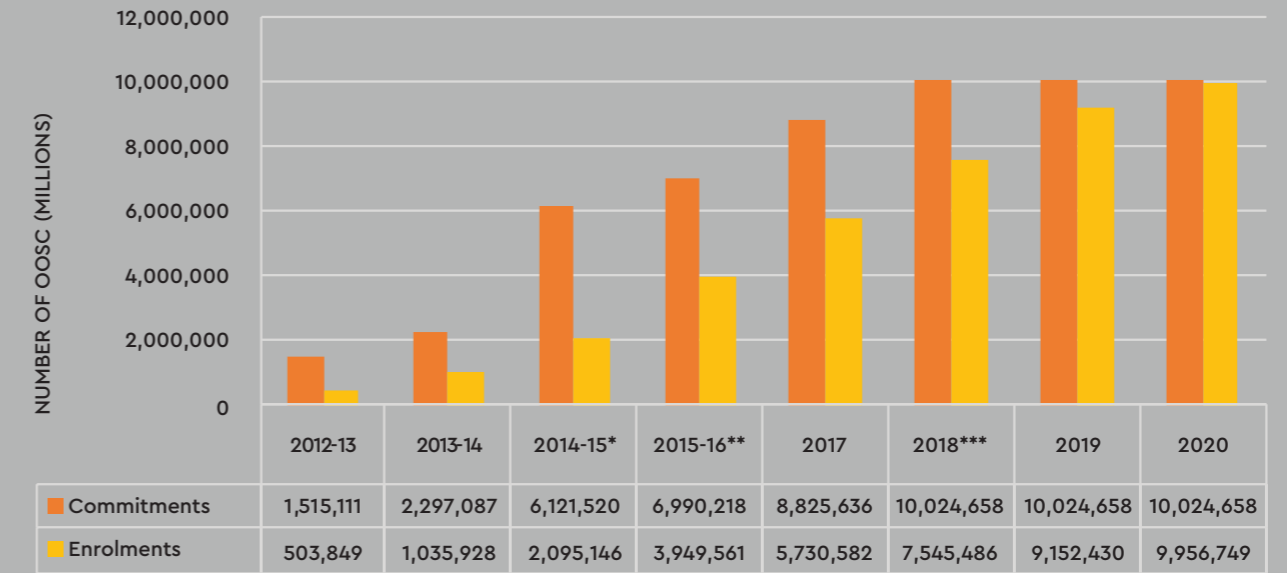
A joint publication by UNHCR and EAC was released to highlight the lessons learned, best practices and solutions in the field of refugee education. Collected from years of successful collaboration in diverse contexts pertaining to refugee education, it gives insight that spans various regions around the globe.

ANNOUNCEMENT OF NEW PROJECTS IN 2020

EAC has already announced seven new projects for OOSC's doubly disadvantaged (those facing multiple barriers to education that have been exacerbated by the pandemic):

- IRC, Nigeria
- UNESCO, Lebanon
- UNICEF, Sudan
- UNICEF, Kenya
- Imagine 1 Day, Ethiopia
- Aide et Action, Cambodia
- UNHCR IV

OOSC Annual Enrolments and Commitments Toward the 10 Million Goal



AT RISK GOAL

	2019	2020
Commitments	20,000	20,000

+1 M PER YEAR GOAL

	2018	2019	2020
Commitments	404,448	447,342	1,765,165
Enrolments	3,252	48,445	93,082

<p>10 M ENROLL- MENTS</p> <p>9,956,749</p>	<p>+1 M ENROLL- MENTS</p> <p>93,082</p>	<p>AT RISK COMMIT- MENTS</p> <p>20,000</p>
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ADVOCATING FOR QUALITY EDUCATION AS A HUMAN RIGHT

Over the past five years, more than 22,000 students, teachers, and academics have been injured, killed, or harmed in attacks on education, during armed conflict or insecurity. From bombing and burning schools and universities, to the killing, maiming, rape, abduction, arbitrary arresting, and recruiting of students and educators, armed forces or other non-state actors jeopardise the fate of education in areas of armed conflict or insecurity. In such communities, education is not only an enabling human right but also a humanitarian need.

The Protect Education in Insecurity and Conflict (PEIC) programme aims to promote and protect the right to education in areas of crisis, conflict and insecurity. As a law and policy advocacy programme, PEIC not only serves as a catalyst for action among global partners to prevent attacks on education, but also advocates for more effective responses to violations of education-related international law.

Since its inception in 2009, PEIC has partnered with global humanitarian and development actors such as the United Nations, civil society, governments and academic institutions to urge decision-makers to prioritise the protection

of the right to education during insecurity and conflict. In parallel, PEIC works to mobilise youth advocates on the grassroots level to promote just, peaceful and sustainable communities.

COVID-19 presented unique challenges to PEIC's mission in early 2020. Contributing to the COVID-19 response on a global level, PEIC participated in the annual Inter-agency Network for Education in Emergencies Advocacy working group and co-facilitated session to discuss AWG's advocacy strategy moving forward. It also participated in the WISE Doha Learning Days (DLD) working with local stakeholders including UNESCO Doha, UNICEF, Qatar Foundation to find new ways to shape the next DLD in light of the pandemic and its impact. Moreover, PEIC continued to support youth advocates through the relaunch of the programme, and facilitating the engagement at the UN75 webinar series.



A programme of **education above all™**



ACHIEVEMENTS

11
MILLION
IMPRESSIONS

seen on social media from countries worldwide during the Unite to Protect campaign through advocacy in defence of the right to and protection of education

2
GLOBAL
EVENTS

marking PEIC's accomplishments:
9 September 2020: The International Day to Protect Education from Attack
10 December 2020: Launch of #UniteToProtect on International Human Rights Day

15
HIGH-LEVEL
SPEAKERS

engaged in a virtual event on September 9 to advocate in defence of the right to and protection of education

KEY PERFORMANCE INDICATORS (KPIs) 2020

INDICATOR	ACTUAL	TARGET
Include and engage Qatari stakeholders	50	12
Raise public awareness on the importance of education for marginalized people	3	4
Influence the global agenda on education rights for marginalized people	35	8
Develop high impact projects in education rights protection	100	100
Leverage partnership to promote PEIC's impact	100	100

HIGHLIGHTS

ESTABLISHMENT OF THE INTERNATIONAL DAY TO PROTECT EDUCATION FROM ATTACK (IDPEA)

On 28 May 2020, the United Nations General Assembly officially declared September 9 as the International Day to Protect Education from Attack. This landmark decision came as a result of the ongoing campaigning by PEIC and marks a major milestone of EAA-PEIC's years-long global advocacy for the protection of education.

#UNITETOPROTECT CAMPAIGN

On September 1, EAA launched the #UniteToProtect campaign to raise awareness about attacks on education that ran for almost 3 years marking the establishment of the IDPEA. The campaign aimed to halt the continuous culture of impunity for education-related violations of international law and built on global justice, citing the need to strengthen mechanisms for the protection of education to all agendas. #UniteToProtect recording high-level digital engagement from various influential social media users, and effecting advocacy in over 120 countries. The campaign was covered in international media outlets including The Guardian, Al Jazeera and El Pais among others and remains live at unitetoprotect.educationaboveall.org.

HUMAN RIGHTS DAY 2020

On Human Rights Day 2020, PEIC launched another campaign around #UniteToProtect that ran between 6th and 12th December 2020. The campaign made over 11 million impressions across social media platforms including 276 unique tweets by 131 individual users from Qatar, USA, Pakistan, India, Turkey, UK, Palestine, and Argentina.

RESPONDING TO THE COVID-19 CRISIS



EAA/Al Fakhoora/Lebanon

When the COVID-19 pandemic broke out, no one felt its tremors more than the already disadvantaged youth in conflict zones. Al Fakhoora Scholar, Hadeel rose to the occasion, developing teaching solutions that would help her immediate community work around the new challenges brought on by a global pandemic.

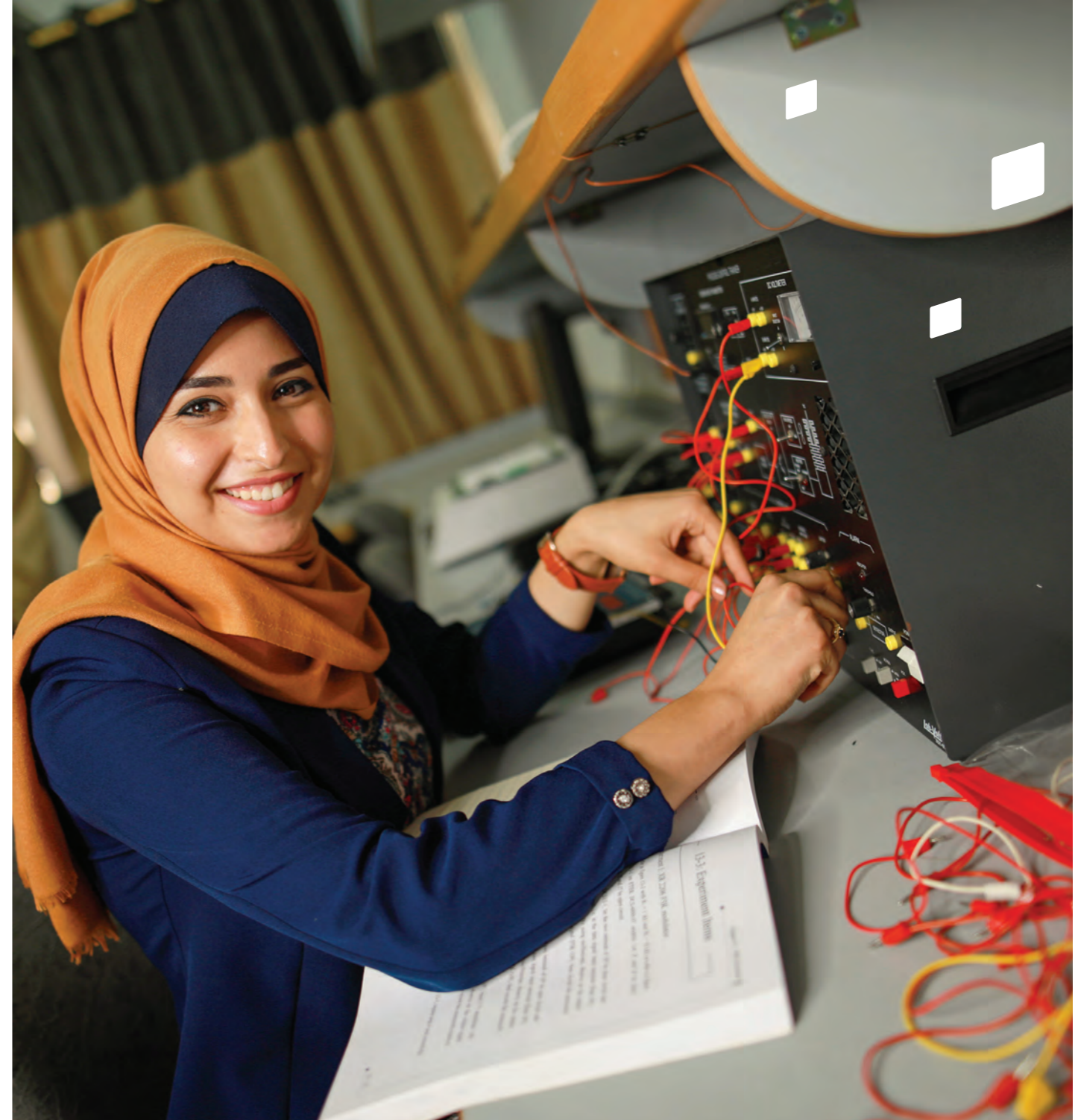
A top achiever throughout secondary school and university, Hadeel was selected as an Al Fakhoora scholar at the Electrical Engineering College at the Islamic University in Gaza, where she graduated top of her class and consequently offered a lecturer position. Hadeel, 24, lives in Khan Younis, in the southern region of the Gaza Strip, with her 10 family members. Owing to her creative response to the COVID-19 pandemic, Hadeel garnered the respect of her colleagues for her outstanding teaching at the Islamic University in Gaza. Hadeel's approaches were among the most proactive methods at the university, using alternative e-learning strategies via YouTube and Zoom using a montage technique to condense the lectures and focus on key information. "From the moment we started to teach from home, there

“ There are obvious challenges that we need to overcome... that's exactly the set of skills that I have learnt from Al Fakhoora: problem-solving, being proactive, thinking with others and for others. ”

Hadeel Mater, Al Fakhoora Scholar and top graduate of the Electrical Engineering College, Islamic University, Gaza.

were lots of challenges. Among them was the availability of electricity. How could we deliver real-time teaching via video conferencing when students had different times connecting to the online lectures?"

Hadeel has worked tirelessly to support students through the course of the pandemic to overcome the challenges of e-learning. In parallel to being a lecturer, she has worked for the Al Nayzak Organization for Supportive Education and Scientific Innovation, teaching children programming and a new coding language called Lua that has seen the development of a mobile application 'LEVELS' which teaches children who are learning at home three-levels of English. "The knowledge I acquired during my time as an Al Fakhoora scholar, in the areas of computers and English language, allowed me to develop my teaching materials in innovative ways – especially in response to the challenges brought on by (COVID-19). However, the skills I learnt through Al Fakhoora's Civic Engagement programme, developing my self-esteem, confidence, facilitation, and dialogue skills, is really what made me who I am today."



ENSURING THE RIGHT TO EDUCATION FOR YOUTH IN CONFLICT-AFFECTED REGIONS

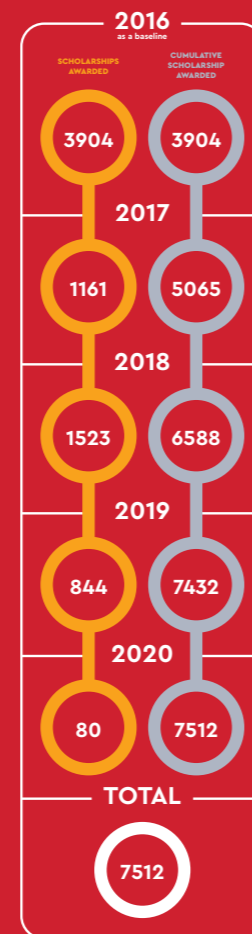
Al Fakhoora, a programme of EAA, through Qatar Scholarship, works to ensure the right to education for youth in conflict-affected regions, particularly refugees and IDPs, through the provision of a holistic higher education model.

Tapping into the innate resilience of youth, we hand-pick our beneficiaries from some of the most fragile states, based on their yearning and motivation to contribute to the rebuilding of their countries of origin and give back to their local communities. We partner directly with institutions that are models of excellence in their respective countries to implement our multifaceted programmes, which integrate access to quality education and student support services, civic engagement, and meaningful opportunities for enrichment with Qatar-based organizations, nurturing and supporting beneficiaries from selection to graduation. Our goal is to unlock a new generation of marginalised youth to become educated, professionally skilled, civically engaged individuals who inspire and guide their families and communities towards cohesion and prosperity.

KEY PERFORMANCE INDICATORS (KPIs) 2020

INDICATOR	TARGET	ACHIEVEMENT
Graduation rate	80%	86%
Retention rate	85%	87%
Students participating in Civic Engagement programmes	80%	99%
Students participating in complementary educational programmes	85%	94%
Students who are aware of and accessing student support services	90%	92%
(Average) Student satisfaction with level and quality of student support services provided	95%	87%

CUMULATIVE SCHOLARSHIPS AWARDED TO DATE



HIGHLIGHTS

THE E-LEARNING ASSESSMENT STUDY: ADAPTING HIGHER EDUCATION TO THE COVID-19 CONTEXT

In response to the impact of (COVID-19) on education in Gaza, the Al Fakhoora programme initiated an E-learning Assessment Study to facilitate the transition to virtual learning. The study involved identifying existing e-learning capabilities of universities in the Gaza Strip and helped in defining the needs of higher education institutions, to facilitate their successful transition to virtual learning, with consideration to different faculties and departments. The findings and recommendations of the study have been disseminated among higher education institutions throughout the Gaza Strip, and with the Ministry of Higher Education.

AL FAKHOORA'S SYRIAN SCHOLARS: RISING TO CHALLENGE OF (COVID-19) IN GAZIANTEP, SYRIA

Bekri Kehlavi, a Syrian medical laboratory student and Al Fakhoora scholar, has been spending his evenings standing on the highway checking the temperature of travellers entering the city of Gaziantep, as part of a medical volunteer group monitoring the number of coronavirus cases in the Turkish city. Bekri and other Al Fakhoora scholars are working in their local community to help families facing economic problems due to the Coronavirus outbreak. He believes that the skills he acquired through Al Fakhoora's civic engagement programme have helped him to launch this initiative.

RETHINKING HIGHER EDUCATION CONFERENCE

Al Fakhoora hosted the first-ever student-led virtual conference on 29th-30th June on the theme 'Rethinking Higher Education: A New Way of Learning to Become'. The conference was hosted by Al Fakhoora beneficiaries and saw participation from students across the MENA region, including Syria, Gaza, and Qatar. It covered the themes of Online Learning, E-work, Mental Health, and Community in Times of Crisis, with distinguished speakers from international organisations, universities and agencies including UNDP, UNICEF, UNHCR, Search for Common Ground, Taawon (Welfare Association), Edraak, Kings College, Harvard University, American University Beirut, Qatar University, Reboot Camp (RBK), Al Nayazak, Silatech, and the Arab Campaign for Education for All.

DYNAMIC FUTURE QATAR SELECTION FOR SUCCESS DAY

In January 2020, Al Fakhoora conducted a Selection for Success Day for 15 enthusiastic and talented Dynamic Futures Qatar candidates. The scholarship programme, developed by Al Fakhoora, aims to contribute to national and community building within Qatar by investing in higher education scholarships for long-term, civic-minded residents.

CONSTRUCTING A "HOME AWAY FROM HOME" FOR FEMALE SYRIAN REFUGEES IN TURKEY

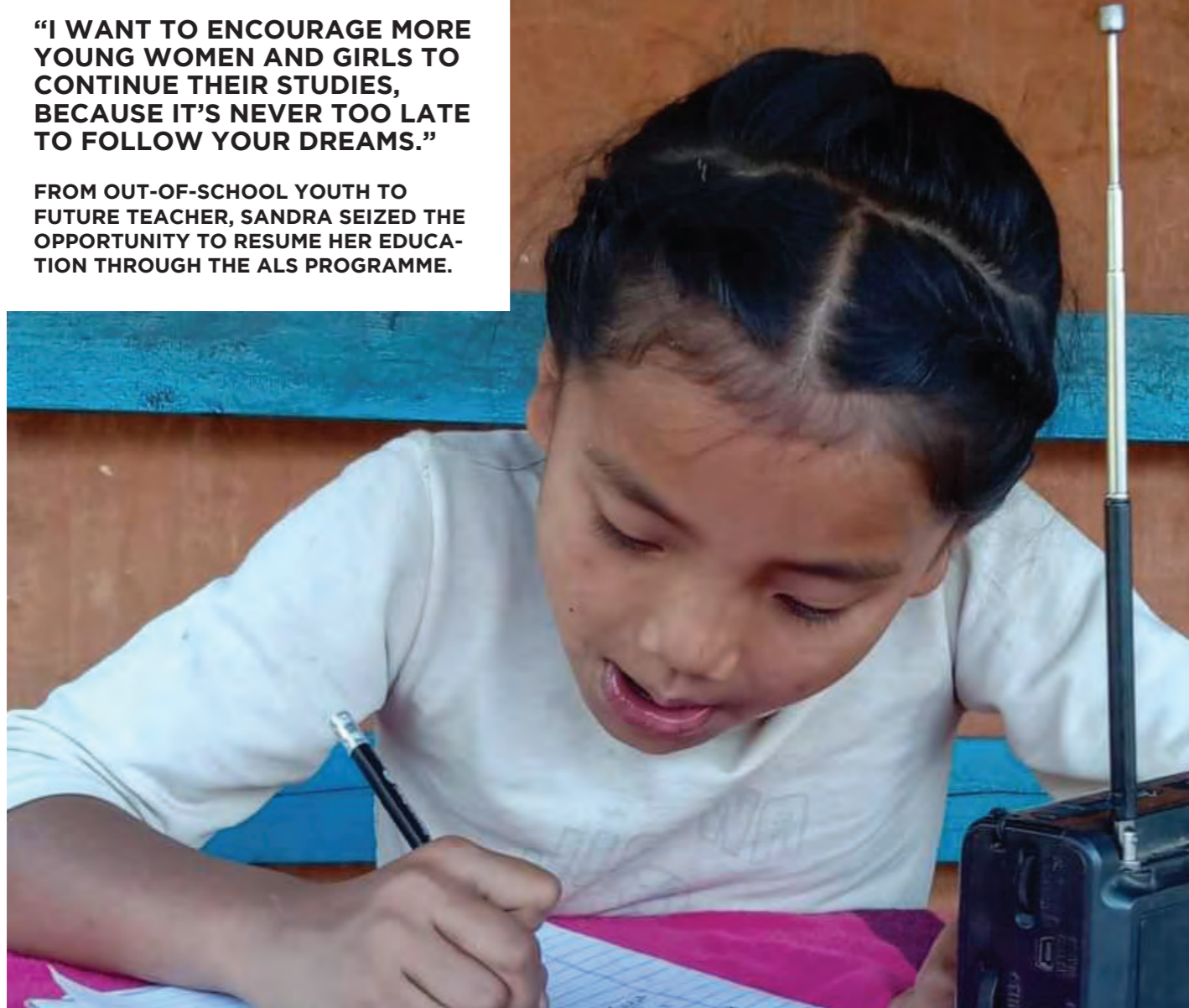
In December 2020, in partnership with IHH, Al Fakhoora completed the construction of the first of two dormitory residences for female Syrian refugee students in Istanbul. In Turkey, many young Syrian women face difficulties in accessing higher education due to long travel distances, cost of travel, cultural considerations and safety concerns. This unique project aims to construct and establish two dormitories for female Syrian university students in Istanbul. The first dormitory is located in Edirne Kapi, Istanbul, close to all 50 universities in the city, and at the centre of transport with busses, tramways, and the underground. The fully furnished six-floor building can accommodate up to 96 students and offers a recreation room, library, multipurpose rooms, canteen, dining hall, and courtyard in addition to 24-hour security and meals. The dormitory serves as a "home away from home" for these deserving young women, enabling them to pursue their studies in a safe, supportive environment.

REACH OUT TO ASIA

A SECOND CHANCE AT LIFE

“I WANT TO ENCOURAGE MORE YOUNG WOMEN AND GIRLS TO CONTINUE THEIR STUDIES, BECAUSE IT’S NEVER TOO LATE TO FOLLOW YOUR DREAMS.”

FROM OUT-OF-SCHOOL YOUTH TO FUTURE TEACHER, SANDRA SEIZED THE OPPORTUNITY TO RESUME HER EDUCATION THROUGH THE ALS PROGRAMME.



THE REACH MINDANAO PROJECT EMPOWERS THE YOUTH OF MAGUINDANAO THROUGH EDUCATION, SKILLS DEVELOPMENT, AND COMMUNITY-BASED ENTREPRENEURSHIP.

Everyone deserves to go to school; unfortunately, not everyone can afford to do so. According to the 2017 Annual Poverty Indicators Survey, 9% of young Filipinos aged 6 to 24 are out of school. Not long ago, Sandra was part of this statistic when her parents could no longer afford her education. Sandra lives in the Maguindanao province in Southern Philippines, where many others share a similar fate. Like Sandra, some have younger siblings or their own children while others might be living in areas that are too far from schools, or simply cannot afford it.

Sandra’s dream of returning to school seemed impossible until she came across the Alternative Learning System (ALS) programme provided by Reach Out To Asia (ROTA), in partnership with Plan International and the Department of Education in Maguindanao. The project offers a flexible learning programme for youth who face barriers to access quality education. At the age of 18, Sandra returned to education with the help of the ALS programme, and since then has completed the Accreditation and Equivalency test at par with a secondary education qualification. She hopes to pursue a college degree next on her journey to becoming a teacher.

EMPOWERING YOUTH THROUGH EDUCATION

ROTA AIMS TO INSPIRE YOUNG PEOPLE TO PLAY AN ACTIVE ROLE IN THEIR COMMUNITIES ADDRESSING DEVELOPMENT CHALLENGES BOTH AT HOME AND ABROAD.

Since its inception, ROTA has worked to provide education and training to marginalised youth and build their capacity to contribute to a sustainable future. Over the past 15 years, ROTA programmes have reached more than 1.5 million children and youth.

In the face of the COVID-19 pandemic, many of the marginalised youth reached through ROTA’s projects faced even greater obstacles in 2020. This brought on a shift to online resources to continue delivering trainings and engaging youth. In Qatar, ROTA supported the work of local ministries through the Connecting for Care Project which included the recruitment and training of volunteers who supported Ministry of Public Health (MOPH) Risk Assessments and supported the training of Community Health Promoters.



BEYOND 2020: A VISION FOR THE FUTURE

In 2021, ROTA will build upon its youth portfolio by engaging marginalised youth within Asia and the rest of the world with the goal to nurture active global citizens who take informed actions that build more secure, productive and resilient communities.

IN 2021, ROTA AIMS TO:

- Expand its geographical footprint into Africa to include at least five new countries
- Increase the number of projects that address GCED for youth in themes related to climate change, green skills and environmental action
- Bring to life the “Think Global, Act Local” (TGAL) Initiative, a campaign that connects likeminded youth around the world to take charge of youth-led actions and providing community service

KEY PERFORMANCE INDICATORS (KPIs) 2020

INDICATOR	2020 Actuals
School aged children (5-16 years) enabled to access quality education	30,544
Youth aged (14-30 years) acquiring vocational and technical skills	880
Youth trained or engaged with knowledge relation to global citizenship and sustainable development	327
Foreign labourers in Qatar provided access to knowledge and skills to improve social wellbeing	266,000

ROTA PROJECTS

PROJECT	LOCATION	PARTNER	OBJECTIVE
Project JOYFUL (Journey of Out-of-School Children & Youth for Quality Learning)	Bangladesh	DAM	Increasing access of children and youth to equitable and quality primary and secondary education.
Improving the Educational Capacities of Children and Youth in Irbid Governorate	Jordan	Norwegian Refugee Council	Ensuring that refugee, and host community, children, adolescents and youth's rights to quality, protective education is upheld.
Reach Mindanao: Empowering Youth through Flexible Learning and Skills Building	Philippines	Plan International	Enabling the youth to complete quality secondary education and secure decent work or begin self-employment while contributing to local development and peace building through service leadership in their communities.
Inclusive Education for Sustainable Development	Indonesia	UNICEF	Building on the successful 1in11 Initiative. This project aims to enhance access and inclusion of children with disabilities, and other marginalised children, to quality education.
Foundation for Yemen's Future: Rebuilding Education and Empowering Poor and Conflict-Affected Youth in Al Hodaydah and Amanat Al Asimah	Yemen	CARE International	Ensuring children have improved access to a better quality and equity of education, and youth are empowered to use their vocational and entrepreneurial skills to derive a sustainable income and contribute to their communities in the conflict-affected areas.



HIGHLIGHTS

ROTA'S ANNUAL EMPOWER YOUTH CONFERENCE

EMPOWER 2020 International Youth Conference was held under the theme, "Youth Mobilisation for Inclusion, Peace and Security". Sponsored by the Qatar Fund for Development, the five-day conference saw attendance by 1,817 youth participants representing 86 countries in a virtual event. The conference was implemented in partnership with UNDP, UNHCR, Barca Foundation, Search for Common Ground, Coaches Across Continents, and Carnegie Mellon University Qatar amongst others. As the first-ever virtual EMPOWER (v-EMPOWER) conference, the platform for the multi-day summit recorded nearly 18,000 unique visitors from around the globe. The conference ended with the youth participants releasing a Declaration which included a call to action for governments to better include youth in peace and security processes.

THE FACILITATOR'S GUIDE FOR MYCHA 2020 TOOLKIT

ROTA published 'The Facilitator's Guide for Introducing Youth to Humanitarian Action' as part of the MENA Youth Capacity-Building in Humanitarian Action (MYCHA) initiative. The guide offers a compilation of various MYCHA training sessions held in Doha and in crisis zones including Gaza and Jordan, and acts as a tool to improve the youth's ability to take action and catalyse intergenerational partnership in crisis-affected contexts.

CONNECTING FOR CARE: ROTA VOLUNTEER'S SUPPORT RESPONSE TO COVID-19 IN QATAR

In response to the COVID-19 lockdown in Qatar in early 2020, ROTA joined hands with the World Education Summit for Health (WISH) and the Ministry of Transport and Communications (MoTC) to run the joint Connecting for Care (CFC) project. Through CFC, volunteers at ROTA helped provide psychosocial support to migrant workers in Qatar. Through the CFC website, the project volunteers communicated with workers in their home language, providing up-to-date factual information about COVID-19 and offering ways to stay digitally connected, and healthy in light of the circumstances.

BRINGING GIRLS TO THE PLAYING FIELD THROUGH SPORTS IN BANGLADESH

One of the remarkable outcomes of the Joyful Journey of Out-of-School Children & Youths for Quality Learning (JOYFUL) project in Bangladesh was a notable increase in female participation by ensuring nearly 100% female teachers, introducing girl football teams, and reaching gender parity in enrolment. The youth took social actions such as bamboo bridge construction, tree planting, tube-well, hand washing facilities set-up, and led awareness raising activities on COVID-19.

THE INNOVATION DEVELOPMENT DIRECTORATE

ENSURING UNINTERRUPTED ACCESS TO QUALITY EDUCATION



“ENTREPRENEURSHIP CLASSES PROVIDE OUR STUDENTS AN OPPORTUNITY— JUST AFTER DROPOUT OR BEING AT THE TIP OF DROPOUT— TO TEST THEMSELVES AS CREATIVE BEINGS AND PROBLEM SOLVERS.”

ASHWANI TIWARY, FOUNDER OF VIDHYALAY UDHYAM AND THE MICRO MAKERS LAB IS IMPLEMENTING THE IFERB PROGRAMME IN INDIA TO ADDRESS ISSUES OF INCREASING SCHOOL DROP-OUTS AND CHILD LABOUR, ESPECIALLY IN COVID-19 STRICKEN NEIGHBOURHOODS.

In October 2020, the popular Hindi newspaper, Patrika Citizen, ran an article about a group of government school students in Udaipur who had created contactless sanitisers and water dispensers to make their neighbourhoods safer. The idea came from students' working on EAA's project 'Our House Rules for COVID-19' as part of the IFERB programme, who received over 30 orders from nearby hospitals and police stations for their invention. For Vidhyalay Udhyam, the organisation mentoring these students, this was a big milestone.

The disruption to education caused by COVID-19 has left the prospect of learning for millions of children without access to education. In India, Mantra4Change led a Collective, supported by Education Above All (EAA), to reach 100,000 children in remote geographies, that would translate, contextualise and implement EAA's IFERB programme.

Across the border in Pakistan, IFERB left an equally significant impact. A young girl from Swat, Laiba faced the prospect of early marriage upon finishing her primary education. The launch of IFERB in Laiba's school, forced her mother to attend the orientation session and help her in completing the 12 projects over a span of 3 months. Initially

wary of her participation, Laiba's mother was surprised to learn how gifted her daughter was, prompting her to delay Laiba's marriage until she completed her education. The achievement not only affords Laiba an opportunity to pursue higher education and the prospect of a better life, but also marks a milestone in breaking the tradition of early marriage in Swat, Pakistan.

On another front, IFERB has empowered children to work for the betterment of their community. In Pakistan, the IFERB project 'Why all the plastic' inspired several students to take an interest in the issue of plastic pollution. Three active students, Marwa Bibi, Amna Bacha, and Malaika Bibi conducted nearly thirty awareness sessions in different areas of their community focused on environment-friendly use of plastic and alternate solutions.

The need to provide contextual and enriching learning opportunities, independent of prerequisites like the internet, have become glaringly dire since the onset of the pandemic. With EAA's projects ranging from literacy to numeracy to social science concepts, students have been able to learn without interruption, even without internet access.

A UNIQUE MODEL FOR LEARNING

The Innovation Development Directorate (IDD) uses innovative solutions to tackle unsolved challenges in education identified by EAA. Working across the digitally enabled hybrid learning space, IDD has successfully initiated two new programmes, one using technology to support education and the other completely offline, and provided support to teachers, students, and their families during the COVID-19 crisis, ensuring educational continuity for all.

THE INTERNET FREE EDUCATION RESOURCE BANK

In its first phase, the IDD has completed five pilot programmes in India, Lebanon, Pakistan, Zambia and Kenya. The Internet Free Education Resource Bank (IFERB) offers multiple resources under an umbrella resource hub that are available for various learners on the internet who lack resources to study. At the end of 2020, the IFERB offers over 126 Project Based Learning Resources (PBL) and 70 activities as part of the Activity Bank for Disabilities (ABD) that have reached over 400,000 learners in marginalised communities.

THE DIGITAL SCHOOL PROGRAM

The Digital School Program (DSP) is a hybrid learning program for out of school adolescents that are unable to access traditional schools offering flexible, personalised, accelerated programmes that makes up for the severe shortage in teachers. Using technology, teachers, peer and community support, the DSP offers a model to support education that caters to the needs of the learners. With its first phase complete in India, the pilot programme reaches 2,250 learners with digital learning materials and were able to continue education during the pandemic lockdown.

BEYOND 2020: ENABLING LEARNERS

In 2021, IDD seeks to expand the resources under the IFERB and launch more pilots of the Digital School Project.

IN 2021, IDD AIMS TO:

- Expand the IFERB to include:
 - o Literacy content for Arabic readers
 - o Numeracy content in the form of Math Games
 - o A teacher toolkit to support educators and help them teach project based learning
- Pilot the DSP in additional contexts:
 - o Different geographies
 - o Different beneficiary groups.

KEY PERFORMANCE INDICATORS (KPIs) 2020

INTERNET FREE EDUCATION RESOURCE BANK

IFERBs PBL programme was implemented in many contexts: in rural and urban marginalised communities, amongst children long term out of school, amongst children short term out of school due to COVID-19, and in tribal communities and for refugees.

ACHIEVEMENTS

400,000+
LEARNERS

130
COUNTRIES

7
IMPLEMENTING
PARTNERS

16.5%

Increase in learners between pre- and post- assessment

19,483
DOWNLOADS OF
IFERB RESOURCES

90%

Organisations reported academic growth in students after implementing IFERB PBL

DIGITAL SCHOOL PROGRAM

The IFERB DSP hybrid learning model was converted to a completely remote model during COVID-19 and continued to provide education to rural communities.

ACHIEVEMENTS

2,250
LEARNERS

150
RURAL COMMUNITIES IN
INDIA

42%

increase in students, from 6%, who can now add and subtract based on baseline and endline assessments

44%

Average passing score achieved across English, Language, Math and Science for the Final Examination for Foundation Course*

*Passing mark is 33% based on National Board NIOS



HIGHLIGHTS

THE OECD, WORLD BANK, HundrEd – EDUCATION CONTINUITY STORIES

Documenting the work of various organisations that have ensured educational continuity in the face of the COVID-19 pandemic, The OECD, World Bank and HundrEd Education Continuity Series featured the IDD's IFERB programme, highlighting its innovative approach in reaching underserved learners in marginalised communities. All of the resources within the bank have been developed by EAA's IDD team in collaboration with education experts. These can be implemented using a variety of media depending on the context, including phone calls, SMS or other text-messaging applications using feature phones or smartphones, radio, and in-person classes, requiring virtually no internet connection. The analysis allows educators, policy makers and learners around the world to learn from IDD's IFERB programme that has prevented learning loss and provided learners the opportunity to continue learning in implementing countries of India, Pakistan, Zambia, Kenya and Lebanon.¹

HARVARD BOOK 'LEADING EDUCATION THROUGH COVID-19'

The IDD was featured in the Harvard book 'Leading Education through COVID-19' that was published in November 2020. The book covers ongoing efforts to sustain educational opportunity during the Pandemic highlighting IDD's innovative programmes.²

GLOBAL SCHOLARSHIP ON THE NEED FOR INNOVATION IN APPROACHES TO EDUCATION

The IDD has contributed to significant global scholarship on innovation in education, especially within the new context posed by the pandemic. Jahnvi M. Kanoria, Director of the IDD has been featured on various articles including 'Innovating in education sometimes means going back to basics', an interview featured on Magisterio, and 'Can COVID-19 cure our education system?', an opinion piece published on DEVEX that delves into the gaps exposed by the onset of the pandemic and the way forward.

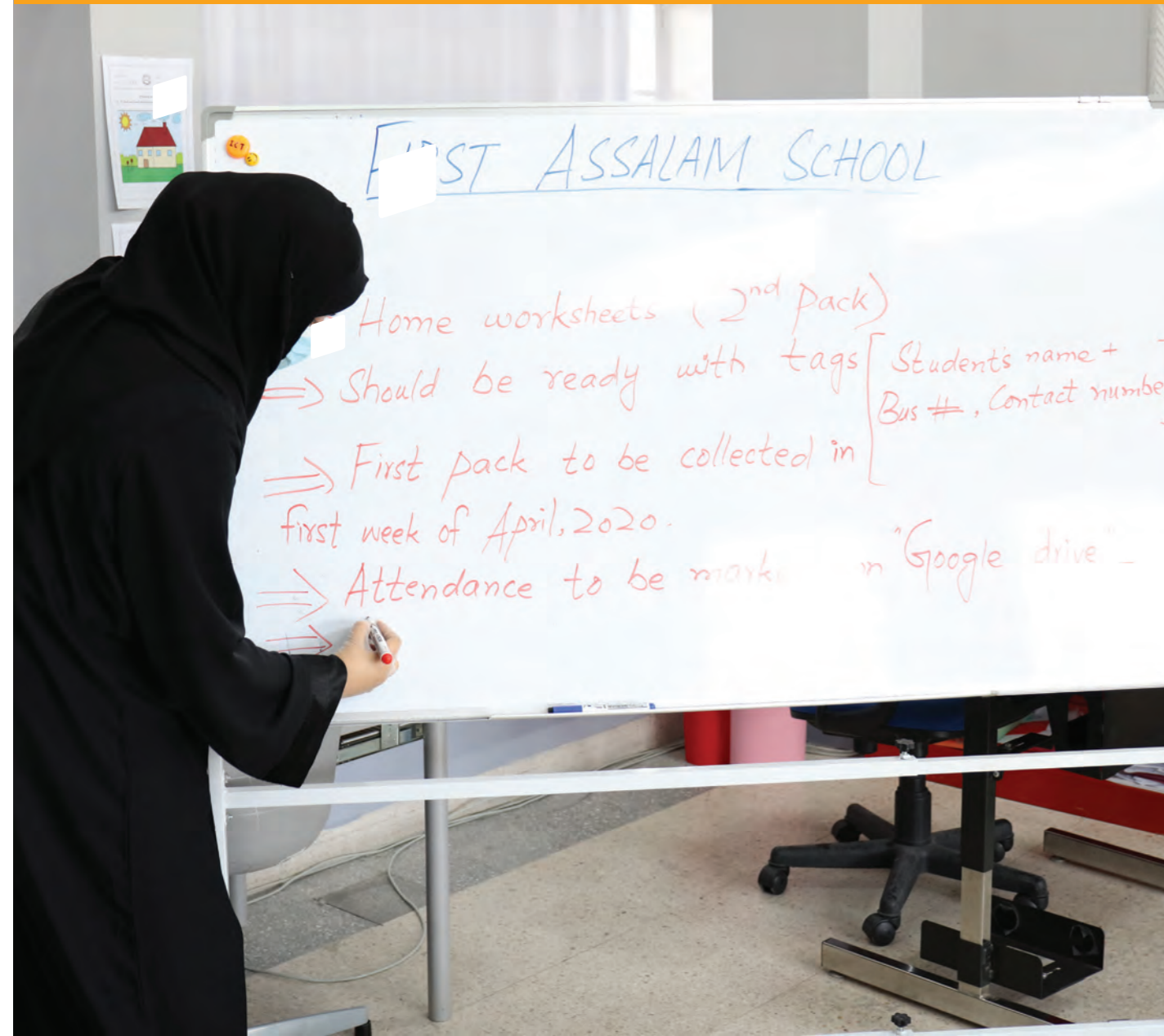
TOGETHER

A PROJECT OF EDUCATION ABOVE ALL

RESTORING HOPE

“SHE SEES ASSALAM SCHOOL AS A COMFORTABLE PREMISE WHERE HER DISTINCT PERSONALITY IS BEING MODELLED FOR HER BETTERMENT.”

AFNAN AZAD JAINUDEEN'S MOTHER SPEAKS ON THE NEW OPPORTUNITIES THAT ARE AHEAD SINCE AFNAN WENT BACK RECONVENED HER STUDIES AT THE FIRST ASSALAM SCHOOL.



When Afnan's father lost his job, she had to leave school along with her three sisters since her family could no longer afford it. A notable gap of one and half-years passed before Afnan went back to school at the First Assalam School at the age of 10. With mixed feelings of excitement and nervousness, Afnan entered her new classroom in Grade 4, a moment she recalls fondly. Since then, she has excelled, showing great determination to achieve her goals. Afnan cherishes a dream of joining the police force to serve the country when she grows up. "Afnan has undoubtedly progressed in critical thinking, problem solving and inductive reasoning skills at school. She is passionate towards obtaining education and is extremely competent at debating as well", her teacher added.

The Assalam Schools have presented the platform to such children to develop necessary skills, attributes and attitudes through education – such as resilience, respect, enthusiasm and creativity. "I am very proud of Afnan and thankful for the opportunity which will help fulfil her dreams. I believe we had to fight through some terrible days to now see the best days for her life", Afnan's mother concluded.

ACHIEVEMENTS

2,187

SCHOLARSHIPS

provided to date, to eligible children from 22 different nationalities across 38 private, community and Assalam schools around Doha

118

STUDENTS

acquired scholarship through advocacy to the Zakat Fund by submitting family case files for the Academic year 2020-2019

497

ENROLMENTS

provided to non-Arabic speaking children from 11 countries at First Assalam School, with implementing partner Pakistan Welfare Forum

475

ENROLMENTS

provided to Arabic speaking children from 14 countries at Second Assalam School, with implementing partner The Palestinian School Management



ADDRESSING BARRIERS TO EDUCATION IN QATAR

Home to over 2.7 million² people, Qatar hosts a large number of expatriates in addition to its local population. An increased focus towards reforms in areas of education and are met with ongoing efforts to raise the quality and standard of living for the labour force³. Amongst the barriers faced by these communities are financial hardships, legal status, missed schooling and language/cultural obstacles.

The Together Project, initiated in 2017 under Education Above All Foundation, aims to mitigate such barriers to education. By ensuring access to education and skill development to this segment, EAA actively contributes to the actualisation of the Qatar National Vision 2030.

The scope of the Together Project continues to accelerate at a rapid pace, working side by side with the MOEHE, and providing access to more children every year. Efforts are also ongoing to identify suitable implementing partners to establish new educational initiatives.

² Planning and Statistics Authority, State of Qatar

³ Qatar National Vision 2030

ENSURING EDUCATIONAL CONTINUITY IN THE FACE OF COVID-19

In response to lockdown and school closures around the country to curb the spread of COVID-19, Together rolled out digital educational platforms to ensure educational continuity for its students at the Assalam Schools. A big challenge was the lack of basic internet services at home for students, 93% of which were reported not to even have access to computers at home.

Together put in place the following remote learning mechanisms reaching Assalam's beneficiaries:

- The First Assalam School delivered bi-weekly learning packs to students' homes through the school bus service accounting for sanitisation measures, ensuring safety of the school staff and the students' families.
- The Second Assalam School initiated teaching through a YouTube

Channel where teachers shared video lectures. Students were provided worksheets via USB, which were collected from the school by the parents.

- At both Assalam Schools, all class and subject-specific teachers made themselves available on phone and through Whatsapp groups to address any queries from students and/or families regarding the learning material.
- The Ministry of Education and Higher Education and the Chair person's Office aided in the establishment of and access to digital learning platforms through the generous donation of laptops for all Assalam Schools students. Additionally, Vodafone provided free WIFI devices and internet connectivity for the complete academic year of 2020-2021.

IN 2021, TOGETHER PLANS ON:

Establishing additional Assalam Schools, in collaboration with the MOEHE, through informed planning and identification of funding and implementing partners. Based on demand evident from the number of incoming applicants, the Together project plans to establish Assalam Schools to accommodate 600 more children and youth and incorporate a component of vocational education for young adults.

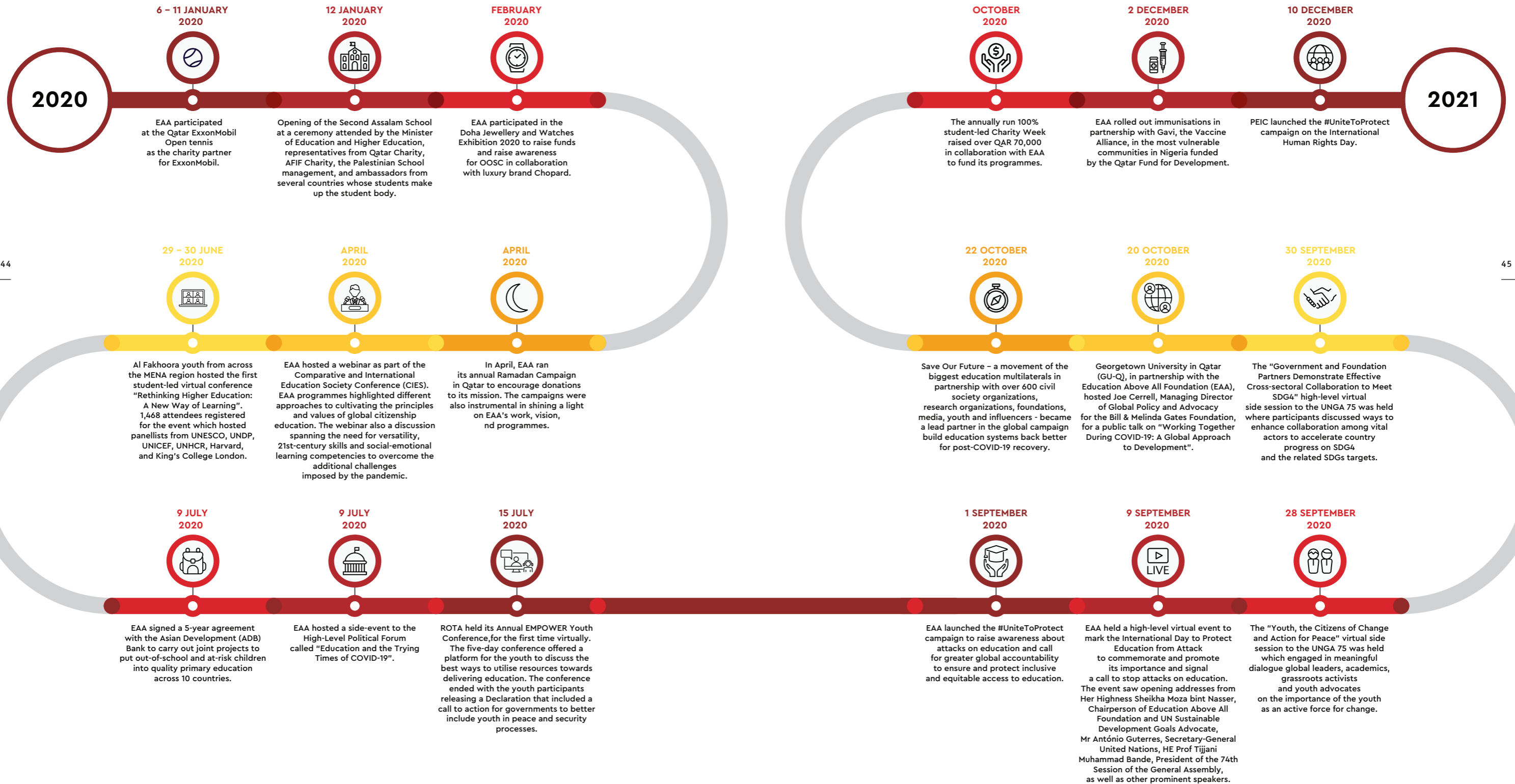
KEY PERFORMANCE INDICATORS (KPIs) 2020

INDICATOR	ACHIEVEMENT 2020
Number of students who have been provided with access to education	972
Retention Rate	98%
Percentage of students successfully completed current academic year	93.7%
Number of applicants vetted	3,003

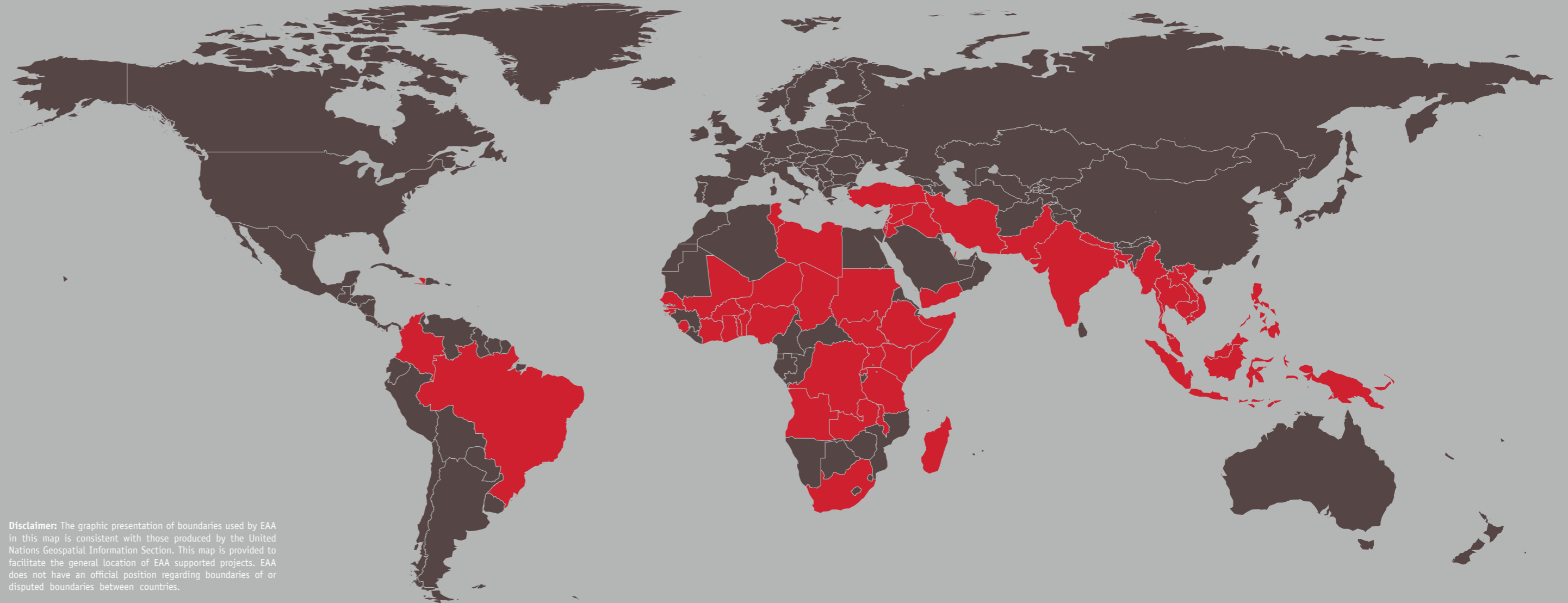
Highlights

- Opening of the Second Assalam School at a ceremony attended by the Minister of Education and Higher Education, representatives from Qatar Charity, AFIF Charity, the Palestinian School Management, and ambassadors from several countries whose students make up the student body.
- Conducted a survey study in collaboration with MOEHE to identify children who failed to enroll in the education system. Through the survey, 2,951 families were reached, identifying barriers to education for 1,480 OOSC. The results of the survey were published in an extensive report with recommendations shared with the MOEHE which also informs the scope and educational plan for upcoming Assalam Schools.
- Investing in the quality of teachers, First Assalam School became the first educational establishment in the MENA region to achieve the Google Educator Level 1 standard for all teaching staff.
- Allocation of three new buildings, provided by MOEHE, for the establishment of the next three Assalam Schools.

EAA EVENT TIMELINE




PROJECTS BY COUNTRY



Disclaimer: The graphic presentation of boundaries used by EAA in this map is consistent with those produced by the United Nations Geospatial Information Section. This map is provided to facilitate the general location of EAA supported projects. EAA does not have an official position regarding boundaries of or disputed boundaries between countries.

COUNTRY	BENEFICIARIES	TOTAL FUND	EAA FUNDING	CO-FUNDING
Afghanistan	5,561	\$1,690,402	\$442,637	\$1,247,765
Angola	24,000	\$7,871,004	\$2,999,640	\$4,871,364
Bangladesh	359,944	\$65,252,838	\$32,457,297	\$32,795,541
Benin	256	\$267,423	\$144,718	\$122,704
Brazil	21,000	\$111,700,000	\$12,450,000	\$99,250,000
Burkina Faso	76,376	\$20,833,325	\$9,204,555	\$11,628,770
Cambodia	200,355	\$63,526,598	\$30,500,371	\$33,026,227
Cameroon	13,333	\$5,844,434	\$2,985,072	\$2,859,363
Chad	160,993	\$79,718,996	\$26,578,624	\$53,140,372
Colombia	54,000	\$26,338,052	\$9,450,574	\$16,887,478
Comoros	20,000	\$7,874,045	\$3,274,045	\$4,600,000
Cote d'Ivoire	61,343	\$13,785,509	\$6,851,334	\$6,934,175
DRC	1,575,946	\$108,041,513	\$53,125,930	\$54,915,583
East Timor	-	\$590,044	\$294,895	\$295,149
Ethiopia	331,437	\$54,559,135	\$26,565,168	\$27,993,967
GEFI Secretariat	-	\$3,900,000	\$1,400,000	\$2,500,000
Ghana	93,330	\$15,259,261	\$7,629,620	\$7,629,641
Guinée Bissau	226	\$360,308	\$157,132	\$203,176
Haiti	57,337	\$44,346,427	\$13,307,768	\$31,038,659
India	1,332,856	\$145,847,338	\$72,187,409	\$73,659,929
Indonesia	86,047	\$10,473,986	\$9,515,102	\$958,884
Iran	77,536	\$15,234,452	\$6,709,707	\$8,524,745
Iraq	1,014,086	\$216,131,860	\$44,741,473	\$171,390,387
Jordan	44,372	\$5,012,873	\$1,346,579	\$3,666,294
Kenya	793,081	\$104,117,043	\$51,877,556	\$52,239,487
Lao PDR	23,000	\$551,448	\$256,299	\$295,149
Lebanon	40,225	\$75,688,249	\$25,136,085	\$50,551,964
Liberia	161	\$250,032	\$141,157	\$108,875
Madagascar	3,280	\$2,510,565	\$1,319,836	\$1,190,729
Malawi	16,646	\$7,860,569	\$3,426,941	\$4,433,628
Malaysia	20,112	\$8,521,024	\$4,240,587	\$4,280,437
Mali	682,168	\$160,592,255	\$79,786,189	\$80,806,065
Mauritania	329,134	\$9,398,344	\$9,398,344	-
Mexico	7,000	\$2,578,593	\$1,388,306	\$1,190,287
Myanmar	70,496	\$12,712,907	\$5,865,387	\$6,847,520
Nepal	185,855	\$14,429,304	\$9,166,252	\$5,263,052
Niger	50,309	\$11,548,500	\$6,234,161	\$5,314,339
Nigeria	581,574	\$84,089,388	\$39,919,003	\$44,170,385
Pakistan	1,698,136	\$141,755,946	\$49,318,553	\$92,437,393
Palestine	546,568	\$94,500,927	\$73,522,966	\$20,977,960
Philippines	5,136	\$1,826,666	\$1,294,895	\$531,771
Qatar	1,531,570	\$16,483,852	\$16,483,852	-
Rwanda	23,889	\$10,884,745	\$5,472,390	\$5,412,354
S. Sudan	129,390	\$77,426,197	\$24,724,789	\$52,701,408
Senegal	5,265	\$2,719,711	\$975,534	\$1,744,177
Sierra Leone	6,730	\$1,816,367	\$670,058	\$1,146,309
Somalia	175,589	\$85,675,525	\$37,955,154	\$47,720,371
South Africa	31,500	\$5,343,116	\$2,542,698	\$2,800,418
Sudan	780,218	\$67,977,468	\$32,857,787	\$35,119,681
Syria	1,724,639	\$100,795,200	\$42,043,212	\$57,687,955
Tanzania	20,000	\$4,000,000	\$2,000,000	\$2,000,000
Thailand	98,137	\$19,082,314	\$9,529,294	\$9,553,020
Togo	1,567	\$1,316,814	\$1,026,549	\$290,265
Tunisia	220,238	\$3,476,661	\$3,228,661	\$248,000
Turkey	43,443	\$21,785,272	\$8,854,549	\$12,930,723
Uganda	447,594	\$43,280,690	\$20,139,299	\$23,141,392
Vietnam	-	\$590,044	\$294,895	\$295,149
Yemen	142,477	\$58,616,874	\$16,043,240	\$42,573,634
Zambia	177,150	\$12,375,011	\$6,020,001	\$6,355,010
Sub-Total	16,222,611	2,291,037,443	967,474,129	1,322,498,436

EAA PROJECTS
 <p>TOGETHER توابعاً A project of education above all</p>
Qatar
Assalam Schools
India
Kenya
Lebanon
Pakistan
Zambia

Al Fakhoora
 <p>Al Fakhoora fakhoora.org A programme of education above all</p>
Iraq
Jordan
Lebanon
Palestine
Syria
Turkey

ROTA
 <p>REACH OUT TO ASIA أيدى الخير نحو آسيا A programme of education above all</p>
Afghanistan
Bangladesh
Cambodia
Indonesia
Lebanon
Nepal
Pakistan
Palestine
Philippines
Qatar
Tunisia
Turkey
Yemen

EAC							
 <p>علم طفلاً EDUCATE A CHILD A programme of education above all</p>							
Angola	Chad	GEFI Secretariat	Iraq	Malaysia	Pakistan	South Africa	Vietnam
Bangladesh	Colombia	Ghana	Kenya	Mali	Philippines	Sudan	Yemen
Benin	Comoros	Guinée Bissau	Lao PDR	Mexico	Rwanda	Syria	Zambia
Brazil	Cote d'Ivoire	Haiti	Lebanon	Myanmar	S. Sudan	Tanzania	
Burkina Faso	DRC	India	Liberia	Nepal	Senegal	Thailand	
Cambodia	East Timor	Indonesia	Madagascar	Niger	Sierra Leone	Togo	
Cameroon	Ethiopia	Iran	Malawi	Nigeria	Somalia	Uganda	

RESOURCE MOBILISATION & PARTNERSHIPS

EAA continues to work with governmental and multilateral aid agencies to galvanise the allocation of additional financial resources, advocacy support and research for education. As a result, and through these partnerships, EAA has raised substantial resources, providing educational opportunities to millions of OOSC.



ODA PARTNERS



*Additional QFFD funding goes to GAVI and is managed by EAA via its integrated approach towards healthcare and education.

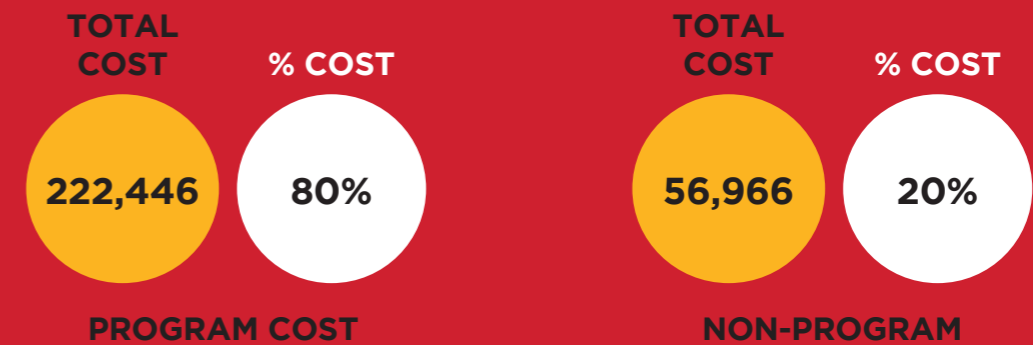
FINANCIAL INFORMATION ACTUAL COST 2020

DIVISION	TOTAL COST	PERCENTAGE COST
Al Fakhoora	30,172	11%
Educate a Child	156,969	56%
PEIC	3,567	1%
ROTA	23,093	8%
Innovation Development	3,137	1%
EAA Projects (Mauritania and Qatar Red Crescent)	5,508	2%
External relations	1,572	1%
Fundraising	5,020	2%
Administration	50,375	18%
Total	279,412	

Note: Admin Includes CEO Suite, Comms, Finance, SPR, Operations, HR, Legal and Internal Audit

*Amount in '000 QAR

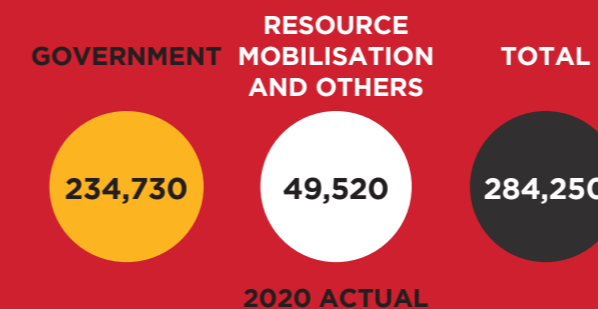
COST COMPARISON*



*Program cost includes all program costs and Mauritania and Qatar Red Crescent

*Amount in '000 QAR

SOURCE OF FUNDS**



**Government funding comprises funds received from Qatar Fund For Development only. Other funds received from Amiri Diwan, Awqaf, etc. are included under Resource mobilisation. NOTE: ALL AMOUNTS ARE IN PRESENTED IN THOUSANDS QAR

FUNDRAISING HIGHLIGHTS

DOHA JEWELLERY AND WATCHES EXHIBITION (DJWE) 2020

At the DJWE held in February 2020, EAA showcased the partnership between EAA and Luxury brand Chopard through a display of unique pieces of jewellery that were donated by Chopard for supporting and raising awareness for out of school children.

RAMADAN AND BACK TO SCHOOL CAMPAIGN

EAA ran its annual fundraising campaigns during Ramadan and at the start of the school year to encourage corporates, working professionals, and students to support EAA's mission through donations. The campaigns also helped raise awareness for EAA and its work through various media partnerships which featured EAA on the news, in articles, on Elan advertising assets in Malls, roadside MUPI's, TV and Radio shows.

2020 QATAR TOTAL OPEN

EAA was chosen to be the Charity Partner for the 2020 ExxonMobil Tennis Open in Doha, held in March 2020. ExxonMobil contributed QAR 1.8 million to EAA 's Educate a Child program.

INTERNATIONAL DAY TO PROTECT EDUCATION (IDPEA) FROM ATTACK

On 6 September, EAA launched the Unite to Protect campaign to raise awareness for The International Day to Protect Education from Attack. The IDPEA logo was shown at building facades of EAA's various resource partners including the Sheraton, Torch hotel, the Museum of Islamic Arts as well as Huawei buildings in China. Resource partners also used their social media channels to raise awareness by sharing the hashtag #UniteToProtect across their social media platforms and to stay connected through #ProtectEducationFromAttack and #SaveOurFuture.

CHARITY WEEK

Charity week is an international 100% student-led non-profit organisation which raises funds for worthy non-profit causes and has supported EAA since 2016. Despite Covid restrictions in 2020 Charity Week and EAA raised QAR 74,480 from universities and students in Qatar through various activities.



HOW TO DONATE?

A Little Can Go a Long Way

- Make bank transfers to EAA's Bank Account:
Beneficiary Name: Education Above All Account Number: 0013-021618-052
Bank Name: Qatar National Bank (QNB)
Branch Name: Corporate Branch, Doha, Qatar
Swift Code: QNBAQAQA
IBAN: QA84 QNBA 0000 0000 0013 0216 1805 2
- Donate online by going to:
donate.educationaboveall.org/en/home
- In Qatar, send an SMS to:
92096 QAR 1000 | 92005 QAR 500 | 92087 QAR 100 |
92086 QAR 50 | 92016 QAR 10
- Call us on 00974 44 54 22 88
- Write a cheque addressed to "Education Above All"
- In Qatar, you can donate cash through one of our Donation Stations/Boxes

EAA Partners

Strategic Partners



External Relations Partners



EAC Partners



Al Fakhoora Partners



PEIC Partners



Note: All programme partners are active partners in 2020

ROTA Partners



IDD Partners



Resource Mobilisation



Together Partners



Note: All programme partners are active partners in 2020



CONTACT US

We welcome feedback and thoughts - from individuals, education professionals, the international business community and official organisations.

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التعليم | education
فوق | above
الجميع | all