

التعليم | education
فوق | above
الجميع | all

ANNUAL REPORT 2014



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Côte d'Ivoire, 2014

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EAC projects in Bangladesh, Lebanon and Côte d'Ivoire, 2014

Foreword by HH Sheikha Moza bint Nasser



Progress is fragile. 2014 was a startling reminder of this. Faced with disease, conflict and targeted attacks, educational gains that have taken years to achieve are lost in a matter of days or even minutes.

As we enter the final year of the UN Millennium Development Goals (MDGs), such challenges and even setbacks, should strengthen our resolve to protect and promote education across the world. Now more than ever we must assert the priority of achieving the goal of universal primary education as the foundation of building healthy, prosperous and peaceful societies.

While the MDGs may end in December 2015, our promise of universal primary education must not. We will strive to ensure that the 58 million children still not in school are not forgotten in the post-2015 development framework.

We will continue to build partnerships and support from all those who believe, like us, that investing in basic education is key to the success of all other areas of development. Indeed the fulfilment of our promise of universal primary education is an investment in the future of humanity.

At Education Above All (EAA), partnership is integral to how we function and is essential to achieving our shared goals.

2014 saw significant strengthening of our partnerships with diverse bodies, from governments, private sector, international organisations and grassroots NGOs.

EAA is now operational in various regions of the world, from South America to the Middle East and Africa. These partnerships and geographies are also reflected in the variety of our community-based models.

In 2015, let us fulfill our promise to all the world's children and equip them with the basic skills they need to survive and thrive.

Moza bint Nasser

CEO's Message

I am honoured to share the Education Above All Foundation's 2014 Annual Report with you and our valued partners around the world.

This is the first annual report published by Education Above All (EAA) since our founder, Her Highness Sheikha Moza bint Nasser, started a global movement in 2012 to support the Millennium Development Goal of achieving universal primary education for all children around the world. It is a known fact that access to, and completion of, primary education can help break the vicious circle of poverty and give all people the chance to live a healthy and productive life. Access to education is key to the long-term wealth of every nation and the core of EAA's work.

In fact, EAA, through strategic partnerships, aims to enable human development by improving access to quality education for vulnerable and marginalised people, even under the most difficult circumstances. EAA and its programmes are catalysing the cross-fertilisation of innovative ideas that can make a lasting difference on the ground and benefit millions of children around the world.

In 2014, we accomplished a lot, working together with our partners around the globe to achieve our common objectives. These efforts have laid the foundations for the sustainability of our impact in years to come. Educate A Child (EAC) signed new grant agreements, reaching approximately USD945M in funded and co-funded projects, which will contribute to significantly reducing the number of out of school children worldwide. In addition, Protect Education in Insecurity and Conflict (PEIC) and Al-Fakhoora have exceeded their expected results and are also experiencing successful implementation in their respective beneficiary countries. In 2014, we also launched a new pilot project in the Kakuma Refugee Camp in Kenya, which attracted like-minded industry partners motivated to address the challenges of protracted refugee situations through a multi-sectoral approach.

As part of our efforts to contribute to the debates that are influencing the post 2015 development agenda, EAA has actively participated in high-level international meetings and at the 69th UN General Assembly in New York. EAA also hosted two international gatherings in Doha (EAC High Level Meeting and EAA/WISE sessions). At these gatherings, the focus was on promoting the unfinished agenda of education and ensuring that primary education is prioritised in the UN's Sustainable Development Goals. Whilst not losing sight of reaching the Millennium Development Goals set for 2015, EAA will be preparing to take part in a broader vision to place education at the centre of all development strategies under discussion at the United Nations.

Moreover, 2014 also marked the start of our fundraising operations, which included local, regional and international actions. As part of the strategy, EAA is establishing fundraising facilities in the United Kingdom and the United States and have also launched an online donation platform. Our Qatar fundraising campaign is also flourishing with the establishment of a number of new partnerships and events.

Although much has been accomplished, 58 million children are still out of school, according to the latest UNESCO figures. This leaves us with a daunting task, yet it is a responsibility we cannot, and will not, turn our backs on.

Marcio Barbosa
Chief Executive Officer
Education Above All



Board of Trustees

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Ministry of Foreign Affairs, State of Qatar and Director General of Qatar Development Fund
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Director of the Planning and Programming Directorate, Office of Her Highness Sheikha Moza bint Nasser
Member

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Chairman of Qatar Mobility Innovations Center, Qatar Science and Technology Park
Member

Education Above All

Overview

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

EAA acts as an umbrella organisation for several programmes, which specialise in providing educational opportunities to communities stricken by poverty or crisis. The foundation began operating in 2013, as a centralised home for stand-alone programmes Educate A Child (operating since 2012), Al Fakhoora and Protect Education in Insecurity and Conflict (both operating since 2009). A pilot project, Kakuma, also falls under its remit. Shared resources and infrastructure have resulted in optimised output within the streamlined organisation.

With a particular focus on the most marginalized, including those affected by poverty, conflict and disaster, EAA champions the needs of children, youth and women to empower them to become active members of their communities.



Secondary Physics Students' Book One

Secondary Physics Students' Book One

PHYSICS (Pure and Physical Science) N. M. Patel

PHYSICS Form 4 Teachers' Guide

PHYSICS Forms 1 and 2 Pupils' Book

PHYSICS Form 4 Pupils' Book

PHYSICS

Physics Form 1 Pupils' Book

Students' Book Two

Form Secondary Physics

EAA Mission

To bring new life chances, real hope and opportunities to poor and marginalised children, youth and women in the developing world.

EAA works with international, national, regional and local partners to:

- Implement proven and innovative interventions in education
- Protect the right to education wherever it is under threat
- Advocate the drawing of international attention to critical education issues
- Collaborate with leading global organisations to resolve education-related challenges



EAA
Headquarters
(supports programmes & fosters collaborations)

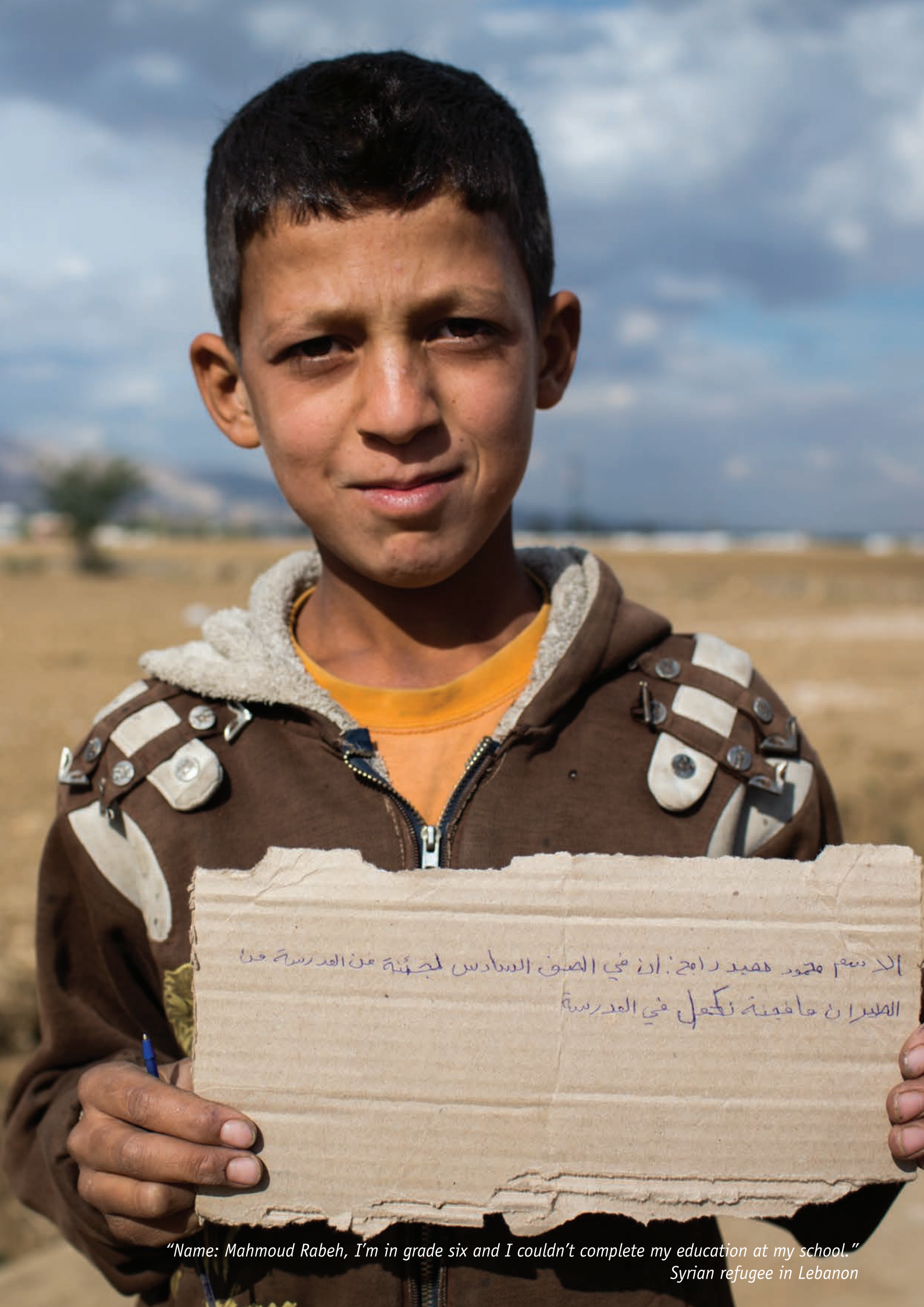
EAC
Aims to provide quality primary education to out of school children facing poverty, discrimination and conflict.

PEIC
Aims to protect and promote the right to education in areas affected by crisis, insecurity or armed conflict.

Al Fakhoora
Provides scholarships, psychosocial support and reconstruction of educational institutions, to enable marginalised youth in Gaza to become educated future leaders.

Kakuma (Pilot Project)
With education as its core, the project aims to promote human development and self-reliance in Kakuma refugee camp.

We are united by a shared belief that education is the key to progress and prosperity. We are committed to equipping children, youth and women with the tools to learn – wherever they may be. The greatest contribution we offer to our partners' projects is the financial support raised through our fundraising efforts.



الاسم محمود حميد رابع: انا في الصف السادس لمجئنا من المدرسة عن
الطيران فاجئنا نكمل في المدرسة

*"Name: Mahmoud Rabeh, I'm in grade six and I couldn't complete my education at my school."
Syrian refugee in Lebanon*

*In the Second Wave, the focus will shift from **establishing** the organisation to **expanding** the organisation.*



Syrian Refugee in classroom in Bekaa Valley, Lebanon, 2014

EAA Strategy

2015 sees EAA preparing to reach the Second Wave of the EAA Two-Wave Strategic Plan. Wave 1 focussed on developing the existing programmes, whilst building the organisational structure and capabilities and implementing an active resource mobilisation strategy. An assessment is underway to direct the strategy in Wave 2 and influence the expansion of the organisation.

Overall, the new Sustainable Development Goals (SDGs) that will replace the current Millennium Development Goals (MDGs) will drive the adoption of the new strategy for EAA. A continued emphasis on EAC's main objective of reducing numbers of out of school children will be reenergised. The PEIC team will maintain its advocacy work whilst Al Fakhoora will continue responding to the educational needs of its youth.

A refinement process of EAA Headquarter capabilities is scheduled to take place in 2015, as well as a look at additional partnerships, be they strategic, multi-sector or fundraising alliances.

There is also work being done to incorporate external programmes into EAA, such as the Education in Iraq and Mauritania projects. These projects were part of Her Highness' Office and were brought into EAA after its establishment.

Overview of Wave 1 and Wave 2 Strategy

	2012	2015	5 years
	First Wave Establish		Second Wave Expand
New EAA initiatives	- No major new EAA initiatives		- Develop new pilot projects accounting for new goals and internal factors (e.g. mandates)
EAA core programmes	- Focus on EAC and its goals - Develop PEIC		- Develop EAC in line with strategic plan - Reorient PEIC activities - Think through Al Fakhoora approach
EAA Headquarters	- Develop organization structure - Build organizational capabilities - Implement fundraising strategy		- Refine EAA Headquarters capabilities - Establish new additional partnership alliances (e.g. strategic, multi-sector, fundraising alliances) - Guide overall EAA strategy
Additional Qatari external programmes	- Incorporate HHO external programs: Iraq and Mauritania		- Consider incorporating other Qatari external programmes/initiatives into EAA

Achievements to Date

Since its inception in late 2012, EAA has grown rapidly and has carved out a respected presence on the international stage for tackling education-related problems. Despite the youth of the organisation, it has already established itself as a reliable, resourceful partner – one that is delivering on its promises.

EAA plays a unique role in Qatar's development ecosystem:

- EAA is working on a global level, across multiple regions of the developing world.
- EAA takes a holistic and integrated approach, including working across sectors in order to comprehensively address various education barriers.
- EAA plays a multifunctional role as a donor, researcher, advocate and strategic partner to implementing organisations in the field.

Under the visionary leadership of Her Highness Sheikha Moza bint Nasser, an expanding team of specialised individuals is driving EAA's mission forward and despite the expected teething problems related to a young organisation, are achieving many goals.

The programmes running under EAA are gaining momentum, with funds to deliver on their individual goals being raised from varied sources and positive relationships firmly secured with relevant partners.

Awareness of EAA and its programmes is expanding, which is tying in with the ambition of reaching a wider network of donors and supporters.



Her Highness Sheikha Moza bint Nasser, Chairperson of Education Above All, visited Syrian Refugee camps in Southern Turkey, November, 2014



USD 40 Million donated from Qatar Development Fund in support of Gaza efforts, November, 2014



QAPCO donation to EAA, October, 2014




Educate A Child receives 2.4 Million QAR from Qatar Airways In-Flight Donation Programme, November, 2014

External Trends

Due to the nature of EAA's work, the foundation will continue to be tested by unpredictable situations. Spending on education is declining internationally and stagnating at national levels, creating the need to mobilize more financial resources to ensure that children in school can complete their education and learn. In addition, the global shift from the Millennium Development Goals to the Sustainable Development Goals will probably dilute focus on education. It is likely to be one of possibly 17 goals as opposed to universal primary education being one of only 8 Millennium Development Goals.

Conflict and instability will continue to impact negatively on development through the destruction of infrastructure, social cohesion and human life and increased attention on this sector will require more focus on the use of education as part of crisis and conflict response. Economic factors such as financial crises and recession will call for the development of new multi-stakeholder, multi-sector partnerships as the way to accomplish the level of commitment required to achieve EAA's goals.

The key challenge for EAA will remain the unfinished agenda.  **50 Million OOSC**

THE UNFINISHED AGENDA:

The Unfinished Agenda is linked to the Sustainable Development Goals:

With the deadline (end of 2015) to meet the Millennium Development Goals looming, the goal of universal primary education is still unmet. EAA is committed to maintaining the focus and accelerating action on the unfinished agenda of achieving universal primary education. This was the commitment made 15 years ago to over 100 million out of school children around the world denied their right to a quality primary education.

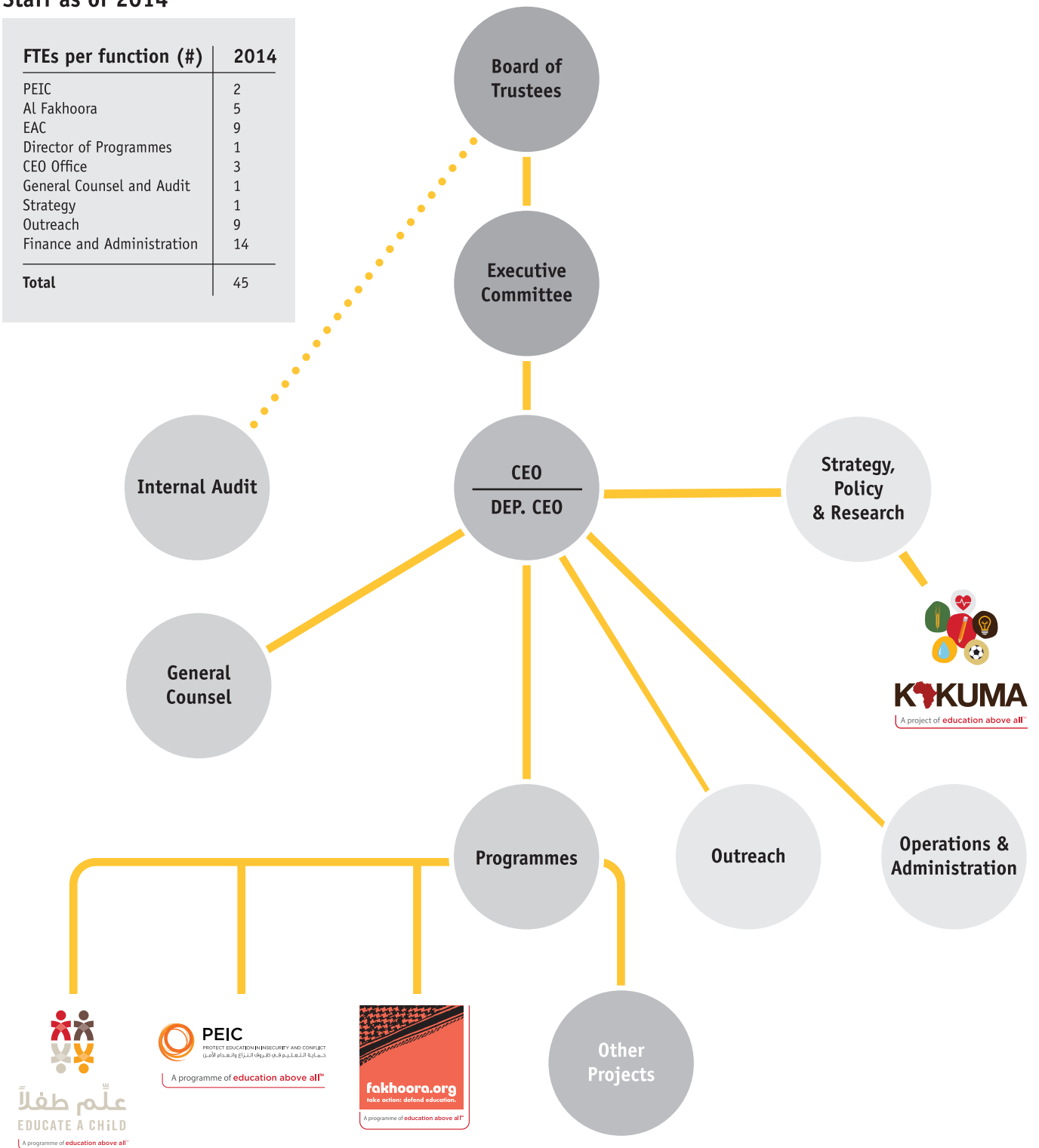
EAA will focus on:

- Accelerating action to reach the remaining 58 million out of school children with primary education prior to the 2015 MDG deadline.
- Ensuring that the world does not forget these marginalised children in the post-2015 development agenda. (the new Sustainable Development Goals).

EAA Organogram

Staff as of 2014

FTEs per function (#)	2014
PEIC	2
Al Fakhoora	5
EAC	9
Director of Programmes	1
CEO Office	3
General Counsel and Audit	1
Strategy	1
Outreach	9
Finance and Administration	14
Total	45



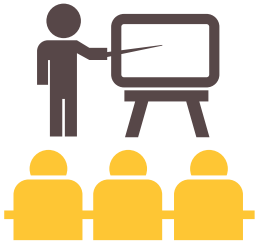
Educate A Child



A programme of **education above all™**

“At the turn of the millennium the world made a promise...a promise that in 15 years no child would be denied a quality primary education...”

- H.H. Sheikha Moza bint Nasser



We take a rights-based approach to help children overcome barriers to education.



Our 10 operating principles help us to remain focused on our goals.



We will support the education of **10 million** out of school children.



EAC is, at its heart, a commitment to children who are out of school.

Launched in November 2012, Educate A Child (EAC) is a global programme committed to helping children who are out of school to realise their right to a quality primary education.

Mission/Vision

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

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

Operational Principles

Key Elements of EAC's approach:

EAC fosters and catalyses acceleration in addressing the number of out of school children (OOSC). To accomplish this, EAC:

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

Principles that guide EAC:

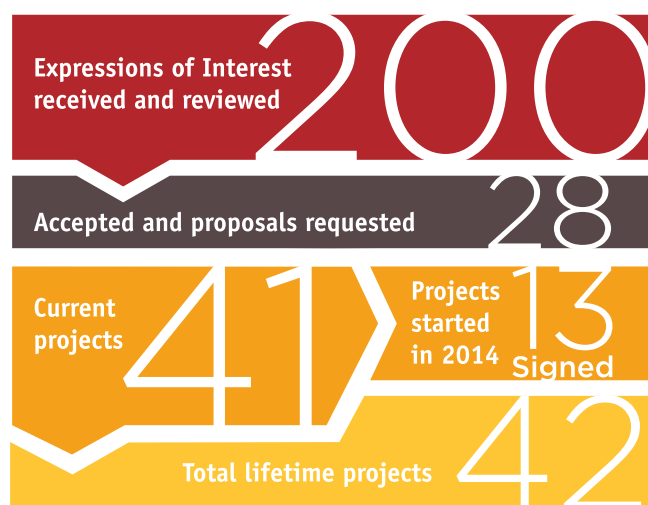
1. Acting from a rights-based approach
2. Relying on solid analytical underpinnings
3. Selecting priority countries
4. Working within the context of national education plans
5. Emphasising quality for retention and learning
6. Recognising the power of partnerships
7. Creating added value
8. Requiring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

Achievements

Syrian school girl in informal classroom. Bekaa Valley, Lebanon, 2014

In 2014, EAC has continued to build its achievements on the firm foundation it established during the previous year. The most important ones are summarised below.

- In December 2014, EAC had in its pipeline additional grant agreements to benefit about 1M OOSC bringing the overall commitments to 6 million OOSC.
- EAC has added one strategic partner, UNICEF, during this reporting period, bringing the total to six. 26 implementing partners now operate a total of 42 projects in 38 countries.
- EAC views the funds that are committed through EAA as investments in children. We aim to invest, on average, USD100 per OOSC. In December 2014, this figure stood at USD68.
- While only the initial set of partners has operated for more than one year, some partners have demonstrated that they are enrolling more OOSC than they targeted.
- Private sector partners are increasingly indicating their interest in partnering with EAC.
- Improvements have been made to EAC's internal processes, including the M&E system.



*Expressions of Interest (EoI) and proposals processed
1 Jan - 14 December, 2014*

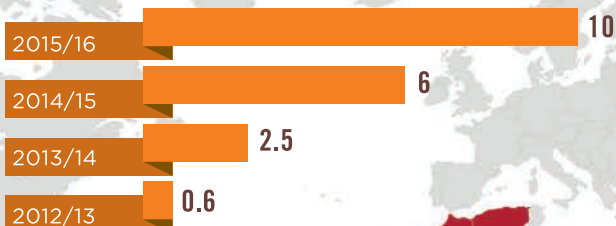
EAC publications: Perspectives on Practice & Policy

1. Indigenous Language and Education, June 2014
2. A Quality Framework for OOSC, November 2014
3. Four countries that achieved UPE: How did they do it? April, 2014
4. Success in increasing Access and Retention in Primary Education in Botswana, April, 2014
5. Success in increasing Access and Retention in Primary Education in Brazil, April, 2014
6. Success in increasing Access and Retention in Primary Education in Lebanon, April, 2014
7. Success in increasing Access and Retention in Primary Education in Malaysia, April, 2014

The necessity of increasing the number of funding partners to education cannot be underestimated and the issue of funding availability is at a critical juncture.

EDUCATE A CHILD'S GLOBAL PORTFOLIO – SECOND HALF 2014

TARGET DECREASE IN OUT OF SCHOOL CHILDREN (MILLIONS)



PROGRAMME COUNTRIES 2012

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

16
COUNTRIES

ADDITIONAL PROGRAMME COUNTRIES 2013

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

24
COUNTRIES

ADDITIONAL PROGRAMME COUNTRIES 2014

Cambodia
Comoros
East Timor
Indonesia
Lao PDR
Philippines
South Africa
Turkey
Vietnam

33
COUNTRIES

PRIORITY COUNTRIES FOR 2015 & BEYOND

Afghanistan
Algeria
Angola
Burkina Faso
Ghana
Liberia
Mali
Mauritania
Mexico
Morocco
Niger
Nigeria
OPT*
Tanzania

47
COUNTRIES

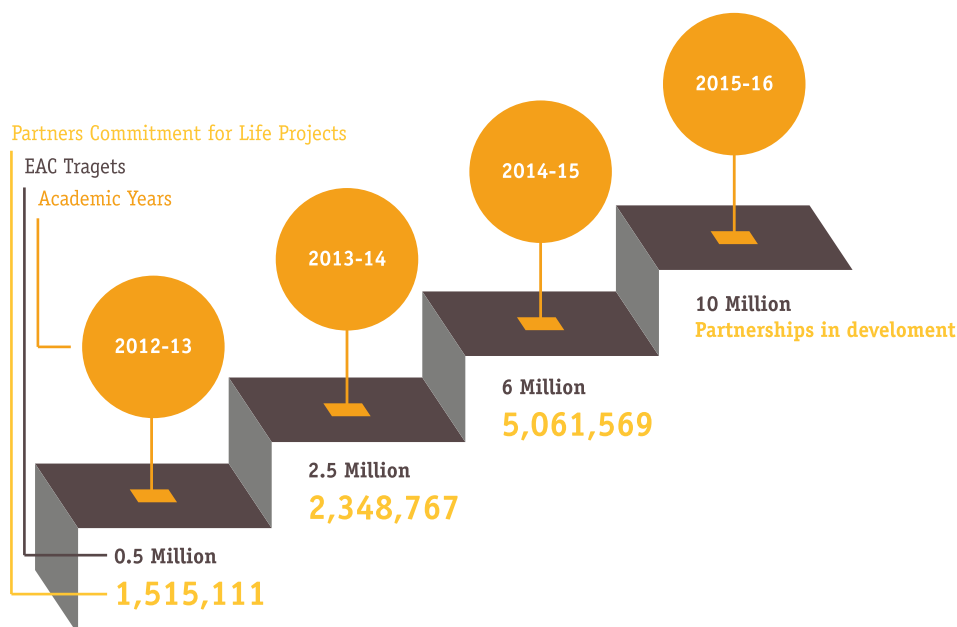
*Occupied Palestinian Territories

The graphic presentation of boundaries used by EAA/EAC in this map is consistent with those produced by the UN Cartographic Section. This map is provided to facilitate the general location of EAC-supported projects. EAA/EAC does not have an official position regarding boundaries of or disputed boundaries between countries.

Educate A Child KPIs

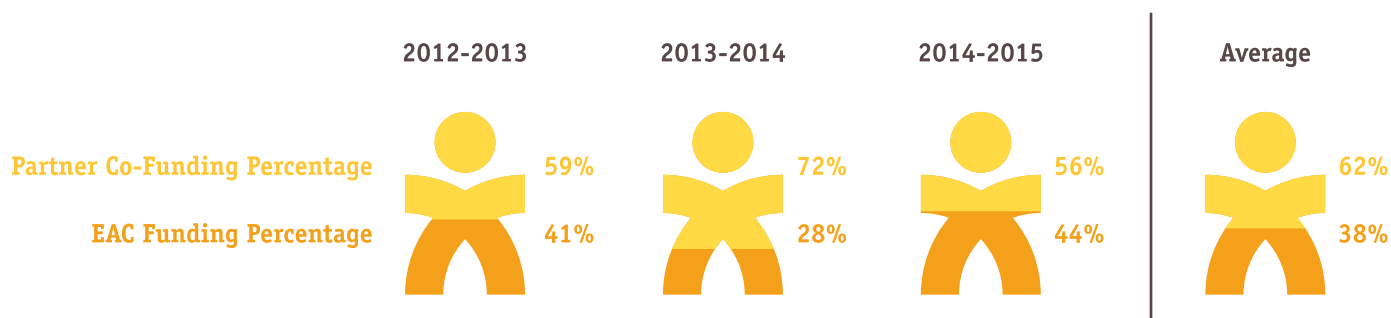
OOSC TARGET

EAC has a target of enrolling 6 million OOSC by the end of the 2014/2015 academic year. At the end of 2014, the number of OOSC partner commitments stood at 5,061,569, not inclusive of partnerships under development. Figures shown reflect year to date and may vary by mid-2015.



CO-FUNDING

EAC aims to match its partners' financial investments equally. Figures shown reflect year to date and may vary by mid-2015.



INVESTMENT PER CHILD

EAC aims to invest USD100 per child. The EAC investment per child does not include costs covered by other partners. Thus actual costs to educate a child are much higher than shown. Figures shown reflect year to date and may vary by mid-2015.

	2012-2013	2013-2014	2014-2015	AVERAGE
Total Investment Per Child (USD)	\$ 135.67	\$ 284.8	\$ 82	\$ 178
EAC Investment Per Child (USD)	\$ 91	\$ 112	\$ 75	\$ 68

Looking to the Future



The goal of reaching ten million OOSC is within sight. EAC and its partners employ both known and innovative approaches to reaching marginalised children. It is EAC's aim to support the development of education quality and to contribute to mobilising USD1 billion to support education and foster programme sustainability.

EAC believes that the future is bright. The unfinished agenda of universal primary education must be completed and EAC is making significant contributions to the international dialogue on the post-2015 Sustainable Development Goals.

To make EAC more effective, additional online systems are under development, particularly for submission of EOIs, proposals, and semi-annual partner reports. Another technical meeting with partners is planned for the first half of 2015 and is a key milestone for EAC.



A school destroyed in Gaza, 2013

Protect Education in Insecurity and Conflict (PEIC) is a policy, research, capacity-building and advocacy programme that aims to promote and protect the right to education in areas affected by conflict.

Mission/Vision

PEIC aims to promote and protect the right to education in areas affected or threatened by crisis, insecurity or armed conflict.

PEIC envisions a world where all who wish to learn, teach and research can do so in peace, security and dignity.

Operational Principles

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

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

Education-led approach: PEIC believes that the recovery of conflict-affected countries requires a lead role for education. Its work is supported by a multi-disciplinary team covering education, data collection and analysis, child protection and international law.

Cultivating respect for all: PEIC seeks to ensure that education contributes to co-existence, reconciliation, peace-building and non-violence by promoting values and behaviours based on respect for all.

Achievements

PEIC

The PEIC legal team played a leading role in GCPEA's work on developing the Draft Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.

PEIC Legal Programme

Regional conference: PEIC and the Doha Office of the United Nations High Commissioner for Human Rights co-sponsored the Regional Forum on the Protection of the Right to Education in the Middle East and North Africa (MENA) Region, held in Jordan in January 2014.

Guidelines on Military Use of Schools and Universities during Armed Conflict: The PEIC legal team played a leading role in GCPEA's work on developing the Draft Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. The finalised Guidelines, unveiled in Geneva in December 2014, will be adopted by a number of supportive states in mid-2015.

Publications: In January 2014, the publication *Education and the Law of Reparations in Insecurity and Armed Conflict* was launched at the British Institute of International and Comparative Law, the partner that prepared the study. In March 2014, there was a launch event for the PEIC study *United Nations Human Rights Mechanisms and the Right to Education in Insecurity and Armed Conflict*, prepared by the Geneva Academy for International Humanitarian Law and Human Rights.

New study: A scoping study was commissioned to analyse modalities for encouraging armed non-state actors (ANSAs) to respect international standards for the protection of education, preparatory to consultations with partners on these issues in 2015.

PEIC Education Response and Reform Programme

International project: a major initiative, led by PEIC and UNESCO's International Institute for Educational Planning (IIEP), was launched in October 2013 to build the capacity of ministries of education in conflict-affected and fragile states, aimed at promoting safety, conflict-sensitivity and disaster preparedness in their education planning and curriculum development processes.

Key activities to date:

- An initial scoping study presented at a meeting hosted by the UNESCO International Bureau of Education in Geneva in March 2014.
- The development of reader-friendly resource materials, presented at a UNICEF regional meeting in October 2014 and trialled with the Ministry of Education in Uganda in November/December 2014.
- A distance course on planning education in situations of conflict and disaster conducted by IIEP.
- Field implementation is envisaged over the period 2015-2017.

Regional collaboration: A preliminary study was commissioned from the UNESCO Regional Office for Education in the Arab States in Beirut on establishing a Forum to develop a regional curriculum framework for promoting respect for all, learning to live together and responsible citizenship. This project is to be launched in 2015.

New study: A scoping study was commissioned from the CFBT Education Trust consultancy group to map and analyse global curriculum expertise in the area of promoting respect for all.

Publication: A study of the schools council programme in Yemen.

International role: continued leadership of GCPEA's Working Group on Field-based Planning and Programming, which is preparing briefing papers on school-based protection measures and on ways to incorporate the protection of education from attack in national education policies and programmes.

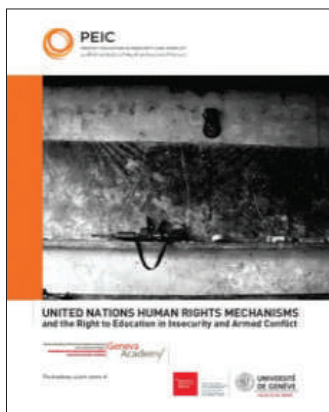
PEIC's Promotion of Improved Data Collection

Support for 'Education under Attack' studies: sustained assistance was given to improve collection of data on attacks on education, particularly for *Education under Attack 2014*, which was:

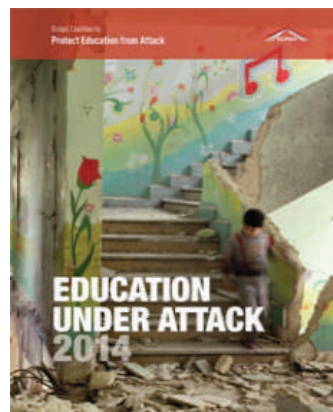
- Produced by a project team for GCPEA (led by current PEIC Director), with PEIC leading the design phase through its chairing of the GCPEA Working Group on Monitoring and Reporting, followed by co-funding for research and publication.
- Launched on 27 February 2014 at the Institute for International Education in New York.

Publications: A paper commissioned from CFBT Education Trust on the impact of armed conflict on education was launched at WISE 2014. Also, a briefing paper on humanitarian technology and attacks on education will be launched at a conference in Berlin, Germany, in January 2015.

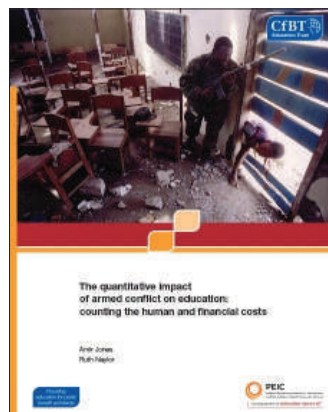
Preparatory studies: Recognising the massive increase in reporting of attacks on education over the past decade and the need for more timely analysis and stronger action to support response, four planning papers have been produced, establishing the modalities and taxonomies for developing a global data hub/service about attacks on education.



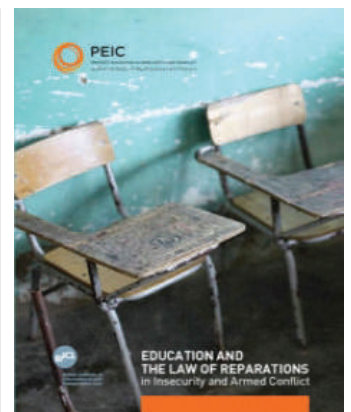
United Nations Human Rights Mechanisms and the Right to Educate in Insecurity and Armed Conflict 2014



Education Under Attack 2014



The quantitative impact of armed conflict on education: counting the human and financial costs 2014



Education and The Law of Reparations in Insecurity and Armed Conflict 2014

Looking to the Future

In 2015, PEIC aims to:

- Bring increased global attention to the harm caused to education by direct attacks, collateral damage and insecurity, especially through improved data collection, analysis and dissemination by creating and operating a global data hub based at PEIC about the attacks on education.
- Build the first stage of a project on the 'domestication' of international law in countries within the MENA region.
- Create an expanded partnership with key international actors in the area of crisis sensitive education planning and **curriculum development**, with a view to strengthen the capacity of ministries of education to contribute to peace building, reconciliation and stability.
- Develop innovative approaches to address the educational needs of conflict-affected populations.

REMAINING CHALLENGES

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

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

Nevertheless, there is scope and potential for PEIC to work constructively towards addressing these and other challenges through strategic partnerships and through policy, research, capacity-building and advocacy activities that catalyse change and innovation.



Palestinian child in Gaza, 2013

Areas of Intervention

Data: Attacks on Education



Country profiles of attacks on education

Project work plan completed in DRC and starting in Somalia.

Real time reporting on attacks

Report submitted by two consultants. Provides guidance on how to design a global data hub for real-time recording of attacks on education.

Legal Projects



Regional meeting held in January 2014, attended by national human rights institutions, government officials and others. The project will be extended to December 2015, with grants for participant follow-up activities.

Preliminary paper prepared on non-state armed groups, legal and other aspects of protecting education from attack.

Will lead to technical meeting in mid-2015.

Education Reform



A draft resource pack for ministries of education facing conflict or other crises was sent to PEIC for review and piloted with education planners in **Uganda**. Further country level implementation will begin in early 2015, following a meeting with key global education partners. **66** participants from **12** conflict-affected countries or regions, completed the PEIC-supported UNESCO-IIEP distance course on 'Integrating conflict and disaster risk reduction in education sector planning'.

Good Practices



Yemen Schools Council

Details the **Yemen project** to establish schools councils and encourage student participation and responsible citizenship. The report was printed in Arabic and English.

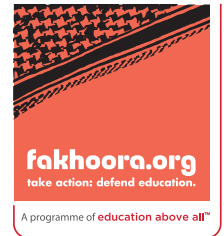
Partnerships



33 countries have expressed support for the GCPEA-developed Draft Lucens for protecting schools and universities from military use guidelines, with **Norway** taking the lead.

Final version of document to be presented at a meeting of interested states in mid-2015.

Al Fakhoora



Established in 2009 as a response to the conflict in Gaza that has destroyed numerous schools and universities, Al Fakhoora is tasked with providing undergraduate and graduate scholarships, as well as rebuilding damaged educational institutions. Al Fakhoora also supports the rehabilitation of wellness and healthcare services affected by the war.

98% of those awarded scholarships would not otherwise have been able to attend university.

93,360 sq metres of destroyed or dilapidated buildings have been reconstructed.

64,013 direct and **106,495** indirect beneficiaries had an improvement in health and wellness.

Mission

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

Operational Segments

Al Fakhoora operates in the following sectors:

- Scholarships, under the Dynamic Futures programme
- Psychosocial and disability programme, Health and Wellness Services
- Reconstruction and rehabilitation of educational institutions, under the Reconstruction Programme



Mohammed Abu Ayash is a Social Sciences Alumni at the University College of Applied Sciences. His home was fully destroyed and his family were displaced. They are currently staying in a UN shelter. His family business (DEEP project) has also been destroyed. Mohammed is trying to get across the border to receive treatment for injuries sustained in the recent war.

Achievements

Dynamic Futures Scholarship Programme: A total of 338 students (306 domestic Undergraduates, two international Undergraduates, and 30 international Masters) are currently enrolled in the programme, while 87 alumni have graduated and successfully completed their academic programmes.

By 31 December 2014, the programme had reached 30 Masters students and 22 Alumni had completed their programmes whilst eight are finalising their studies in the UK.

Of these 22 Masters Alumni, 16 are respectfully employed in Gaza; one is working abroad with an international NGO; two are conducting further studies abroad in Belgium and Italy; and three cannot reach Gaza due to closure of borders.

Student Services: The programme has established a comprehensive support centre, based at Al Fakhoora House. Since March 2014, 626 students have used its services, ranging from registration, orientation, workshops, career development to social and psychosocial support.

Students Affairs and Post-War Emergency Support initiative: As a response to the war on Gaza on July 2014, Al Fakhoora Dynamic Futures Programme launched an Emergency Support Programme for three major areas: Emergency Cash Support, Psychosocial Support and Mental Wellbeing. The Emergency Cash Support targeted students whose houses were fully or partially destroyed, or who were displaced from their homes, to enable them to re-engage in university life as quickly as possible.

Cash Assistance Initiative:

- 127 Al Fakhoora students were directly affected: 29 students' houses were fully destroyed (USD700 allocated), 19 were partially destroyed (USD400 allocated) and 79 sustained minor damages (USD200 allocated).
- 74 students have received Emergency Cash Assistance to date.

Psychosocial Support Project:

- Following the recent war on the Gaza Strip, about 70 per cent of students confirmed the need for the Psychosocial Support project to help them overcome trauma.
- Palestinian Trauma Center (PTC) was appointed to carry out the Psychosocial Support. PTC is one of the first specialised centres in Palestine and the Arab world that takes care of trauma victims in wars and crises in professional therapeutic and instructive aspects.
- The project offers Al Fakhoora students affected by the war a series of 10 group counselling sessions. To date, 39 Alumni are availing of the service.

THE STORY BEHIND THE NAME:

Al Fakhoora takes its name from a United Nations school in Gaza's Jabaliya refugee camp that was attacked by Israeli tank shells in 2009. The attack resulted in at least 43 fatalities (including children) and 100 life-altering injuries. **This programme symbolises the need to provide refuge and safeguard education during conflict.**

Achievements

Virtual Majlis

20 VM sessions were held during 2014, with students in Gaza engaged in dialogue with Penn State University's World in Conversation; Palestinian Solidarity Campaign and Georgetown University Qatar.

Qatar Debate

University of Palestine and Qatar Debate Centre have signed an MOU to train Al Fakhora students in debating skills. Al Fakhora students will participate in the international debating competition for universities in Qatar in April 2015.

English Language Skills

180 students joined the English Language Programme implemented by Amideast English Language Centre. 93 completed the first level, 62 completed the first two levels, and 25 students completed three levels.



Professional Training for Alumni

Seven pharmacy students attended 30 training hours

in botany (herbs properties and usages).

One Mechatronics Engineering student attended 40 training hours in Manufacturing Uninterruptible Power Supply (UPS) Manually.

Computer Engineering attended 40 training hours in Android Operating System.

64 alumni attended two days of Pre-Internship training.



Advocacy and leadership

42 Al Fakhora students

received six days of training in debating skills with Debates Centre of the University of Palestine. 16 students received two weeks of advocacy planning and campaign strategies training.

Community Services

Al Fakhora students are asked to volunteer 100 hours per year in the field of his/her study prior to graduation. 18,392 community hours were volunteered during 2014, reaching a total of

52,392 community services hours

completed by the students over the years.



Economic Empowerment

71 Al Fakhora alumni who graduated in 2013-2014 received three-month paid internships at different local businesses in Gaza. 9 students were retained and offered a job.

By 31 December 2014, of the 224 students' family businesses being monitored by the programme, it was found that 56 businesses were closed. Nine due to direct targeting during the military operation and the others due to utilising the assets of these projects during the 51 days of war, as well as a result of the weak local market in Gaza.



Programme Implementation

The programme Monitoring and Evaluation manual has recently been updated.

In September 2014, the new cooperation agreement between UNDP and Al Fakhora campaign was signed to fund the next phase: Al Fakhora Dynamic Futures Project II, a 7-year long programme with a total budget of USD28M.



Qatar Development Fund: Post 2014 Gaza War

Al Fakhoora has been awarded a grant of **USD40 million** from Qatar Development Fund, Qatar, towards reconstruction, rehabilitation and psychosocial needs of the educational sector in Gaza.

After a post-war assessment, Al Fakhoora will be focusing on instilling a culture of resiliency through reconstruction, rehabilitation and psychosocial support within the educational system, alongside UNDP, UNICEF and UNRWA. The goal is to construct four primary and secondary schools that have been completely destroyed, and rehabilitate 481 primary and secondary schools and 21 university buildings. Additional focus will be placed on capacity building for 4,500 educational providers along with 223,000 children and youth involved in the psychosocial activities and jobs programme.

Global Mapping Exercise

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

The exercise involves the identification of countries where the model may be replicated with the greatest potential impact, and the kinds of local adaptations that would need to be made.

The Global Programme Mapping Exercise has gathered considerable momentum this year. A detailed Inception Report has been developed, including a complete work plan and rigorous methodology for the country selection and other deliverables. The Data Sheets will provide details on strategic opportunities in 20 to 25 countries related to their crisis contexts, potential beneficiary populations, and the higher education/youth empowerment sectors.

Remaining Challenges

At the time of writing, the major challenge facing Al Fakhoora is the risk of military escalation. The programme runs in a very volatile environment, which challenges Al Fakhoora's agility and ability to respond innovatively in order to keep projects on task.

Looking to the Future

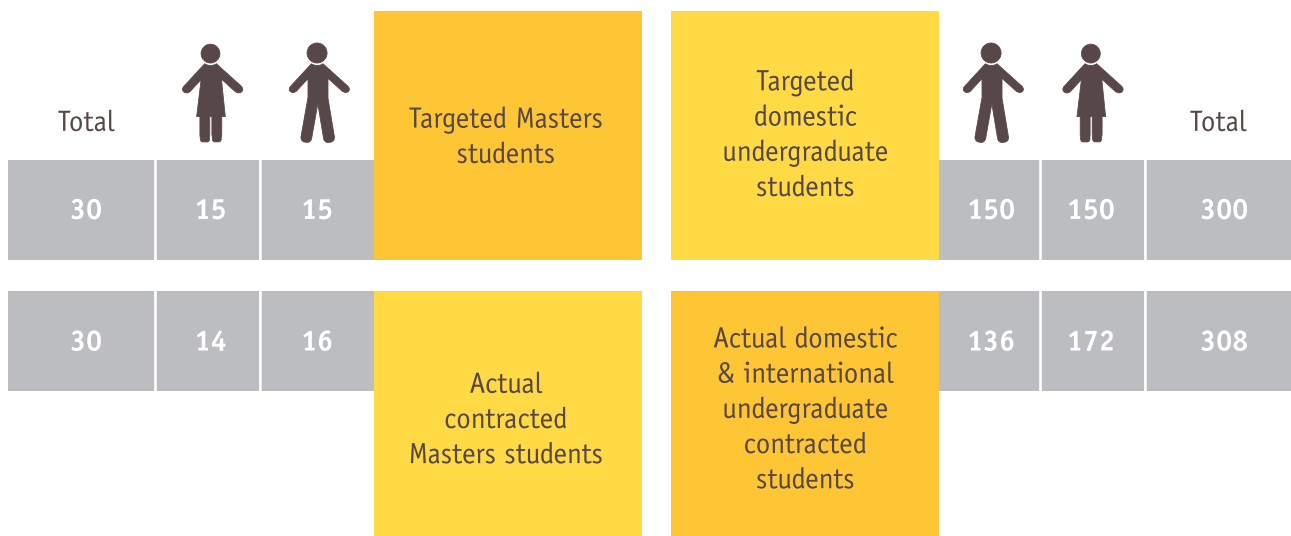
Al Fakhoora is working in a volatile, sensitive area, deeply wounded by ongoing conflict. A proposed road map has been developed, taking into consideration the current state of affairs.

A commitment was made to award **1,000 scholarships**. To date, **300 students** have benefitted from the Dynamic Futures Scholarship Programme. Another **700 applicants** will soon be part of one of the most comprehensive scholarship and empowerment programmes in post-conflict areas.

Al Fakhoora is hopeful that the global mapping exercise will shortly complete its early round of country data collection, allowing the swift implementation of the programme in selected locations. The first phase is being developed to offer quality education, student affairs, leadership and advocacy as well as economic empowerment to marginalised Syrian and Palestinian refugee youth in Jordan, Lebanon, Palestine and Turkey.

Al Fakhoora KPIs

Al Fakhoora had a target of enrolling 330 students for the 2014/15 academic year, broken down equally between male and female. This targeted number was further split between undergraduates (300) and Masters students (30). The target was exceeded.

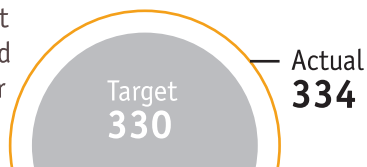


The targeted retention rate of students enrolled in the programme is 92%. This target was exceeded this year. Family businesses that received assistance from Al Fakhoora at the inception of the programme have shown a higher survival rate (77%) than those without assistance (54%).

IMPACT ON STUDENTS

101.02% reached.

We exceeded the target number of marginalized youth accessing higher education



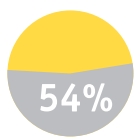
Retention Rate



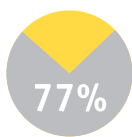
IMPACT ON FAMILIES

Families still in small business

After four years



WITHOUT Al Fakhoora



WITH Al Fakhoora

60.67% of the families reached officially bridged the poverty gap by 70%

COST EFFICIENCY



89% of total budget is spent on student tuition and related activities

Testimonials



"They were such horrible times, having to move with thousands of families, walking four kilometers on foot! We stayed about two weeks in the hospital, then luckily have been hosted by far relatives in their house. The families of my married brothers moved to UN schools. I hope we will be back to university soon. We lost precious time of summer classes and we also lost our summer break. I think we need time to focus on our studies again."

Ali Hellis, 23, Student, Gaza.



"You can't imagine how excited I was to return to a social life again, meet others and communicate and learn. At home with electricity cut for long hours, I feel frustrated, but having training and getting a job is something important for me and my life."

Nahla Shamalakh, 25, Tailor, Gaza.





EAA plenary session at WISE 2014



EAC's high-level meeting in Doha, April, 2014

Strategy, Policy and Research

The Strategy, Policy and Research (SPR) team's primary responsibility is to provide comprehensive strategic, policy and research support to the Education Above All Foundation (EAA).

SPR acts as a clearing-house and incubator of new ideas for EAA. It monitors the performance of EAA and its programmes, referring back to the foundation's main objectives, and contributes to the annual strategic review process. Direction of pilot projects, such as Kakuma, also falls under the responsibilities of SPR.

Operating Principles

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

Achievements

- Negotiations with World Economic Forum (WEF) for special EAA event in Davos (January 2014)
- Policy paper on EAA and the Post2015- process (August 2014)
- Concept note on education's 'Unfinished Agenda' that informed WISE Plenary Session 2 (November 2014)
- Development of new strategic partnerships including new multi-sector partners and academic partners
- Support to Founder as MDG Advocate and push for adoption of "unfinished agenda" by MDG Advocacy Group
- Preparation to launch Kakuma pilot project which will:
 - Test effectiveness of new partnership models with both in-kind and cash donations.
 - Pilot a holistic education model that enables the testing of different assumptions/approaches that can then be used as EAA's education model for future expansion plans in Wave 2 (multi-sector alliances).
 - Allow EAA to test involvement in projects not just as a funder, but also as a strategic advisor.

Looking to the Future

As of 2016, the Strategy, Policy, and Research team will lead the establishment of Wave 2 of EAA's strategy. This includes the coordination of strategy development between programmes in order to leverage synergies and ensure cohesiveness of the overall EAA strategy.

Plans are also in place to launch a new pilot project that supports indigenous communities in cataloguing, preserving and promoting their languages. Particular focus will be placed on the role of social media and other technological platforms and how these can support indigenous community goals for language and heritage preservation, whilst creating unprecedented data collection. This data could be used for the creation of educational content for the community.

Pilot Project: Kakuma



The Strategy, Policy Research team has focussed this year on developing a pilot project, Kakuma, which empowers refugees to rebuild their lives, using a new approach to humanitarian aid. This four-year project aims to link public, private sector, international organisations, NGOs and government entities to support nutrition; water and sanitation; health; sustainable energy; sports and information communication technology, all driven through the backbone of education.

Mission

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

Operational Objectives

- Enhance equitable access to relevant, high quality education for learners of all ages within the refugee and host community.
- Promote a multi-sector, holistic approach to enhance educational outcomes and reinforce human development.
- Create opportunities for increased empowerment and self-reliance in the community.
- Integrate the refugee education programme into government systems at all levels.
- Strengthen peaceful co-existence between the refugee and host communities.

Kakuma is located in
NORTH-WEST KENYA

There are
170,000 REFUGEES



There are
80,000 FEMALES

and around
90,000 MALES



Their
ORIGINS

44.5%
SOMALI

33.7%
SOUTH
SUDANESE

21.8%
NEIGHBOURING
COUNTRIES



WHAT

is different about Kakuma?

ITERATIVE INNOVATION

A 'living model' with continual improvement through tests, reviews and lessons learned

LIFELONG LEARNING

Formal and informal learning opportunities for everyone from children to adults of all abilities

CROSS-SECTORIAL LINKAGES

Collaboration of multiple sectors to create a positive, healthy environment for learning

A NEW PARADIGM OF SELF-RELIANCE EDUCATION

LIVELIHOOD OPPORTUNITIES

Substituting humanitarian relief for products and services produced locally e.g. establishing a local furniture factory

INTEGRATED APPROACH

Synergy and peaceful cooperation between the camp and its host community and region

HOW

through several

WINDOWS OF OPPORTUNITY

HEALTH & NUTRITION

- Psychosocial and trauma counselling
- Safe learning environments
- Hearing and visual aids
- Immunisation in schools
- Health clubs
- Specialist visits



WATER

- Hygiene and sanitation in schools
- Wash initiative
- Clean water



SUSTAINABLE ENERGY

- Energy-efficient equipment & power
- Solar lamps
- Solar training and apprenticeship programme



SPORT

- Physical education in schools
- Sports tournaments
- Talent scouting
- Playgrounds



ICT

(Information & Communication Technologies)

- Multi-purpose Innovation Centres
- ICT labs
- Health SMS
- Computers / Tablets
- Internet connectivity

EDUCATION

- Early childhood development centres
- Primary & secondary schools
- Adult literacy classes

- Pedagogical advisors
- Peace education
- Vocational training
- Changemaker grants



PARTNERSHIPS

To date, several strategic partnerships have been formed with EAA, which will ease the implementation of the programme at Kakuma.

- Education Above All: Founder of the project, as well as development of education programme.
- UNHCR: Alignment with EAA to develop innovative model programme.
- ASTAD Project Management: Assistance with project management and development.
- Veolia Foundation: Provision of water, waste and energy services to schools and community centres.
- Qatar Solar Technologies: Provision of solar energy solutions to improve learning and living environments.
- Qatar Supreme Committee for Delivery and Legacy: Provision of sports facilities, equipment and training.
- Qatar Charity: Funding for facilities and supplies for educational institutions at the camp.
- Refugees United: Will launch m-Health programme to educate refugees about health issues.



Kakuma Refugee Camp, Kenya, 2014

Looking to the Future

This is the only
hi res photo

Kakuma hopes to break the cycle of dependency by establishing a process of lifelong learning. If successful at Kakuma, this new approach to humanitarian aid may be replicated and applied to other refugee camps. It aims to create a paradigm shift in how humanitarian aid is delivered to protracted refugee situations. This four-year programme will commence in 2015.

This project is a bold step towards redefining the refugee assistance regime, moving away from the dependency cultivated by short-term assistance, towards a model that supports education in a way that is holistic, sustainable and aimed at self reliance.

Outreach



The Outreach and Communication Directorate was established slightly over a year ago to increase awareness, understanding and support of EAA's vision, mission, and accomplishments among EAA's many local and international stakeholders. A major focus of this directorate is the formulation and implementation of strategic fundraising and communications initiatives, plans and events that enhance fundraising efforts and raise the profile of the organisation. The important work performed by this department greatly impacts the annual fundraising achievements.

Through effective collaboration and teamwork of the Fundraising, Communication, Events, Social Media, International Affairs, Branding and Partnerships Relations specialist staff, and despite its short existence, the Outreach and Communication Department has made major progress in 2014. By raising public awareness of EAA, it has established strong relationships with the local community and succeeded in implementing the local fundraising strategy and securing funds for EAA's programmes.

Achievements

Events

The events team designed and supported events hosted by EAA this year, such as the 2nd EAC High Level Ministerial Meeting: Accelerating Action for Out of School Children, 29-30 April 2014. Ministers of Education and high-level representatives from 16 countries gathered to lend support to expanding access to primary education programmes. Another major event was the EAA programme at the World Innovation Summit for Education, a Qatar Foundation event, which dedicated the second day of the Summit to EAA's theme: 'The Unfinished Agenda'.

Website

The EAA website has won multiple awards:

2014 **Gold Award Winner** – General Website Categories - Social Responsibility

2014 **Gold Award Winner** – Website Features - Home Page

2014 **Gold Award Winner** – Charitable Organizations/Non-Profit

2014 **Silver Award Winner** – Education

2014 **Silver Award Winner** – Website Features - Visual Appeal

Belgian Mixx Awards:

2014 **Gold Award** – Best Web Design

– IAB Mixx Awards



Continent	Sessions	New Users	Contribution to total: New Users
	109,521	56,155	
	% of Total: 100.00% (109.522)	% of Total: 100.00% (55.875)	
1. Asia	46,395	40.32%	
2. Europe	33,218	31.66%	
3. Americas	24,311	22.94%	
4. Africa	3,429	2.86%	
5. Oceania	2,033	2.05%	
6. (not set)	135	0.17%	

Education Above All's website received on average 7,000 visits per month in 2014, with an average time of five minutes spent on the site.



التعليم | education
فوق | above
الجميع | all

STAND WITH US
**EMPOWER
CHILDREN**
THROUGH EDUCATION

التعليم | education
فوق | above
الجميع | all

تضامن معنا

ساعد في توفير
تعليم ذو جودة عالية

GIVE THE GIFT OF OPPORTUNITY

STAND WITH US AND MAKE A DIFFERENCE

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

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

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

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

MY DONATION Select your amount



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

I WOULD LIKE TO GIVE

\$

730.00 QAR (1.00 USD = 3.65 QAR)

DONATE 200\$ >

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

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

To facilitate grassroots donations, EAA launched on its website, the online payment page in November 2014.

EAA's Outreach team have also developed the capacity to receive online donations on

www.educationaboveall.org/donate



I support

التعليم
فوق
الجميع | education
above
all

f Education Above All
@EAA_Foundation

#EAA

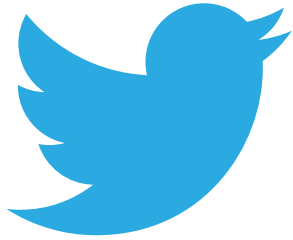
Youth advocate participating in social media campaign at WISE 2014

Youth Advocacy Programme

A Youth Advocacy Programme has been developed, where 14 Qatari undergraduate students are currently being groomed as advocates and leaders within their community. They played an active role as moderators at the WISE conference in 2014, and have been to the General Assembly in New York and the Syrian refugee camp in Turkey. The programme aims to prepare these youths to become genuine advocates, with a deep understanding and passion for EAA's mission.

Social Media

Social media is proving to be a great tool to engage the general public in EAA's mission. The Education Above All Facebook page stands at over 20,000 likes, and the Twitter feed had over 2,700 followers at the end of 2014, with continuous news and messaging being shared on both media.



1.50%

Average
Engagement
Rate

656

Total
Following

978

Total
Tweets

80 Total Followers
End of 2013

Total Followers Acquired

2,620

Total Followers - End of 2014

2,700

EAC projects in Ethiopia, 2014



facebook®



Total Likes
20,205

Organic
16,302

Paid
3,903



Total Reach
1,911,379

Organic
247,779

Paid
1,663,600



Total Impressions
4,653,169

Organic
615,192

Paid
4,037,977



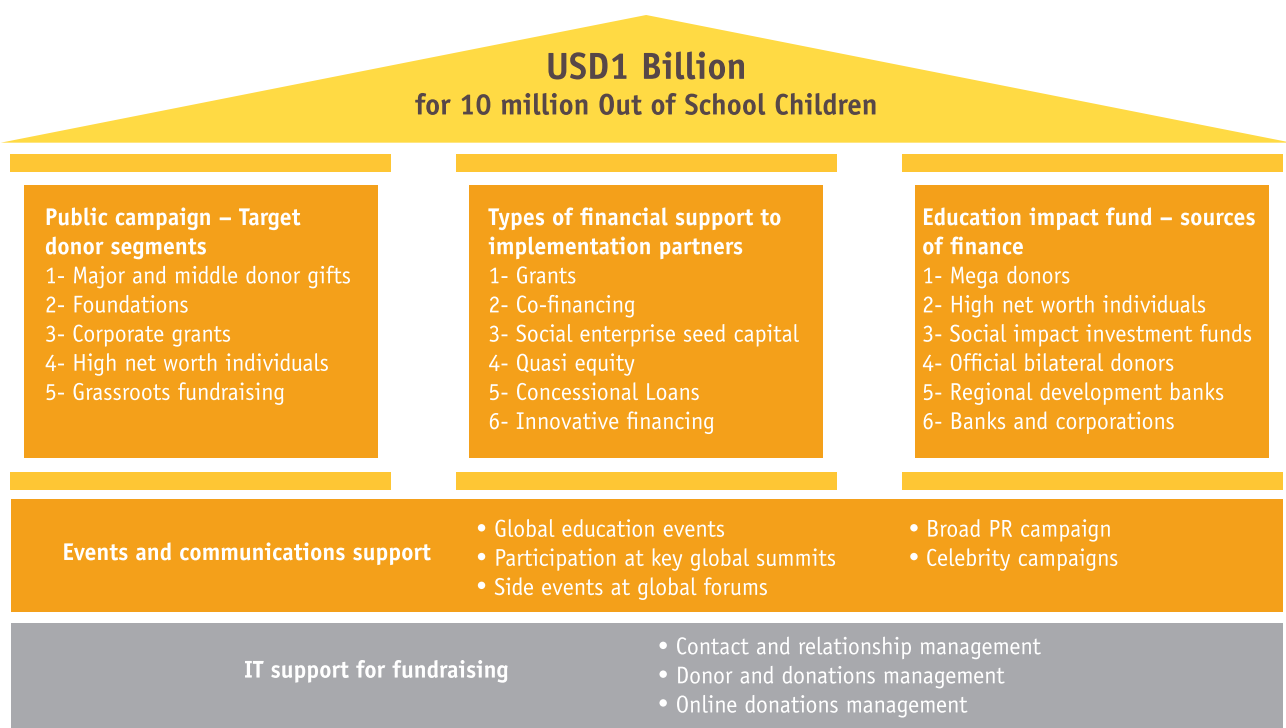
Total Clicks on Posts **50,697**



Resource Mobilisation

Building on the awareness and fundraising efforts, the Outreach team succeeded in engaging and signing agreements with the below donors and/or advocacy partners in 2014:

- Qatar Handball 2015
- Ministry of Energy, leading to agreements with Qatar Petroleum and subsidiaries, including QAPCO, QAFK, Exxon Mobil, Oryx GTL and Qatar Industries
- Qatar Supreme Committee for Delivery and Legacy
- Qatar Airways
- Al Ahli Bank
- W Hotel, Doha
- Qatar Charity



Looking to the Future

2015 will be heavily focussed on the launch of the international fundraising model. There will also be a push to expand visibility within the local community of Qatar, as well as promoting the online donation facility, which is now active.

Fund Design



To support the drive toward achieving the 'Unfinished Agenda', EAA has taken steps to facilitate its fundraising reach beyond Qatar. EAA has engaged QNB Capital (QNBC) to advise on the establishment of an optimal tax efficient entity for the purpose of raising and disbursing donor funds to charitable initiatives, in a manner consistent with EAA's strategy. Ernst & Young and K&L Gates were brought on board by QNB as external advisors to assist with tax and legal advise respectively.

The recommended route was to maintain the current EAA Qatar entity as the organisation's global hub, establish a 'Friends of' entity in the US and a European Hub.

This concept, which was approved in November 2013 by the Board of Trustees, has been adopted and developed by the Executive Committee and aims to be launched in early 2015.

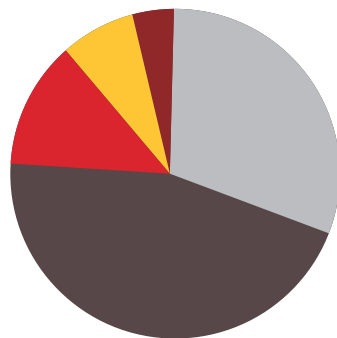
Since no single jurisdiction can provide tax benefits to donors in all of EAA's target fundraising jurisdictions, EAA has decided to establish its presence in the countries/regions likely to generate the most donations. To this end, EAA has selected the United Kingdom and USA as hubs, with room for future branches to be established at a later date. The UK and USA hubs are planned to be activated in early 2015.





Sudan, 2014

Anticipated Fundraising Donations by Region



Qatar	10%
GCC	4.5%
Europe	23.4%
USA	36.9%
Asia	18.9%

Source: Bob Carter Companies Ltd.

The selection of the **UK** and **USA** as hubs was driven by these benefits:

- Perceived credibility among donors
- Familiar jurisdiction to Qatari entities
- Internationally recognised financial hub
- Presence of large international NGOs and charities
- High standards of corporate governance

Operations and Administration

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

Human Resources

The Human Resources department works as a strategic partner to deliver on EAA's vision and mission by attracting and retaining the best international talent within the field of education.

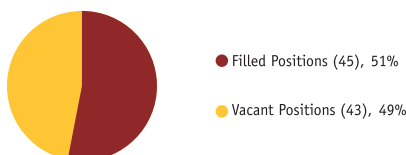
Service area covered by the HR team include:

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

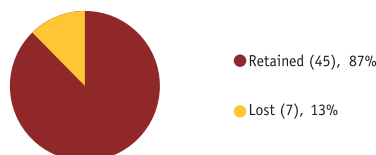
HR KPIs

Recruitment Efficiency

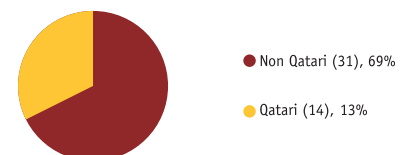
Positions to Fill by 2015 : 88



Staff turnover from Jan - Dec 2014



Qatarization



Information Technology

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

Contracts

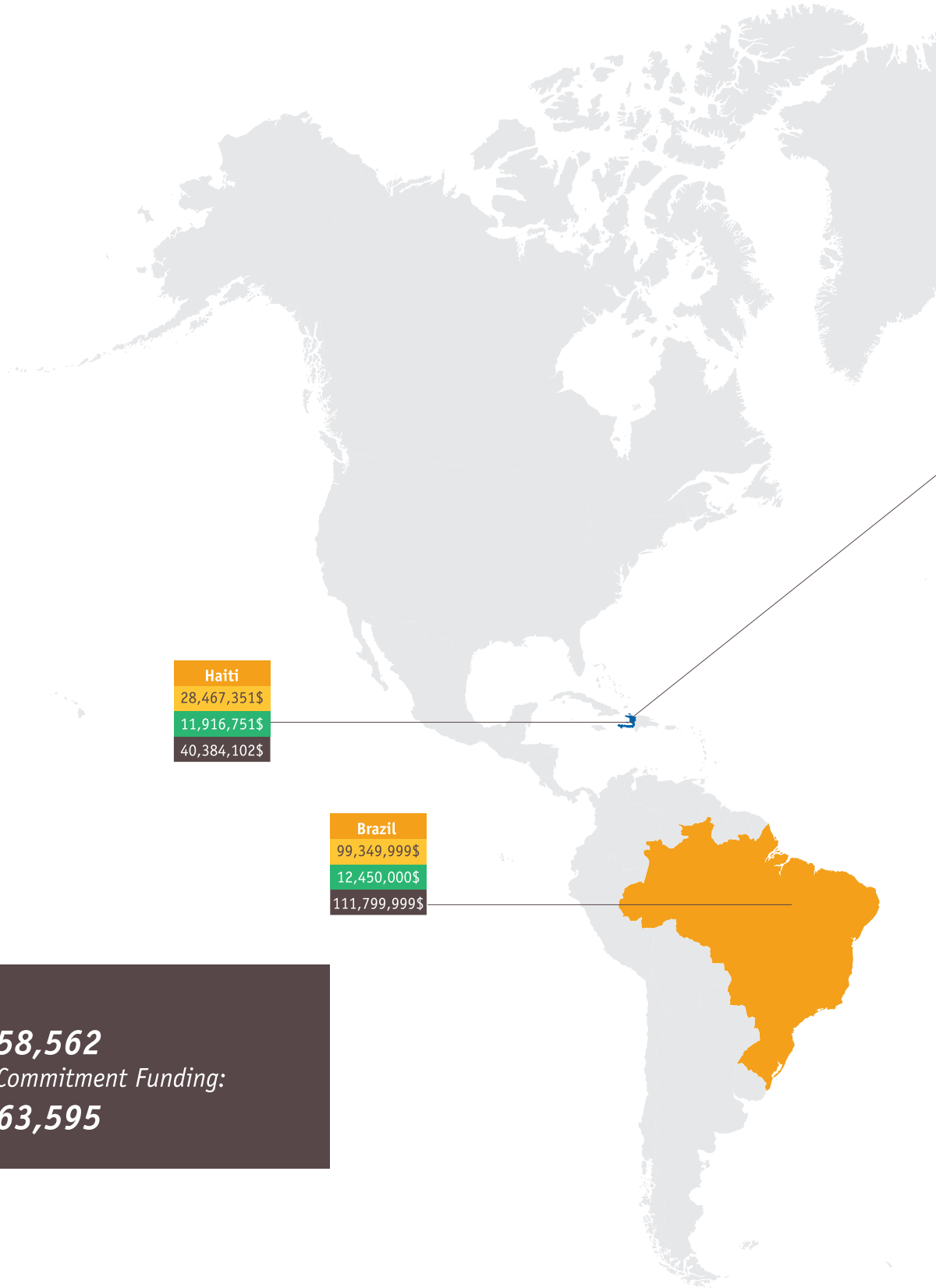
The Contracts Department support EAA's programmes and directorates through the management of the contractual relationship with suppliers, consultants and partners. The emphasis is on ensuring compliance with legal, regulatory and policy requirements and attaining high quality, cost effective products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

Finance

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

EAC Investments per Country

■ Co-Funding
■ EAC Funding
■ Project Cost



UNHCR
45,792,024\$
43,438,196\$
89,230,220\$

Haiti
28,467,351\$
11,916,751\$
40,384,102\$

Brazil
99,349,999\$
12,450,000\$
111,799,999\$

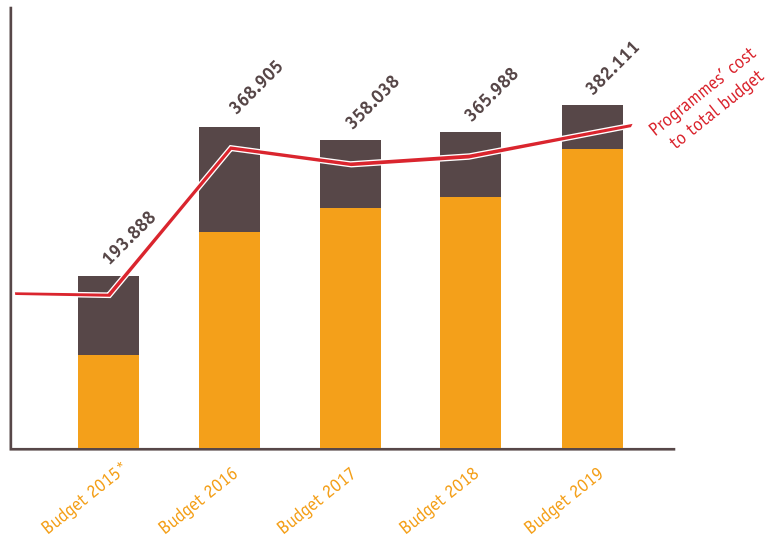
Total EAC:
USD 366,158,562
Total Partners' Commitment Funding:
USD 584,963,595





Financial Data

Source of Funds (USD Millions)



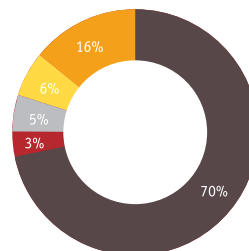
* 2015 budget runs from April to December 2015.

● Government ● Resources Mobilization

Breakdown by division

Programme

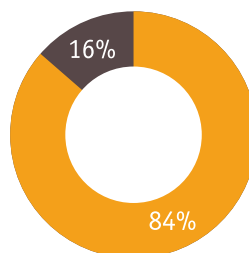
- Fakhoora
- HQ
- EAC
- PEIC
- UNESCO IRAQ



Note : HQ include; CEO Suite, Strategic , Policy & Research, Outreach, Admin & Finance, and Fundraising

Programme Cost Vs Non-Programme Cost

- Programme Cost
- Non Programme Cost



How To Get Involved

At a Project Level

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

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

Through Donations

On average, EAA invests 100 US Dollars to educate a child for a year. EAA gratefully accepts online donations of any amount on: www.educationaboveall.org/donate.

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

Education Above All PO BOX 34173, Doha, Qatar

Account number: QA64 QNBA 3 1805 0216 0013 0000 0000

Swift: QNBAQAQXXX

Communication: Educate A Child

Through Corporate Fundraising

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

As a Partner

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

Strategic partners

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

Implementing partners (mainly for EAC)

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 the poor and marginalised, particularly those affected by poverty, conflict and disaster.

Resource partners

Resource partners are organisations that contribute financially to EAA's mission and bring new life chances, real hope and opportunities to children, youth and women and empower them to become active members of their communities.



ស្រាវជ្រាវ	ប្រមូល	ប្រយោជន៍
ស្ថាប័ន	ស្ថាប័ន	ស្ថាប័ន
មណ្ឌល	មណ្ឌល	មណ្ឌល
ចំណាស់	ចំណាស់	ចំណាស់
ប្រាប់	ប្រាប់	ប្រាប់
ជូនដំណឹង	ជូនដំណឹង	ជូនដំណឹង
ធ្វើគុត	ធ្វើគុត	ធ្វើគុត
ទ្រព្យ	ទ្រព្យ	ទ្រព្យ
បុព្វ	បុព្វ	បុព្វ
យប់	យប់	យប់
វិធី	វិធី	វិធី



Children on a school bus, Lebanon, 2014

Donors

The fundraising efforts officially commenced in Qatar in 2014 and have proved to be fruitful. The following is a list of Qatar-based donors, who generously supported EAA's campaign:

- **Qatar Handball 2015:** Proceeds from all ticket sales will go to EAC, as well as visibility
- **Barwa Bank:** QAR365,000 contribution
- **Ministry of Energy, leading to agreements with Qatar Petroleum and subsidiaries including:**
 - QAPCO: QAR500,000 contribution
 - QAFK: Funding agreed from 2015 budget, as well as long term funding for five years
 - Exxon Mobil: USD2M per year plus sponsor of High Level Strategic Meeting in April 2014 QAR730,000
 - Oryx GTL: QAR100,000 contribution
 - Qatar Industries: QAR500,000 pledged for 2014 plus long term funding for five years
- **Qatar Supreme Committee for Delivery and Legacy:** Financial contributions of QAR2M per year for three years
- **Qatar Airways:** Onboard envelope for donations, matched by Qatar Airways, equalling QAR2.4M in November 2014
- **Al Ahli Bank:** Financial contribution of QAR600,000 per year for three years
- **Qatar Star League:** Financial contribution
- **W Hotel:** Donating proceeds of two dishes at F&B outlets as well as donation envelopes in all rooms
- **Qatar Charity:** Manages grassroots donations on behalf of EAA
- **Individual donation:** QAR365,000

Staff

Abdul Naser Amin Parkar, Finance and Administration
Ahmed Mohamed Taha Ali, Finance and Administration
Aisha Saeed Al-Misned, Al Fakhoora
Al Anood Al-Attayah, Outreach
Ali Turki A Al-Sobai, Finance and Administration
AlJazi Hasan Darwish, Outreach
Armend Reka, Strategy, Policy and Research
Asad Khalid, Al Fakhoora
Dahlia Maarouf, Al Fakhoora
Desmond Patrick Birmingham, Programmes
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Jana Fouad Abdel Sater, Finance and Administration
Jennifer Lynn Abdul Jabar, Al Fakhoora
Kamal Hafez, Legal Counsel
Karen Bryner, EAC
Kevin Aedan Donohue, Al Fakhoora
Khalid Abdin, Finance and Administration
Lakshmi Oggu, Finance and Administration
Lara Mohammad Husseiny, Outreach

Leonardo de Castro Pinheiro, Strategy, Policy and Research
Lubna Al Attiah, Outreach
Marcio Nogueira Barbosa, Chief Executive Officer
Mariam Ali Al Misnad, Outreach
Margaret Elizabeth Sinclair, PEIC
Mark Richmond, PEIC
Mary Joy Pigozzi, EAC
Maxime Claude Gilbert Decooman, Outreach
Michael Cacich, EAC
Mohamed Ibrahim M Y Kafoud, Finance and Administration
Mohammed Saad R A Al- Kubaisi, Finance and Administration
Mubarak Nasser Thamer E. Al-Thani, PEIC
Nicola Jade McCulloch, EAC
Norma Lutfallah Haddad, Outreach
Oussama Eraky, EAC
Richard Ashford, EAC
Salam Yacoub, EAC
Shaikha Ahmad Al-Tamimi, Finance and Administration
Saoud Abdulziz H A Al-Thani, Finance and Administration
Wafa Ahmed Mohamed Salih, EAC
Yousif Ayoub Kadkhodael, Finance and Administration

Partners

Strategic Partners



United Nations
Educational, Scientific and
Cultural Organization



EAC Partners



Roger Federer Foundation



PEIC Partners



Al Fakhoora Partners



Kakuma Partners



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.