

التعليم | education  
فوق | above  
الجميع | all



علم طفلاً  
EDUCATE A CHILD

A programme of education above all™

Partnering for a  
Sustainable World  
**EDUCATE A CHILD**





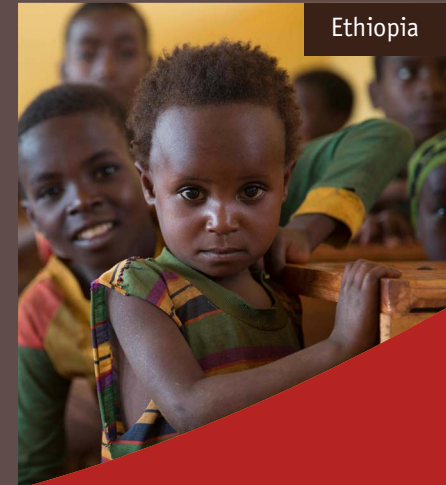
## WHO WE ARE

Established in 2012, Education Above All (EAA) is a global foundation with a key focus on ensuring inclusive and equitable quality education for vulnerable people, especially in the developing world. EAA believes quality education is the most effective means of poverty reduction, generating economic growth, and creating peaceful and just societies. It is a fundamental right for all children and an essential condition to realising the UN Sustainable Development Goals (SDGs). In particular, our mandate supports Sustainable Development Goal 4 (SDG4) "to ensure inclusive and equitable

quality education and promote lifelong learning opportunities for all." EAA is the parent organisation of four distinct internationally mandated programmes: Al Fakhoora, Educate A Child (EAC), Protect Education in Insecurity and Conflict (PEIC) and Reach Out To Asia (ROTA). At present, EAC is the largest of the Foundation's programmes. EAC's mission is to enrol and retain more than 10 million out of school children in quality primary education. EAC and its partners strive to achieve individual and social outcomes for these children, their communities and a better, more sustainable world for us all.

"Education transforms lives. To receive a quality education is to acquire a mindset open to understanding others and become sensitive to the complexities of the world. It is to develop responsible citizenship in order to understand the challenges we face and to craft solutions for a sustainable future. In the vein of our partnership with Education Above All, it is through cooperation and the commitment of all that we will move forward to achieve our goals."

**Audrey Azoula**  
Director-General of UNESCO (2018)



Ethiopia

## WHY OUR WORK MATTERS

**Primary education can transform values and/or outlooks or behaviours, promoting positive changes in society**

Education is essential to human development, but over 64 million children at the primary level remain out of school. Primary education is the foundation on which all other levels of education rely; it is also the first building block in transmitting a society's values to children. The case for investment in it is clear. The benefits and impacts of primary education are well documented (e.g., increased GDP, better health outcomes, more life choices, decreased inequality, reduction in crime, improved social cohesion, reduced early marriage). That is why, with a need so great and the dividends concrete, it is critically important for EAC to seek out and connect with still more partners who share our vision of a world where every child realises her/his right to a quality primary education.

EAC's sole focus is to help close the gaps that hinder out of school children (OOSC) worldwide by addressing barriers to education such as poverty, challenging geographies, conflict, insecurity and instability, refugee/IDP status, gender discrimination, lack of infrastructure and resources, poor quality of education and special needs. Primary education can transform values, outlooks and/or behaviours, promoting positive changes in society. Moreover, education is crucial in a world where economic disparities are increasing and becoming more visible, leading to dissatisfaction and sometimes, social unrest. Additionally, our work is important because of the scale and impact achieved in a short time.



Bangladesh

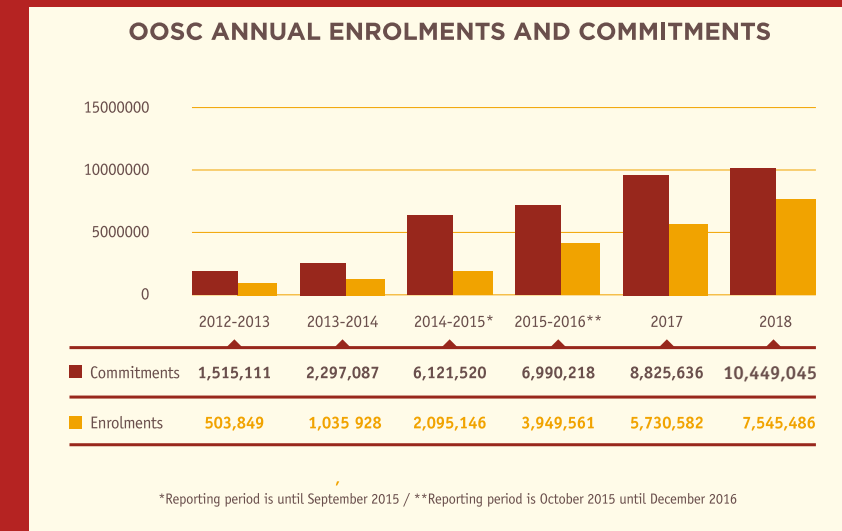
"Our Right to Learn project has really impacted positively on our community members... This is the first time we are seeing a small organisation bring a true and positive change to our communities."

**Advocate, Girl Child Network, Kenya (2015)**

"Since 2012, EAA has aided Educate Girls to achieve our shared goal of ensuring primary education for the most marginalised children. Our partnership has been pivotal in scaling-up Educate Girls, while ensuring increased enrolment and retention of children in some of the most rural, remote and underserved geographies of India. From a personal standpoint, as a social entrepreneur, one looks out for multi-year, strategic and goal-oriented funding and we could not have had a better partner than Education Above All."

**Safeena Husain**  
Founder & Executive Director, Educate Girls, India (2017)

## OUR ACHIEVEMENTS



In 2012, EAC set the ambitious goal to reach at least 10 million of OOSC at the primary level. Solid action and strong partnerships can catalyse significant and positive change. This bar graph demonstrates our commitment to action and actual results.



Haiti

"I'd like to congratulate EAA for reaching this milestone; together we have shown the power of collective action."

**Alistair Burt**  
former Minister of State at the Department for International Development, UK (2018)



Data on this page is accurate as of 31 December 2018 unless otherwise stated



## KEEPING THE PROMISE TO OVER 10.4 MILLION CHILDREN

Commitments in place for 72 projects to provide quality primary education to more than 10.4 million OOSC.



## 7.5 MILLION ALREADY ENROLLED

2.3 million are refugee or internally displaced children.



## 50 COUNTRIES

We go where the need is greatest, including 20 conflict-affected areas.



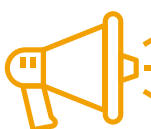
## US\$1.8 BILLION

Against commitments of over US\$1.1 billion through partnerships; we have contributed US\$671 million.



## RETENTION – 87%\*

EAC and its partners concentrate on tracking individual children and monitoring her/his retention.  
\* for projects that can report retention, June 2018



## ADVOCACY FOR INFLUENCE

Results at scale require advocacy. EAC advocates for OOSC through: collaborating strategically, mobilising additional financial resources, engaging communities, influencing policy change, promoting multi-sectoral collaboration and improving OOSC data.



## 42 IMPLEMENTING PARTNERS

Education stakeholders from development and humanitarian organisations to community-based groups.



## KEEPING TRACK OF THE PROMISE

EAC projects identify and track each individual child.



## 7 ODAs (OFFICIAL DEVELOPMENT ASSISTANCE AGENCIES) ENGAGE WITH EAC

Agreements in place with AFD, BMZ, DFID, KOICA, QFFD and USAID means their contributed funds can be distributed as co-financing to EAC projects. EAC's original portion can then be reallocated to new projects, extending funds even further.



## KNOWLEDGE CONTRIBUTION

We contribute to the international knowledge base on OOSC through: demonstrating results for the most disadvantaged, case studies, targeted research and analyses linking policy and practice, policy dialogue and participation in and hosting meetings and expert groups.



## PARTNERING AT THE GLOBAL LEVEL

Linking locally-based projects to the global education architecture, EAA participates in the UNESCO led SDG4 Steering Committee, the Global Partnership for Education (GPE), the International Network on Education in Emergencies (INEE), the Global Alliance to Monitor Learning (GAML), ECOSOC and the International Education Funders Group (IEFG).

“It is clear that the exclusion of OOSC from primary education has a huge economic cost... The project will enable 596,597 OOSC to access quality primary education... This dynamic and innovative project is to be implemented over a four-year period. The total estimated cost of the project is US\$145.35 million... As the first country to be part of this innovative programme please allow me to emphasise the full support of the Government of Mali to the IsDB/ISFD and EAA for launching this essential programme that is sure to mobilise more innovative financing to tackle the issue of OOSC, and therefore catalyse efforts to achieve Universal Primary Education, particularly for the most marginalised in lower income countries.”

**Abou Diarra, PhD**  
Representative of the Ministry of Education, Government of Mali (2018)

# WHAT MAKES US UNIQUE?

Our global achievements can be attributed, in large part, to our singular focus, commitment to scale and distinctive operational model – a model developed after assessing and learning from conventional models and continuously building on experience. EAC is committed to serving as a catalyst for making a difference in education by acting differently.

Key to our distinction are our partnership model and processes, which include:

- Focussing on barriers and not “naming and blaming”
- Utilising local knowledge and expertise
- Being non-prescriptive – partners provide solutions
- Taking solutions to scale
- Leveraging expertise and experience
- Insisting on sustainability
- Embedding strong monitoring components
- Keeping the number of OOSC as the primary data point
- Encouraging cross-sector solutions to support the SDGs: no poverty, zero hunger, health and wellbeing, and gender equality, for example
- Requiring 50 per cent co-funding for local ownership and investment
- Looking for innovation
- Sharing funding criteria from the start



Brazil

“Before the intervention, there were many challenges. The community now sees the value of education. They saw the school as an island that belonged to teachers only. Now they have ownership of their school and are ready to support it and their children’s education.”

**Husen**  
School Supervisor, Ethiopia,  
EAC/Imagine1day project  
(2016)

SDGs are interrelated and a focus on one goal impacts others as well. EAC’s concentration on SDG4 and project interventions to eliminate barriers to education, positively address multiple, overlapping barriers inherent across the UN’s 2030 Agenda for Sustainable Development. For example, WASH facilities improve education access, in particular for girls, and also support SDG6 (promoting more equitable access to sanitation and clean water). Provision of scholarships, cash transfers or school materials decreases the opportunity cost of getting an education, as well as the need for children to work (SDG8). The links to other sectors are without question a two-way street. Investments in education pay dividends in other sectors and vice versa. The lesson is clear: the benefits derived from education investments are not solely the province of education. Education has a spill-over effect and thus far our emphasis on realising SDG4 has positively impacted SDGs 1: No Poverty; 2: Zero Hunger; 3: Good-Health and Wellbeing; 5: Gender Equity; 6: Clean Water and Sanitation; 8: Decent work and Economic Growth; 10: Reduced Inequalities; 16: Peace, Justice and Strong Institutions; and 17: Partnership for the Goals.



Pakistan

“I learnt a lot about the positive and lifesaving impact Educate A Child has on many Palestinian Refugee children from Syria. The way the children benefit from the provision of psychosocial support and the safe spaces is tremendous, especially since the most severe psychological consequences on children’s development can be prevented by providing psychosocial support and ‘safe havens’ in Syria, where children can take a break from the everyday struggle and study or just play and be a child, which is so important. I am truly impressed.”

**Volunteer, EAC/UNRWA project, Palestine, Syria (2015)**



## WHY PARTNER WITH US?

The power of partnership is and has been crucial to our operational framework. We recognise that there are many organisations actively working to get and keep children in quality primary education programmes and have extensive knowledge of the challenges that OOSC face. There are also organisations with expertise in raising awareness of issues, developing widespread networks and mobilising resources. It is only by bringing together the combined knowledge, skills and experiences of these organisations that we will be able to help millions more children access their basic human right to receiving an education.

Partnerships have been central to EAC's strategy to reach more than 10.4 million OOSC in just under six years. This accomplishment shows that through partnerships even the most intractable global challenges can be addressed. EAC's co-funding model, perhaps one of its most defining features, promotes and necessitates partnerships. We finance projects on a co-funding basis with our implementing partners (EAC will not provide more than 50 per cent of total project costs), as a means to share commitment and leverage limited financial resources.

Another means to leverage financial resources is to engage directly with other funders, recognising that the financial requirements to reach millions of OOSC are much greater than we alone can carry. EAC's co-financing model allows the use of EAC and other donor funds, together enabling us to stretch our financial resources even further and reach more children who are out of school.

But, partnering with EAC is more than just a financial contribution. We leverage the expertise, experience, capacity and relationships of our partners. Partnerships come in many forms within EAC: implementing, strategic, resource and advocacy. Each partner adds different, yet complementary value. At the heart of each partnership is the desire to reach the many millions of children worldwide who are out of school.

Simply put, partnerships create a greater impact and by working together it is possible to create a better, more just and sustainable world.

### EAC & Partner Contributions to OOSC Education (as of 31 December 2018)

Total Project Costs US\$1,828,975,191  
 Total Partner Co-Funding US\$1,157,921,643  
 Total EAC Contribution US\$671,053,548

## OUR GOVERNANCE STRUCTURES

A foundation that supports education worldwide requires a robust governance structure. EAA has strong governance, financial and accountability structures in place. EAA is audited by Ernst & Young and is governed by an International Board with Executive and Audit Committees that meet regularly. EAA contracted RSM to assess its financial management and governance policies; they concluded that EAA policies align fully with international standards. EAA provides all required services to its programmes including finance, legal, human resources, internal audit, procurement, policy and strategy, communications and outreach. With such strong governance, EAA ensures trust, honesty, focus and effective and efficient delivery of results. However, in addition to these organisational structures, EAC exerts an additional set of controls on its technical and operational actions to ensure that partners can undertake what they pledge to do in legal agreements based on agreed-upon targets, activities and budgets. These include: clear criteria, visible on our website, which span impact, cost effectiveness, implementation capacity, sustainability and co-funding; rigorous technical appraisal and field validation; stringent due diligence processes – internal and external; a high degree of selectivity – 9 per cent of partner applications are successful; robust quality assurance mechanisms in place including assessments, reporting, monitoring and visits; internal and external auditing; and external data validation.



Kenya

### LITERALLY, MILLIONS OF STORIES TO TELL

#### I can do everything because of education

Countless children walk long distances to get to school in a neighbouring community, scribbling their lessons in the dirt for lack of proper learning materials or gathering under a tree to learn. "I used to go at night. It was a long journey," says Phiona. "I would wake up at night and reach there in the morning." Phiona was tired and often missed part of her lessons, putting her at risk of falling behind. Determined, Phiona made the risky decision to walk through the dark night to get to school. EAC and its partner supported Phiona in overcoming barriers to education by building a school near her home. The teachers believe in her and encourage Phiona to pursue her dreams. She is proud of her new school: "It has many teachers and enough desks and the teachers like teaching children." Phiona plans to become a lawyer. "I can speak [English], I can write, I can do everything because of education," she says.

Uganda



#### It does not need a classroom

Ahmad was enjoying the summer preparing to enter sixth grade when the violence escalated. Ahmad, his parents and six siblings had to flee. "It was the most challenging time of my life... imagine going from one place to another, barely staying a few months." "I didn't know how long I would be out of school," he explains. Soon after the family moved to the Areesheh camp, EAC and its partner set up several tents to serve as an educational centre. "I always keep in mind that if I don't study now, I will regret it in the future," says Ahmad. One year on, Ahmad and 21 other students sat for placement exams and obtained their grade 6 certificate.



Syria

EAC media samples: [Independent](#) & [BBC](#) - Sarah's story. [EAC and UNICEF](#) help Syrian OOSC to catch up on learning (Forbes). [EAA founder visits projects in Sudan](#).

### SUPPORT MARGINALISED CHILDREN ALL OVER THE WORLD BY ENGAGING WITH EAC ON SOCIAL MEDIA

- Facebook** <https://facebook.com/educationaboveall.org>
- Instagram** [https://www.instagram.com/educationaboveall\\_eaa/](https://www.instagram.com/educationaboveall_eaa/)
- Twitter** [https://twitter.com/EAA\\_Foundation](https://twitter.com/EAA_Foundation)
- LinkedIn** <https://www.linkedin.com/company/education-above-all>
- YouTube** <https://www.youtube.com/c/EducationaboveallOrg>

"I am ready to eat sand and dirt. We can go without food, but they cannot stay out of school. Without an education, how is she (11-year-old Shahd) supposed to feel like a person? How will she ever fight for her rights? How will she even know what her rights are?" **Um Shahd, Palestinian refugee in Lebanon, EAC/UNRWA project (2017)**

"This amazing, breathtaking, powerful initiative is already beginning to transform the world... no initiative has achieved so much in such a short space of time." **The RT Honorable Gordon Brown DMP, United Nations Secretary General's Special Envoy for Global Education (2015)**

"EAA has not just committed to transform the lives of millions of children – it is actually doing so. We are proud to be partnering with EAA for some of the most vulnerable children in the world, their work is vital – long may it continue." **David Miliband, President and CEO, International Rescue Committee (2015)**

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