



ABDULRAHMAN AL BAKER - Bangladesh



عَلِّمُ طِفْلاً
EDUCATE A CHILD
A programme of education above all™

#TogetherFor10Million

September 2018



Foreword

April 2018 marks an important time in the work of the Education Above All (EAA) Foundation and its Educate A Child (EAC) programme. It is a milestone towards the achievement of a promise made by our Founder, Her Highness Sheikha Moza bint Nasser, to enable 10 million out of school children to access the quality education that is their right. Over 40 implementing partners have joined EAC and pledged to provide a quality primary education to 10 million of the hardest-to-reach out of school children. Already, over 6 million are enrolled with the possibility of a better future ahead of them, their families and their countries.

In this brief booklet, we summarise how EAC, together with its partners, charted a way to address the multiple barriers that children face in accessing education through an ambitious and ongoing effort that began in 2012 and now spans 50 countries. We hope that our shared achievement of working at scale and through organisations that have deep local roots and significant contextually relevant knowledge will inspire others to join us in helping the remaining 63 million out of school children realise similar opportunities.

Mary Joy Pigozzi, PhD

Executive Director, EAC

27 April 2018

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Keeping the Promise

The Education Above All (EAA) Foundation was established in 2012 by Her Highness Sheikha Moza bint Nasser with the aim of building a global movement that could contribute to improving the human, social and economic condition of the world's most marginalised through the provision of quality education. With a focus on those affected by poverty, conflict and disaster, the Foundation champions the rights of children, youth and women to empower them to become active members of their communities.

Aiming to trigger significant breakthroughs and a material difference in the lives of children who have no access to primary education, Educate A Child (EAC), a global programme of EAA also launched in 2012, has been helping millions of out of school children (OOSC) all over the world, through partnership and innovation, overcome the access and retention barriers blocking their path to education. With the long-term goal of ensuring formerly OOSC successfully complete a full course of quality primary education, EAC strives to achieve individual and social outcomes for these children, their communities and a more sustainable world for us all.

In 2000, the world made a commitment to ensure that, by 2015, children everywhere, boys and girls alike, would be able to complete a full course of primary education. From 2000 until 2007 significant progress was made. The number of OOSC was reduced by almost half. By 2008, however, enrolments started to stall and progress stagnated.

Reasons for the slowdown included: 1) The approaches generally used for children who were out of school (for example, there was a push to eliminate enrolment fees for public education) were not always sufficient to guarantee access for the hardest-to-reach; 2) International focus shifted from increasing access for OOSC to improving education quality for those already enrolled; 3) Global funds allocated to education significantly reduced; and 4) Conflicts, natural disasters and other crises continued to push large numbers of children out of school and further decreased education opportunities for others.

In 2012, Her Highness Sheikha Moza bint Nasser recognised that “without a focussed global effort to reach the most marginalised, the goal of universal primary education will not be attained.” That year she established EAC to provide quality primary-level education to 10 million of the most disadvantaged children around the world. With the vision of a world where every individual has the opportunity to learn through a quality education, HH Sheikha Moza bint Nasser formally launched EAC at the World Innovation Summit for Education (WISE) in Doha in November 2012, stating:

“In just six months, we have started working on over 25 projects in Africa, the Middle East and Asia. We have reached 500,000 children. This is just the beginning. And for me, it is not enough. Our ambition goes much further. Just imagine how many we can reach as we continue to build our partnerships in a true spirit of fruitful collaboration and mutual learning. That is why Educate A Child is collaborating with the world's most expert partners. Partners with broad global reach. And partners with deep local roots. Our aim is to bring them together in a fertile ecosystem, where innovative ideas can be nurtured. Where successful approaches can be adapted and replicated. This is how we will bring quality learning to millions of children. Educate A Child is about enabling. It is about doing. It is about adapting solutions to the needs of children.”



Our Vision

EAC envisions a world where all children have the opportunity to access a quality primary education. It pursues this global endeavour by supporting and expanding direct interventions that target the barriers preventing OOSC from fulfilling their right to a quality education.

Our Mandate

EAC's mandate is to influence the enrolment and retention of at least 10 million children who are out of primary education worldwide. EAC focusses on the most marginalised children; with a special emphasis on children in poverty; those facing social or cultural barriers to education; and children burdened by crisis and conflict. Through partnership and an orientation towards scale, innovation and sustainability, EAC contributes to creating a world where every child can realise her/his right to quality education.

Our Requirements

As of April 2018, EAC had secured commitments to reach over 10.4 million OOSC. EAC was only able to cross this remarkable milestone by strict adherence to a set of stringent and transparent criteria for prospective implementing partners. EAC partners with organisations that:

- Share our focus on OOSC at the primary level; in particular the hardest-to-reach;
- Work within national action plans that support OOSC, where they exist;
- Are committed to partnership and collaboration;
- Operate in countries and areas within countries where the need is the greatest;
- Are experienced in implementing primary-education activities in support of OOSC, including in fragile, conflict-affected and disaster situations;
- Have a proven track record of reaching OOSC at scale and the potential to reach more;

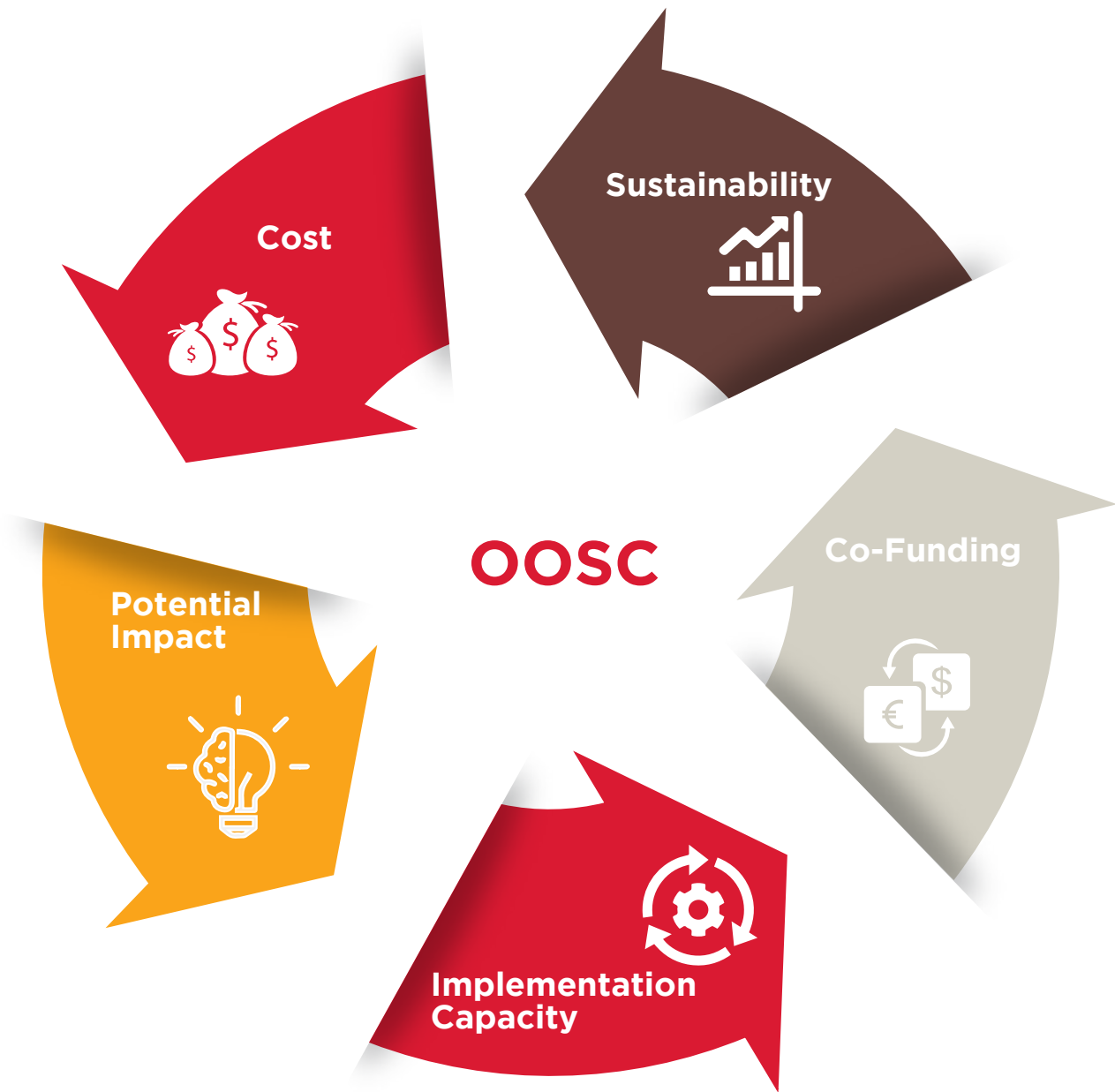
“Education means more to [refugees] than anything in their lives because it represents the future and not the nightmare of their past”

Melissa Fleming

Chief of Communications,
UNHCR



- Advocate effectively for education;
- Possess a demonstrable ability to collaborate through a co-funding model to contribute at least 50 per cent of the funding required for the education intervention; and
- Mobilise additional resources in support of primary education as necessary.



Catalysing Change

The Power of Partnership

The power of partnership is critical to EAC's operational framework. We recognise that there are many organisations already 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 of children realise their basic human right to receiving an education.

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

But, partnership to 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 adding 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.

Partnerships create greater impact - EAC could not have achieved its goal without harnessing the power of partnership.

Working at Scale

With an estimated 63 million primary-level children currently out of school and an ambitious target of reaching at least 10 million of them, working quickly and at scale was imperative. By scaling-up proven models, EAC and its partners have provided millions of OOSC at the primary level with an opportunity to learn in a very short timeframe. This could only be done by leveraging the technical, experiential, organisational and financial resources of many partners. EAC's investment in local knowledge and experience provides the opportunity to scale effective solutions quickly and efficiently. Scaling also draws attention to this issue - it shines the light on OOSC, the barriers impeding their access to education and effective solutions, thus serving an advocacy function as well.

EAC is able to work at scale by leveraging the full range of resources available. For example, EAC:

- Reinforces what works - We identify effective partners and provide technical and financial resources to scale-up proven models, reducing the time spent determining what will be effective or reinventing the wheel. EAC supports and scales programmes that enrol large numbers of OOSC (at least 10,000 per year).



- Ensures partner projects are aligned with government plans and priorities, and insists that partners are working with and through government staff and structures, thereby strengthening and reinforcing the systems in place, which serve a dual purpose of minimising the duplication of efforts and encouraging ownership and sustainability.
- Builds on existing capacity and programmatic infrastructure to keep costs down and expedite service delivery.
- Utilises a variety of funding models to leverage additional financial resources. For example,
 - Co-funding: As stated, EAC finances projects on a co-funding basis, requiring partners to secure at least 50 per cent of total project funds from other sources. Co-funding can include direct contributions from the partner organisation and/or other partners who are involved in project implementation, other donors, as well as monetary or in-kind contributions from governments and communities themselves.
 - Co-financing: From the beginning, EAC's vision was to engage more directly with other funders, recognising that the financial requirements to reach 10 million OOSC were much greater than we alone could carry. Therefore, EAC added a co-financing model where EAC and other donor funds are jointly used to leverage additional funds from partners, enabling us to stretch our financial resources even further and reach more OOSC.
 - Investment Per Child (IPC): For internal budgeting purposes, EAC uses an average figure of US\$100 per child, with the understanding that quality education for any child requires time, energy and financial resources that far exceed this sum. EAC's IPC is a deliberate effort to get partners to see EAC support as catalytic in securing additional funds and as being time-bound.

The Head of Gulf Partnerships from Plan International Canada explains how EAC's approach has helped their organisation leverage even more resources:

"... an individual donor funded the EAC Uganda project's match at US\$600,000. The donor had originally expressed an interest in funding a project in the US\$150,000-\$200,000 range. However, after reviewing the project proposal for Uganda, and learning about EAC's generous 50 per cent lead contribution, he stretched his donation."

To date, EAC's average financial contribution across 71 projects stands at approximately 37 per cent of total funding. At the moment, EAC's average IPC is US\$65, indicating the ability of partners to bring other resources to contribute to education for OOSC.

Commitment to Quality

EAC assesses potential partnerships with a view to their ability to provide access to a quality primary education experience. EAC understands that quality education can have different meanings in different contexts and maintains the importance of defining quality in terms of both local perspectives and international standards. Thus, EAC appreciates the dynamic nature of each context and supports programmes that address the dynamism of the barriers inhibiting OOSC's access to education.



Barriers and Strategies to Increase Access to Primary Education

Children face many barriers to realising their right to education, which may span family issues and social and cultural norms to school-related factors. Barriers to education are often multiple and overlapping, for example consider a girl living in poverty. In response, EAC and its partners help OOSC overcome the obstacles by addressing these barriers through proven and innovative, locally appropriate interventions. Our partners' solutions are multi-faceted and holistic; and often reach outside the education sector itself. The graphic below highlights the key access barriers and are illustrative of EAC partner approaches to mitigate them.

Poverty



Cost is a pervasive barrier globally for large segments of society with low household income. Direct and indirect costs include school fees, transportation, books and supplies, earnings foregone and the value of household work not performed.

- ◆ School Uniforms
- ◆ Income-Generating Activities
- ◆ Community Mobilisation
- ◆ Village Savings & Loans Associations

Challenging Geographies



An environment may be challenging in terms of physical geography. Challenging physical geographies may include mountainous areas and steep hillsides, deltas, river basins, deserts and islands, etc.

- ◆ Alternative-School Facilities
- ◆ Mobile Schools
- ◆ Boat Schools
- ◆ Single Classrooms Schools
- ◆ Programmes for Overage

Conflict, Insecurity & Instability



Conflict-affected situations, insecurity and instability serve as formidable barriers to children trying to access an education.

- ◆ Home-Based Schools
- ◆ Protection Committees
- ◆ Psycho-Social Support
- ◆ Infrastructure Improvement



A refugee is someone who has been forced to flee her or his country because of persecution, war or violence. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

- ◆ Healing Classrooms
- ◆ Accelerated-Learning Programmes
- ◆ Safe/Child-Friendly Schools
- ◆ Instruction in Home Country Languages

Gender



The state of girls' education has improved, it's true, but girls continue to lag behind boys, in many areas of the world, in terms of access to and completion of education, and the acquisition of basic skills.

- ◆ Policy Reform
- ◆ Recruitment of Female Teachers
- ◆ Community Engagement
- ◆ Gender-Separated Latrines

Infrastructure



Inadequacy of learning space and associated facilities is a pervasive factor for OOSC in rural and densely populated urban settings, particularly in developing nations.

- ◆ School/Classroom Construction
- ◆ WASH Facilities
- ◆ Temporary-Learning Spaces
- ◆ Accommodation for Children with Special Needs

Resources



Three kinds of resources are necessary to deliver quality formal and non-formal primary-education programmes: human, material & financial.

- ◆ Teacher Recruitment
- ◆ Learning Materials
- ◆ Private Sector Investment
- ◆ Teaching Aids
- ◆ Teaching Incentives

Quality



An education considered of poor quality can be a barrier to enrolment and completion. Families who live in difficult circumstances will often not invest in education where this is the case.

- ◆ School Management
- ◆ Committee Trainings
- ◆ Student-Governing Bodies
- ◆ Teacher Training
- ◆ Instructional & Supervisory Support





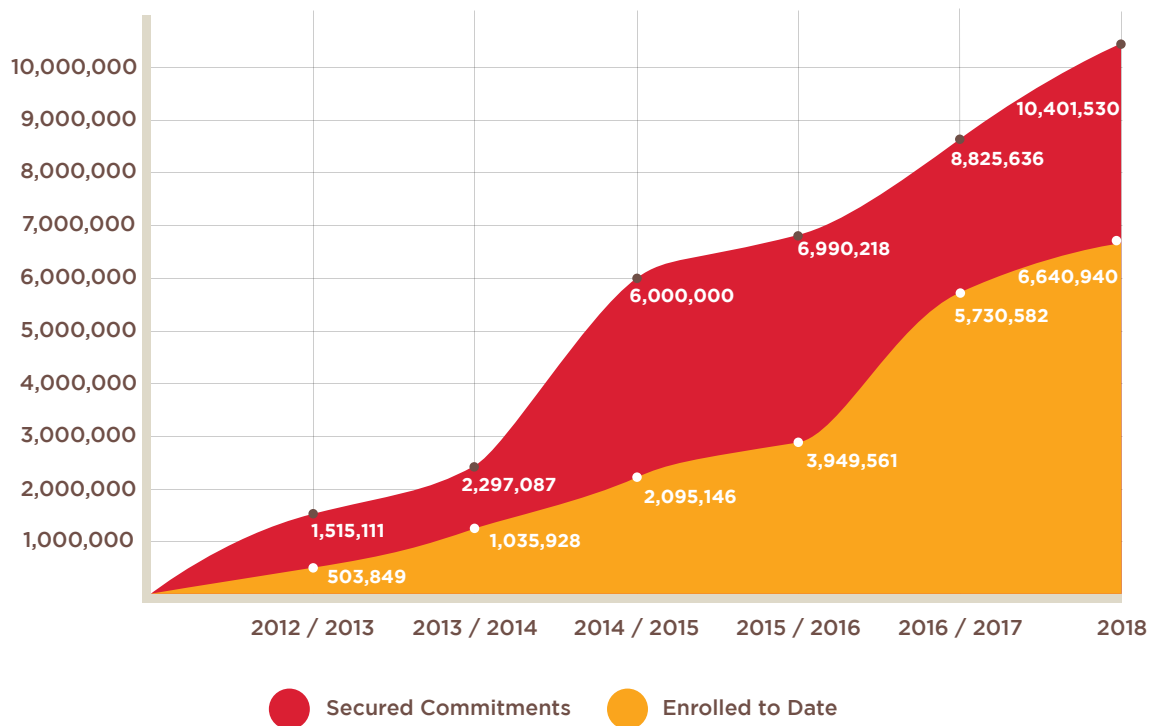
“Education is the best thing that can happen to a young boy or girl”

Irina Bokova,
former Director-General, UNESCO

EAC by the Numbers

At its core, EAC is about catalysing change so that education can make a difference in the lives of those who are most disadvantaged. In a little over five years, we have collaborated with partners, each of which have truly interesting achievements and stories. Together we are trying to change 10.4 million futures! Below are some of the combined achievements.

EAC's progression regarding partner commitments to enrol OOSC and actual enrolments, over the years, is summarised below.



The chart above illustrates that since 2012, EAC and its partners, have been able to secure OOSC enrolment commitments, on average, of over 1 million per year. Analysis of a representative sample of EAC projects confirms that about nine out of every 10 OOSC enrolled through partner projects are actually retained in the education system. Unfortunately, most of these data are not captured in conventional Education Management Information Systems (EMIS) because in-school data systems are seldom linked to OOSC or the data sets of alternative providers.

However, identification and enrolment of OOSC are only part of the story. Experience shows that the barriers that prevent children from accessing education are persistent, they do not go away once a child enrolls in an education programme, but continue to act to either push or pull that child out of education. Therefore, EAC and its partners address education quality issues as well as the holistic needs of the child to help ensure she/he is retained and learning. For example, EAC partners build capacity of school management committees to develop and implement school improvement plans and mobilise local resources to improve infrastructure and the availability of learning materials with the aim of improving education quality and learning. Constructing latrines, especially those that are girl-friendly, and water points, improve access and retention and also support SDG 6 (promoting more equitable access to sanitation and clean water). The following tables illustrate some of our global impact on the education experience.

Achievements Related to 10.4 Million

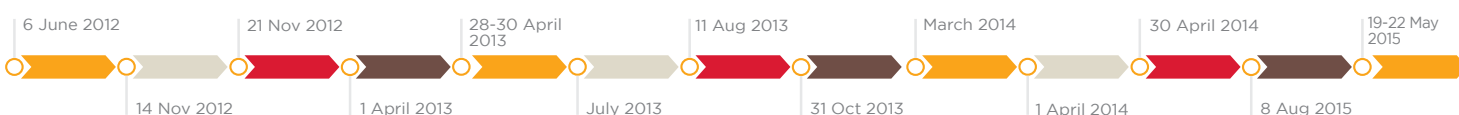
Action Area	Total
Partnership Project Agreements	71
Partners	42
Project Countries	50
Teachers Trained	256,551 (<i>Males: 100,177 and Females: 156,374</i>)
New Schools Constructed	3,574
Refurbished/Renovated Schools	4,296
New Classrooms Constructed	9,136
Refurbished/Renovated Classrooms	11,811
New Classrooms Constructed within Existing Schools	7,949
New Latrines Constructed	2,158
New Water Points Constructed	322

OOSC Enrolment Achievement

Total Projects (Active and/or Successfully Completed as of January 2018)	Exceeded OOSC Target (Above % or Target)	OOSC Target Met (95-100%)
50	31	12
Percentage by Category	62	24
Percentage Overall	86	

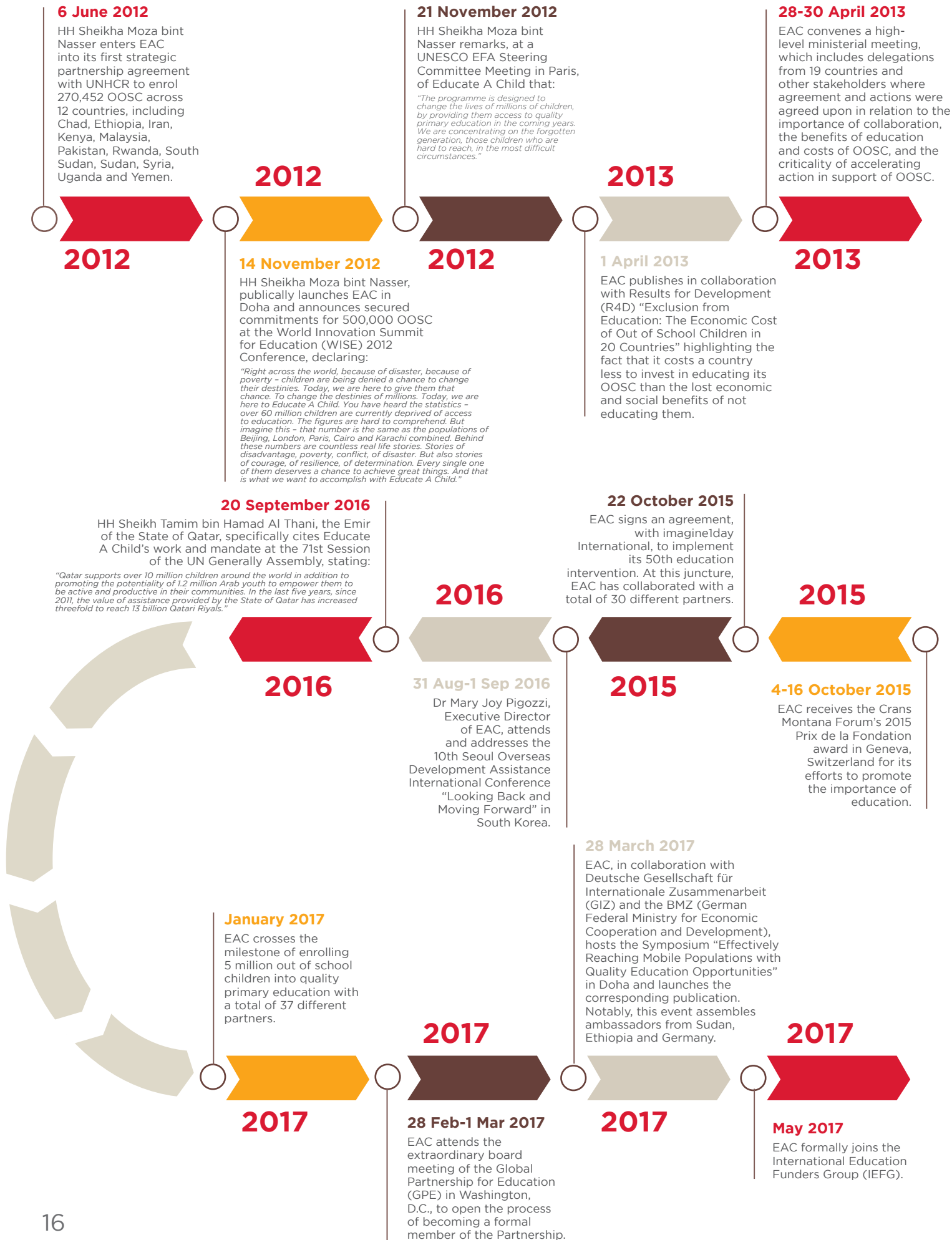
EAC and Partner Contributions for 10.4 Million OOSC

Total Project Costs	US\$1,831,753,876
Total EAC Contribution	US\$672,577,356
Total Partner Co-Funding	US\$1,159,176,521
Total Partner Co-Financing	US\$62,678,967





Timeline of Selected EAC Achievements



11 August 2013

EAC enters into a partnership agreement with UNESCO to support the UN's Global Education First Initiative (GEFI) to elevate the profile of education on the international agenda, spark renewed efforts by countries and mobilise resources to realise Education for All (EFA). GEFI would prioritise putting every child in school; improving the quality of learning; and fostering global citizenship.

March 2014

"Focus: The Language of Learning," the first in an ongoing series of articles appears in Qatar Airways' in-flight magazine, Oryx, highlighting Educate A Child's efforts to enrol OOSC.

2013

2013

2014

2013

31 October 2013

EAC signs an agreement to implement its 25th education intervention. To date, EAC has collaborated with a total of 21 partners.

July 2013

EAC crosses the milestone of enrolling 1 million out of school children into quality primary education with a total of 16 implementing partners, including UN Agencies and international and national NGOs.

30 April 2014

EAC convenes a second high-level ministerial meeting in Doha, assembling education ministers from 16 countries (representing approximately one-third of the global population of out of school primary-level children) under the theme of "Accelerating Action for Out of School Children."

2014

2015

2014

8 August 2015

EAC, UNESCO and Results for Development (R4D) co-publish "The Economic Cost of Out-of-School Children in Southeast Asia" to help education policy makers and decision makers gain a clear understanding of the significant economic incentives linked to educating OOSC.

1 April 2014

EAC signs a landmark agreement with UNICEF to increase education access to more than 1.4 million out of school children in the Democratic Republic of the Congo.

2015

19-22 May 2015

EAA/EAC participates in the World Education Forum and contributes to ensuring that out of school children are included in the Framework for Action of SDG 4 - the education goal.

June 2017

EAA/EAC is selected to join the SDG-Education 2030 Steering Committee and represent education foundations worldwide in relation to their contributions to SDG 4, as well as the corresponding education-related targets in the other goals of the 2030 Agenda for Sustainable Development.

31 August 2017

EAC publishes "Ensuring High Quality Primary Education for Children from Mobile Populations: A Desk Study" in partnership with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the BMZ (German Federal Ministry for Economic Cooperation and Development).

April 2018

Educate A Child crosses an historic milestone by securing commitments to provide quality education to over 10.4 million OOSC."

2017

2017

2017

2017

21 August 2017

EAC publishes "The Case Study: International Rescue Committee's 'Save for School' Program in Côte d'Ivoire" in collaboration with Results for Development (R4D).

24 November 2017

Zambia becomes the 50th project country, in which EAC has implemented an intervention to reach out of school children with quality primary education. At this point, EAC has collaborated with a total of 39 different partners.

2018



Keeping Track of the Promise

An important part of EAC's commitment to "keeping the promise" is ensuring that each and every OOSC identified and enrolled is progressing through primary-level education. To do this, EAC requires all partners to individually identify and track each OOSC.

If You're Not Counted, You Don't Count

Since inception, EAC has prioritised identifying OOSC and insisted that every OOSC is individually tracked. This makes it possible to do the necessary follow-up tracking of attendance, transfer, promotion, dropout, completion, graduation and other key indicators. But, there is much more to it than that. It may seem intuitive, but if a data-monitoring system does not count a child, that child does not count. Critically, making the children count has made a difference.

EAC does not prescribe a pre-defined tracking model, rather we encourage partners to customise existing individual-level OOSC tracking frameworks to the realities of their situation. This provides flexibility for context-specific innovations and initiatives in erecting systems that meet local needs. Our partners use various data and/or monitoring systems with a common focus on individual-level tracking. What they share, however, is that they ensure that formerly OOSC now count. In that vein, the State Impact Manager with EAC partner, Education Girls, asserts:

"Our partnership with EAC has provided EG [Educate Girls] and me in particular with a focus to pursue OOSC. We have cultivated a single-minded approach to the identification and enrolment of OOSC. This is exemplified by the leadership, senior management, district team, right down to the community volunteers. From conducting the baseline to our community outreach... from identifying the cadre of community volunteers to the training component, EG has internalised a process where the focus stays on OOSC."

Making the "Invisible" Visible

Realistically, the more marginalised a child is by barriers and circumstance, the more "invisible" they are failing to access basic services like education. Failure to access basic services further disadvantages the already marginalised, creating a cycle nearly impossible to escape. Conventional EMIS at national levels only record children in school and not OOSC. There is generally little data on OOSC at the local level. And likewise education systems tend to focus their limited resources on children already in school; not OOSC. This leaves OOSC invisible in terms of being counted and accessing basic services. Too many contemporary data systems are designed with the most visible children in mind, children who enjoy ready access to education. And too often the tools and methodologies used to identify OOSC, analyse their data and identify the barriers they face are insufficient and out of step with their reality.

This "invisibility" is reflected in data on OOSC: Most reports on OOSC and the barriers they face are often generalised at the national level; with few details on the specific numbers or barriers to education at the local level where EAC partners work. Routinely, the data provided by partners through local data collection methods, including house-to-house surveys by school communities themselves, are the only reliable data on the number of OOSC and inhibiting barriers available. Many EAC partners report having identified many more OOSC than they initially estimated.

Individually tracking OOSC is a more stringent requirement than most EAC partners are used to and may be challenging due to the difficult environments where OOSC are, in particular when communities experience conflict or other emergencies. Despite these challenges, EAC is committed to accurate, reliable and verifiable data to ensure that it is fulfilling its mandate to enrol and retain OOSC and ensure their completion of a full course of primary education. Our ultimate aim is to adequately reflect the results of education interventions and demonstrate quality in operations and project implementation. The whole of EAC is devoted to and actively participates in empowering millions of children with an education they might otherwise not have experienced.

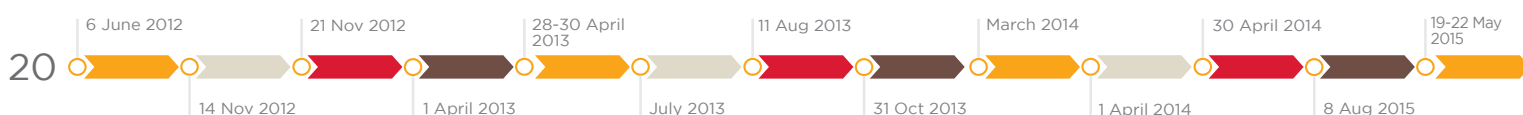
We use qualitative and quantitative instruments to gauge progress towards each project intervention's enrolment target. It is a results-based management system tied to intended outcomes for EAC and individual project contributions.

Influencing Others When it Comes to Data

- EAC's insistence on tracking individual children has made a difference in several ways:
- In some instances, partner M&E frameworks have contributed to strengthening government systems (e.g., Girl Child Network in Kenya, imagine1day International in Ethiopia, British Council Pakistan, Educate Girls in India and Aprendiz in Brazil).
- Attention to the scarcity of accurate data on OOSC is increasing. OOSC are becoming more visible as a group and increasingly as individuals who count.
- A number of partners have noted that EAC's holding projects responsible for counting and reporting on the identification and enrolment of OOSC has resulted in their organisation's improvement of their own M&E systems and activities.
- EAC has contributed to the understanding of what is meant by OOSC. By categorising and defining OOSC, the world gains clarity on the profiles of some of the most "invisible children" in terms of primary education, in so doing adding to internationally acknowledged classifications and improving their visibility within existing data systems.
- After working in communities, seeking out and supporting OOSC, some EAC partners have determined that it is important going forward for them to focus on addressing the OOSC phenomenon as part of new institutional priorities.
- Interestingly, many partners have established systems that have great potential to be institutionalised at a broader scale and thereby identify, count and create access for more "invisible children."

“It doesn't matter what education means to me, it means everything to every child around the world”

Anthony Lake
former Executive Director,
UNICEF





Prioritising Sustainability

EAC sees itself as playing an important, catalytic role – desirous of affecting not only immediate wide-scale change, but lasting impact – thus sustainability planning is an important requirement for all implementing partners. Sustainability, from EAC’s perspective, is centred on two concerns:

1) *Is the impact EAC aims for sustainable?*

EAC support, as noted, is on a co-funding basis and time-bound. Therefore, partners are expected from the start to plan for what happens once funding ends. All co-funded projects supported by EAC should:

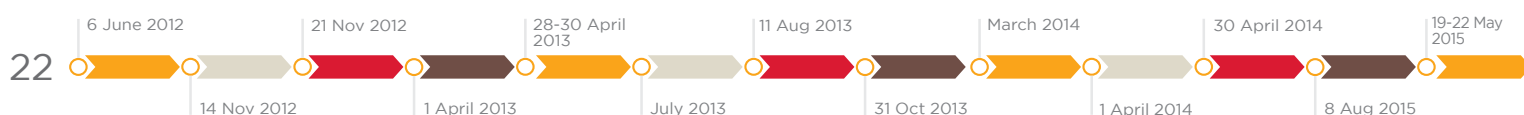
- Have a clear plan of how the impact of the project will be carried beyond the EAC funding period;
- Be aligned with government strategic plans and priorities, so that over time the government increasingly takes over its responsibility for making public education available to every child;
- Plan for government participation in project implementation and contributions to the project, where possible;
- Build community participation and contributions into project implementation, so that change is rooted in the community;
- Augment the capacity of local stakeholders, e.g., education officials at different levels and communities;
- Document and share lessons learned with key stakeholders; and
- Elaborate a clear strategy for trying to influence policy and practice and institutionalise effective interventions to address the barriers to education.

2) *Is a focus on conventional education responses sufficient?*

The barriers which affect educational access and retention are varied and often sit within sectors beyond education itself, thus sometimes requiring multi-sectoral solutions. Consequently, EAC views engagement with multiple sectors as not only positive, but essential for sustainable change and development. Thus, our work includes support for activities from a range of sectors. This effort is consistent with the 2030 Agenda for Sustainable Development.

Education is key to progress in realising many of the other Sustainable Development Goals (SDGs). For instance, one cannot talk about peace, justice and strong institutions (SDG 16); reduced inequalities (SDG 10); poverty reduction (SDG 1); improved health (SDG 3); gender equality (SDG 5); and decent work and economic growth (SDG 8) without equitable access to primary education.

In essence, the work any organisation, including EAC, does to increase access to good quality education supports the achievement of many of the other SDGs.







SDG 17

1. International partnerships
2. International advocacy
3. National policies influencing education
4. Partnership with local community
5. Organisational structures established
6. Capacity building



SDG 16

1. IDP and refugee psycho-social support
2. Community education awareness on discrimination
3. School safety and disaster preparedness



SDG 4

1. Programme development
2. School management
3. Learning materials
4. Teaching methodologies
5. Community engagement
6. Financial support



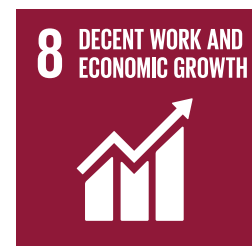
SDG 10

1. Community awareness campaigns
2. Appropriate learning spaces
3. Improved data on marginalised children
4. Bilingual assistance
5. Curriculum adaptation to needs and culture
6. Donating shoes, uniforms
7. Reducing costs of education
8. Transitioning centres to formal classes



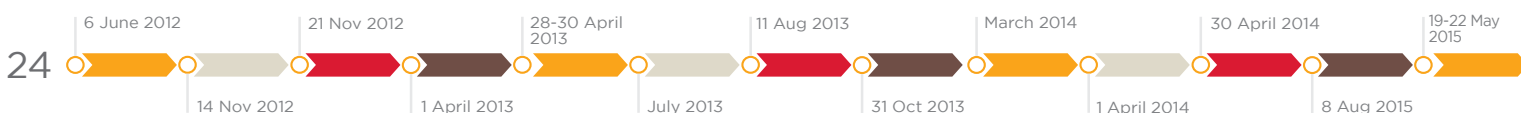
SDG 8

1. Reducing child labour
2. Facilitating enterprise development
3. Skills development and training



Further, while EAC's mandate does not directly target the other SDGs, we support those goals through our projects' interventions, as our focus is on eliminating the barriers to education and these barriers are more often than not targeted as part of other goals. For example, WASH facilities improve education access, in particular for girls, and also support SDG 6 (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 (SDG 8).

From the beginning, Educate A Child appreciated the intertwining nature of education and the other SDGs. The graphic above depicts how an appreciation of the inclusion of the other sectors in EAC projects supports the provision of quality education and reinforces other SDGs.





SDG 1

1. School supplies and uniforms
2. Livelihood development
3. Financial support
4. Locating OOSC
5. Eliminating transportation costs



SDG 2

1. School-feeding programmes
2. Nutrition education
3. School gardens
4. Water supplies



7. Learning spaces
8. Teacher training
9. Tracking learning progress
10. Building local government capacity
11. Non-formal primary education
12. Mobile classrooms



SDG 3

1. WASH construction/rehabilitation
2. Health education
3. Sports/recreational activities
4. Psycho-social support
5. School-leadership training



SDG 5

1. Awareness, mobilisation and advocacy
2. School WASH facilities
3. Mentoring programmes for girls
4. Hygiene kits
5. Recruiting female teachers
6. Girls enrolment
7. Accelerated-learning programmes



SDG 6

1. Construction/rehabilitation of water points in schools
2. Provision of water tanks and water purification hardware for schools
3. Training and awareness sessions on maintaining good sanitation practices in schools
4. Construction/rehabilitation of sanitation facilities in schools, including latrines and hand-washing facilities

“Education to me is definitely [a] super power”

Marjorie Paillon
journalist and TV host

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 exclusive to education. Education has a spill-over effect.

EAC Project Countries Worldwide



Latin America & the Caribbean

- Brazil
- Haiti



The Middle East

- Iraq
- Lebanon
- Turkey
- Jordan
- Syria
- Yemen



Asia

- Bangladesh
- Cambodia
- India
- Indonesia
- Iran
- Lao PDR
- Malaysia
- Myanmar
- Nepal
- Pakistan
- Philippines
- Thailand
- Timor-Leste
- Viet Nam



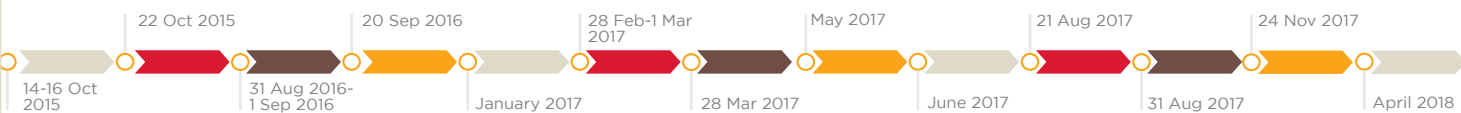
Disclaimer: The graphic presentation of boundaries used by EAA/EAC in this map is consistent with those produced by the United Nations Geospatial Information Section. This map is provided to facilitate the general location of EAC-supported projects. EAA/EAC does not have an official position regarding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

Source: <http://www.un.org/Depts/Cartographic/map/profile/world.pdf> (2016)



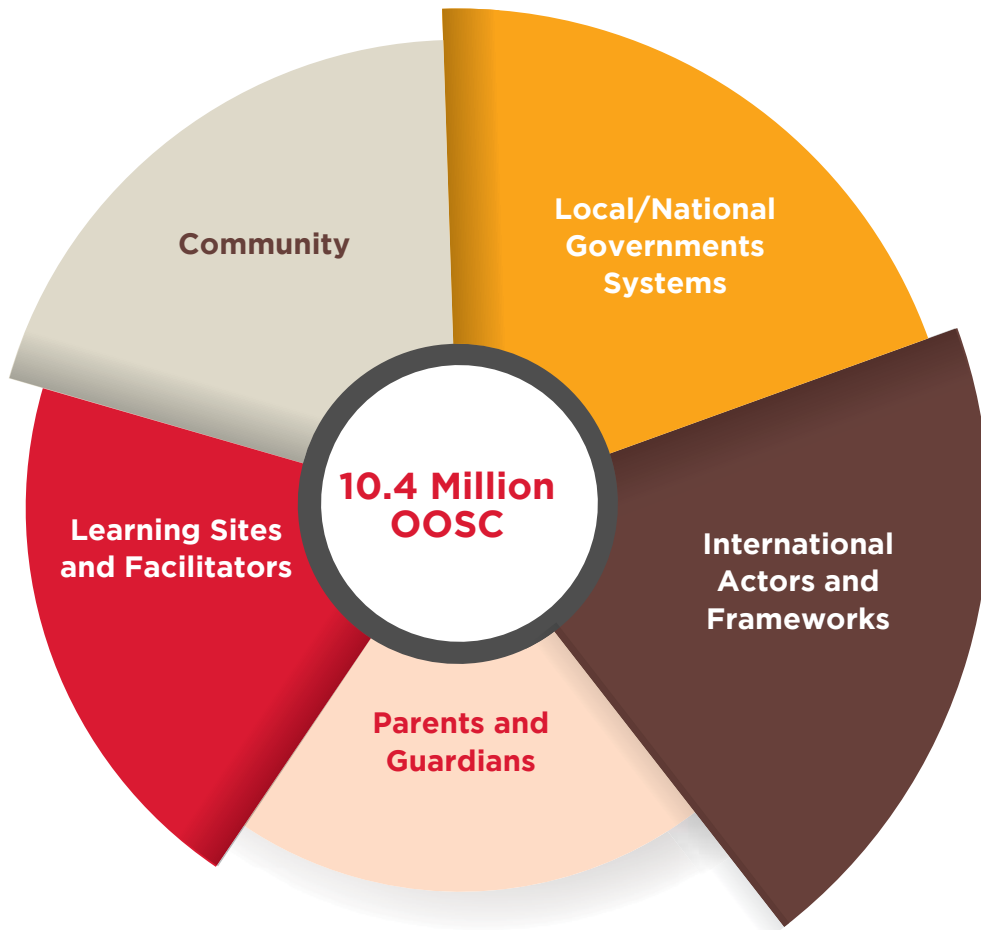
Africa

- Angola
- Benin
- Burkina Faso
- Chad
- Comoros
- Côte d'Ivoire
- Democratic Republic of the Congo
- Ghana
- Guinea-Bissau
- Kenya
- Liberia
- Madagascar
- Malawi
- Mali
- Niger
- Nigeria
- Rwanda
- Senegal
- Sierra Leone
- Somalia
- South Africa
- South Sudan
- Sudan
- Tanzania
- Togo
- Uganda
- Zambia



It Takes a Whole World to Educate A Child

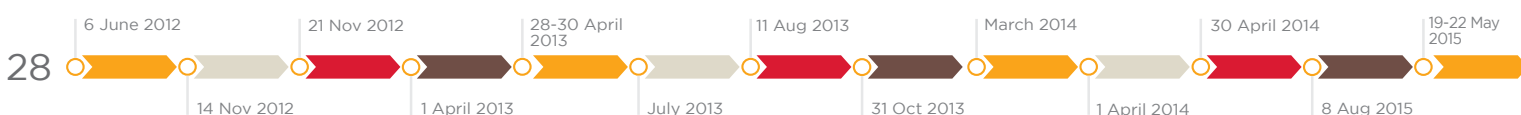
Although a child’s access to quality education is a fundamental right, it is not automatic and requires the contribution of many stakeholders, from the children themselves to parents and guardians to policy makers, working collectively to promote access and opportunities for life-long learning.



Stakeholder Contributions to Achieve Impact

The Children: EAC’s implementing partners employ a range of strategies to empower children to overcome the obstacles that keep them from education. In Somalia and Sudan, EAC’s partner, UNICEF, established Child-to-Child Clubs to help children organise and discuss education-related issues through drama, role-playing, sports and gathering sessions. In India, Educate Girls forms elected Bal Sabha (children councils), 13-member committees that give girls a voice and leadership positions in school.

Parents and Guardians: Engaging parents as partners in their children’s education is crucial. By working to change the attitudes of parents in Pakistan, EAC and its partners (British Council, The Citizens Foundation and UNHCR) have seen more than 126,000 girls gain access to primary education. In the Democratic Republic of the Congo, EAC collaborated with the International Rescue Committee (IRC) to support parent committees who assisted in the identification and enrolment of over 69,000 OOSC. With EAC’s assistance, IRC, this time, in Côte d’Ivoire, and Save the Children and imagine1day in Ethiopia established innovative micro-financing and income-generating mechanisms to enable parents to fund their children’s education.



Learning Sites and Facilitators: To improve the quality of education for millions of children, EAC partners have developed the pedagogical skills of more than 255,000 teachers. New classrooms and WASH facilities have improved learning environments, encouraging children, particularly girls, to enrol and stay in primary education. Across Burkina Faso, Haiti, Malawi, Mali, Nepal and Senegal, EAC and buildOn have constructed over 300 WASH facilities and latrines. With BRAC in Bangladesh, EAC has provided critical supplies and learning materials, fully furnishing 2,400 schools benefitting upwards of 75,000 formerly OOSC. In partnership with UNICEF USA in Syria, more than 220,000 children have been able to access psycho-social support and recreational activities via school clubs and start to overcome the devastating effects of conflict and transform their lives.

Community: The collective power of communities cannot be underestimated when it comes to advocating for education. EAC and partner organisations have supported numerous community mobilisation/engagement campaigns, working with communities across 50 countries to identify OOSC and keep them in education. In Bangladesh, Chad and Ethiopia, the work of Parent-Teachers Associations (PTAs) and Mother Clubs has not only identified and assisted in the enrolment of OOSC, but also actively sought

Education to me means power, it means financial independence, it means knowledge, it means less discrimination and injustice in the world”—

Joumana Haddad
Lebanese journalist

to improve the quality of education and retention in schools. EAC and its partners engage community volunteer groups, e.g., Team Balika in India, Mohalla Committees and ILMBASSADORS in Pakistan and Building Tomorrow Fellows and OOSC Ambassadors in Uganda to identify, enrol and support OOSC education. A project advocate with Girl Child Network in Kenya says:

“Our Right to Learn project has really impacted positively on our community members. The capacity building of duty bearers and awareness creation in community members through village-to-village campaigns have brought tremendous change to this community. This is the first time we are seeing a small organisation bring a true and positive change to our communities. We have seen big organisations come and go, but what they leave behind at the point of exit is dust from their big speeding vehicles.”

Local/National Government Systems: To resolve the incidence of OOSC over the long term, it is absolutely essential to work in partnership with governments to create replicable and sustainable interventions that are aligned and harmonised with national policies and systems. For instance, EAC and UNICEF have improved the Kenyan Government’s capacity to enrol and track OOSC using EMIS. With EAC support, Humanity & Inclusion (formerly Handicap International) has helped develop national inclusive-education policies and strategies in Burkina Faso, Niger and Senegal. Additionally, EAC’s partnership with the Graça Machel Trust has entailed streamlining the government’s non-formal education policy, which enabled overage OOSC to access education through the Complimentary Basic Education in Tanzania (COBET) programme.

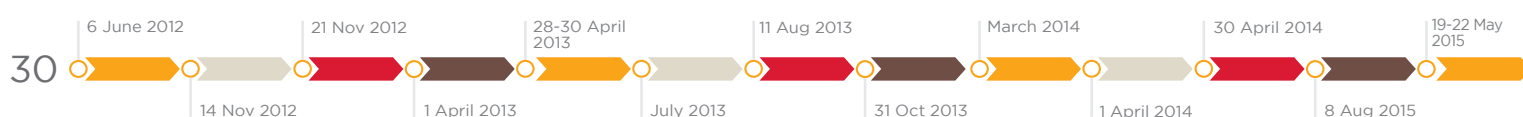
International Actors and Frameworks: EAC is a tireless advocate for the right of every child to access quality education, participating in various international bodies, including the SDG 4 Steering Committee; the Global Partnership for Education (GPE) and the International Education Funders Group. EAC has championed education access for OOSC to remain a key target within SDG 4 and other education declarations.

We contribute to the international-knowledge base on OOSC through case studies, targeted research and analyses linking policy and practice.

Moreover, EAC continues to train its advocacy efforts on keeping OOSC at the top of the international education development agenda, through contributions to various thought leadership forums, conferences and workshops – WISE, United Nations General Assembly (UNGA), the Comparative and International Education Society (CIES), the Asia Education Summit on Flexible Learning Strategy for OOSC and UN global and regional meetings.

Furthermore, EAC makes regular contributions to thought leadership and the field of education development by producing, publishing and co-publishing a variety of think pieces and research documents on OOSC, education finance and policy reform. Below is a table that captures our work in this respect over the years.

Title	Type
Ensuring High Quality Primary Education For Children From Mobile Populations: A Desk Study	Case Study
EAC Case Study: International Rescue Committee's "Save for School" Program in Côte d'Ivoire	Case Study
Sustaining Change	Occasional Paper
Education and the SDGs	Occasional Paper
Social and Economic Costs of Out of School Children in Colombia	Economics of OOSC
Innovative Financial Services for Education	Economics of OOSC
A Moral Obligation, An Economic Priority: The Urgency of Enrolling Out of School Children	Economics of OOSC
Exclusion from Education: The Economic Cost of Out of School Children in 20 Countries	Economics of OOSC
The Economic Cost of Out-of-School Children in Southeast Asia	Economics of OOSC
Four Countries That Achieved UPE: How Did They Do It?	Perspectives on Practice and Policy
Perspectives on Practice and Policy - BOTSWANA	Perspectives on Practice and Policy
Perspectives on Practice and Policy - BRAZIL	Perspectives on Practice and Policy
Perspectives on Practice and Policy - LEBANON	Perspectives on Practice and Policy
Perspectives on Practice and Policy - MALAYSIA	Perspectives on Practice and Policy
Indigenous Language and Education	Perspectives on Practice and Policy
A Quality Framework for OOSC	Perspectives on Practice and Policy

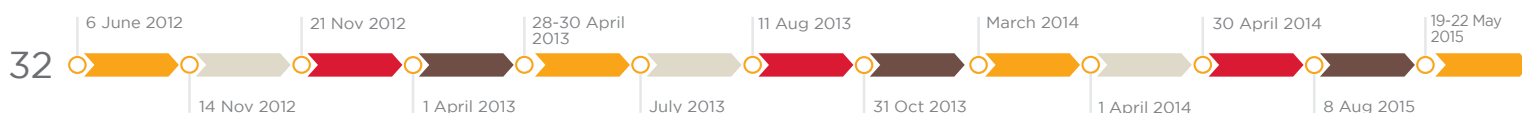




Lessons Learned

Against the backdrop of an ambitious goal to reach at least 10 million children and a condensed timeline, EAC designed its approach to build on successful practices from around the world. Through this approach EAC has had the opportunity to learn a great deal with regard to the provision of quality education for OOSC and how to support partners in this endeavour. Below is a synopsis of some of the key lessons EAC has learned so far.

- **Global Concern:** It should be borne firmly in mind that universal primary education has not been achieved and access to primary education is still a global issue, and, therefore, should remain a global priority.
- **The Power of Partnership:** EAC places a premium on different types of partnerships, recognising that different partners add different and complementary value in terms of resources – knowledge, strategic advice, experience, relationships, as well as financial.
- **Barriers are Complex, Multifaceted & Layered:** Experience has shown that rarely is it a single barrier that a child is facing, but multiple and overlapping barriers. This requires integrated and multi-faceted solutions addressing multiple barriers at the same time. For example, a Haitian child caught in domestic servitude may also grapple with poverty, living on the street and/or gender discrimination.
- **Focus is Critical:** Without a focus on the children, making a measurable impact is exceedingly difficult.
- **Flexibility:** EAC and its partners operate in difficult locations under challenging and fluid conditions to reach the most marginalised. Thus, the ability to adapt is essential.
- **One Size Does Not Fit All:** Serving the hardest-to-reach OOSC requires a diversity of educational approaches both formal and non-formal. Multiple and varied solutions to overcoming barriers, even the same barriers, may be required, within the same country.
- **Do Not Re-Invent the Wheel:** Development educators and practitioners have experience and an understanding of the local context, problems, cultures and suitable solutions. It is important to trust local knowledge and experience, and not pre-determine or impose approaches or methodologies.
- **Alternative Educational Methodologies:** Traditional modes of education may not always be appropriate for the life experiences of OOSC, so alternatives, such as accelerated learning or adapted school calendars/schedules may be more effective options. It is not about fitting children into a school, but providing education that meets the needs and circumstances of the children.
- **Non-Traditional Means of Data Collection may be Needed:** Some conventional research methodologies like the calculation of retention rates may not be possible for all programmes targeting OOSC. For example, the Dhaka Ahsania Mission (DAM) in Bangladesh groups children by competency level for each subject, so a child may be at different “class” levels depending on the subject. Moreover, issues related to data collection and analysis are compounded in conflict and post-conflict situations.



A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z



- **Monitoring & Evaluation (M&E) is Challenging:** While data on children enrolled in schools are fraught with challenges, data on OOSC are even more problematic, as these children have mostly been “invisible” to the system and their numbers or profiles unknown. This is further aggravated by the limitations of conventional tools for identifying, counting and monitoring OOSC before and after they enter an education programme.
- **The Greater the Effort to Increase Quality and Retention, the Greater the Investment:** Reaching the last 10 per cent – the most marginalised, disadvantaged with quality education will require more resources, energy and engagement from all stakeholders.
- **Sustainability is Neither Easy, Nor Guaranteed:** Conditions and priorities change. Even the best and most well-articulated sustainability plans and activities can be eroded by an unexpected disaster or conflict.

Continuing to Keep the Promise – What’s Next for Educate A Child?

With its launch in 2012, Educate A Child set the goal of reaching 10 million OOSC worldwide. It may have seemed implausible, but we knew it was possible.

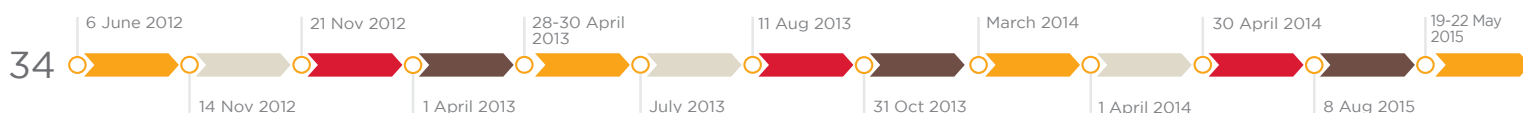
This goal was part of a larger strategy to address the integral nature of investing in quality education for the most vulnerable children. Below is a schematic of EAC’s strategy and how we expect to proceed over the next few years.

Strategic Objective

Expected Actions in 2018 & Beyond

Enrol OOSC at the Primary Level

- **Maintain support for existing OOSC education interventions**



Expand to Reach More OOSC

- Continue to consider and scale viable education interventions in support of OOSC, totalling approximately 1 million commitments per year

Address Additional Barriers that Hinder Children's Retention in Education

- Initiate a modest initiative to address those "most at risk" of dropping out
- Undertake the intellectual work of developing an initiative to address transition to post-primary education, which, if feasible, will begin to be implemented in 2019

Continue to Focus on Quality and Retention

- Increase effort into case studies and other activities to grow the knowledge base on education for the most disadvantaged children

Support for the SDGs

- Promote education within and address links across the SDGs



យោង
ស្តាប់
មរណៈ

ចំណាស់
ប្រាប់
ជូនដំណឹង
ធ្វើគុត
ទ្រព្យ
បុណ្យ
យប់
វិចិ

ម្តាយ
មេ
ហូប
ស៊ី
តាន់
លំនៅ
គេហដ្ឋាន
ប្រឹងប្រែង
ឧស្សាហ៍
យាត្រា
ធ្វើដំណើរ
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សំបុក
ខ្លី
កំណាត់
យាង
និមន្ត
ថ្វាយ

Call to Action

EAC recognises that we are part of a much larger global effort. But, despite this global effort to date there are still an estimated 63 million primary-level OOSC 18 years after Dakar – there is no time to waste and we must act differently to make a lasting difference. This includes:

- Development of more and diverse partnerships;
- Additional financial commitments;
- Highly innovative and cost-effective programmes, which are sustainable; and
- A global agenda for addressing the issue of OOSC.



The Team Working to Keep the Promise

EAC's journey has been one full of challenges, setbacks and incremental progress. Yet a conviction in the cause and steadfast determination have kept us focussed on the realisation of the right to a universal primary education for the world's out of school children. Within EAA, EAC has a Directorate and four Departments: Engagement, Monitoring & Evaluation, Operations and Technical. Our staff are:

Dr Mary Joy Pigozzi
Executive Director

Oussama Eraky
Operations

Hassan Mohamed
Monitoring & Evaluation

Leena Al Derham
Technical

Sabrina Hervey
Technical

David Kamau Mumo
Technical

Nasser Al Qadi
Operations

Mathilde Jacquin
Technical

Brett Rapley
Technical

Al Anood Al Thani
Monitoring & Evaluation

Johnny Lahoud
Operations

Wafa Ahmed Salih
Directorate

Fatima Al Zahrani
Engagement

Derek J Langford
Engagement

Salam Yacoub
Operations

Noor Muhammad Ansari
Monitoring & Evaluation

Joshua Maina
Monitoring & Evaluation

Said Yasin
Technical

Michael Cacich
Technical

Jade McCulloch
Engagement

We also wish to acknowledge staff who have left our team, but contributed to these achievements.

Ghada Al Subai, Mubarak Al Thani, Isaac Aboagye Asante, Richard Ashford, Uzma Aznar, Katheryn Peta Bennett, Karen Bryner, Nate Fields, Al Jazi Hassan, Nastaran Jafari, Phoebe McKinney, Lynn L Mortensen, Monika Schaffner, Shubhangi Sharma and Aisha Jassim M S Sultan

Along the way, we have made friends and built partnerships and alliances, without whom this celebration of 10.4 million futures would not have been possible. EAC is proud to recognise some amazing colleagues and like-minded organisations including: Chopard, FHI 360, the Right Honourable Gordon Brown, Mrs Maryam Al Mansouri, Results for Development and Richard Mille. EAA and EAC extend particular thanks to FHI 360, which enabled staff to initiate EAC and support us during the start-up of the Foundation, before they could be employed by EAA.



EAC PARTNERS FROM A TO Z

STRATEGIC PARTNERS



IMPLEMENTING PARTNERS



ADVOCACY PARTNERS



RESOURCE PARTNERS





United Nations
Educational, Scientific and
Cultural Organization



UNHCR
The UN
Refugee Agency



unrwa
الأونروا



CARITAS CONGO
CSPH



GSS
গণসাহায্য সংস্থা
GONOSHABHAJO SANGSTHA



HUMANA
PEOPLE TO PEOPLE INDIA



NORWEGIAN
REFUGEE COUNCIL



unrwa
الأونروا



united
world
schools
teach the unreached



World Vision



ZOCS
Hope Through Quality Education

ODA PARTNERS



AFD
AGENCE FRANÇAISE
DE DÉVELOPPEMENT



BMZ
Federal Ministry
for Economic Coopera
and Development



KOICA
Korea International
Cooperation Agency



UKaid
from the British people



QATAR
AIRWAYS
القطرية



QATAR FUND
FOR DEVELOPMENT
صندوق قطر للتنمية



Generation
Amazing
الجمعية القطرية
للتنمية والتدريب
System Specialist
for Delivery & Legacy



We're Not Hard to Find

Seek us out online and engage us on social media at:

www.educationaboveall.org
www.educateachild.org

YouTube - EducationaboveallOrg
Instagram - educationaboveall_eaa
Twitter - @EAA_Foundation
Facebook - Education Above All Foundation

التعليم
فوق
الجميع | education
above
all

Do you want to add your voice to an agenda that helps OOSC access quality primary education? By taking these simple steps on social media, you can help Educate A Child:

1. Use our hashtags #EAA, #EAC, #EducationMeans, #ItsPossible and #KeepThePromise to raise awareness of our mission;
2. Like, share and repost our content; and
3. Tag your friends, followers and social media influencers in shared or related content.

Come visit us at:

Address

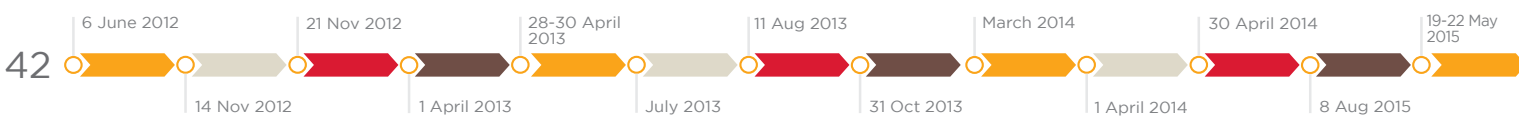
Educate A Child (EAC)
Education Above All (EAA) Foundation
MB-3 Building
Education City
(Al Rayaah, Al Wajbah)
P.O. Box: 34173
Doha, Qatar

Email EAC at:

INFO@EDUCATEACHILD.ORG.QA
MEDIA@EDUCATEACHILD.ORG.QA
PARTNERS@EDUCATEACHILD.ORG.QA



علم طفلاً
EDUCATE A CHILD
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#TogetherFor10Million