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EDUCATE A CHILD
A programme of education above all™

VALUE-LED DEVELOPMENT: HOW EDUCATE A CHILD PROVIDED EDUCATION FOR MILLIONS OF CHILDREN

An EAC 10-Year
Retrospective

November 2023



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FOREWORD

Educate A Child (EAC) is ten years old! How time flies! In some ways, it seems as if we began as a “start up” a short while ago. In other ways, it feels like a lifetime. More importantly, however, EAC wanted to be a lifeline. A lifeline to millions of children who deserve the opportunity to fulfil their right to quality primary education.

As 10 years is a conventional marker, it seems appropriate to reflect on the purpose and meaning of the endeavour that Her Highness Sheikha Moza bint Nasser actualised in 2012—building on her long-term concern for those left behind without an education and commitment to the UN Secretary General in 2010. Yet EAC has never striven to be “conventional”—in fact, from the start, EAC wanted to make a difference by working differently.

This short publication is our internal reflection on how EAC did this with the full support of its “home”, the Education Above All (EAA) Foundation. Putting out of school children (OOSC) at the centre of our work required us to think and act a little less traditionally, while remaining true to the vast body of knowledge and research on, and experience in, education. Values are important. Values based in conviction and experience working in education across the developing world served as the basis for determining how EAC would move ahead at speed and achieve what seemed at the beginning to be almost unattainable goals. In our reflection, we have chosen to focus on and analyse the values that underwrote the global effort known simply as Educate A Child.

As with other publications, this Special Report can be found on EAA's website, <https://educationaboveall.org/our-programmes/educate-a-child>. We invite readers to peruse the website for extensive information and research on OOSC and the international education agenda for universal primary education. In addition, summaries of projects in over 56 countries around the world supported by EAC can be found with details on how they achieved their goals to reach children who were not participating in education at the primary level.

With gratitude for the hard work and dedication of all those in EAA, its Educate A Child programme and partners, it is our hope that this paper will serve both as an historical record and also a hopeful milestone in encouraging efforts to reach the seemingly unreachable and making primary education for all a reality.

Mary J. Pigozzi, Ph.D.

Executive Director
Educate A Child



ACKNOWLEDGEMENTS

Educate A Child (EAC) thanks Dr Lynn Mortensen for authoring this piece that provides an overview of how EAC was able to provide the opportunity of education to millions of out of school children. Information in this paper was based on research carried out by Dr Awuor PONGE, with input from the EAC team, to whom we also give our thanks.

DISCLAIMER

The authors and the publishers have made every effort to ensure that the information in this publication was correct at the time of going to press. The authors and publishers do not assume and hereby disclaim any liability to any party for any loss, damage, or disruption caused by errors or omissions, whether such errors or omissions result from negligence, accident, or any other cause. The findings, interpretations, and conclusions expressed in this document do not necessarily represent the views of Educate A Child or the Education Above All Foundation.

LIST OF ACRONYMS

ADB	Asian Development Bank
AFD	Agence Française de Développement
AKF	The Aga Khan Foundation
At-Risk	Children at risk of dropping out of school
COVID-19	Coronavirus
EAA	Education Above All Foundation
EAC	Educate A Child
EACI	Educate A Child International
FCDO	Foreign Commonwealth and Development Agency, UK (formerly DFID)
GPE	The Global Partnership for Education
IaDB	The Inter-American Development Bank
ISFD	Islamic Solidarity Fund for Development
JICA	Japan International Cooperation Agency
KOICA	Korean International Cooperation Agency
MDGs	Millennium Development Goals
MIS	Management Information System
M&E	Monitoring and Evaluation
NGOs	Non-Governmental Organisations
OOSC	Out of School Children
QFFD	Qatar Fund For Development
SDGs	Sustainable Development Goals
SMV	Site Monitoring Visit
UIS	UNESCO Institute for Statistics
UN	The United Nations
UNESCO	The United Nations Educational, Scientific, and Cultural Organization
UPE	Universal Primary Education
USAID	United States International Development Agency
WASH	Water, Sanitation and Hygiene
WB	The World Bank
WISE	World Innovation Summit for Education
Zero	A strategy to provide education for the last existing OOSC in a country



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VALUE-LED DEVELOPMENT:

HOW EDUCATE A CHILD PROVIDED EDUCATION FOR MILLIONS OF CHILDREN

Executive Summary

By the tenth anniversary in August 2022, Education Above All's Educate A Child programme succeeded in securing commitments to reach over 14.47 million primary-level children in 56 countries, with 96 projects and 47 partner organisations. How was this achieved? Reflecting on the last ten years, a consistent pattern of decision-making aligned with core values led to a seemingly impossible achievement in such a short time, spearheaded by a new international foundation.

This Special Report takes a historical view of the progress achieved over the last ten years in reaching marginalised children denied their right to education for various reasons. With over 69.9 million children worldwide who are out of school at the primary level, reaching multiple-millions of these children quickly is a daunting task. It is a mission that was embraced by EAC and operationalised, resulting in commitments to reach over 14 million children in ten years, with over 10 million already enrolled in 2022. The historical timeline begins with EAC's inception and launch in 2012, marks a milestone of reaching 1 million commitments in the first year, exceeds an interim goal to reach over 6 million by the end of the Millennium Development Goal time frame of 2015, celebrates reaching commitments of over 10 million OOSC by 2018, and embraces continued efforts to reach more children in 2022 with the added incentive to declare Zero out of school children (OOSC) in selected countries.

EAC established and held to a core set of values that guided decision-making and strategy. These values are described in detail in this Special Report.

Value #1. Leading with Vision, Commitment and Passion

Value #2. Stay the Course: Leadership, Tenacity, Strategy

Value #3. Partnership is Paramount: Creativity, Management, Accountability

Value #4. Believe in the Possibility: Investment, Support, Faith

Value #5. Foster Change: Flexibility, Adaptability

Value #6. Do Whatever it Takes: Integrity, Work Ethic, Children First

Value #7. Count Every Child: Data Integrity, System Design and Redesign

Value #8. Orient towards the Future: Zero Strategy for Educating All Children

INTRODUCTION

Time has a way of affording one the opportunity to look back, analyse, reflect, and consider what has been done. In this case, with the 10th anniversary of Educate A Child, such an opportunity presents itself now.

This special report is published internally by Educate A Child (EAC), one of the Education Above All (EAA) Foundation programmes. Entitled Value-led Development: How Educate A Child (EAC) provided education for millions of children, this report offers a ten-year retrospective from inception to the present day as to how such an ambitious goal was achieved.

Standing apart from other EAC-thematic papers regarding out of school children (OOSC), this report

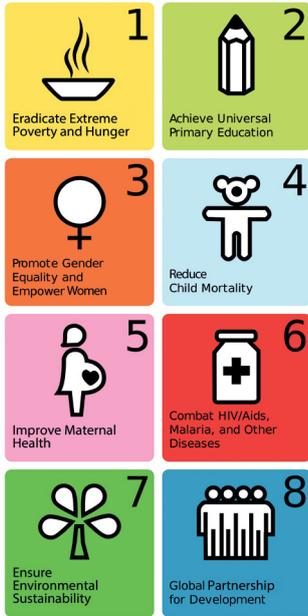
examines the historical underpinning of value-led leadership and development in the context of how resources were utilised. It presents an analysis of and a reflection on what has transpired over the last ten years to reach such significant milestones as enrolling over ten million children at the primary level in education programmes, marginalised children otherwise denied education due to barriers that were difficult to overcome. The values, strategies, processes, resources, and creativity implemented over time are described through the lens of an historical perspective.



Dhaka Ahsania Mission - Bangladesh

Value #1. Leading with Vision, Commitment and Passion

Strong Leadership entails articulating a bold vision and aspirational goals to be achieved. Her Highness Sheikha Moza bint Nasser did just that. She has a long history of international leadership in education,



evidenced by her appointment to various international positions, most recently as UN SDG Advocate, and by building the internationally renowned Education City for Higher Education in Qatar.

The genesis for the Educate A Child programme, for which Her Highness set a goal of reaching 10 million children

at the primary level worldwide, was the UN 189 member countries setting global goals marking the beginning of the 21st century. Revealed in September 2000, the eight adopted UN Millennium Development Goals (MDG) were far-reaching and covered sectors including poverty, health, gender equity, environmental sustainability, and education.

MDG #2 called for Universal Primary Education (UPE), acknowledging the 1989 Convention on the Rights of the Child, including children’s right to basic education. As well as all other aspirational MDGs, Goal #2 was set to be met by 2015. The following UNESCO Institute for Statistics (UIS) database graph (Figure 1) depicts the status of out of school children (OOSC), showing that countries made significant progress in the early years of this commitment, and then momentum flattened and progress stalled around 2008. (UNESCO Institute for Statistics database, Number of out of school children by region 2000-2011; <http://unesdoc.unesco.org/images/0022/002211/221129e.pdf>)

Tremendous Progress since Millennium Declaration in 2000

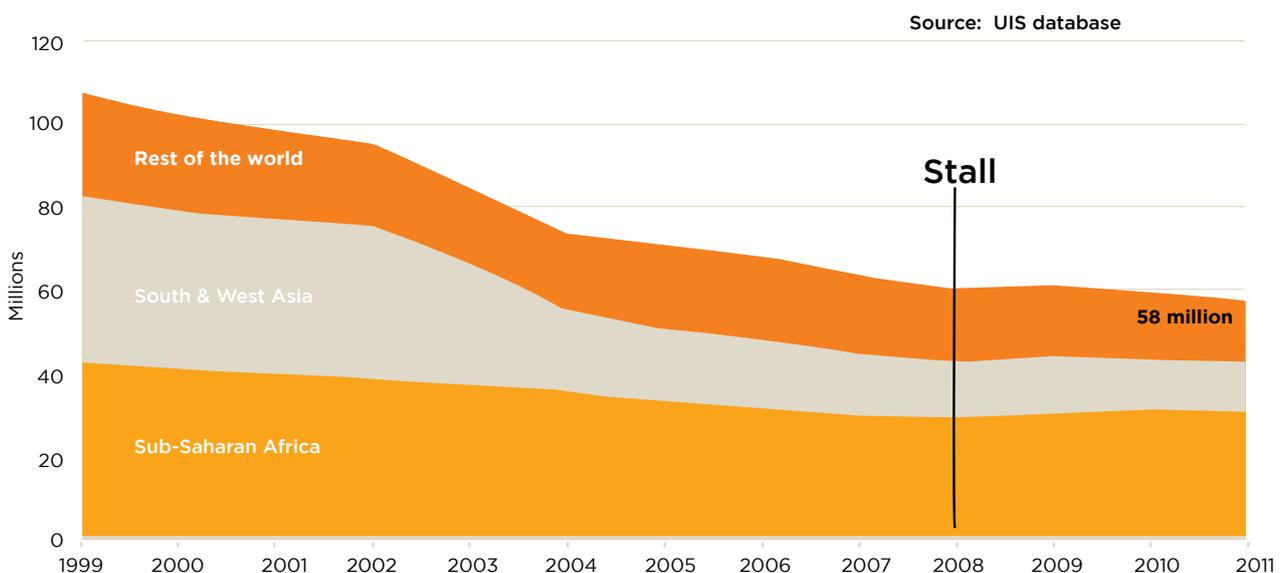


Figure 1. OOSC Progress



Concerned about the stalled progress towards UPE, in June 2010, the UN Secretary General Ban Ki Moon appointed Her Highness Sheikha Moza along with Grameen Bank founder Muhammad Yunus as Advocates for UPE. The intention was to accelerate the achievement of MDG2. At that time, Sheikha Moza committed to reaching 10 million primary-level children worldwide, who were not in school, with education opportunities.

The first step in approaching this commitment was for Her Highness Sheikha Moza to set up a new foundation, which was oriented towards support for international education. One of four education programmes in the new Education

Above All Foundation was Educate A Child (EAC), charged with meeting the 10 million OOSC goal to provide education for those most marginalised from the education system. The programme began organising in 2012 and was officially launched at the World Innovation Summit for Education (WISE) conference in Doha, Qatar in October 2012. At the WISE event, Her Highness Sheikha Moza announced that EAC had already obtained commitments to enrol 500,000 primary-level OOSC. By 2013, EAC had reached the first 1 million OOSC commitments with 16 partners engaged in providing education programmes in 21 countries.



Sheikha Moza bint Nasser speaks at the launch of her new global initiative, Educate A Child. © Courtesy of the Office of Her Highness Sheikha Moza Bint Nasser

Over time, what became apparent was not only the vision held by Her Highness Sheikha Moza, but also the commitment and passion she brought to achieving her stated goal of reaching more than 10 million primary-level children who were left out of the education system. Without these heartfelt values underpinning this aspirational goal, and imparting the same commitment and passion to all who worked towards it, success may have been a fantasy rather than a reality. The importance of a leader stating a clear vision is critical, yet so is the continued perseverance and steadfast faith for over a decade, in the ability to realise this vision. In September 2015, UN Secretary General Ban Ki-moon announced the appointment of Her Highness Sheikha Moza as one of the 17 high-profile individuals to assist in the campaign to transition from the MDGs and continue with the Sustainable Development Goals (SDGs) for 2016-2030, which world leaders unanimously adopted.



“Educate A Child will reignite the world’s commitment to the hardest-to-reach children, the forgotten children. Our mission is to turn attention back to the disadvantaged children of today, who could become confident adults tomorrow, able to fulfil their potential, if we just give them the opportunity.”

Her Highness Sheikha Moza bint Nasser (2012)



<https://www.mozabintnasser.qa/en/news/hh-sheikha-moza-launches-global-push-deliver-quality-schooling-world%E2%80%99s-hardest-reach-children>

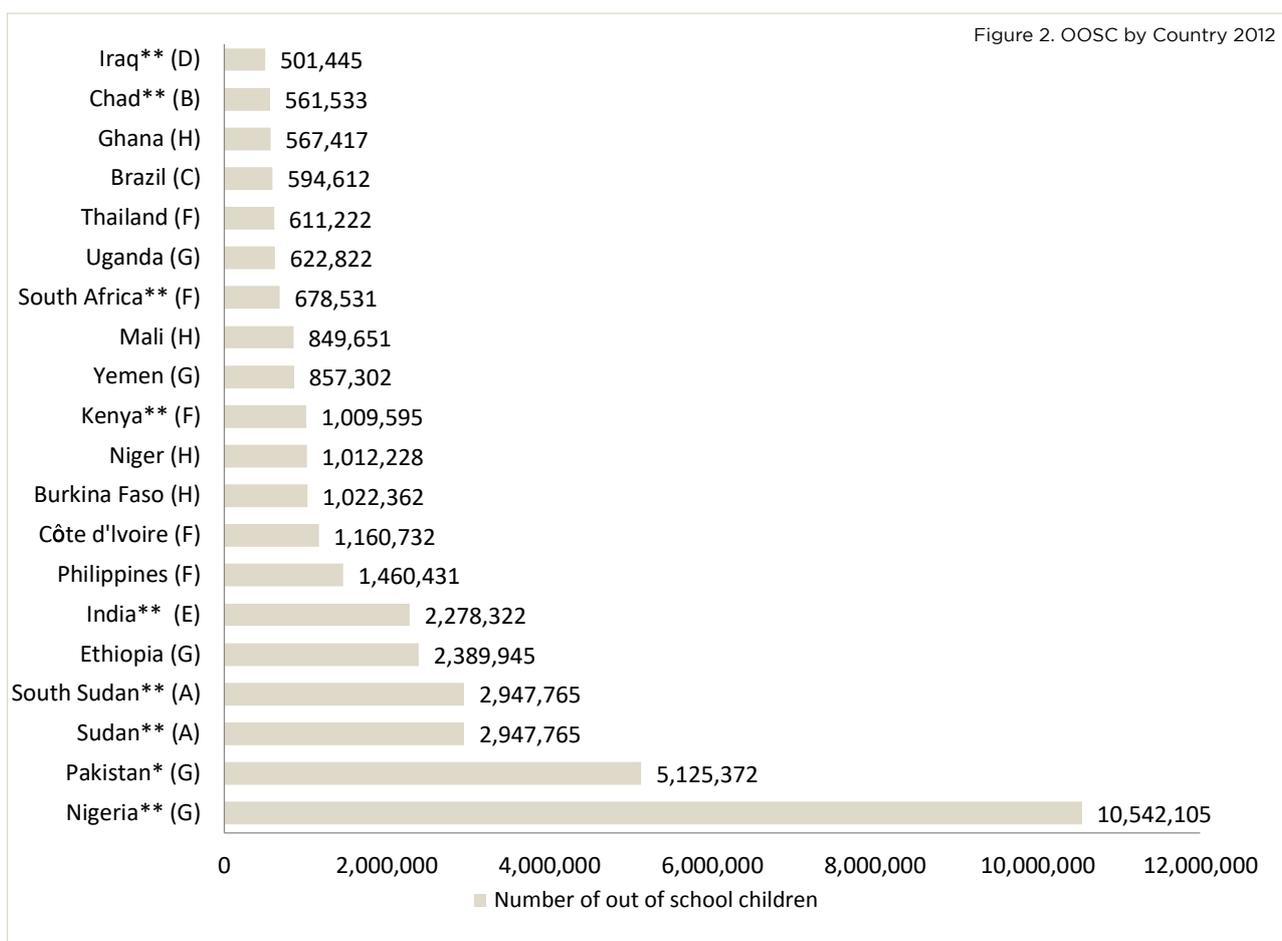


Value #2. Stay the Course: Leadership, Tenacity, Strategy

A vision is only as good as the people who make it happen. Such was the case with the EAC leadership exhibited by the CEO and the Executive Director. The position of CEO was held by two people over the course of 2012-2022, while the Executive Director remained the same throughout the entire time period. This consistency in leadership, as well as the tenacity to meet and overcome any obstacle, meant that the programme was able to stay on track and hold fast to the stated goal. One factor that led to the achievement of the goal was the sole commitment to reaching OOSC with education opportunities, and the ability to stay the course. While many argued to expand the opportunities to, for example, early childhood or vocational education, the leadership remained unwavering in its focus on education for OOSC at the primary

level. With the tenacity required to stave off challenges to this unique niche, strategic thinking was also necessary to ensure the programme held tightly to its mandate.

Strategic thinking was required at EAC programme start-up to determine where OOSC were located worldwide and identify potential partners in this endeavour. The first strategic decision was to map OOSC in countries that had more than 500,000 primary-level children who were out of school, according to the UNESCO Institute for Statistics (UIS) (Figure 2). The countries fell primarily in regions of Africa and Southeast Asia, the highest prevalence of OOSC being in Nigeria (10 million), Pakistan (5 million), and Sudan and South Sudan with nearly 3 million each.



Notes: * National Estimation; ** UIS estimation for country-level data. (A) Data for 2001; (B) Data for 2003; (C) Data for 2005; (D) Data for 2007; (E) Data for 2008; (F) Data for 2009; (G) Data for 2010; (H) Data for 2011. Figure presents selected countries with available data. Source: UIS Database, 2012.

The second strategic decision was to identify potential partners who had experience working in education for marginalised children in the countries of focus, and who had viable organisations at the local level. Due diligence was conducted to verify each potential partner organisation as well as their capacity to reach OOSC with appropriate education options. Three categories of organisations fit these criteria in the first phase, UN organisations, international NGOs, and local NGOs. The following table shows the first commitments to reach over one million OOSC within the first year of the EAC programme.

Figure 3. First One Million OOSC Commitments

Country	Partner Name	OOSC Target	Total Investment	EAC Contribution	Partner Co-Funding
Kenya	Girl Child Network	31,350	\$5,456,566	\$2,728,283	\$2,728,283
India	Gyan Shala	69,200	\$11,149,177	\$5,574,589	\$5,574,588
India	Educate Girls	105,196	\$8,494,000	\$4,247,000	\$4,247,000
Bangladesh	BRAC Boat Schools	13,000	\$9,166,266	\$4,583,134	\$4,583,132
Bangladesh	BRAC Urban Schools	62,000	\$13,646,184	\$6,823,092	\$6,823,092
Bangladesh	Dhaka Ahsania Mission	40,000	\$6,490,832	\$3,245,415	\$3,245,417
Chad	UNICEF	68,412	\$50,946,000	\$13,057,000	\$37,889,000
Sudan	UNICEF	600,000	\$38,666,033	\$18,538,618	\$20,127,415
South Sudan	UNICEF	24,300	\$50,571,000	\$11,944,000	\$38,627,000
Iraq	UNESCO	30,000	\$39,534,762	\$3,934,762	\$35,600,000
Chad, Ethiopia, South Sudan, Sudan, Iran, Pakistan, Syria, Yemen, Kenya, Rwanda, Uganda, Malaysia	UNHCR	172,778	\$12,480,000	\$6,240,000	\$6,240,000
Syria	UNICEF USA	250,000	\$2,072,224	\$1,036,112	\$1,036,112
Total		1,466,236	\$248,673,044	\$81,952,005	\$166,721,039

The third strategic decision was to compel potential partners to contribute at least 50%, and preferably more, to the total cost of the programme. This was intended to ensure local ownership and investment, as well as sustained commitment to achieve the OOSC goal. Local ownership was a broader concept than a simple commitment. In addition to local funding contributions, EAC also gave voice to the educational expertise on the ground. Partner experience and proven strategies were respected as effective practices to mitigate unique barriers marginalised children faced in their countries and local districts. These two factors, co-funding and honouring local experience, gave credibility to the role of partnership. EAC valued local expertise and

provided guidance on project parameters rather than issuing prescriptive directives in a donor/client relationship so often characterising international development efforts.

The fourth strategic decision was to set the criteria for project achievement at a minimum of enrolling 10,000 OOSC per year of the proposed project. Since this was a UPE acceleration programme, it was critical to expect to reach large numbers of OOSC as quickly as possible. EAC set an interim goal of reaching commitments for 6 million OOSC by the 2015 MDG time frame.

The fifth strategic decision was to conduct due diligence, verifying in situ the viability and capability



of each local, national, and international organisation seeking to partner with EAC. This process was initiated from the start with EAC technical, monitoring and evaluation (M&E), and financial staff, and became more stringent over time. Eventually, EAC engaged an independent external firm to conduct initial due diligence, along with EAC field-based and internal reviews.

The sixth strategic decision was to engage internationally in the dialogue concerning education for marginalised children. Activities included in-person participation in international fora, knowledge sharing through research and publications, hosting high-profile events, and supporting Her Highness

Sheikha Moza in UN and other international speaking opportunities, as well as her field visits to projects.

It was a favoured phrase to describe EAC in the early days as, “flying a plane while building it”. Since there was such urgency in the early achievement of high numbers of OOSC enrolled in quality primary education, work towards establishing partnerships, creating legal frameworks for contracts, setting up programme infrastructure, staffing, and creating a new education foundation, all happened concurrently. This required long hours and heavy commitment from leaders and programme staff, made possible largely because of the uniformly held belief in the mission and commitment to the vision.



Value #3. Partnership is Paramount: Creativity, Management, Accountability

From the onset, partnership was valued as a joint endeavour, not a prescriptive donor-client relationship. This stemmed from the fact that marginalised children, who do not fit the mainstream education system, need specialised attention, particularly to address the barriers that obstruct their education. EAC sought partner organisations that already had a track record of success in reaching children who are marginalised and not in school or not participating in any



“Before, I used to just play in the camp with my friends, day and night... But, this school has given me new hope. Now I want to become a doctor and serve not just my community, but anyone who needs help.”

Wahida

aged 10 from Afghanisan, was displaced to Pakistan

Alight Pakistan



education programme. Recognising previous success and building on the strategies organisations used to reach these children, meant openness to a variety of strategies. In other words, not one approach works for all, even within the same country, because the obstacles keeping children away from education differ widely. Some of the predominant barriers include displacement due to conflict and natural disasters, child labour and child marriage, remote rural areas, poverty, and traditional cultural values, particularly regarding education for girls. Several of these barriers may exist in different locations within a country or even within a single location, complicating the need for a variety of approaches and partners to address these challenges.

EAC searched for partner organisations that brought new thinking to the challenges faced by marginalised children and created appropriate strategies to address them. Thus, when viewing the EAC portfolio of projects, no one project looks the

same, they all differ according to the parameters impinging on children’s rights to an education in any particular situation or location.

One cross-cutting factor was using a systemic approach to identifying and addressing barriers. For example, a remote location may be a barrier but it is not enough to simply build a school nearby within a reasonable walking distance. Once getting to school, staying in school was necessary for any quality education achievement. Nutrition is a factor in learning capacity, and children walking home for a midday meal was not always feasible. Providing a meal at school is one option that not only helped children to stay in school and learn but was actually a motivator for attending in the first place. Another prevalent example is gender separate latrine facilities, often an obstacle, in particular for girls. Many projects included the construction or refurbishment of WASH facilities, including clean water, to mitigate this barrier. A third example is poverty, which may result in child labour to help the family survive, and almost always involves an inability to cover school expenses. Some projects have included income-generating activities for families, community involvement in school, provision of school uniforms and supplies, and conditional cash grants and scholarships. Therefore, while enrolment and retention in a quality primary



education is the goal, the means to achieve it often included other remedies than simply having access to a school. Over time, as the UN established the Sustainable Development Goals (SDG) for 2016-2030, these systemic approaches implemented through EAC projects, also strongly linked to SDGs besides education, for example, health, nutrition, poverty, workforce, and gender goals.



As part of the due diligence process, EAC had rigorous procedures initiated from the beginning to ensure each potential organisational partner had the experience, expertise, capacity, and financial stability to manage a joint project, secure co-funding from investors, and achieve the stated goals to reach 10s of thousands of children each year of the project. In most cases, a field visit was a standard mechanism to ensure the organisation had management capacity, connections with the national education system, data on where OOSC were located, and strategies to monitor, evaluate and report progress. By the time 68 projects were completed, reaching over 10M OOSC, 48 projects of these, or 71%, achieved over 100% of their intended targets. A few projects needed extra time to implement their programme, due to unforeseen circumstances (e.g., conflict slowing construction, natural disaster displacing children, changes in national education leadership, and timeliness of

payments). These programmes requested no-cost extensions. Only three projects were closed early due to shortfalls in achievement, representing 4.9% of total completed projects.

An historic timeline of the EAC partnership portfolio began with the first 500,000 OOSC education commitment from EAC announced by Her Highness Sheikha Moza at the launching event in 2012. By 2015, the end of the MDG time frame, EAC was supporting 46 active projects in 40 countries with a portfolio of over US\$1.2 billion (an EAC contribution of over US\$500 million, with additional leveraged funds of over US\$712 million in partner co-funding). A sample selection of co-funding partners is shown in Figure 4. (i.e., excluding UN Agencies and National Governments). EAC had set an interim goal of reaching 6 million OOSC through partnerships with multi-year commitments by the end of the MDGs in 2015.

Figure 4. Sample List of Partner Co-Funding through MDG 2015 Time Frame

Biggest Partner Co-Funding Sources	Country/ies
Aprendiz	Brazil
Bharti Foundation	India
British Council	Pakistan
buildOn	Mali, Malawi, Senegal, Haiti, Nepal, Burkina Faso
County Innovation Challenge Fund (CICF)	Uganda
Foreign, Commonwealth & Development Office (FCDO), UK	Bangladesh, Nigeria, Kenya, Democratic Republic of the Congo, Somalia
European Commission	Somalia
ExxonMobil	Nigeria
Gonoshahajjo Sangstha (GSS)	Bangladesh
Global Partnership for Education (GPE)	South Sudan
Inter-American Development Bank (IaDB)	Haiti
Karen Teacher Working Group (KTWG)	Thailand, Myanmar
Marico Industries (CSR)	India
Norwegian Refugee Council	Côte d'Ivoire
Oando Foundation	Nigeria
Plan International	Ghana, Uganda
PRIS (Programme-Related Investments), PROSEB (GPE-financed basic education programme/Project de Soutien à l'éducation de base)	Democratic Republic of the Congo
Save The Children	Thailand, Myanmar, Côte d'Ivoire, Ethiopia
The Citizens Foundation	Pakistan

A complete list of partner agreements for EAC projects through MDG 2015 (active and completed) is presented below in Figure 5. Exceeding the EAC interim goal of commitments to reach 6 million OOSC by the end of MDG 2015, EAC had actually reached a total commitment of over 7 million OOSC by that time.



Figure 5. EAC-Partner Agreements and Achievements through MDG 2015 Time Frame

	Serial	Country	Partner Name	OOSC Target	Total Investment	EAC Contribution
2015	1	Nigeria	UNICEF	501,574	\$71,479,629	\$35,507,156
	2	India	Educate Girls 2	208,825	\$24,887,119	\$12,443,559
	3	Ghana	Plan	93,330	\$15,259,261	\$7,629,620
	4	Kenya	UNICEF	300,000	\$32,223,841	\$16,030,741
	5	Ethiopia	imagine1Day 2	52,675	\$3,044,268	\$1,498,500
	6	Nigeria	Oando Foundation	60,000	\$8,838,296	\$2,526,115
	7	Chad, Ethiopia, Kenya, Rwanda, South Sudan, Sudan, Uganda, Syria, Yemen, Iran, Malaysia, Pakistan	UNHCR 3	935,000	\$122,483,569	\$57,608,174
2014	8	Comoros	UNICEF	20,000	\$7,874,045	\$3,274,045
	9	Somalia	UNICEF	64,000	\$39,416,532	\$19,218,878
	10	Yemen	UNICEF	89,200	\$44,597,276	\$8,145,000
	11	Democratic Republic of the Congo	UNICEF	1,482,196	\$82,897,382	\$40,897,382
	12	Syria	UNICEF USA	586,600	\$21,782,860	\$10,891,430
	13	Cambodia	Action Education	57,372	\$19,319,319	\$9,561,037
	14	Senegal, Mali, Burkina Faso, Malawi, Haiti, Nepal	buildOn	51,000	\$21,438,068	\$8,519,434
	15	Ethiopia	Save the Children	57,060	\$14,588,340	\$7,294,170
	16	India	Gyan Shala	226,664	\$45,773,000	\$21,989,000
	17	Uganda	Building Tomorrow	50,980	\$10,196,575	\$5,098,287
	18	Philippines, Thailand, Indonesia, Cambodia, Lao PDR, Malaysia, Myanmar, Viet Nam, Timor-Leste	UNESCO	50,000	\$5,226,498	\$2,570,158
	19	Ethiopia	Pact	15,120	\$3,043,972	\$1,512,069
	20	South Africa	Roger Federer Foundation	1,500	\$1,923,340	\$864,888
2013	21	Chad, Ethiopia, Kenya, Rwanda, South Sudan, Sudan, Uganda, Iran, Malaysia, Pakistan, Syria, Yemen	UNHCR	50,000	\$25,609,561	\$12,238,196
	22	Brazil	Todos	-	\$300,000	\$250,000
	23	Brazil	Aprendiz	21,000	\$111,400,000	\$12,200,000
	24	Bangladesh	GSS	104,700	\$13,740,908	\$6,870,453.50
	25	Democratic Republic of the Congo	IRC	47,750	\$7,591,166	\$3,795,583
	26	Democratic Republic of the Congo	Caritas Congo	46,000	\$17,552,965	\$8,432,965
	27	Haiti	Care	50,000	\$40,846,111	\$11,916,751
	28	Pakistan	The Citizens Foundation	82,710	\$25,938,871	\$9,673,137
	29	Somalia	Care	30,100	\$26,678,803	\$8,946,181
	30	Thailand/Myanmar	Save the Children	84,137	\$18,515,763	\$9,257,892
	31	Ethiopia	imagine1Day	28,599	\$2,407,962	\$1,193,475
	32	Pakistan	British Council	185,000	\$6,416,536	\$3,383,552
	33	Uganda	Plan	75,000	\$4,134,868	\$2,000,000
	34	Syria	UNRWA	67,680	\$25,921,750	\$4,971,750
2012	35	Kenya	Girl Child Network	31,350	\$5,456,566	\$2,728,283
	36	India	Gyan Shala	69,200	\$11,149,177	\$5,574,589
	37	India	Educate Girls	105,196	\$8,494,000	\$4,247,000
	38	India	Bharti Foundation	48,200	\$9,330,000	\$4,665,000
	39	Bangladesh	BRAC	13,000	\$9,166,266	\$4,583,134
	40	Bangladesh	BRAC	62,000	\$13,646,184	\$6,823,092
	41	Bangladesh	Dhaka Ahsania Mission	40,000	\$6,490,832	\$3,245,415
	42	Côte d'Ivoire	NRC	12,383	\$3,000,000	\$1,500,000
	43	Côte d'Ivoire	Save the Children	28,800	\$8,178,024	\$4,089,012
	44	Côte d'Ivoire	IRC	20,160	\$2,607,485	\$1,262,32
	45	Chad	UNICEF	68,412	\$50,946,000	\$13,057,000
	46	Sudan	UNICEF	600,000	\$38,666,033	\$18,538,618
	47	South Sudan	UNICEF	24,300	\$50,571,000	\$11,944,000
	48	Iraq	UNESCO	30,000	\$39,534,762	\$3,934,762
	49	Chad, Ethiopia, South Sudan, Sudan, Iran, Pakistan, Syria, Yemen, Kenya, Rwanda, Uganda, Malaysia	UNHCR	172,778	\$12,480,000	\$6,240,000
	50	Syria	UNICEF USA	250,000	\$2,072,224	\$1,036,112
	51	GEFI Secretariat	GEFI	-	\$3,900,000	\$1,400,000

Another milestone was reached in 2018 and celebrated at an international event in NYC on 27 April at the New York Public Library. Featured speakers and participants included Her Highness Sheikha Moza bint Nasser, UN Secretary General Antonio Guterres, other international dignitaries, and EAC partners and staff. At that time, EAC had commitments in place to provide education programmes for over 10 million children through 68 projects in 49 countries. The funding portfolio had expanded to \$1.7B with 63% co-funding.

However, in keeping with the steadfast value to reach as many OOSC as possible, EAC continued forging ahead with full force. The COVID-19 pandemic and subsequent school closures in most EAC project countries meant adapting and adjusting education strategies to meet these unforeseen and challenging conditions. While most projects experienced a slowdown, they also found innovative ways to respond to the new reality of virtual and remote teaching and learning, combatting learning loss, and safely re-entering the school environment when schools reopened.

Completing the portfolio of project commitments, the following Figure 6 lists the EAC-supported projects from 2016-2022.

Figure 6. OOSC Partnership Agreements 2016-2022

	Serial	Country	Partner Name	OOSC Target	At-Risk Number	EAC Contribution	Partner Co-Funding
2022	1	Malawi	CAMFED	4,000	40,050	\$10,001,891	\$5,000,000
	2	The Gambia	UNICEF	66,765		\$7,457,596	\$3,710,210
	3	Liberia, Nigeria, Sierra Leone	Street Child	96,000		\$12,800,000	\$6,400,000
	4	Haiti	laDB	22,000		\$52,950,000	\$2,950,000
	5	Uganda	Plan	100,000		\$16,816,570	\$8,327,712
	6	Pakistan	ADB	960,000		\$60,480,000	\$24,480,000
	7	Tanzania	UNICEF	100,003		\$10,019,132	\$5,003,118
	8	Somalia	UNICEF	300,000		\$66,133,687	\$33,000,000
	9	Paraguay	UNICEF	30,000		\$7,184,161	\$3,525,928
2021	10	Bangladesh	ADB	650,000		\$31,248,000	\$12,648,000
	11	Iran	NRC	19,596		\$5,782,530.51	\$2,891,264.66
	12	Djibouti	World Bank	35,000		\$9,325,000	\$4,375,000
	13	Uganda	Building Tomorrow	84,275		\$11,796,662	\$5,898,327
	14	Cambodia, Myanmar, and Nepal	UWS	0	5,198	\$897,994	\$448,997
	15	Somalia	Care	80,600		\$14,235,773	\$7,114,141
	16	Burkina Faso, Guatemala, Haiti, Malawi, Mali, Nepal, Senegal	buildOn 2	159,211		\$75,414,472	\$19,800,000
	17	Zanzibar	UNICEF	35,732		\$6,002,620	\$3,000,994
2020	18	Kenya	UNICEF	250,000		\$30,066,661	\$15,006,218
	19	Sudan	UNICEF	50,000		\$10,741,608	\$5,370,804
	20	Nigeria	IRC	20,000		\$3,771,463	\$1,885,732
	21	Lebanon	UNESCO	Emergency Response		\$9,831,511	\$9,831,511
	22	Ethiopia	imagine1Day 3	63,428		\$8,208,317	\$4,037,219
	23	Cambodia	Action Education2	116,396		\$34,536,650	\$13,823,383
	24	Cameroon, Chad, Kenya (Dadaab and Kakuma), Malawi, Rwanda, South Sudan, Sudan, Uganda, Malaysia, Pakistan, Syria, Yemen, Iraq, Mexico	UNHCR 4	364,857		\$90,270,583	\$45,135,291
	25	Colombia	Fundación Pies Descalzos	34,000	20,000	\$26,338,052	\$9,450,574
2019	26	Ethiopia	Save The Children 2	35,088		\$8,540,969	\$3,911,353
	27	Kenya	GCN 2	47,515		\$4,005,005	\$1,910,000
2018	28	India	Educate Girls 3	232,500		\$42,361,534	\$21,180,767
	29	Bangladesh	BRAC Rohingya	35,000		\$10,349,441.14	\$1,845,289
	30	Somalia	Mercy Corps	81,489		\$19,580,190	\$9,790,095
	31	Iraq	UNESCO 2	150,000		\$150,548,198	\$12,295,360
	32	Mali	EDC	596,597		\$143,232,678	\$71,382,781
	33	Bangladesh	BRAC 3	60,000		\$11,972,339	\$5,986,169



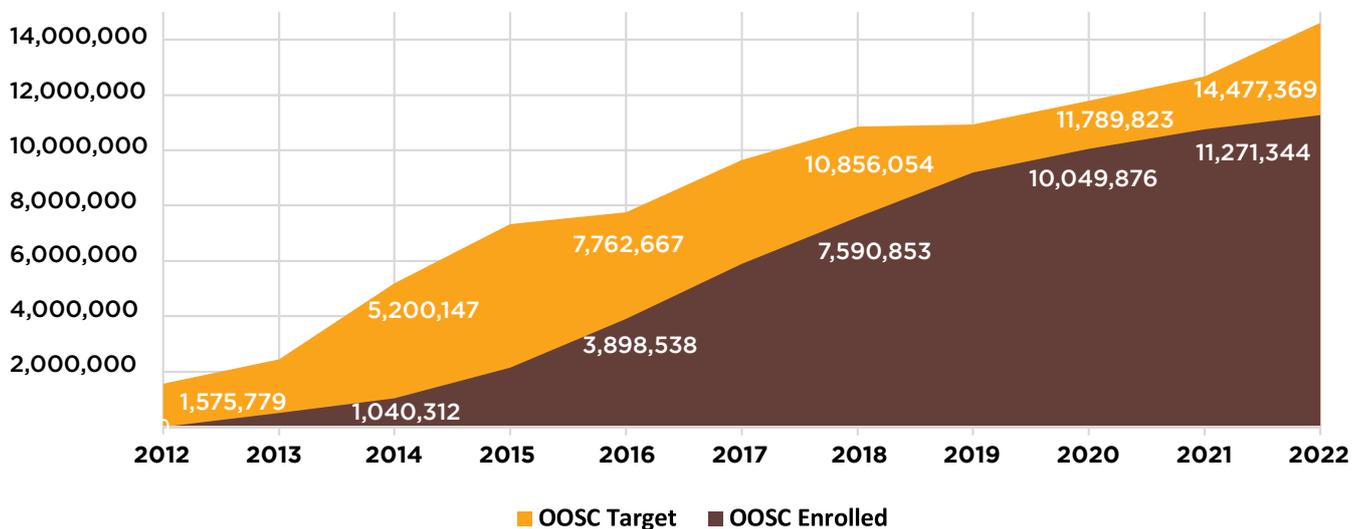
2017	34	Pakistan	British Council 2	200,000		\$11,910,752	\$5,955,421
	35	Pakistan	Alight	1,050,000		\$52,058,406	\$4,999,955
	36	Zambia	ZOCS	175,000		\$12,333,493.50	\$6,000,000.50
	37	Syria	UNICEF USA 3	366,286		\$21,382,841.50	\$10,510,888.50
	38	Angola	Rise	24,000		\$7,871,004	\$2,999,640
	39	Pakistan	UNESCO	75,000		\$11,247,958	\$4,500,000
2016	40	Sierra Leone, Togo, Benin, Liberia, Guinea-Bissau, Madagascar, Senegal, Niger, Burkina Faso, Mali	Humanity & Inclusion	28,011		\$8,160,934	\$3,603,260
	41	Uganda	World Vision	40,000		\$5,350,000	\$2,140,000
	42	Tanzania	GMT	20,000		\$4,000,000	\$2,000,000
	43	India	HPPI	42,000		\$3,203,215	\$1,601,607
	44	South Africa	MIET	30,000		\$3,419,776	\$1,677,810
	45	Myanmar	MEDG	46,026		\$8,892,706	\$4,389,077
	46	Cambodia, Myanmar, Nepal	UWS	33,830		\$8,670,555	\$3,208,105
	47	Burkina Faso, Mali, Niger	Plan	181,074		\$43,638,819	\$21,819,396

OOSC commitments in 2022 now reach over 14.477 million OOSC through 96 projects in 56 countries with 47-partner organisations. Total OOSC enrolment stands at 11.2 million.

Figure 7 graphs the progression of OOSC and At-Risk Enrolments and Commitments from 2012 – 2022.

Figure 7. Commitments Exceed 14.477M OOSC in 2022

OOSC & At-Risk Enrolments/Commitments Over the Years



At the 10-year milestone, EAC's current total investment of \$911 million, with \$1.475 billion in co-funding support, totals a combined portfolio of over \$2.38 billion. The partnerships include an expanded variety of funding streams, with bilateral aid agencies, international investment banks, foundations, and corporations adding to local co-funding support. Figure 8 depicts the contributions of various partners representing 62% of overall project funding, with 38% contributed by EAC.

EAC PARTNERSHIP INVESTMENT

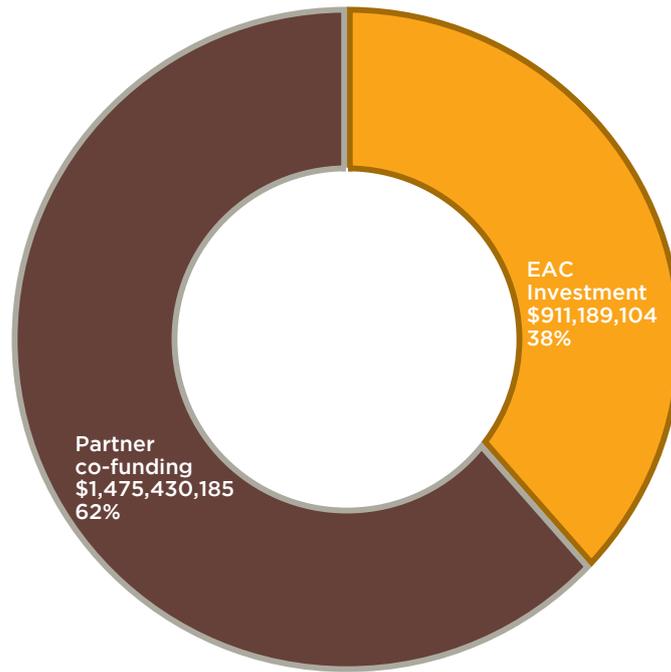


Figure 8. Total Investment in EAC \$2.386 Billion Q2 2022

These EAC partner organisations are categorised into strategic, implementing, advocacy, and resource partners.

STRATEGIC:

Strategic partners are made up of organisations with global reach that have a similar mission and vision as EAC.

IMPLEMENTING:

Implementing partners are organisations that work directly to enable children to participate in quality primary education.

ADVOCACY:

Advocacy partners bring their expertise, energy and persuasive influence to spur action and change.

RESOURCE:

Resource partners are organisations that contribute to providing research or financial resources to support EAC's work.

Below is a list of partner relationships EAC fostered for varying lengths of time over the last decade.

STRATEGIC PARTNERS

- | | |
|---------------------|----------|
| ● QFFD | ● UNHCR |
| ● Bharti Foundation | ● UNICEF |
| ● UNESCO | ● UNRWA |



IMPLEMENTING PARTNERS

- Action Education (formerly Aide et Action) ● Alight (formerly the American Refugee Committee)
- Aprendiz ● Asian Development Bank ● Bharti Foundation ● BRAC ● Building Tomorrow
- buildOn ● CARE ● Caritas Congo ASBL ● Dhaka Ahsania Mission ● Educate Girls ● Education Development Center ● Fundación Pies Descalzos ● Girl Child Network ● Gonoshahajjo Sangstha (GSS)
- Graça Machel Trust ● Gyan Shala ● Humana People to People India ● Humanity & Inclusion (formerly Handicap International) ● imagine1day International ● inter-American Development Bank (IaDB)
- International Rescue Committee (IRC) ● Mercy Corps ● MIET Africa ● Monastic Education Development Group (MEDG)-Phaung Daw Oo (PDO) ● Mott MacDonald ● Norwegian Refugee Council ● Oando Foundation ● Pact ● Plan International ● RISE International ● Roger Federer Foundation ● Save the Children ● Street Child ● The British Council ● The Citizens Foundation ● UNESCO ● UNHCR
- UNICEF ● UNICEF USA ● UNRWA ● United World Schools (UWS) ● WeWorld ● World Bank Group
- World Vision ● Zambia Open Community Schools

ADVOCACY PARTNERS

- Global Education First Initiative (GEFI) ● Qatar Airways ● Todos Pela Educação ● W Hotel Doha

ODA PARTNERS

- Qatar Fund for Development (QFFD) ● African Development Bank (AfDB) ● Asian Development Bank (ADB)
- Agence Française de Développement (AFD) ● Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ) ● Foreign, Commonwealth and Development Office (FCDO) ● GAVI, the Vaccine Alliance
- Inter-American Development Bank (IaDB) ● Islamic Solidarity Fund for Development/Islamic Development Bank (IsFD/IsDB) ● Korea International Cooperation Agency (KOICA) ● Ministero degli Affari Esteri e della Cooperazione Internazionale (MAECI) ● Supreme Committee for Delivery & Legacy (SCDL) ● United States Agency for International Development (USAID)

RESOURCE PARTNERS

International

- Bharti Foundation ● Chopard ● ExxonMobil Foundation ● Islamic Development Bank (ISDB)
- Qatar Airways ● Richard Mille ● Valentino ● World Bank Group

Local

- Abdullah Abdulghani & Bros ● Lulu Group International ● Doha Marriot Worldwide Business Council
- Mega Mart ● Sherborne School Qatar ● W Hotel Doha

Value #4. Believe in the Possibility: Investment, Support, Faith

For investors to make a commitment to provide supporting funds, there must be belief in the mission, the organisation's capacity, the ability to meet expectations, and realistic outcomes. Investment in education is particularly challenging due to the long-term nature of the achievement of results. EAC's mission is compelling for investors. As reported in an EAC brochure, "Across 139 countries, each additional year of schooling leads to a 10% increase in income; according to UNESCO, 171 million fewer people would live in poverty in low-income countries" if all children were educated (Educate Every Child-Zero OOSC, 7 Dec 2021). Education outcomes are realised over time; thus, care needs to be taken to ensure shorter-term goals are set and reported regularly.

The early decision for EAC to only fund up to 50% of any project required partner organisations to secure additional funding streams to support the project. These funding partners ranged from local, national and international organisations; government; foundations; and corporations. Sometimes, unforeseen circumstances led to changes and shortfalls in co-funding portfolios, leading to a few requests for no-cost extensions to meet project goals. Yet, 92.5% of EAC projects succeeded in providing 50% or more of co-funding, contributing to project total budgets. As of 2022, over 62% of total project funding was provided by co-funders, with 38% of overall funding provided by EAC. The formula for accepting proposed project funding was a calculation of investment per child.

A simple ratio for the number of OOSC reached against the suggested budget was set a \$100 per child for EAC's contribution, and was later raised to \$125 to allow for increased costs associated with inflation.

After succeeding with this co-funding strategy, EAA/EAC began to explore additional options for sharing the funding portfolio. Bilateral organisations, for example, KOICA, the Korean Aid Agency, collaborated with EAC in co-financing joint projects in the Asia region, contributing to the EAC 50% portion of funding. Coordinating with the Global Partnership for Education (GPE) on certain projects allowed country programmes to consider portions of their GPE grants as partner co-funding when it aligned with reaching OOSC in the country. EACI (Educate A Child International - UK) agreed to contribute to 4 projects in Ethiopia, Zambia, Iraq, and India. Development banks including the Inter-American Development Bank, the Islamic Development Bank, the Asian Development Bank and the World Bank all negotiated framework agreements with EAA/EAC to support partnership agreements for projects, in close coordination with country government loans and investments, supporting projects in four countries (Bangladesh, Pakistan, Djibouti, and Mali). The Bharti Foundation contributed \$30 million to provide support for EAC projects in India, Uganda and Nigeria; and the ExxonMobil Foundation directly supported projects in Angola and Nigeria. A full listing of expanded funding partners is provided in Figure 9.



Figure 9. Expanded Partnerships

Partner Co-Funding	Country/ies of Operation
The Global Partnership for Education (GPE)	Chad, Comoros, Democratic Republic of the Congo, Djibouti, Somalia, Sudan, South Sudan, Yemen
Foreign, Commonwealth and Development Office (FCDO)	Bangladesh, Democratic Republic of the Congo, Ghana, Nigeria, Tanzania, Benin, Burkina Faso, Guinea-Bissau, Liberia, Madagascar, Mali, Niger, Senegal, Sierra Leone, Togo
United States International Development Agency (USAID)	Burkina Faso, Mali, Niger, Democratic Republic of the Congo, Ethiopia, Benin, Guinea-Bissau, Liberia, Madagascar, Senegal, Sierra Leone, Togo, Somalia
Japan International Cooperation Agency (JICA)	Pakistan
Islamic Development Bank (IsDB)/Islamic Solidarity Fund for Development (ISFD)	Mali
Agence Française de Développement (AFD)	Benin, Burkina Faso, Guinea-Bissau, Liberia, Madagascar, Mali, Niger, Senegal, Sierra Leone, Togo
Partner Co-Financing	Country/ies of Operation
Korea International Cooperation Agency (KOICA)	Myanmar, Iran, Cambodia, Nepal, Uganda
Bharti	India, Nigeria, Uganda
ExxonMobil	Angola, Nigeria
Educate A Child International (EACI)	Ethiopia, India, Iraq, Zambia
Qatar Fund For Development (QFFD)	Chad, Kenya (Dadaab and Kakuma), Rwanda, South Sudan, Sudan, Uganda, Malaysia, Pakistan, Syria, Yemen, Cameroon, Malawi, Iraq, Mexico
Framework	Country/ies of Operation
World Bank	Burkina Faso, Afghanistan, Ecuador, Cameroon, Bangladesh, Iraq, Haiti, Chad, Cambodia, Lebanon, Mexico, Democratic Republic of the Congo, India, Syria, Paraguay, Djibouti, Lao PDR, Ethiopia, Malaysia, Kenya, Myanmar, Liberia, Nepal, Libya, Pakistan, Malawi, Philippines, Mali, Sri Lanka, Morocco, Thailand, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Sudan, Tanzania, Uganda, Zambia
Foreign, Commonwealth & Development Office (FCDO), UK	Multi-Countries
Ministry of National Education & Vocational Training	Djibouti
Ministry of Basic & Secondary Education	The Gambia
Ministry of Education & Vocational Training	Zanzibar
Ministry of Education	Rwanda
The Inter-American Development Bank (IaDB)	Latin American & the Caribbean
Islamic Development Bank (IsDB)/Islamic Solidarity Fund for Development (ISFD)	Mali, Nigeria, Pakistan
The Aga Khan Foundation (AKF)	Multi-Countries
Asian Development Bank (ADB)	Afghanistan, Bangladesh, India, Indonesia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka
Foreign, Commonwealth and Development Office (FCDO)	Multi-Countries
Implementing Partner Banks	Country/ies of Operation
Asian Development Bank (ADB)	Bangladesh, Pakistan
The Inter-American Development Bank (IaDB)	Haiti
World Bank	Djibouti
Multi-Sector	Country/ies of Operation
Gavi, the Vaccine Alliance (GAVI)	Ethiopia, Kenya, Nigeria
The United Nations Educational, Scientific and Cultural Organization (UNESCO)	Lebanon

Along with expanded funding partnerships, challenges also increased. Aligning EAA/EAC budget cycles with project implementation schedules was not always possible. This sometimes led to delayed payments to projects, which subsequently caused delays in project implementation. The commonly held assumption that co-funding would bridge payment gaps was not credible, since co-funding commitments were tied directly to certain project activities and could not be transferred. The assumption that payments would be made on time if all technical and financial conditions were met was also not sensitive to the nature of budget cycles and fund availability. Unforeseen circumstances, such as the COVID-19 global pandemic shutdowns, country-level conflict arising, or natural disasters occurring, all meant project funding and payment schedules needed to be adjusted, along with expectations for project achievement and timelines. Reviewing these anomalies on a case-by-case basis required EAA/EAC and all partners to be creative, flexible, and adaptable to these changing circumstances. Probably the single most important factor in managing these challenges and finding ways to mitigate them was the unwavering belief in the mission to reach underserved children with education opportunities. This was the glue that held everything together, at all levels.

Partner organisations selected for EAC projects have strong records in their countries of operation. An unanticipated outcome for partner organisations, as they increased their capacity, was the increased stature and reputation earned by achieving high expectations. Thus, it was possible to secure even more investment partners and scale up operations to reach more children even after the EAC-supported project ended.

“

“With the three year support from Educate A Child, the Kadam Step Up Programme has become a fully integrated and sustainable programme run by the Department of Education. It is a wonderful example of partnerships leading to sustainable and systemic change.”

HPPI, India

”



Value #5. Foster Change: Flexibility, Adaptability

Change happens, often when it is not expected, and usually requires some kinds of adjustments. EAC, with a multi-billion-dollar portfolio managing projects in over 55 countries, needed to be positioned to allow flexibility and adaptation to changing circumstances. Major natural disasters can displace large numbers of people and disrupt education for long periods of time. The earthquake in Haiti, the drought in Ethiopia, and the floods in Bangladesh, all result in major disruptions in education. Conflict can also arise suddenly or be protracted over long periods, leading to the movement of populations along with health and safety concerns. The conflicts in Syria, Yemen, Mali, and Afghanistan have major consequences, not only for the country itself but also for neighbouring countries handling an influx of refugees. Total economic collapse has ravaged some countries, such as Somalia, South Sudan, and Iraq, leading to societal dysfunction and institutional breakdown with an inability to meet the needs of people.

With the focus for EAC on marginalised children, those who are hardest to reach have cost implications. Often, Ministries of Education do not have the resources to find and provide the necessary resources to reach children in these extreme circumstances. This leads to the inability of a country to provide education for all children, and children who might otherwise have chosen to access education are left behind. Creative approaches to provide education at the primary level under these difficult circumstances sometimes meant employing unusual strategies. For example, mobile schools or temporary rental spaces or night schools or neighbourhood facilitators might be utilised. As part of the EAA foundation's due diligence, these alternative methodologies prompted increased scrutiny by EAC to ensure funds were spent as intended and children were served with quality education provision. Mechanisms used to ensure fund integrity included Quality Assurance through internal EAC and external field-based due diligence; Audit, both EAA internal and Her Highness Sheikh Moza's (Chairperson's) Office, and external auditors, as well as project-based audits; and Site Monitoring

Visits (SMV). All these tools were employed to assure projects operating under these extreme circumstances were successful. Stringent internal and external controls for all initiatives were managed through EAC project review and EAA corporate leadership and decision protocols.

Modifications in legal instruments, risk management, and EAA management oversight all contributed to adjustments necessary for project management. Negotiating these various agreements helped influence governments and their agencies to introduce/enforce/support policies to tackle the issues of OOSC in the relevant countries and increase awareness of the issues surrounding marginalised children and those who were hardest to reach.

Projects also took leadership roles in policy advocacy in their own countries. One example is imagine1day II project in Ethiopia, whereby a national-level press release emphasized policy attention to the enrolment and retention of OOSC. The issues of OOSC had attracted the attention of both local and regional governments and have the potential to influence new policies related to OOSC in many regions of the country. Another example is UNICEF Nigeria, where UNICEF expects that state governments will take ownership and sustain the cash transfer programme. The region of Zamfara developed a draft bill on social policy, with Kebbi and Sokoto regions following the process with a similar policy. One of Kenya's Girl Child Network's Main Five outcomes is, "Improved capacity of Ministry of Education officials in 3 counties to enforce the implementation of legal policy frameworks related to OOSC enrolment and retention."

The standard for success remained high, children were kept as the primary focus, controls were tightened, and contingency plans were put in place to continue to reach children denied education through no fault of their own. Projects went beyond their particular mandates and worked on behalf of the betterment of education through policy influence and building awareness of OOSC issues.





Value #6. Do Whatever it Takes: Integrity, Work Ethic, Children First

A portion of the EAA's overall budget is allocated to EAC staff. The project has, from the beginning, worked with a small group of professionals. A hallmark of EAC's success is its staff. Without their adherence to a strong work ethic, the integrity to keep the programme consistent with its values, and the deep commitment to educating underserved children, it is doubtful many millions of children would have been reached in the ten years of operation. What is largely underreported, however, is the work conducted over and above the management of specific projects, i.e., reviews of proposals, field visits, due diligence, ongoing project reporting review, and data management.

Because EAC dedicated its mission to a unique niche, a strategic decision in the days of inception was to contribute to the global knowledge base on education and provide international leadership on advocacy for primary-level OOSC. This required constant and concerted effort outside of project management to host events and international meetings, conduct workshops and conferences, represent EAC on international education committees, support high-level field project visits, and provide design and logistics support for high-level speaking engagements on a global level. It was not unusual for staff to spend many overtime hours completing these tasks in addition to managing projects.

As part of contributing to the knowledge base in education, EAC also:

- Conducted education research compiled in 11 publications on topics such as the cost of not educating OOSC and indigenous language and education;
- Contracted seven case studies on specific projects such as Educate Girls in India, and topics including tracking OOSC;
- Published seven Occasional Papers on topics including, Beyond COVID-19, volunteers, and Counting and Accounting for OOSC; and
- Wrote eight Perspectives on Practice and Policy, such as Migrants and Refugees, and Universal Primary Education.

These thought pieces are posted on the EAA website and are also the subject of presentations at international conferences and other global education fora. A series of brochures and infographics also contribute to the information provided on EAC's progress over the last decade.

“

“We are so proud of what we have achieved together these past 9 years, having reached nearly 350,000 out of school children, and having learned so much along the way. Thank you for your remarkable commitment to reaching the most marginalised out of school children. I wish to take this opportunity to also recognize and thank the Educate A Child team for their hard work, dedication and support in helping us manage the implementation of our Educate A Child projects. They are a small yet mighty team!”

Plan International, Canada

”

These activities are not always exclusively calculated within the EAC internal budget, and often the resource support comes from other budget lines within the EAA Foundation. Thus, valuable staff and resources from other departments and programmes within EAA need to be considered to determine how much time, effort and funding are dedicated to these activities. In addition, because of the high-profile nature of the founder, an equally high standard of quality and visibility is expected. Yet, it is worth noting that EAC staff have overachieved and delivered quality programmes and products, again and again, a testament to the dedication and commitment to the EAC mission.



Value #7. Count Every Child: Data Integrity, System Design and Redesign

One core element streaming through everything EAC does is the value that every child counts and every child needs to be counted. This requires a robust monitoring system to identify and follow the progress of every child reached through EAC partnerships. The monitoring standard had long been sampling data and generalised enrolment and survival statistics as usually reported. However, because OOSC are not typically reflected in these statistics, they represented an undercounted and under-represented population in general education statistics. EAC was keen to ensure OOSC were counted, both for tracking individual progress and to account for use of funds tied to reaching OOSC. If the unique niche EAC was committed to



“It was a very special day for me to go back to school and I feel so happy.”

Abdalla, 14, a former class 5 student who dropped out and remained at home for approximately 6 months.

UNICEF, Zanzibar



reaching was lost in generalised statistics, then data integrity was also compromised. From the inception of the programme, EAC designed an online reporting system for partners to individually access and submit data every six months. These data were expected to be tied to unique student IDs so that progress through the educational experience would be tracked. The smaller NGOs were in a better position to install such practices, for larger international NGOs and UN agencies, the process took longer. In all cases, however, EAC held fast to the standard of identifying and counting and tracking individual students. As the programme matured, so too did the M&E system of data collection and reporting

Organisations that continue to improve and upgrade systems increase the likelihood of staying relevant. EAA/EAC is no exception. To streamline and modernise its systemic infrastructure, EAA/EAC continually updates forms and procedures

to be a more user-friendly and faster processing system for users. Currently, EAA is in the process of introducing a more sophisticated online system redesign, based on earlier experience with installing M&E data reporting online in the early years, and later offering the first partner expression of interest on the website for online submission in the middle years.

Now, EAA/EAC is creating a new information management system (MIS) to accommodate most regular procedures for every programme in the Foundation to utilise. EAC played a leadership role in this system design process, hosting EAA's programmatic alignment and early system development in the first two years of development. The new EAA/MIS integrates all the grant management business processes and workflows from project initiation to closure into a centrally controlled, digitalised system. The system introduces more efficient features for end-to-end capture, storage, processing, analysis and reporting of partner data. The overall objective is to harmonise and streamline M&E policies, processes, practices tools and systems that the various EAA programmes employ to better monitor the performance of partner projects. During the design phase, the EAA/MIS expanded in scope to include grants management and operations.

The intent of modernising the system is to ensure more efficient use of staff time, and increased ability to compare results across programmes at the EAA Foundation level and each individual programme level. The improved system will serve to maintain the integrity of counting every child in the EAC programme, and ensure the credibility and accuracy of what is reported by partners (from financial data, M&E data, and Technical Activities and Achievements). The new system will facilitate data searches instead of hand-compiling data from multiple files from different submissions that could be misleading. As the new system is introduced, training tutorials are held with current and new projects, EAA/EAC staff, and consultants. It is envisaged that the successful rollout of the new EAA/MIS will improve the efficiency and quality of EAA business processes, performance monitoring, data integrity, and information and knowledge management so that every child counts and every child is counted.

Value #8. Orient towards the Future: Zero OOSC Strategy

EAC is cognizant of the momentum necessary to keep a development initiative active, and attract the investment and commitment required to continue. Looking forward, and orienting towards the future is a key element in keeping the organisation fresh and the agenda alive. While maintaining the singular focus on primary-level OOSC with a commitment to reach an additional one million OOSC per year, EAC is now working with countries selected at the government level to reach the last mile. The initiative is to provide education opportunities for the last OOSC that exist in the country, reaching Zero OOSC, making educating every child a reality and not solely a commitment. The UN has recognised EAC's Zero OOSC as an action within the Decade of Action in support of SDG 4.1. These countries committing to reaching every child stand as a beacon for other countries to realise this aspirational goal.

EAC consults with interested governments to agree on common goals and provide technical support, facilitate partnerships with governments and education stakeholders, identify affordable funding mechanisms, and pursue joint partnerships through agreed frameworks, budgets and timelines. Five countries have already made this commitment and signed Framework Agreements between the Ministries of Education and EAA/EAC. Project contribution agreements are in force with the World Bank and UNICEF for Djibouti, The Gambia

and Zanzibar. Framework Agreements are also in place to enable the negotiation of Zero projects in Rwanda and Sierra Leone.

EAA/EAC resources are dedicated to the Zero initiative for educating all children at the time of the 10th anniversary of EAC in 2022, with a goal to engage at least two new Zero project countries each year. Additional potential countries are in the process of consideration. While the number of children who are not in school in these Zero OOSC commitment countries is smaller, the resources needed to support them are higher because they are the hardest to reach. In some countries, it may be certain pockets of territory that are isolated and remote; in others, it may be certain populations, such as indigenous or children with disabilities, who are underserved. For whatever reason, these last few deserve the right to an education as well. Countries do not lack the will and most signed commitments for education for all in their 2030 Vision country education strategies. The issues are around financing and logistics, which the EAC initiative seeks to help resolve. Those countries standing at the forefront provide hope for realising education for all worldwide. The job is not complete until educating every child is no longer an issue, but instead is a guarantee.





STATIONERY

50
Single Line

Class : ያገራገራ
 አገሪት = 3

School : _____

Subject : _____

CONCLUSION

It is no small accomplishment to reach millions of children worldwide who are denied their right to an education. It takes vision, commitment, tenacity, creativity, investment, leadership and skill. These are some of the values articulated in this document, Value-led Development: How Educate A Child provided education for millions of children – a 10-year Retrospective.

In the short lifetime of the Educate A Child programme, such an accomplishment was achieved. However, the work is not done and continues with renewed vigour as EAC sets its sights on reaching millions more OOSC, and partners with countries to finally declare all children educated.

This report takes an historical perspective, noting specific achievement milestones in 2012, 2015, 2018 and 2022. It tracks the progression from the Millennium Development Goals of 2000-2015 through the Sustainable Development Goals for 2016-2030, both set by the UN and signed onto by over 150 countries. EAC is honoured to be a part of this international effort to ensure children are not left in a world with little or no opportunity for

them to realise their dreams and their potential. Reaching marginalised children, the ones who don't fit in the mainstream, the ones living in the most abject poverty situations that exist on the planet, the ones who desire to learn and become their best selves, only to be thwarted at every turn through no fault of their own, is a daunting task. Credit is due to all those who support this endeavour, who had the passion and creativity and bravery to tackle this problem, and the commitment to make it work. Because without the hard work and belief in the mission, this programme would be but words on a powerpoint presentation aiming to inspire action.

Inspiration from the highest level, Her Highness Sheikha Moza bint Nasser, on through all the leadership and staff at EAA and EAC, project personnel in the field, and visionary investors across the globe, all came together and held fast to a vision that they made into a reality. This is work in the world worth doing, and while the stories of impact on individual children will continue to be told, it is a story of hope as well as achievement.



التعليم | education
فوق | above
الجميع | all

