

# Acting Differently to Make A Difference

*“Those still denied an education are the hardest to reach. Tackling it will require ingenuity as well as investment.”*

-Her Highness Sheikha Moza bint Nasser



## History

In 2000 the world made a commitment to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

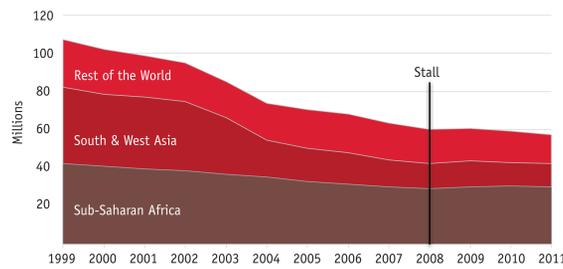
From 2000 to 2007, significant progress was made in bringing children to school. The number of out of school children was reduced by almost half.

But then in 2008, enrollments stalled and progress stagnated.

Reasons for the stall include:

1. The approaches generally used to children who were out of school (Building schools, eliminating enrollment fees for public education) were not effective in reaching the last sub-population of out of school children (OOSC).
2. International focus shifted from access for OOSC to quality for those already enrolled
3. International funding for education decreased
4. Conflicts, natural disasters and other crisis had a large impact on children accessing education

### Tremendous progress since Millennium Declaration in 2000



## Driven by a Vision and Mission

*“The chance of an education is a chance to escape poverty, to improve health and to enhance opportunities.”*

- Her Highness Sheikha Moza bint Nasser

In 2012, Sheikha Moza bint Nasser of Qatar recognized that “without a focused global effort to reach the most marginalized, the goal of universal primary education will not be attained.”

With the vision of a world where every individual has the opportunity to learn through a quality education, Sheikha Moza bint Nasser launched Educate A Child in November 2012. Its objective was to turn commitments into concrete actions by collaborating with global and local experts to trigger significant breakthroughs in providing out of school children in poverty, crisis, and conflict-affected environments with a full course of quality primary education.



## Education as a Right - Not a Privilege

For EAC education is a fundamental human right that facilitates the fulfillment of other rights. Educate A Child’s work is founded in the right of ALL CHILDREN around the world to access a quality education that respects and promotes their right to dignity and full development.

Our work is based on international instruments that identify education and quality education as a human right. We go far beyond single articles, to a web of commitments, which speak to the depth and breadth of how to begin to understand educational quality.

- Quality education must be embedded within the overall current local and world contexts and expectations of education.
- A quality education must reflect learning in relation to the learner as an individual, a family and community member, and part of a world society.
- A quality education understands the past, is relevant to the present and has a view to the future.
- Quality education relates to knowledge building and the skillful application of all forms of knowledge by unique individuals who function both independently and in relation to others.
- A quality education reflects the dynamic nature of culture and languages, the value of the individual in relation to the larger context, and the importance of living in a way that promotes equality in the present and fosters a sustainable future.

Many countries have laws that protect the right to education and legally require children to complete a full course of primary education or beyond (compulsory education). Yet, millions of children are out of school and not receiving an education.

## Singularly Focused

**Exclusively focused on marginalized OOSC at the primary level**

The focus of Educate A Child is on the right to a quality primary education. Our vision is to enable every child to complete a full course of quality primary education as defined by each country. A full course of quality primary education may be five or six years of formal education in a school for those of primary school age. It could also be an alternative programme that is either formal or non-formal, which has equivalence to formal education.



## We think BIG

With a goal of enrolling 10 million children, within the first four years since it was established EAC has projects in place to enrol over **6.9 million** children with over **4 million** already enrolled and participating in quality primary education programmes.

EAC scales up successful activities in educating the most marginalized to make a significant difference.

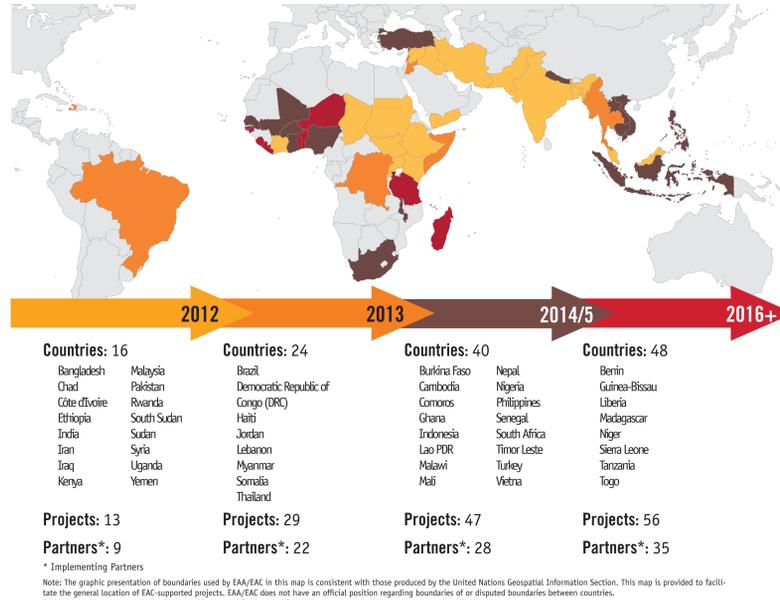
EAC supported projects must newly enrol a **minimum of 10,000** out of school children per year of the project and retain those enrolled in previous project years.



## Power of Partnership



## Today EAC is Active in 48 Countries



## We Act Differently

Education is a right, and millions of children today are not receiving this right due to a complexity of barriers hindering their access to and completion of education.

Every situation is complex, and children may be faced with several barriers simultaneously. Lack of access to education for a particular set of children may be the result of a combination of multiple barriers. In such cases, problems can be adequately and sustainably addressed only through a combination of strategies that recognize the complexity of barriers.

EAC focuses on addressing and eliminating the complexity and multitude of barriers to education that out of school face especially those who are in situations of extreme marginalization.

**Co-funding model and leveraging resources**  
EAC uses a “challenge”/co-funding model designed to leverage resources to support OOSC programmes.

EAC’s financial support is designed to be an infusion of resources to help breakdown the obstacles to education and the seemingly intractable problem of OOSC.

**Non-competitive**  
EAC is selective in funding projects, but not competitive. Emphasis is on partner collaboration over competition. Funding levels are not set for each country allowing EAC to provide a diverse range of educational programming and approaches according to need.

EAC does not:

- Prescribe an approach or beneficiaries
- Have an “envelope” per country
- Work exclusively with a single partner in a country

