Achievements
2013 - 2015

REACH OUT TO ASIA
أيادي الخير نحو آسيا
عضو في مؤسسة قطر
Member of Qatar Foundation

www.reachouttoasia.org
Message from the Chairperson

ROTA (Reach Out To Asia) has always been a very rewarding experience for everyone involved. The difference that has been made with the commitment of dedicated partners, volunteers, and local communities has been life changing for not just those we are helping and educating, but also for those involved in our numerous initiatives across Asia and the world.

While this report highlights our achievements thus far and documents the successes we have worked so hard to attain, it also serves as a reminder of the challenges that still lay ahead; challenges which continue to evolve in their unpredictability, no matter how prepared we are.

Over the past two years, ROTA has seen many of its already established projects bear the fruits of a long and arduous process. The challenges faced have been unique to each project, but the goal has always been the same: to help.

Through our National Programs, we continue to be a leading contributor in Qatar’s volunteering field with youth development, while our International Programs significantly increase our focus on the development of human capital. From our efforts across war-torn countries like Afghanistan, Occupied Palestinian Territories and Iraq, to a country such as Nepal overwhelmed by natural disasters, our aim has always been to reach out to those caught in the aftermath of devastation, no matter the cause.

It remains our mission to provide the highest quality primary and secondary education to the affected youth to help them reach their full potential. We envision a world where the youth are given access to this education, so that they in turn will be able to provide for their own communities.

By empowering the youth with a better understanding of leadership values, we are certain that our efforts will yield changes that will make an impact on a global level, through diversity and unity.

Sheikha Mayassa bint Hamad Al Thani
Chairperson, ROTA

Message from the Executive Director

It gives us great pleasure to present this Achievement Report to you, as we proudly look back on the success of our endeavors over the past few years.

It is my hope that what you are holding in your hands right now provides you with the same motivation to make a difference that it does for all of us involved. No contribution to the youth is too small, and with the dedication of a few comes a reward to many.

For all those who have been involved in ROTA, we offer countless “thank-yous”. Our volunteers are the lifeblood of our organization, and without them, the path to making a change would be so much more challenging.

Our partners, of course, have been essential to getting various ROTA projects, both nationally and internationally, off the ground. Those projects would not achieve their goals without the contributions, support, and significant aid of a partner who believes in the same vision that we do.

Moving forward, ROTA will continue to increase its volunteer network, as we look to expand our short-term projects into sustainable long-term efforts. We will focus on expanding our School Service program into all Qatar Independent Schools in order to ensure that the youth understand the importance of accessible high quality education and that it is something every child has a right to.

As we continue to face the challenges of 2016 and beyond, ROTA will maintain its commitment to make a real difference through the continued investment of resources, time, and effort to ensure that the impact we make to communities is a sustainable change.

ROTA welcomes the support of all, and we hope to see you get involved through one of our many exciting initiatives in the future.

Essa Al Mannai
Executive Director, ROTA
WHO WE ARE

MISSION, VISION, VALUES

Towards Education For All... Today, Tomorrow, Forever
Reach Out To Asia (ROTA) is a Qatar-based non-profit organization that empowers local communities across Asia by providing access to quality primary and secondary education to children affected by crisis.

ROTA was launched in December 2005 under the patronage of His Highness The Emir Sheikh Tamim bin Hamad Al Thani, and is chaired by Her Excellency Sheikha Mayassa bint Hamad Al Thani. The organization operates under the auspices of Qatar Foundation (QF), and seeks to extend QF’s mission to people throughout Asia.

Mission
Together with partners, volunteers, and local communities, ROTA works to ensure that people affected by calamities across Asia and around the world have continuous access to high quality primary and secondary education.

Vision
ROTA envisions a world in which all young people have access to the education they need in order to realize their full potential and shape the development of their communities.

Strategic Pathway
ROTA’s pathway to achieving this vision and mission is through enhancing skill development, using sports as a tool for education, promoting an integrated environment, and where relevant, revitalizing the use of Arabic. In the coming years, ROTA will continue to deliver on its mission as a pioneering and high-ranking Qatari non-governmental organization (NGO) with a significant donor and partnership base, directly supporting education programs in Asia.

Our Values

Empathy and Respect
We care for and respect every human being, and believe in their fundamental right to quality education. We seek to comprehend the needs, feelings, problems, culture, social background, and diversity of those we work for and with.

Involvement and Engagement
We value and involve community members, beneficiaries, and partners to move beyond existing solutions, ensuring that the provision of activities and programs will have optimal impact on not only the youth in crisis affected countries, but also on everyone involved in making our programs a success.

Commitment & Passion
We are driven by our commitment to making a valuable difference to the lives of the people we aid. We believe that continuously investing our resources, time, and effort is essential to ensuring significant and sustainable change.

Opportunity
We believe that crisis situations that destabilize educational systems should result in opportunities for positive change.
WHY ROTA IS REACHING OUT TO ASIA

Crisis, Conflicts & Disasters
One of the greatest challenges for education is in the provision of post-primary education for youth located in conflict-affected and fragile states, especially for young women and girls. There are 27 million youth and children affected by armed conflict, who do not have access to formal education and from this out-of-school group there are more than 90 percent who are internally displaced children and youth (Women’s Commission, 2004).

High Number of Children Deprived of the Right to Education
In 2010, it was estimated that there were 72 to 75 million children out-of-primary-school across the globe (EFA Global Monitoring Report, 2010; Last in Line, Last in School, 2009). There were also 71 million out-of-school adolescents of lower secondary school age (Bruneforth & Wallet 2010; EFA Global Monitoring Report, 2010). Reports show that 40 percent of these were found in South and West Asia, 15 percent in East Asia and the Pacific, and six percent in the Arab States. These figures have improved somewhat in the past three years. According to the Education First (2012) report, 61 million children were out-of-school at primary school level (52 percent being girls), plus 71 million children deprived of the right to education at lower secondary school level (48 percent girls).

An Increasing Youth Bulge
Youth makes up almost half the world’s seven billion population. From 1999 to 2007 South and West Asia and the Arab States reported decreases of 10 and seven percent respectively in the percentage of out-of-school adolescents. However, in the same time period, these regions experienced natural population growth, making it difficult to decrease the number of out-of-school adolescents (Bruneforth & Wallet, 2010). The increasing global youth bulge has important social, economic, and cultural development implications. It is challenging for countries to provide education and employment for this growing youth population.

High Rate of Youth Unemployment
Evidence shows that in Arab states and Asia, there is substantial unemployment among youth. In these regions, many youth leave school unprepared for the world of work. In some cases, there is a lack of alignment between learning in education systems, and the type of employment skills needed for the economy. Many countries are unable to create jobs fast enough to accommodate their ever increasing number of new graduates (Bernard, 2006; RAND, 2008). At the same time there has been the underfunding of technical and vocational education to help youth gain skills (EFA Global Monitoring Report, 2010).

Bruneforth & Wallet define children deprived of the right to education as children and/or youth ranging from aged 10 to 19. There are far greater percentages of out-of-school adolescents at the lower secondary stage versus children at the primary school stage. The UN defines youth as ranging from age 15 to 24 years (as cited in Bruneforth & Wallet, 2010).
Sheikha Mayassa bint Hamad Al-Thani is the Chairperson of Reach Out To Asia, an organization that grew from the desire to help the victims of recent natural disasters in Asia. She also serves as the Chair of Qatar’s National Foundation of Museums and as an Assistant to the Chief of Staff of Qatar’s Emiri Diwan.

Sheikha Mayassa has been engaged in humanitarian efforts for many years and strongly believes that every individual has the opportunity to make a difference in their community and the world. She has recently increased her involvement and become a leader in this arena.

Reach Out To Asia, raised 30 million dollars in its first 5 months to help those people who lost homes, livelihoods and loved ones in the 2005 tsunami and the earthquake in Pakistan, Afghanistan and India. This initiative is also intended to develop primary and secondary education in the least developed countries across Asia including the Middle East. Prior to her current work, Sheikha Mayassa was actively engaged in several humanitarian projects in the Arabian Gulf and Asia regions. In 2003, she worked with Qatar’s Red Crescent organization (a partner of the Red Cross) to raise money for clothing and school equipment for the children of Iraq. In 2001, she worked in a local NGO in Cambodia and lead a campaign to raise funds for the cause of Palestine.

Sheikha Mayassa graduated from Duke University in the United States in 2005 with a Bachelor’s degree in Political Science and Literature. While at Duke, she was Vice President of the International Association, Vice President of HIWAR (an organization to promote political dialogue), and a delegate to the 2001-02 Model United Nations. For the 2003-04 school year, she studied at the Université de Paris I, Panthéon-Sorbonne, and the Institut d’Études Politiques de Paris (known as Sciences Po). She spent the summer of 2002 working in the Paris headquarters of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Mr Rashid Al-Naimi is currently Chief Executive Officer of Qatar Foundation Investments and previously the Vice-President of Administration at Qatar Foundation (QF).

Mr Al-Naimi is currently the residing President of the Qatar MICE Development Institute, Maraya Qatar, MEEZA, Knowledge Ventures and Gulf Bridge International. Additionally, he is a Member of the Joint Advisory Board at Carnegie Mellon University in Qatar and Board Member representing QF across a number of boards and committees, including Vodafone Qatar.

Mr Al-Naimi’s career has developed over the last 20 years. Prior to joining QF, he was the Manager of Human Resources at RasGas, an oil and gas producer that contributes nearly 20 percent of the world’s liquefied natural gas (LNG) production. Mr Al-Naimi has a Bachelor of Science degree in Economics from Indiana State University (United States).

Dr Sheikha Aisha Al-Thani has a Bachelor in Education and a Bachelor in English Literature. She also received a Masters degree in Business Administration from the University of Hull and a doctorate from Cass Business School in the United Kingdom, which was focused on the area of corporate governance.

Dr Sheikha Dr. Aisha bint Faleh Al-Thani (BED, BA, MBA, PhD) is a member of the Ministry of Education and Higher Education, the government ministry responsible for mapping out Qatar’s educational strategy. She is also a member of the Board of Directors of Zaytuna College in the United States and is the Chair of the Board of Patrons of the World Congress of Muslim Philanthropists (WCMP), a global network of donors, foundations, and socially-responsive corporations established to advance effective and accountable giving.

Dr Sheikha Aisha Al-Thani is the chairperson and founder of Al Faleh Group, which has made its mark in Qatar as a landmark initiative that provides education products and services of the highest quality.

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MRS NORA SHARABATI JOUMBLATT

President of the Beiteddine Festival since its creation in 1987 and Initiator and Artistic Advisor of the Jordan Festival 2010, Mrs Nora Joumblatt’s extensive list of prestigious executive appointments also includes the Children’s Cancer Center of Lebanon (St. Jude), the Fondation Nationale du Patrimoine, the Al Shouf Cedars Reserve, and the Association pour la Protection des Sites et Anciennes Demeures. Mrs Joumblatt also served as President of the Executive Committee of the Friends of the American University of Beirut Museum from 2003-2009.

In 2011, Mrs Joumblatt became President of “The Women of the Mediterranean, between Traditions and Modernity” Conference. Her artistic pedigree, stemming from a Bachelor degree in History of Arts & Fine Arts from Ecole des Beaux-Arts (Paris), was also recognized with her appointment as Director and Artistic Advisor of the Opening Ceremony of the 6th Francophone Games in Beirut (2009).

In 2009 Mrs Joumblatt was awarded the Commander of the Spanish Order of Isabella the Catholic.

In 1999, Mrs Joumblatt was named to the UNESCO Committee for the Recognition of the World Heritage Sites and was its Chairperson from 2000 to 2008. Prior to that, Mrs Joumblatt was a member of UNESCO’s World Heritage Committee since 1994.

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Dr KOÎCHIRO MATSUURA

Dr Koïchiro Matsuura is a former Director-General of UNESCO, having served two consecutive terms from 1999-2009 after previously serving as Chairperson of UNESCO’s World Heritage Committee.

During a distinguished diplomatic career spanning half a century, Dr Matsuura was appointed to a series of diplomatic positions around the world before serving as Japanese Ambassador to France, Andorra, and Djibouti (1994-1999); Japan’s Deputy Minister of Foreign Affairs; Director-General of Japan’s North American Affairs Bureau and Minister of Foreign Affairs; Director-General of the Aid Economic Cooperation Bureau; Japanese Consul General in Hong Kong; and Director of the Aid Policy Division at the Japanese Ministry of Foreign Affairs.


A fluent speaker of four languages (English, French, Spanish, and Japanese), Dr Matsuura completed his studies at the University of Tokyo (1969-1972) and Haverford College (1975-1977) majoring in International Relations and History. Following his career in the Japanese Ministry of Foreign Affairs, Dr Matsuura served as Director of the Aid Policy Division at the Japanese Ministry of Foreign Affairs.


A fluent speaker of four languages (English, French, Spanish, and Japanese), Dr Matsuura completed his studies at the University of Tokyo (1969-1972) and Haverford College (1975-1977) majoring in International Relations and History. Following his career in the Japanese Ministry of Foreign Affairs, Dr Matsuura served as Director of the Aid Policy Division at the Japanese Ministry of Foreign Affairs.

Her Excellency ALYA AHMED BIN SEIF AL THANI

Ambassador Alya Ahmed bin Seif Al Thani holds a Bachelor in Economics from Qatar University, and a Masters of Arts in International Studies and diplomacy from the School of Oriental and African Studies, SOAS University of London. Ambassador Alya is the Permanent Representative of the State of Qatar to the United Nations (UN) in New York. She was the Permanent Representative of the State of Qatar to the UN in Geneva from 2011 to 2013, and counselor and later Deputy Permanent Representative of the permanent delegation of Qatar to the UN in New York from 2007 to 2011.

She also worked at the Supreme Council of Family Affairs as the Director of the Children Rights Department. She represented Qatar in major regional and international platforms, including being a member of the UN Committee on the Rights of the Child.

She played an important role in the Security Council Working Group on Children and Armed Conflicts. Ambassador Alya was also instrumental in managing the special negotiations at the UN General Assembly Resolution which was presented by Qatar during the UN General Assembly Works, and subsequently, the General Assembly Resolution on the International Conference on New and Restored Democracies at the 64th session (2009).

HER EXCELLENCY AYLA HAMAD AL-THANI

Her Excellency Alya Hamad Al-Thani is a Board Director of Reach Out To Asia and has a keen interest in museum-related studies. Prior to her appointment in 2012, she was working at the Qatar Children’s Museum as an Exhibition Museum Officer and a Community Outreach Museum Officer. She also served ROTA in various capacities, working at the Qatar Children’s Museum as an Exhibition Officer. She also served ROTA in various capacities, involving herself in community outreach and international programs.

Alya Hamad Al-Thani received her professional training at Imperial War Museums London (IWM London) and has attended several Museum Professional Development Training programs, including one titled The Bare Essentials of Museums: An Introduction to Museum Work, which was developed by the Community Museums Association of Prince Edward Island, the Federation of Nova Scotian Heritage and the Museum Association of Newfoundland and Labrador, in association with the Canadian Heritage Information Network (CHIN).

She has a Masters Degree in Museum Gallery and Practice from University College London (UCL) Qatar, and a Bachelor of Science in Foreign Service (majoring in International Politics) from Georgetown University.

Alya Hamad Al-Thani speaks fluent Arabic and English, as well as elementary French.
2013-2015 IN NUMBERS

FACTS & FIGURES

REACH OUT FOR CHILDREN

103,006
CHILDREN IN TARGETED COUNTRIES (enabled to access quality education)

EMPOWERING YOUTH

1,174
QATAR-BASED YOUTH engaged in volunteerism activities

3,508
ACQUIRED KNOWLEDGE & SKILLS for better employment or entrepreneurship opportunity

1,126
YOUTH ACQUIRED better understanding of leadership, service learning and greater awareness of two global issues: Sports for youth empowerment and peace

13 COUNTRIES
7 MENA, 6 SE Asia

25 INTERNATIONAL PROGRAMS
(6 completed, 19 ongoing)

10 NATIONAL PROGRAMS

728
TEACHERS trained & gained skills

45
SCHOOLS renovated/established

103,006
CHILDREN IN TARGETED COUNTRIES (enabled to access quality education)

QATAR-BASED YOUTH
engaged in volunteerism activities

ACQUIRED KNOWLEDGE & SKILLS
for better employment or entrepreneurship opportunity

YOUTH ACQUIRED
better understanding of leadership, service learning and greater awareness of two global issues: Sports for youth empowerment and peace

QATAR-BASED YOUTH

FOREIGN LABOURERS
with improved social wellbeing through learning basic English & IT skills

13 COUNTRIES
7 MENA, 6 SE Asia

25 INTERNATIONAL PROGRAMS
(6 completed, 19 ongoing)

10 NATIONAL PROGRAMS

728
TEACHERS trained & gained skills

45
SCHOOLS renovated/established

728
TEACHERS trained & gained skills

45
SCHOOLS renovated/established

13% international delegates

64% Qatari youth

23% Qatari
NATIONAL PROJECTS

The ROTA National Programs Department includes the Volunteer and Community Development Programs. The department seeks to engage with Qatar-based youth and adults in interactive and educational activities in order to address local community development challenges. The Volunteer Program strives to create a movement of volunteers and responsible global citizens within Qatar through various service learning projects. The Community Development Program, on the other hand, works "to engage youth as leaders in defining and advocating for innovative solutions to education and development challenges." More specifically, the program aims to empower youth to serve as development agents and responsible citizens in Qatar and the global community.

PROJECT HIGHLIGHTS

International Volunteer Trips

<table>
<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>No. of Vols.</th>
<th>Type of Volunteers</th>
<th>Types of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2013</td>
<td>Nepal</td>
<td>18</td>
<td>Adult Professionals</td>
<td>Facilitated student skills development classes in a range of subjects</td>
</tr>
<tr>
<td>March 2014</td>
<td>Nepal</td>
<td>19</td>
<td>Hamad bin Khalifa University HBKU Students</td>
<td>Facilitated student IT development classes; Constructed a soft retaining wall; Renovated the school library</td>
</tr>
<tr>
<td>April 2014</td>
<td>Indonesia</td>
<td>25</td>
<td>Qatari Secondary School Female Students</td>
<td>Peer-to-peer skills development workshops; Community service at Islamic School</td>
</tr>
<tr>
<td>April 2014</td>
<td>Indonesia</td>
<td>19</td>
<td>Qatar University Students</td>
<td>Facilitated student skills development classes in a range of subjects</td>
</tr>
<tr>
<td>May 2014</td>
<td>Indonesia</td>
<td>19</td>
<td>Virginia Commonwealth University in Qatar</td>
<td>Peer-to-peer skills development workshops regarding arts based topics</td>
</tr>
<tr>
<td>December 2014</td>
<td>Cambodia</td>
<td>16</td>
<td>Adult Professionals</td>
<td>Facilitated student skills development workshops in a range of subjects</td>
</tr>
<tr>
<td>February 2015</td>
<td>Cambodia</td>
<td>21</td>
<td>Qatari Secondary School Female Students</td>
<td>Peer-to-peer skills development workshops; Community service at Islamic School</td>
</tr>
<tr>
<td>March 2015</td>
<td>Indonesia</td>
<td>23</td>
<td>Hamad bin Khalifa University HBKU Students</td>
<td>Facilitated student skills development classes in a range of subjects</td>
</tr>
<tr>
<td>April 2015</td>
<td>Cambodia</td>
<td>23</td>
<td>College of the North Atlantic Qatar (CNAG) Students</td>
<td>Facilitated student skills development classes in a range of subjects</td>
</tr>
</tbody>
</table>

Reach Into Qatar Project

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Volunteers</th>
<th>Number of Beneficiaries</th>
<th>Type of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>250</td>
<td>1,000</td>
<td>• Packing and distribution of raw food materials; 1 house renovation; Community iftar; Photo Exhibition Fundraising iftar; Garangoa with children with medical needs</td>
</tr>
<tr>
<td>2014</td>
<td>250</td>
<td>1,000</td>
<td>• Packing and distribution of raw food materials; 1 school renovation; Community iftar; Garangoa with children with medical needs</td>
</tr>
</tbody>
</table>

Event Name

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Name</th>
<th>No. of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-2013</td>
<td>IEAR International Conference</td>
<td>60</td>
</tr>
<tr>
<td>Oct-2013</td>
<td>Al Shaqab CHI Tournament</td>
<td>90</td>
</tr>
<tr>
<td>Feb-2014</td>
<td>Wheels 'n Heels 2014</td>
<td>180</td>
</tr>
</tbody>
</table>
PROJECT HIGHLIGHTS

**ROTA Adult English Literacy Program**

<table>
<thead>
<tr>
<th>Date</th>
<th>Partner</th>
<th>Number of Volunteers</th>
<th>Number of Beneficiaries (est.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Georgetown University School of Foreign Service Qatar, Texas A&amp;M University at Qatar, Weill Cornell Medicine-Qatar, and ROTA</td>
<td>52</td>
<td>155</td>
</tr>
<tr>
<td>2014</td>
<td>Georgetown University School of Foreign Service Qatar, Texas A&amp;M University at Qatar, Weill Cornell Medicine-Qatar, and ROTA</td>
<td>98</td>
<td>200</td>
</tr>
<tr>
<td>2015</td>
<td>Georgetown University School of Foreign Service Qatar, Texas A&amp;M University at Qatar, Weill Cornell Medicine-Qatar, and ROTA</td>
<td>120</td>
<td>200</td>
</tr>
</tbody>
</table>

**Annual EMPOWER Youth Conference**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of participants</th>
<th>Type of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>355</td>
<td>Local, MENA, GCC + UK</td>
</tr>
<tr>
<td>2014</td>
<td>434</td>
<td>International + Brazil</td>
</tr>
<tr>
<td>2015</td>
<td>648</td>
<td>International + Turkey</td>
</tr>
</tbody>
</table>

**ROTA Youth Service Clubs**

<table>
<thead>
<tr>
<th>Date</th>
<th>Country</th>
<th>Number of Clubs</th>
<th>Number of Beneficiaries (est.)</th>
<th>Project themes/topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Qatar</td>
<td>22</td>
<td>176</td>
<td>• International Education • Skills development • Migrant Workers’ issues • Sports for Development</td>
</tr>
<tr>
<td>2014</td>
<td>Qatar</td>
<td>29</td>
<td>214</td>
<td>• Environmental issues • Skills development • Migrant Workers’ issues • Sports for Development • Community Service</td>
</tr>
</tbody>
</table>

**ROTA Youth Service Clubs Leadership Training**

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Beneficiaries (est.)</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2013</td>
<td>84</td>
<td>Msheireb Properties</td>
</tr>
<tr>
<td>November 2014</td>
<td>48</td>
<td>Msheireb Properties</td>
</tr>
</tbody>
</table>

**ROTA Youth Advisory Board (RYAB)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Partner</th>
<th>Number of Volunteers</th>
<th>Number of Beneficiaries (est.)</th>
<th>Examples of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td></td>
<td>10</td>
<td>10</td>
<td>• Participated at the United Nations Alliance of Civilizations (UNAOC) in Washington, DC • COP19 in Warsaw</td>
</tr>
<tr>
<td>2014</td>
<td>QP</td>
<td>12</td>
<td>12</td>
<td>• Participated at the National Youth Service Conference in Washington, DC</td>
</tr>
<tr>
<td>2015</td>
<td>QP</td>
<td>12</td>
<td>12</td>
<td>• Participated at the National Youth Service Conference in Washington, DC</td>
</tr>
</tbody>
</table>
Why we work in Pakistan?
Pakistan has more children deprived of the right to education than almost any other country, with at least 5.1 million children out of school (as of 2010), which means that one in every 12 children in the world who are not in school lives here. Two-thirds of Pakistan’s children deprived of the right to education are girls. Our goal is to provide institutional support for participatory, inclusive, and responsive education.

Project 1 - Skill development and income generation project in Bagh District from 2011-2014 (completed):
Result:
- Employment ratio increase by 6%
- Self-employment ratio increased by 13%
- Unemployment decreased by 10%

Project 2 - Infrastructure Support & Professional Improvement to Revitalize Education in Swat District (INSPIRE I) 2011-2013 (completed):
Result:
- School enrollment has been improved by 12% in girls’ schools and 2% in boys’ schools
- Absenteeism reduced by 8% in girls’ schools and 6% in boys’ schools

Project 3 - Institutional Support for Participatory, Inclusive and Responsive Education INSPIRE II (ongoing)
Details:
- The project aims at improving access of 2,230 students (80% girls) to quality education
- To improve primary level by modeling second shift/evening schools in Swat
- To enhance employment and self-employment opportunity for young men and women by providing vocational skills and entrepreneurship development

Why we work in Indonesia?
While access to primary education is relatively high in Indonesia, there is an alarmingly high level of dropouts at the lower secondary and upper secondary school level. With roughly 55 million students, three million teachers and more than 236,000 schools in 500 districts, Indonesia has the world’s fourth-largest education system. However quality of teaching and use of technology in education have been identified as prominent issues.

Project 1 - Indoartamiks 2012-2014:
Result:
- Creative capacity of 90 students and 10 visiting artists built
- Entrepreneurial business model for commercial sustainability developed
- Marketing strategy for promoting innovation and preservation of traditions developed

Project 2 - Scholarship program from 2008 to date
Result:
- 198 students received scholarships

Project 3 - Teacher Quality Improvement 2010-2014 (and extended for a period of 13 months from Jan 2015-Jan 2016)
Result:
- 1,440 elementary and secondary school teachers involved
- 412 schools (98%)
- 60 Ministry of National Education Trainers trained (16%)

“Learning the art of graffiti and murals is a great start to wider opportunities. I see so many things I have never seen before. My learning at INDOARTAMIK’s project will complement greatly and add value for me to plan for my future endeavors.”

Ines Wardani - student at Indonesia Institute of Art, Yogyakarta
PROJECT HIGHLIGHTS

Occupied Palestinian Territories

Why we work in Occupied Palestinian Territories?
The results of international exams for the evaluation of the learning skills of pupils at the basic education stage indicated that Palestinian schools ranked among the lowest in comparison to other countries. Successive waves of violence caused by prolonged Israeli military occupation have chipped away at living conditions in the Occupied Palestinian Territories, leading to psychological damage, poverty, and lack of access to quality education. Through various projects, our goal is to open the doors to education.

Recently Launched Programs:

Improving the Quality of Education in the Governmental Schools in the West Bank from 2014-2015

Goals:
• To contribute in developing and upgrading the educational sector in the West Bank through the development of educational facilities, methods, and capacity building for teachers and students

Supporting Palestinian Education and Employment Development (SPEED Program) in the West Bank from 2015-2017:

Goals:
• Employability of youth enhanced and capacity of technical and vocational education and training institutions to deliver quality education strengthened

Psychosocial Support through Sport and Play in Gaza from 2015-2016

Goals:
• Crisis-affected children in the targeted schools in the Gaza Strip demonstrate increased resiliency, sense of normalcy, and readiness to learn

Rehabilitation of Damaged Schools in Gaza from 2015-2016

Goals:
• Contribute to rehabilitating the environment of affected schools to help children learn and grow within a proper environment in the Gaza Strip

Enhancing Education Quality Through Science and Technology Innovation Clubs in Gaza from 2015-2016

Goals:
• To contribute to improving Palestinian school capacities to deliver quality education

Why we work in Tunisia?
Rate of unemployment among youth, regardless of their educational background ranges between 31 to 34 percent. The most vulnerable unemployed groups are the illiterate and school dropouts (34 percent) and the youth (15-24 years old) represent 18.4 percent of the population. With these statistics, it is crucial that we provide youth with the skills and knowledge they require to create sustainable businesses or prepare them for successful vocation opportunities.

Recently Launched Programs:

Jendouba Works, Janduba district from 2015-2017

Goals:
• Enable young people to have the skills required to create businesses and access decent employment opportunities

My Education… My Hope… Medenine Governorate from 2015-2017

Goals:
• Improve the quality of education through capacity building of schools and libraries

“Thanks to the Ministry, Qatar Charity, ROTA, Qatar Foundation and my school headmaster at (Qattana School) for giving me this opportunity”

Amal Hinawi
Teacher at Qattana School
Jerusalem district

Thanks to the Ministry, Qatar Charity, ROTA, Qatar Foundation and my school headmaster at (Qattana School) for giving me this opportunity

Amal Hinawi
Teacher at Qattana School
Jerusalem district
**Afghanistan**

**Why we work in Afghanistan?**
Afghanistan has the highest proportion (approximately one in five) of school age children in the world. Yet half of these children do not attend school, and in some provinces this proportion is as high as eight percent. In the 15-24 age group, which is the best-educated group of the population, there is more than one third of the population, illiterate. Our continuous efforts aim to create supportable community-based education facilities.

**Project 1 - Community-based Education (CBE) in Khost, Ghazni and Kapisa provinces from 2011 - 2014**

*Results:*
- 460 classes recognized and certified by Ministry of Education (MoE) by June 2014
- 80% CBE facilities are fully taken over by MoE by the end of the project

**Why we work in Bangladesh?**
The Monitoring of Employment Survey of Bangladesh 2009-estimated that 57.7 million from the working-age population (15 years and above) are in the workforce. As many as 42.2 million workers are male and 15.5 million female. It is important that we aid in developing technical and physical skills in order to best equip those individuals from a youth level.

**Project 1 - Human capital development through developing technical and physical capacities of Muslim Aid Institute of Technology (MAIT) from 2014-2016**

*Goals:*
- Facilitating youth development initiatives of Muslim Aid Institute of Technology (MAIT)
- Developing technical and physical capacities of Muslim Aid Institute of Technology (MAIT)

**Why we work in Lebanon?**
We aim to provide education for Syrian children in Lebanon affected by the Syrian crisis in Tripoli and Akkar. The Palestinian refugee population can be described as overwhelmingly poor (two-thirds) and mostly jobless (with 56 percent unemployment). Although a high percentage of Palestinian children are enrolled in primary school, almost half of them dropout out of school in their teen years.

**Project 1 - Enhancing Non-Formal Education for Youth in the Nahr El Barid (ENFE II) from 2013-2014**

*Results:*
- 91% completion rate
- 74% students placed in jobs after six months graduation

**Project 2 - Bringing Education to Informal Tented Settlements 2015-2017**

*Goals:*
- Targeting 3,190

**Iraq**

**Why we work in Iraq?**
Our project in Iraq aims to change lives of the generation of children without proper access to education. Ongoing instability since the first Gulf War in 1991, sanctions, the second war, and violence have displaced Education in Iraq has suffered from severe deterioration due to the decrease in spending, the lack of supplies, the collapse of infrastructure, and overcrowded schools. These are compounded with the continuing prevalence of classical teaching methods that focus on lectures, memorization, and failure to use effective tools, of all of which fail to encourage students’ active engagement in the educational process.

**Project 1 - Change Peoples’ Lives Through Education from Jan 2013 to date**

*Results:*
- 4,000 students
- 160 teaching staff

**Direct Beneficiaries:**
- 45% (including family members of direct beneficiaries)

**Why we work in Cambodia?**
According to estimates of UNESCO’s Institute for Statistics 2011, two percent of Cambodian children of primary school age are not in school; approximately seven percent of students repeat a grade in primary school; 27 percent drop out before completion of primary school; and the transition rate from primary to secondary school for those students that remain in school through the sixth grade is approximately 80 percent. Net attendance rates drop to approximately 60 percent for males and 44 percent for females for those students who reach the secondary school level. By providing vocational training through our programs we aim to reduce these numbers drastically.

**Project 1 - Vihear Suork School Project, Kandal Province from July 2007 – to date**

*Goals:*
- 2,700 direct beneficiaries per year
- 81 teachers
- 18 school administrators

**Project 2 - Vocational Training Program at HUN SEN – ROTA School**

*Goals:*
- 120 students (100 students in electric technology and 100 students in electronic technology)

**Nepal**

**Why we work in Nepal?**
Many ill-equipped schools are situated in disaster prone areas which are at high risk and a threat to access and quality of education due to low capacity and negligence of relevant authorities. Nepal reached a total of 80 percent pupil enrolment in primary education as an outcome of the shift to community-based schooling. We offer support to schools and families affected by natural and financial disasters.

**Project 1 - Supporting the Role of Schools in Disaster Risk Reduction (NSRD) from 2010-2013**

*Results:*
- A change of 81% in student, and 13.5 % in teacher, knowledge and understanding of NSRD and response measures

**Project 2 - Move for New Horizons (M4NH) from 2012- to date**

*Goals:*
- 500 children age 6-12 in Non Formal Education (NFE) classes
- 400 youth between the age of 15 and 20 in VT Program
- 1,000 Children in our Child Clubs
- 1,200 parents of Early Childhood Development/NFE/Child Clubs
- 800 mothers in mothers’ groups and engaged in income generating activities
- 120 teachers at public primary schools in training on the playful pedagogical approach

**Why we work in Yemen?**
Yemen is considered one of the most water-poor countries in the world with limited natural freshwater and inadequate supplies of potable water. High population growth combined with water scarcity puts enormous pressure on the existing resources. We work towards better economic opportunities for youth in Sana’a and Hajjah.

**Project 1 - Toward Better Economic Opportunities for Youth in Sana’a and Hajjah from 2014 to date**

*Goals:*
- 3,500 youth gain the skills and knowledge needed for self-employment and entrepreneurship
- 1,000 youth have access to information and support services for entrepreneurship and are harnessing existing local resources
- Youth advocate for a stronger business-enabling environment and self-employment opportunities
- Good practice and replication potential of livelihood opportunities identified
Mission statement: ICT for Education aims to unlock human potential and empower youth to develop their communities. Through utilizing technology to improve the quality of education, connect communities of educators and learners, and find solutions for education challenges, ROTA is empowering young learners to live as productive citizens and shape the development of their communities.

Since 2008, ROTA has led a number of initiatives to improve the access and quality of education using Information and Communication Technologies (ICTs). The ICT for Education department (ICT-E) started in 2008 with two pilot projects: the ROTA Knowledge Network and iEARN-Qatar.

Why?
- To enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people
- To build upon the basic principle of Project-Based Learning (PBL) by connecting classrooms around the world via an online network. iEARN’s model of Global Project-Based Learning allows young students to acquire skills in critical thinking, and cross-cultural awareness while connecting their learning to real-world issues, making learning both challenging and enjoyable

Project Elements
- To implement projects with their students and collaborate online with peers from iEARN centers in 130 countries
- As of the beginning of 2014, ROTA operates the iEARN-Qatar program in partnership with Qatar University’s National Center for Educator Development (NCED)
- Qatar Chemical and Petrochemical Marketing and Distribution Company (Muntajat) is the official sponsor for the iEARN-Qatar program for three years from 2014-2016

Why?
- Provide access to ICT infrastructure and improve teaching and learning methodologies for teachers, students, and administrators in 12 schools in Yogyakarta-Indonesia
- To implement projects with their students and collaborate online with peers from iEARN centers in 130 countries
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Project Elements
- Currently ROTA is working on a project, sponsored by Qatar Petroleum, to bring the potential of ICT to 12 of the schools in the region where ROTA implemented its teacher training program
- This program is implemented in primary schools and examines the benefits of ICT use for teachers, school administrators, and the nearby school community

The Program consists of three major phases/projects:

Project 1 – Access to ICT and awareness of its benefit for education

Project 2 – ICT Capacity

Project 3 – Quality of pedagogy practice and student capability and engagement toward learning

- Currently labs are completed with all required infrastructure needs (furniture and devices such as computers, printers, cameras and scanners) in all 12 schools
- Moreover, the educational workshops have, and are, still being provided to teachers, administrators, and ICT coordinators in these schools
- These trainings are given by professional trainers on basic ICT skills and educational topics on how to integrate technology and how to benefit from ICT in teaching and learning. The last focus will be on project-based learning as a teaching methodology
- The program is expected to finish in Nov 2015

"iEARN QATAR program connects the learning standards and what the students are learning in classes with real life by facing a problem and trying to solve it by using the information that they gain during their learning journey. While working on our project I feel that my students gained the 21st century skills like working as a team, problem solving and critical thinking which enables them to make better decisions later in life.”

Testimony from Mai Medhat Barakat, Science Teacher at Umm Maabad Girls Preparatory School, Qatar

Beneficiaries: total direct beneficiaries

<table>
<thead>
<tr>
<th>2013-2015</th>
<th>Since 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>173</td>
<td>485</td>
</tr>
</tbody>
</table>

iEARN-Qatar

The ICT for Education program in Indonesia (improve access and quality)
**The Better Connections program**

**Why?**
- To improve living conditions of migrant workers in Qatar through the provision of ICT equipment and training
- This project directly contributes to the social and human development pillars of Qatar National Vision 2030

**Project Elements**
The Better Connections project, that is implemented in partnership with ictQATAR and is sponsored by Msheireb Properties, aims to:
- Improve access to digital resources within labor accommodation
- Provide communication channels using technology for workers to be connected to their families and societies
- Raise awareness about safety at work, contractual rights, and cultural information around Qatar.

**Beneficiaries**
- **4,000 workers** (350 digital champions) and **100 volunteers in 1st year**
- ROTA will be training 100 volunteers on the Better Connections program curriculum in the first year that will train 4,000 digital champions in the construction company’s sites. The digital champions will cascade the training to the other workers in each site.

---

**Beneficiaries**
- Total number of teachers, students, and administrators having access to ICTs
  - **1,440 students**
  - **120 teachers and admin staff**
  - **12 schools**

**Teachers trained**
- **96 teachers** (10 teachers per school)
- **540 students** (50 students per school involved in projects)
- **24 administration staff** using ICTs (2 per school)

---

**Banishing The Boredom**

Testimony from Sarah Julia, Student of Class 6 at SDN Tukangan, Yogyakarta, Indonesia

“Last year when I was in class 5, learning tended to be boring because the teacher was only lecturing, and it was hard for me to understand the material taught in the classroom. After our teachers received the ICT for Education training and mentoring program from Titian Foundation, learning in class 6 is a lot more fun. My teacher, Mrs Erna Sri Kurniawati, frequently uses ICT devices such as laptops, LCDs, camcorders and also the internet. By doing this, my friends and I have become more enthusiastic in the lessons. Since my teacher often takes us to the ICT lab, I have also become proficient in using computers. Our tests are even performed using the computers. Since I feel like I’m playing as I learn, I am now ranked first in the class.”

---

**Upcoming: Innovative delivery of education in Pakistan using mobile technology**

**Why?**
- To conduct research on the effectiveness of mobile learning for the purpose of recommending a sustainable and scalable model to improve the quality of education in Pakistan

**Project Elements**
- In collaboration with the Commonwealth of Learning, ROTA will implement this project to:
  - Introduce a mobile learning system to improve access to education and enhance the quality of teaching and learning in three classrooms in the Swat region
  - Conduct research on the effectiveness of mobile learning to reach educational priorities in rural Pakistan

**Beneficiaries**
- **5 educators and 60 students**
EVENT HIGHLIGHTS

Wheels ‘n’ Heels - 7 February 2014

The event was a community day of celebration, with the purpose of promoting a healthy lifestyle for the people of Qatar. At the same time, it aimed to raise awareness of ROTA's mission and activities like fundraising and volunteering.

Event Theme
- Education Through Sports
- Reach Out by Having Fun!
- Show up to Qatar’s premiere community event and help ROTA provide quality education to 48 million children across Asia
- Say ‘Yes’ to a healthy lifestyle and be there to advocate, volunteer, and donate

The 2014 Wheels ‘n’ Heels site was divided into a number of activity-based zones reflecting the educational sports and healthy lifestyle theme.

1in11 Event - February 2015 at the Camp Nou Stadium, Barcelona

The 1in11 partnership was launched on 9 February 2015 in New York as currently 1 in 11 children do not have any access to education and they are not getting the start in life they deserve. To tackle this challenge, FC Barcelona (FCB) Foundation, ROTA and UNICEF harnessed the power of sport in education to ensure every child can live the life they deserve. The partnership targets programs in Nepal, Bangladesh, and Indonesia as it kicked off its aim of reducing the number of children deprived of the right to education.

Event Theme
- Art Auction celebrated on 12 February 2015 in London, which saw Euro 3.3 million raised
- Discussions on how funds raised will be utilized and the next steps for this unique partnership
- 1in11 is looking ahead to start the implementation of the first programs in the above mentioned countries, where sport and education will come together as a powerful tool to get children back into school and raise international and local awareness (delete about importance of these tools in every child’s life)
- FutbolNet, the FCB Foundation methodology that uses sport as tool for individual and community development of children, will be a key element in these programs, creating a unique bond between sport and education

Gala Dinner - 15 November 2014

The ROTA Gala Dinner in 2014 was set to comprehensively display what ROTA is all about and demonstrate the local and international community connections we foster.

Event Theme
- The 2014 dinner carried the theme of Unity & Diversity, in relation to ROTA’s activities
- Unity is represented through education, which is a key platform used by ROTA. People’s desire to learn and achieve is what connects ROTA’s activities and stakeholders
- Diversity is represented through the number of organisations ROTA works with: the volunteers, the schools, the types of programs (build schools, train teachers, send volunteers), the target audience, the stakeholders, the activities (sports, photography) and the partners

The 2014 Wheels ‘n’ Heels site was divided into a number of activity-based zones reflecting the educational, sports and healthy lifestyle theme.
“Titian Foundation is a charity that provides holistic educational support for underprivileged children in Central Java, Indonesia. Our locally developed programs are designed to strengthen the skill base of both students and teachers required for the modern economy today. We have found ROTA as an integral donor partner. Aside from being the largest donor to several of our programs, ROTA has been a supportive partner in improving governance and reporting practices within Titian, making us a more professional and better managed organization. ROTA has also been diligent in making regular on-the-ground visits to check progress and making sure programs run as intended. As an organization, Titian is very appreciative of the support it has received over the years, but the true measure of ROTA’s success can be found in the smiles and lives of students and teachers whose lives have materially improved for the better.”

“Qatar Petroleum is proud of its strategic partnership with ROTA. We are equally proud of their determined efforts to facilitate access to quality primary and secondary education to children in crisis-stricken areas across Asia, and their passionate commitment to empower local communities there. ROTA’s unwavering commitment is a truly inspiring cause for hope.”

“Msheireb Properties believes in a culture of partnership, and working with ROTA is an integral part of this. As part of the Qatar Foundation family, we share a similar ethos whereby we believe our greatest assets are people – especially today’s and tomorrow’s youth. We are proud to be able to play a role in supporting ROTA with their invaluable work across the globe and will continue to do so in the future.”

“ROTA has been a vital CARE partner since 2011 and supports CARE’s education projects in Pakistan, Yemen, and Afghanistan. ROTA’s close collaboration with local partners and communities ensures that children have sustainable access to high-quality primary and secondary education.”

“CARE USA is proud of its role as a key CARE partner since 2003. Through our close collaboration with ROTA, we have made a meaningful impact in the lives of children in Pakistan, Yemen, and Afghanistan. ROTA’s commitment to improving the educational outcomes of children in crisis-affected areas is commendable, and we are proud to support their efforts.”

“Mr. Victor Siregar, CEO of Titian Foundation, emphasizes the importance of maintaining quality education for underprivileged children in Central Java, Indonesia. ROTA’s support has been instrumental in improving governance and reporting practices within Titian, leading to a more professional and better managed organization.”

“Mr. Al Mheeshad, the Chief Executive Officer of Msheireb Properties, highlights the significance of establishing a culture of partnership. The collaboration with ROTA exemplifies this ethos, enabling the organization to make meaningful strides in improving the education landscape in crisis-stricken areas.”

“Dr. Helene D. Gayle, President and CEO of CARE USA, underscores the significance of CARE’s partnership with ROTA. The organization’s dedication to providing access to quality primary and secondary education to children in crisis-stricken areas across Asia is inspiring.”

“Saad Sherida Al-Kaabi, President & CEO of Qatar Petroleum, expresses the organization’s pride in its strategic partnership with ROTA. The impact of their collective efforts in promoting educational access and quality is a testament to their commitment and dedication.”

“Lily Kasoem, the Chief Executive Officer of Titian Foundation, appreciates the essential role of ROTA as a significant partner in the mission to provide holistic educational support to underprivileged children in Central Java, Indonesia. The support received from ROTA has been instrumental in improving governance and reporting practices, leading to a more professional and better-managed organization.”
LOOKING AHEAD

ROTA’s First 10 Years
- Built reputation and key partnerships
- Grew portfolio of countries
- Developed policies and procedures

Where We Are Now
- Integration of Research and Advocacy components across our programs
- ISO & SA8000 Certification
- Evidence-based programs
- Host of largest youth-led conference in the region
- Increasing volunteerism and community service among Qatari youth
- Evolving partnership models for co-funding and building local capacity

INTERNATIONAL PROGRAMS
- Increase our programmatic focus on the development of human capital
- Strategically target specific populations – such as youth – for maximum impact investments
- Deepen our level of partnership engagement so that we work directly in other countries with local partners to achieve sustainable results

NATIONAL PROGRAMS
- Established as a national and regional leader in the field of youth development and empowerment
- ROTA as a leading contributor in Qatar volunteer field
- Local, international, and corporate volunteering
- Established successful model curricula in:
  - Youth Leadership
  - School Service
  - Adult English and Arabic Literacy
  - Sport for Education

Our Next 10 Years
- ROTA School Service program expanded into all Qatar Independent Schools
- ROTA as leading member in well-established National Volunteer Network
- International programs shift from short-term projects to long-term programs
- Leading NGO in sports for education programming
- Shift from focus on rehabilitation to quality in education
- Increased MENA and other regional engagement
FINANCIAL STATEMENT

ROTA FINANCIAL REPORT FROM JULY 2013 - JUNE 2014

PROJECT EXPENDITURES FOR FINANCIAL YEAR 2013 - 2014

<table>
<thead>
<tr>
<th>Project</th>
<th>QR</th>
<th>USD</th>
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</thead>
<tbody>
<tr>
<td>Pakistan</td>
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<td>92,695</td>
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<tr>
<td>Lebanon</td>
<td>1,456,600</td>
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<tr>
<td>Cambodia</td>
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<td>Afghanistan</td>
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<td>Indonesia</td>
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<td>Nepal</td>
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<td>Iraq</td>
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<td>Yemen</td>
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<td>West Bank</td>
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<td>INEE</td>
<td>625,031</td>
<td>171,641</td>
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<td><strong>12,584,809</strong></td>
<td><strong>3,455,941</strong></td>
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FINANCIAL STATUS

REVENUE QR USD
Annual Contribution from QF 36,021,313 9,891,889
Fundraising 6,983,541 1,917,765
**Total** 43,004,854 11,809,654

EXPENDITURE QR USD
Actual Expenses (OPEX + CAPEX) 36,086,163 9,909,697
Program Expenses 12,584,809 3,455,941
**Total** 48,670,972 13,365,638

FINANCIAL STATUS

ROTA FINANCIAL REPORT FROM JULY 2014 - JUNE 2015

PROJECT EXPENDITURES FOR FINANCIAL YEAR 2014 - 2015

<table>
<thead>
<tr>
<th>Project</th>
<th>QR</th>
<th>USD</th>
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<tbody>
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<td>Pakistan</td>
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<td><strong>Total</strong></td>
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<td><strong>6,968,340</strong></td>
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FINANCIAL STATUS

REVENUE QR USD
Annual Contribution from QF 47,765,634 13,117,022
Fundraising 87,607,691 24,058,133
**Total** 135,373,325 37,175,155

EXPENDITURE QR USD
Actual Expenses (OPEX + CAPEX) 39,007,566 10,711,950
Program Expenses 25,375,210 6,968,340
**Total** 64,382,776 17,680,290
Contact Reach Out To Asia (ROTA) for more information or to find out how you can become involved.

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Email: rota@qf.org.qa

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	INSTAGRAM.COM/reachouttoasia
	youtube.com/user/reachouttoasiaTV
	www.reachouttoasia.org