



World Vision



EDUCATION

SEMIANNUAL REPORT » October 2017 to March 2018

Prepared July 2018

EDUCATION

GLOBAL SUMMARY

Around the world, many vulnerable children are denied access to a quality education, where they can learn and grow. We are grateful for your support in changing this. You are helping to make a difference.

Our education projects in Nepal, Lebanon, Jordan, and Zambia help some of the most vulnerable children to pursue an education. Not only is education a fundamental right, but it is also the only hope many children have of changing the trajectory of their lives. Born into poverty, many children will face similar struggles as their parents and elder community members did (in addition to economic despair, this might include exploitation and various forms of violence, such as child marriage). Education offers more than a light into the future—it is often the key to unlocking a child's potential to live a more fulfilling life.

Improved school infrastructure and disaster preparedness training helped families to feel more confident that their children will be safe in school when another disaster hits. Children improved their literacy skills through greater access to reading materials in

reading camps as well as book corners at school and reading corners at home.

The Syrian Refugee Education project enabled refugee children and the most vulnerable Jordanian and Lebanese children to enjoy safe and playful learning environments. Hundreds of young children benefited from early childhood education and psychosocial support sessions. Rehabilitation of a public school in southern Lebanon will enable more Syrian families to ensure their children continue to learn while they live as refugees.

In Zambia, savings groups and Youth Ready groups helped young people to develop financial literacy skills and prepare for employment.

Scholarships and other financial assistance supported vulnerable children in continuing their education.

Our education projects are providing a crucial bridge for children to make their way into young adulthood. Thank you for partnering with us to help make their dreams come true.



10,574 PEOPLE, INCLUDING 3,405 CHILDREN, have benefited from our Education projects since they began in October 2016. In FY18, 4,553 people benefited, including 1,610 children.

784 children in Nepal participated in reading camps outside of the classroom to improve their literacy skills.

153 girls in Zambia received scholarships to cover the cost of their education.

153 parents and caregivers in Lebanon strengthened their parenting skills to improve the well-being and development of their children.

NEPAL

After the major earthquake hit Nepal in 2015, a fear settled in among many people in rural areas. They wondered, are our schools safe for our children?

Thanks to this project, families in the Sindhuli district can have more confidence that their children will be better protected while they are studying at school if another disaster should occur in the future.

The project finished constructing three school buildings with nine classrooms, which will provide nearly 650 students with a safer learning environment. All 20 schools participating in this project worked on disaster preparedness plans, including raising awareness about disaster risks (e.g., tremors, landslides, floods) and how to implement safety measures, such as how to escape a building if trapped by an earthquake.

Pradeep Katwal, a member of

parliament, said, "It has been a great achievement and [I give] many thanks to World Vision for creating a safe learning [space] for children, where children can get an education without being afraid of earthquakes."

Parents took a more active role in nurturing children's interest in reading and improving literacy rates. More than 450 parents learned how to create a supportive reading environment at home by attending reading awareness workshops, leading to nearly 150 reading corners being established in children's homes.

Teachers were trained in methods for increasing reading comprehension (for example, through teachers' clinics, which were attended by 116 teachers) and were empowered to create their own learning materials.

Most importantly, children

demonstrated a commitment to learning to read by regularly attending reading camps during their free time and practicing reading with new books that they now have access to.

Thank you for investing in the children of Nepal and for believing in the future of these children. Your support is greatly appreciated.



Twelve-year-old Men Kumari's disability does not prevent her from participating in a reading camp because the camps are inclusive of all children.

3,119 PEOPLE, INCLUDING 1,577 CHILDREN, have benefited from the project since it began in October 2016.



to pay fees of expensive private schools. But now, with all these new books and learning materials, we feel as if our school is no less than any private school."

One of Shanta's students, Ganga, used to be a slow learner because she had difficulty memorizing new words. But now she is learning fast through the creative teaching methods. Other students are showing similar progress.

Yadav Prasad Acharya from the Ministry of Education remarked, "A building is only the body of the school, but the real soul is the learning process. I am happy World Vision has supported not only the body but also the soul of this school by enhancing the learning process through child-friendly teaching initiatives."

SYRIAN REFUGEES

Thank you for your commitment to providing early childhood education opportunities for children affected by the Syrian conflict. You are helping to give refugee children and the most vulnerable Jordanian and Lebanese children safe and playful learning environments.

This reporting period saw the implementation of the third early childhood education session (ECE), psychosocial support sessions (PSS), and Go My Child Go cycle. The third cycle of ECE for ages 3-6 and PSS classes for ages 6-12 benefited 233 children.

The fifth active parenting cycle was also completed. Seventeen beneficiaries attended all of the sessions, each receiving a hygiene kit, winterization kit, and an active parenting kit that includes school and craft supplies and a jump rope.

Parents were also active in Go Baby Go and Go My Child Go. More than 150 parents of children ages 3-12 engaged in Go Baby Go, and 102 Syrian parents participated in Go My Child Go.

In the second phase of this project, a public school was rehabilitated in the area of Tebnin in southern Lebanon. More than 220 Syrian households were assessed in this new area to determine whether or not parents wanted their children to participate in the project.

Activities in Jordan are delayed due to a rigorous government approval process.

Because of your partnership with World Vision, the Syrian Refugee Education Project in Jordan and Lebanon continues to benefit children and their parents/caregivers.



1,048 PEOPLE, INCLUDING 723 CHILDREN, have benefited from direct education interventions in Lebanon since the project began in August 2016.



When Omran joined World Vision's early childhood education program in the south of Lebanon, he was uncontrollable. He didn't respond when called by name, he didn't participate in activities, and he avoided eye contact.

"We often work with children who tend to be aggressive with their classmates; however, Omran was violent with his teachers without meaning to," said his teacher Aya.

Omran's mother, 23-year-old Alaa, worried about her son's behavior. While Omran did not experience the brutality of the conflict in Syria as he was born in Lebanon in 2015, he suffered from isolation and stressful living conditions.

Three months into his time in the ECE program, his teachers started to notice a change. He started to show patience in waiting for his snack, he began focusing more in class, and even started participating.

"All my son needed was tolerance," Alaa said. "These teachers care about him as much as I do ... Omran showed improvement in two months. By the time the second cycle ends in September, I think my son will be a new person."

ZAMBIA

During the first half of the fiscal year, the Zambia Education Project made great progress, including forming 35 more Youth Ready groups in all three project areas. Young people are learning about their identity, how they can contribute to society, and how to reach their full potential. They will work through four modules: Who Am I, Who Are We; Ready for Employment; Ready for Entrepreneurship; and Ready for Citizenship. Youth can expect growth in the following areas: financial literacy, life skills, livelihood skills, entrepreneurship, and employability skills.

To continue to enhance youth financial literacy, the project also conducted savings group training sessions at 30 schools. The savings groups are giving 465 youth the opportunity to apply the financial literacy skills they learned through the Youth Ready program.

Young people were encouraged to plan for their future by organizing facilitated

exposure visits to technical, vocational and skills training centers in Zambia. More than 440 students participated in career mentorship sessions, where they learned how to prepare for their career of choice.

Safe housing was provided to 46 girls through three Homes of Hope, managed by World Vision's partner, Zambia Conference of Catholic Bishops. The accommodations provide a refuge for girls who have survived or are at risk of experiencing gender-based violence.

Finally, young people were supported in their education pursuits. Through the Help A Child fund, which is supported by 101 Parent Teacher Association savings groups, 4,965 children had their school needs met and were provided with three meals a day. Eight children at risk of dropping out of school received emergency retention funds to pay for

school fees. Additionally, more than 150 girls received scholarships to cover the cost of their education and help them achieve their dreams.

Thank you for your faithful support of this project. You are helping to change lives.



Naomi, age 14, shares what she has learned from the Youth Ready program.

5,335 PEOPLE, INCLUDING 1,621 CHILDREN AND YOUTH, have benefited from the project since it began in October 2016.



Emma was 15 years old when she eloped with her 19-year-old husband. "I saw marriage as a way out of poverty, and my would-be husband promised to take care of me." By the time she was 16, Emma had given birth to a baby boy.

"In my new home, I wasn't free. His family used to say I was lazy and couldn't do anything. We barely had enough to eat." When Emma told her husband that she wanted to leave, he refused. Despite his resistance, she continued to try to leave the marriage.

Her situation was soon picked up by the Ministry of Community Development and Social Welfare, and passed on to the Zambia Education Project. Through the project, girls are supported to graduate high school.

Emma was placed in a safe house called Home of Hope, operated by the Zambia Conference Catholic Bishops with support from World Vision and re-enrolled in school. Fortunately, Emma's mother agreed to care for the baby while Emma focused on her education.

"I am grateful to the donors that made this safe house possible. I pray that they continue with the same generosity so that other young girls may be given a chance to go back to school like I have," said Emma.



INVESTING IN THE MOST VULNERABLE CHILDREN

A young girl gains confidence as her reading skills improve

“Children can become better readers if teachers have the right skills set and use stories, poems, songs, and other locally developed reading materials to teach them.”

—Sita Dahal,
principal at
Kuseshwori
Primary School

Goma is a second grade student at Kuseshwori Primary School, which has a low rate of educational achievement like many public schools in Nepal. She comes from a community that has been deemed “lower caste” by society. As such, she is among the most vulnerable children in her area and has not had access to quality reading materials.

She struggled to read because she could not recognize letter sounds, decipher printed words, or understand the contents of her books. She found it difficult to follow the instructions of her language teacher in class. Furthermore, her mother did not appreciate the value of reading, and their home lacked books and other resources to read. Goma spent little time studying because she felt discouraged.

World Vision has a special heart for the most vulnerable children. Through this project, Goma’s teacher was encouraged to become more involved in developing the reading skills of her students, focusing especially on those who were struggling. She and other teachers learned how to develop learning materials using local resources, and they were trained in how to make classes more interactive through dancing and singing.

Goma began attending a local reading camp on the weekends

to develop her reading skills. She actively participated with an eager learning attitude.

Sita Dahal, principal at Kuseshwori Primary School, said, “The reading materials made during reading camp sessions were used for setting up a reading corner in each student’s home. This has been appreciated by parents and community members, because there is so much you can do with them to help children read at home.”

Earlier in the school year, Goma could correctly pronounce only a handful of words per minute. But now Goma is able to read fluently and with confidence.

It is the hope of this project that many more children like Goma from marginalized communities will become better readers, allowing them to step forward into a brighter future.



Book corners provide children with a rich variety of reading materials, many of which have been locally created.



World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. Motivated by our faith in Jesus Christ, we serve alongside the poor and oppressed as a demonstration of God’s unconditional love for all people. World Vision serves all people, regardless of religion, race, ethnicity, or gender.

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