



EDUCATION

PROGRESS FROM OCTOBER 2016 TO MARCH 2017

Prepared July 2017

EDUCATION

GLOBAL SUMMARY

Thank you for giving so generously to help children receive an equitable, quality education so they can reach their God-given potential.

This report celebrates the implementation and progress of three new projects—Syrian Refugee Education, Nepal, and Zambia. The projects you supported focus on the following strategic areas: early childhood development, literacy and basic education, education in fragile and conflict-affected contexts, adolescent life skills and livelihoods, and safe schools.

With the Syrian Refugee Education Project in Jordan and Lebanon, we are helping to provide increased early education opportunities for children affected by the Syrian conflict, including refugee children as well as the most vulnerable Jordanian and Lebanese children. Through early childhood education classes and psychosocial support sessions, children are acquiring core skills and foundational abilities needed for life.

Two years after two major earthquakes devastated Nepal, we are providing quality education to vulnerable

children in safe classrooms through interventions to increase literacy and improved school facilities. Preparations to rehabilitate and/or construct classrooms were completed. This project has identified earthquake-affected schools to receive assistance in the development of disaster risk management plans.

Through our work in Zambia, we are improving how adolescent girls are valued and are equipping them with education. We are also providing training in life skills and workforce readiness, which opens up their world to economic opportunities and improved well-being.

We envision all school-age children developing literacy, math, and life skills in safe learning environments with quality instruction.

Thank you for being part of these efforts during the first half of fiscal year 2017.



GLOBAL UPDATE

5,852 PEOPLE, INCLUDING **1,318 CHILDREN**, benefited from Education programming from October 2016 through March 2017.

SYRIAN REFUGEE EDUCATION PROJECT



Thank you for your vital partnership with World Vision in the initial phase of the Syrian Refugee Education Project in Lebanon and Jordan.

As this project gets fully under way, you are helping to provide increased early childhood education opportunities for children affected by the Syrian conflict. This project includes refugee children as well as the most vulnerable Jordanian and Lebanese children in the communities where we work.

Since the project launched in Lebanon in August 2016, children have benefited from early childhood education (ECE) classes and psychosocial support sessions (PSS). Children are learning in a newly renovated school facility (called a Social Development Center) in the village of Rmeich with age- and

culturally appropriate toys and class materials.

Due to the lengthy government approval processes, field implementation in Jordan did not start during this reporting period.

While some activities vary between the two countries in this project due to variances in government regulations, cultural differences in the host populations, and the needs of each community, our approach to early childhood education and child protection is similar across the project.

Because of your faithfulness and support, Syrian refugee children and vulnerable Lebanese and Jordanian children have access to improved education and safe learning spaces, and acquire core skills and foundational abilities needed for life.

SEMIANNUAL HIGHLIGHTS

In Jordan, the first six months of the Syrian Refugee Education Project were used for preparation activities while awaiting government consent.

Since the project launched in Lebanon in August 2016, 233 children (118 girls, 115 boys) have benefited from early childhood education classes and psychosocial support sessions.

Other key startup activities in Lebanon include:

- The Go Baby Go curriculum, focused on health, nutrition, child protection, and cognitive stimulation for ages birth to 2, was merged with the homeschooling curriculum for ages 3 to 5 to form
- Go My Child Go, a curriculum for parents and caregivers of children ages birth to 5. The curriculum provides parents and caregivers with skills needed to create positive change within their families.
- ECE classes provided quality, age-appropriate activities to 86 children (70 Syrians, 16 Lebanese), PSS sessions focused on the development of intrapersonal and interpersonal skills with 147 children (92 Syrians, 55 Lebanese).
- Syrian children received medical checkups and follow-up care.
- With the finalization of one Social Development Center rehabilitation,



four other schools' rehabilitation needs were assessed.

- Formation of village committees to promote sustainable child protection and child well-being in the area has started.

NEPAL

Since starting activities in the Sindhuli district in October 2016, the Nepal Education Project is providing quality education to vulnerable children in safe classrooms through a proven literacy program and improved school facilities.

This new project will operate in Sindhuli for three years, and is involving parents, teachers, education leaders, and community members to equip the district with sustainable programs.

As the Sindhuli district continues to rebuild following two devastating earthquakes in 2015, this project has identified 20 earthquake-affected schools for students in grades 1 through 5 to receive help developing disaster risk management plans.

Those same schools also are receiving support to improve children's literacy through Unlock Literacy, a program that develops reading skills in young children. Activities include teacher



Each of the 48 reading camps in Sindhuli are equipped with a white board, books, and writing materials. Reading camp facilitators are engaging children in literacy with interesting stories, poems, songs, and games, all with the intent to promote reading.

training, reading camps, and parent awareness sessions.

Because of you, parents are learning the value of education and the important role they play in helping their children learn how to read.

Your support of this project is deeply appreciated. Thank you for coming alongside the people of Nepal—where the illiteracy rate is 60 percent—to provide young learners with quality education and safe classrooms.

2,568 **PEOPLE** benefited from school safety and interventions to improve literacy since October 2016.



Training teachers in the Unlock Literacy model

World Vision transformed its basic education programming to improve learning outcomes, with a goal of increasing the number of children gaining literacy and math skills. Teachers participated in training to develop teaching materials based on the Unlock Literacy model, a proven literacy program that develops reading skills in young children.

ZAMBIA



Thank you for your vital partnership with World Vision to provide adolescent girls with access to education and to prepare them for economic opportunities.

Building off of World Vision's Empowerment, Respect, and Equality project, which ended in September 2016, the Zambia Education Project launched in November to serve girls and youth with education and life skills.

The Zambia Education Project is partnering with children, communities, and local partners to improve how girls are valued and to open up their world to economic opportunities and improved well-being.

We are working in the three communities of Kapululwe, Sinazongwe, and Magoye to serve some of the most vulnerable girls by providing them with scholarships to attend secondary education, or to attend college or vocational programs.

This project provides housing and care through safe houses, called Houses of Hope, to girls who have survived or are at risk of experiencing gender-based violence.

With your support, we are helping girls in Zambia gain the skills and resources they need to succeed in both work and life through our Youth Ready program.

SEMIANNUAL HIGHLIGHTS

Key startup activities included:

- Partnered with the District Education Board to identify the most vulnerable youth and adolescent girls in the project area.
- Provided 223 girls with scholarships to cover the costs of their education (169 girls in secondary school and 54 at college or vocational level).
- Three Houses of Hope provided safe housing for 61 girls. The accommodations are provided to

girls who have survived or are at risk of experiencing gender-based violence. The houses are managed by World Vision's partner, Zambia Conference of Catholic Bishops.

2,938 PEOPLE, INCLUDING 1,202 YOUTH, have benefited from the project since it began in November 2016.

Preparing youth for work, for life

Since November 2016, this project has benefited 925 youth (649 girls and 276 boys) enrolled in 37 Youth Ready groups. Youth Ready helps disadvantaged young people discover their potential, plan for their future, and gain the skills, support, and resources they need to succeed in both work and life.





FROM ISOLATION TO MOTIVATION AND PARTICIPATION

Thanks to the Syrian Refugee Education Project, Bader, his siblings, and more than 230 Syrian and Lebanese children have a safe and caring environment to enjoy a healthy childhood in Lebanon.

“If it managed to change our behavior as adults; can you even imagine what the war does to children?”

—Saleh, father of Bader

On the construction site of a cement-manufacturing company in the south of Lebanon lives a Syrian family of eight in a small substandard shelter. Since the family arrived in Lebanon from Der Ezzour, Syria, in 2014, entertainment for 5-year-old Bader and his five siblings has been limited to playing around the construction site.

When World Vision started its early childhood education programming and psychosocial support in the area, Bader's mother, Houriya, enrolled him in the ECE classes. His brothers Obad, 9, and Fajer, 8, along with his sister Rawaa, 9, were registered in the psychosocial support classes with other children similar in age.



“The kids needed a safer place to play,” Houriya said. “They needed to communicate with children their age.”

While his siblings thrived in their new environment, Bader did not participate and showed aggressive behavior to his teachers and classmates.

“The other teachers and I thought to ourselves that we need to put all the training we received into practice,” said Aya, Bader's teacher.

Bader's behavior in the classroom was similar at home, and was a result of the violence he has witnessed.

“The death of his uncles shocked him,” said Saleh, Bader's father. “In all cases, the war is brutal. If it managed to change our behavior as adults; can you even imagine what the war does to children?”

Bader's siblings and mother all shared during PSS and parental sessions that Saleh yelled at the family. An outreach teacher intervened and explained to the couple how Bader's actions could also be a reflection of his father's behavior.

Saleh, who works at least 12 hours a day to support his family, and his widowed sister, heeded the advice given by the outreach teacher. Two weeks later, teachers saw a transformation in Bader's attitude.

When children were previously asked to clean their desks, Bader never responded or reacted. On the day Aya mentioned to the class she would walk around the classroom to see who had the cleanest desk, she was surprised to see Bader rush to tidy his workspace.

“It was truly a celebration. We could feel the change,” Aya said.

Bader began to eat at the center, share smiles, and participate in the various activities.

Houriya also noticed the transformation at home.



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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