

BACKGROUND:

World Vision (WV) is a relief, development and advocacy organization that works with children, families and communities to overcome poverty and injustice. Inspired by Christian values, the organization is dedicated to working with the world's most vulnerable people and serves all people regardless of religion, race, ethnicity or gender. As a child-focused organization the prevention, response and protection of children experiencing violence, neglect and all types of exploitation is essential to WV's mandate to bring change and increase the wellbeing of children.

World Vision Syria Response (WVSR) has been operating inside Syria, Jordan and Turkey since 2011.

We provide life-saving protection, education, WaSH (water, sanitation and hygiene), livelihoods and health services to refugees, internally displaced persons (IDPs) and local communities impacted by the ongoing conflict now in its 10th year. The war has killed 55,000 children within Syria and left 13.4 million Syrians in need of humanitarian assistance; 6.7 million of whom are internally displaced, uprooted from their homes and exposed to continuous attacks and shelling. Almost 6.08 million of those in need are children.¹ The COVID-19 pandemic, the economic crisis and the lack of accountability for the grave violations against children and civilians have further compounded the situation of Syrian children, their families and host communities.



In 2020 alone WVSR:



reached more than **3 million people**



including **456,000** Syrian people with critical health services since the beginning of the year



more than **208,000** Syrian people were provided with child protection services.



More than **70 per cent** were children.

In response to the significant needs created by this humanitarian emergency, WVSR aims to fulfil the following strategic goal: **By 2023, World Vision Syria Response aims to contribute to the improved well-being of 1,700,000 girls and boys affected by the Syria refugee crisis, by addressing their humanitarian needs, promoting and protecting their rights.**



With no end in sight for the ten-year conflict, the needs of the population continue to increase. According to the Syria Humanitarian Needs Overview (HNO, 2021), around half of Syria's children have known nothing but a lifetime of crisis - 2.45 million of whom were estimated to be out of school in 2020 alone - an entire generation is at risk of being lost. More than 90% of the population is estimated to be living below the poverty line, further restricting their access to critical services. Facing increasingly deteriorated living conditions, families adopt negative coping mechanisms; including withdrawing children from school for work or to enter into early child marriage.

The dire situation caused by large-scale hostilities is further exacerbated by the impact of the COVID-19 pandemic. The numbers of children out of school, and children who are at risk of dropping out, is almost certain to increase due to the cumulative effect of the conflict; the closure of learning facilities, and/or reduced learning hours due to COVID-19, worsening economic conditions, increased population numbers and displacement, (HNO, 2021). Furthermore, safe access to schools continues to be compromised due to the use of schools for non-educational purposes, school attacks, and the lack of availability of education infrastructure; contributing to over-crowding of existing schools and resulting in unsafe school buildings/environments. In 2020, at least 42 children were killed, and 38 children and adults were injured by 61 verified attacks on education (59 attacks on schools, two attacks on education personnel) and 31 verified instances of military use of schools.

Since 2011, Jordan has provided refuge to more than 1.36 million Syrians, including 662,166 registered refugees, making it the second largest per capita refugee hosting country in the world (Regional Strategic Overview, 2020). Around 126,000 of these refugees live in camps, while the remaining have settled in urban and rural areas, primarily in northern governorates and in Amman (OCHA, 2021).

The massive influx of Syrian refugee children into Jordan since 2011 has increased the demand for education services in the public school system. As Syrian refugees register in Jordanian schools, teaching resources have become strained, classrooms overcrowded, and the quality of education compromised. As schools adopt a double-shifted school system, Jordanian and Syrian children receive reduced hours of education to accommodate the increasing number of children in public schools. While the Jordanian government provides free access to public education for Syrian refugees and Jordanians alike, children coming from poor families may be less likely to attend school due to the burdens of indirect costs (clothing, transportation, supplies), and may drop-out of school to support their families livelihoods.

In terms of school patterns, according to the Education Strategic Plan 2018-2022 (ESP), The majority of students of all nationalities are enrolled at the basic education level (Grades 1-6 and 7-10). Significantly fewer children are enrolled at the kindergarten (KG2) and secondary levels. Access of education for Syrian boys and girls is significantly less than for Jordanians at all educational levels. The government of Jordan has committed to increasing access to Syrian refugees in its response plans.

The impact of COVID-19 has increased the disparity in accessing education for Syrian children. Syrian refugees living in host communities and camps are at an increased risk of being left behind. According to the World Bank, children in low socioeconomic status families and temporary homes are highly vulnerable with a greater risk to educational inequality. According to WV's Rapid Needs Assessment conducted in 2020 and internal monitoring exercises, among the commonly cited challenges to accessing education by the Syrian refugee children are unreliable/lack of internet connection for online learning and lack of available devices. With schools and learning facilities being intermittently closed in various parts of Syria from March 2020, alternative paper-based and electronic interventions were introduced. This is met with major impediments to accessing quality education for children of various age groups, which include lack of devices and connectivity, displacement, and difficulty monitoring distance learning. Although mitigating measures have been put in place, such as extended electricity hours at camps and data free access to the Ministry of Education (MoE) website, significantly more attention needs to be paid to ensure that the digital divide does not lead to an even larger learning divide (Impact of COVID-19 on Learning in Jordan, 2021).

WORLD VISION EDUCATION STRATEGY & TECHNICAL CAPACITY:

In line with WV's global direction in Education in Emergencies (EiE), WVSR believes in the provision of quality education opportunities that meet the physical, protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be both life-sustaining and life-saving.

World Vision's aspiration for children affected by crisis is: ***“Educated for life and to ensure children impacted or affected by crisis or disaster have continued access to quality, equitable, nurturing and protective educational opportunities”***



WV believes that all children, should receive an education, either through formal or non-formal education pathways; one that is inclusive, relevant, meaningful, protective and of quality. WV recognizes that the longer a child or an adolescent stays in quality, protective formal or professional education programming, the less risk there is for exploitation, abuse, early or forced marriage, military recruitment, child labour and other child protection risks.

Wherever relevant, WVSR builds on the work of the wider global WV Partnership that includes various tested project models and approaches, piloted with evidence-based impact in over 80 countries around the world. WVSR education interventions consist of holistic, integrated, child-focused programs with the aim of balancing immediate and progressive needs of children. In line with WV's global child-wellbeing objectives and the Inter-agency Network for Education in Emergencies (INEE) minimum standards, WVSR aims to fulfill its main strategic objective of ***“Ensuring girls and boys inclusive access to quality education opportunities”***. The pathway of change for this strategic objective assumes need for change at multiple levels; particularly at the level of the children, at the level of their parents/caregivers and the systems and institutions mandated to provide their education. **Three domains of change** were identified as needed to achieve the above mentioned goal:



Improved developmental and learning outcomes of children aged 0-6 (early childhood) and 7-16 (basic education)



Children are able to access formal and informal/non-formal education systems in equitable and protective ways, including refugees/IDP's



Strengthened capacity of the education system to deliver timely, coordinated and evidence-based education services

To ensure the overall goal can be achieved and in line with with the Response plans (3RP, HRP), the global cluster approach and INEE, the domains of change fall under three areas of implementation action: Access, Quality and System Strengthening (these line up with the Response plans (3RP, HRP), the global cluster approach and INEE):



1. Children learn in a safe, protective environment and enjoy quality education.

- Provide teacher trainings
- Build the awareness of teachers on Child Protection principles
- Support teachers to apply child-centred, inclusive and protective pedagogy
- Build the capacity of caregivers to support their children's learning and development (go baby go, positive parenting, government curricula)
- Build the awareness of caregivers on Child Development and Protection principles
- Conduct community mobilization/awareness to increase demand for and quality of education
- Engage with caregivers to support children's learning and access to education sites



2. More children access pre-school, school and non-formal learning centers.

- Provide cash transfers, uniforms, bags, internet connection, equipment, meals, and transportation to support access
- Provide access information and referrals to education opportunities
- Provide formal and non-formal learning (ECE/remedial/catch-up) in areas where these services are not available
- Rehabilitation and refurbishment of facilities (i.e. equipping classrooms)
- Ensure appropriate Sanitation and Handwashing facilities are present, clean, and operational



3. Evidence-based education sector planning, policy and implementation is in place.

- Plan education interventions according to evidenced gaps and needs, and in partnership/collaboration with national/international education actors
- Conduct and disseminate research on access and quality of education system
- Coordinate with Education authorities to build up and out their system

In order to achieve these strategic goals, WV commits national and global human resources, in both the technical and operational aspects of the work to ensure the utmost quality of programming and implementation. WVSR employs a dedicated Education Specialist for the Syria Response, who is able to call on a global team of Technical Advisers as part of the Technical Service Organization (TSO) that WV has. The Education TSO comprises of a team of advisors who represent a breadth and depth of expertise in the field of education from early childhood development, primary and secondary education, and adolescent and life skills and systems strengthening.

SECTORAL INTEGRATION WITH EDUCATION PROGRAMMING:



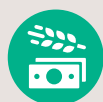
HEALTH: Educational sessions that raise awareness among children and their parents/caregivers on child nutrition, infection control and transmission of relevant diseases, such as COVID-19 and other relevant health issues. WVSR uses integrated education/health curriculum models such as "Go Baby Go" in its programming.



PROTECTION: The education centers ensure the protection mainstreaming at all educational centres. The majority of the education programs include psychosocial support (PSS) and recreational activities. WVSR conducts child protection awareness raising sessions for caregivers, teachers, and education personnel. Moreover, as part of WV's global commitment to improve CP and education integration in programming, WVSR will pilot an integrated Child Protection – Early Childhood Education (CP-ECE) program in Azraq camp based on the CP-EiE collaboration framework. Following the piloting phase of this program in Jordan, WVSR aims to expand the reach of this particular program into other areas.



WASH & SHELTER: WVSR integrates WASH and shelter activities in the school/learning centre rehabilitation. This involves the building/rehabilitating of gender sensitive and safe WASH rooms that are accessible to people with special needs. Hygiene promotion sessions such as the Sesame Street program is also be integrated in ECED projects.



LIVELIHOODS: To reduce the burden on livelihood of families, WVSR provides children with education supplies and materials, curriculums, cash for internet (during online learning), school feeding and transportation. Livelihoods may be further integrated with education as an alternative learning pathway for youth and adolescents who are unable/unwilling to go back to formal education. Technical and Vocational Education and Training (TVET) may be provided with the aim of equipping youth/adolescents to make livelihoods and enter the job market.

WORLD VISION EDUCATION PROGRAMS:

Our education programs focus on fulfilling WV's education strategic goals, which fall under the three domains of change mentioned above.



- Providing quality and inclusive **Early Childhood Education and Development (ECED) activities** to prepare children to enroll in grade 1. (Jordan)

WV Jordan has been operating ECED learning centers in Azraq camp since 2016, offering high quality school preparedness program through an ecological approach of working with caregivers, the community and teachers. WVSR has operated ECED learning centers in host communities in Jordan and handed them over to the Ministry of Education (MoE). WV provides KG1 and KG2 education and recreational activities for children aged 4-6 in line with the national curriculum provided by the MoE.

WV utilizes a contextualized version of the **“Go Baby Go” Project model** as part of its parenting program. Go Baby Go aims to build knowledge and skills and promotes the use of development-promoting techniques, as well as enhances adult life skills in order to facilitate improved parenting practices at the household level. It embraces an integrated approach which facilitates caregivers' holistic understanding of the interrelatedness of health, nutrition, protection and development while also providing self-care strategies for caregivers to better fulfil their roles as first teachers and protectors.

With the aim of improving the quality of education that children receive, WV continuously provides teacher trainings on topics pertaining to child protection principles, developmental milestones, as well as inclusive, child-centered and protective pedagogy. Additionally, WV creates a governing structure such as Parent-Teacher Associations (PTA's), where teachers and caregivers can work together on improving ECE and raise community awareness on the importance of ECED.



Providing quality and inclusive informal/non-formal education programs to improve retention for children at risk of dropping out, and re-integrate Out of School Children (OOSC) into (formal) education (Jordan & Syria)

- **Catch-up program (implemented in Syria)**

WV catch-up program implemented in Northwest and Government of Syria areas focus on providing access to education for children aged (8-16) who have been out of school as a result of the conflict or other socio-economic barriers to education, with a focus on an integrated protection/PSS approach. Most importantly, the ultimate aim of the non-formal education program is to provide learning pathways for children to ultimately reintegrate into formal education to ensure continuity in learning. WV utilizes curriculum B that is developed by the MoE in Syria based on its national curriculum, and provides 4 core subjects (Mathematics, English, Arabic, Science). It is a condensed transitional education programme that allows out-of-school children/youth (OOSC/Y) to catch up on missed learning, in order to reach their age-appropriate level of education and return to formal schooling. After the completion of respective levels, children either go to the next level or are referred to formal schools to continue with their subsequent level after the gap is bridged.

- **Remedial program (implemented in Syria and Jordan)**

WV provides in-school/learning centers remedial education in for children aged (6-16) who are at risk of dropping out of school, using the national curriculums. The target group for the remedial program are children who are falling behind their peers in their current level. WV also strengthens the capacities of formal schools by providing teaching/learning materials for children and teachers, as well as conducting rehabilitation activities and teacher trainings. Remedial education programs are also accompanied with recreational and PSS activities.

In Jordan, WV has been implementing remedial education since 2014, and is currently working closely with the MoE and other implementing partners to institutionalize remedial education within the MoE. As such, WV has created a practical handbook for education actors and practitioners that enables them to implement remedial education programs in Jordan based on WV's extensive experience, lessons learned, and best national/international practices.

For the remedial and catch-up education programs, teachers are provided with teacher trainings using the Inter-agency Education in Emergencies (INEE) Teachers in Crisis Training Pack (TICC)/other education trainings depending on teachers' qualifications and/or MoE available trainings. The TICC training pack is designed to build basic teaching competencies for (new/under-qualified) teachers. It is flexible, condensed and can be completed in a short period of time in case of emergencies. Moreover, WV provides teachers with adequate incentives, in line with the national salary scale for teachers. Additionally, teachers receive in-service training according to their training needs and capacities throughout the project implementation. In-service training topics are determined after a thorough assessment of teacher capacities.

Across all interventions WVSR ensures that children and adult beneficiaries are protected through Safeguarding Policy with clear orientation, guidelines, Safeguarding Incidents Preparedness Plans and accountability mechanisms.



• System Strengthening

WVSR works closely with national and local actors and authorities to ensure synergy and optimization of impact on the ground. As part of the localization agenda, WV builds on existing education systems and collaborates with local education actors whenever possible; ensuring that programming is effective and works in alignment with ongoing efforts. WV provides ongoing technical, organizational and operational trainings to ensure that the capacities of local actors are up to par, and to ensure minimum standards are met and to promote sustainability. Additionally, WV plays an active role in existing coordination mechanisms, allowing for greater collaboration, synergy and situational awareness in education programming. In addition to that, WV aligns its education programs with priority needs, gaps and required interventions stipulated in humanitarian and national response plans. Whenever possible and relevant, WV contributes to the education sector in Syria response by advocating and providing information on needs throughout implementation, qualitative and quantitative data that benefits various stakeholders, including MoE and national/international education actors.

PROJECT PORTFOLIO:

WV Syria Response has undertaken education programs valued at over **16 million USD** in Jordan and Syria, in partnership with donors including UNICEF, DFID, ECHO, ADH, Porticus, JPF, and private funds.



IMPACT

WV has undertaken a number of impact evaluations to evidence the effectiveness of its project models, for example, WV's Go, Baby, Go project model impact evaluations in Jordan, Armenia and Jerusalem – West Bank showed more children in Go Baby Go sites were developmentally on-track in communication and gross motor domains compared to children in non-Go Baby Go sites.

Below is WV's Syria Response beneficiary reach in education:

FY20

WV Jordan reached a total of **66,106 children, youth and caregivers**, through WV's ECED program at Azraq camp, school feeding program, youth empowerment and alternative education program, and remedial education. WV achieved gender parity, reaching 48% females and 52% males. Out of the total number of beneficiaries reached, 92% were children.

WV Syria (NWS) reached a total of **36,618 children and teachers**, through WV's remedial and catch-up program, awareness raising sessions, psychosocial support, back-to-learning (BTL) campaign, and distribution of learning supplies. WV achieved gender parity, reaching 52% females and 48 percent males. Out of the total number of beneficiaries, 70% were children.

FY21

WV Jordan reached a total of **16,882 children, youth and caregivers**, through WV's ECED program at Azraq camp, school feeding program, youth empowerment and alternative education program, and remedial education. WV achieved gender parity, reaching 53% females and 47% males. Out of the total number of beneficiaries reached, 96% were children.

WV Syria (NWS) reached a total of **94,704 children and teachers**, through WV's remedial and catch-up program, awareness raising sessions, psychosocial support, back-to-learning (BTL) campaign, and distribution of learning supplies. WV achieved gender parity, reaching 46% females and 54% males. Out of the total number of beneficiaries, 74% were children.



A group of girls colouring in the fresh air thanks to WV Korea that helped distribute colouring pencils and notebooks. © World Vision.

COORDINATION AND COLLABORATION:

WVSR recognizes the significant importance of coordinating and collaborating with various stakeholders and at different levels. Through its long term presence, WVSR has well-established relationships at the national and local level with government authorities, faith leaders, community leaders and community members. Partnership agreements with a multitude of actors have enabled WVSR to work at different levels to achieve education outcomes for refugees living in Jordan and IDP's/host-communities living in Syria.

WVSR's Education Specialist and technical team play an active role in representing the organization at different platforms and meetings such as the Education clusters/ESWG, Technical Working Groups/Task-forces, education partner meetings, operational and strategic meeting with the MoE/DoE's and local authorities.

WVSR has been a prominent education actor in Jordan, and as such co-chairs on a number of education initiatives in collaboration with other key players within Jordan. WVSR was elected as the co-chair of the Education Sector Working Group (ESWG) along with UNICEF in 2019 and remains in this position to date. The ESWG being a core coordination body for the education sector in Jordan, WVSR has access and networks with a vast number of education stakeholders including local and international NGO's, donors, UN-bodies, relevant ministries, and the private sector. This further enhances WVSR's ability to coordinate, collaborate and get first-hand knowledge and information on the gaps and needs of vulnerable refugee and host community children and youth. In addition to that, WV sits on the Policy Planning and Coordination Committee (PPCC), which is a high-level strategic committee activated by the Ministry of Education (MoE) in Jordan to ensure accountability through planning, resource allocations, coordination, and policy dialogue. This committee is limited to the co-chairs of the ESWG, education donors, relevant UN entities and members of the MoE. WVSR plays a strategic role in education not only on a field and implementation level, but also in influencing and informing programming and advocacy efforts on a higher policy level.

WV is also part of the Syria INGO Regional Forum that leads on the COVID-19 integration as part of the advocacy strategy and is actively engaged in the Durable Solutions Platform in Jordan as well as the regional platform where WV Syria provides evidence-based advocacy products for Syrian children on the move. This provides WVSR with both high level stakeholder engagement and influencing opportunities as well as a large network across the region to inform and influence decision-making for Syrian refugees and other vulnerable people from refugee host countries, such as Jordan.

WVSR co-chairs the No Lost Generation (NLG) regional initiative together with UNICEF; representing both UN agencies, local partners and aid agencies working in Jordan and across the region. WV's leadership in advocating for the rights and needs of

the Syrian refugee children as part of the NLG Initiative has resulted in the management of a NLG-funded advocacy and communication project coordinated from Jordan that aims at strengthening engagement with national governments and donor agencies for the Syria crisis, including for the Jordan Humanitarian Response Plan and the Resilience and Refugee Regional Plan (3RP).

Finally, as a key player in remedial education, WWSR co-chaired the Remedial Education Task Force in Jordan. The task force includes a limited number of remedial actors who implement remedial education programs for Syrian and Jordanian children and youth. In addition, WV has developed a “remedial education handbook”, which will guide teachers



to start and implement remedial classes based on WV’s lessons learnt and extensive experience. This will be helpful in the field as the MoE activates their plan of a nationwide remedial program as a response to COVID-19.

WORLD VISION GLOBAL WORK IN EDUCATION:

WV empowers vulnerable boys and girls to change their own futures through education. Our integrated holistic model leverages our work in all sectors to ensure children have the best possible chance to build a strong foundation for the future. WV are driven by a vision to ensure that children in our programme areas are educated for life. To make this possible, all education programs are shaped by eight essential elements:

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Ensure access to nurturing care and quality education opportunities for all boys and girls including children with a disability and children from disadvantaged or marginalized groups
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Equip parents in their role as ‘first teachers and protectors’ to help children develop physically, emotionally, cognitively, linguistically, culturally and spiritually
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Empower communities to support children’s learning both in and out of school and to hold governments accountable for their education policy commitments
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Support effective teaching as the most important determinant in children achieving a quality education
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Foster safe and nurturing schools, as ending violence in all its forms both in and around the school is key to achieving equitable education policy commitments
- 

Engage governments and donors to strengthen education systems by ensuring adequate and consistent funding and policies that support sustainable quality opportunities
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Promote social and emotional learning as essential for children of all ages for them to realize their full potential
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Assess learning outcomes to ensure that education programmes are having a measurable impact

¹ 2021 Humanitarian Needs Overview: Syria Arab Republic



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