

# Let Us Learn: A case study of delivering adaptive education and protection in emergency programmes in the Kurdistan Region of Iraq

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Since the beginning of the current humanitarian crisis in Iraq, more than three million school-aged children and adolescents have experienced disruption to or complete lack of access to education.<sup>1</sup> Providing continuity of learning and protection for affected children has demanded that agencies such as World Vision adopt a flexible design and agile implementation approach. This case study explores the challenges that World Vision's Let Us Learn project has encountered during implementation and demonstrates how collaborative partnership, embedded accountability and quality assurance mechanisms have allowed it to remain adaptive and relevant to shifting community and external needs through its governance.



Education is not only about classrooms and books. For children in fragile and conflict settings it is also about safety and protection. © Suzy Sainovski/World Vision

## The Let Us Learn project

### Context

In conflict contexts, with frequent eruptions of fighting, shifting populations and overwhelming needs for basic necessities, the delivery of quality education and protection programmes is frequently postponed and deprioritised by funding bodies, humanitarian actors and the affected communities themselves. Water, shelter and food are often considered to be the primary life-saving sectors, with education left behind. Yet, education must be seen as a life-saving intervention<sup>2</sup> in addition to being life sustaining. Children in conflict settings identify education, alongside protection, as one of their priority needs.<sup>3</sup>

In January 2014,<sup>4</sup> conflict erupted once again in Iraq. Approximately 10 million Iraqis have been affected, with more than 3.2 million displaced people, half of whom are children.<sup>5</sup> Since June 2014, there has been a 99 per cent increase in reported violations of child rights across Iraq.<sup>6</sup>

<sup>1</sup> United Nations Office for the Coordination of Humanitarian Affairs (OCHA), *2016 Humanitarian Response Plan: Iraq* (December 2015), 65.

<sup>2</sup> Overseas Development Institute (ODI), *Education Crisis Platform proposal* ODI (2016) <https://drive.google.com/file/d/0B0cTVQzjOGt0WWWltV2gtbFE2Szk3cEJ0TFJ5RUJtI185UnN3/view>.

<sup>3</sup> United Nations Office for the Coordination of Humanitarian Affairs (OCHA), *2016 Humanitarian Response Plan: Iraq* (December 2015), 18.

<sup>4</sup> Iraq Education Cluster, *Education in Emergencies August 2014 Report*, Iraq Education Cluster (2014), 1, [https://www.humanitarianresponse.info/en/system/files/documents/files/1\\_education\\_in\\_emergencies\\_in\\_iraq\\_english\\_part\\_i.pdf](https://www.humanitarianresponse.info/en/system/files/documents/files/1_education_in_emergencies_in_iraq_english_part_i.pdf).

<sup>5</sup> OCHA, *2016 Humanitarian Response Plan*, 6–8.

<sup>6</sup> *Ibid.*, 7.



More than three million children and adolescents have been identified as in need of education in emergency interventions, and one million school-aged children are out of school.<sup>7</sup>

The situation in Dohuk, Kurdistan Region of Iraq (KRI), is simultaneously calm and violent. Conflicts continue in surrounding governorates as the military seeks to liberate occupied towns; outbreaks of intense violence frequently occur as militants retaliate. Many internally displaced persons (IDPs) have been repeatedly uprooted, and host communities and local authorities are overwhelmed trying to accommodate IDPs and refugees who have fled the conflict in Iraqi-occupied areas and neighbouring Syria.

### Education is a fundamental right of all children<sup>8</sup>

Globally, an estimated 121 million school-aged children and adolescents are denied access to education, with 33.8 million affected by conflict.<sup>9</sup> Disruption to formal education due to destruction or repurposing of education facilities, concern for safety or forced displacement of communities is common in conflict contexts. This has resulted in millions of primary and lower secondary school-aged children being out of school.<sup>10</sup>

For these children education is not only about classrooms and books, it is also about safety and protection. Children in conflict and fragile settings who do not attend any form of formal or non-formal schooling are more vulnerable to violence, exploitation, neglect and abuse. Children themselves tell us that education provides much needed support through play, interactions with friends and, most notably, in providing hope for a better future.<sup>11</sup>

In February 2015, World Vision commenced the Let Us Learn project to support 12,240 IDPs<sup>12</sup> living in the Berseve I and Berseve II camps, and in host communities in the Dohuk governorate of the KRI. The project aims to deliver education and child protection interventions that contribute to the learning continuity, psychosocial well-being, and increased resilience of children affected by displacement.

## Project design

Let Us Learn was designed around two core outcomes:

1. Children affected by displacement have equitable access to quality basic education and psychosocial support in a protective learning environment.
2. Communities strengthen their involvement, ownership and capacity to promote education and safeguard their children's protection and well-being within learning spaces and the wider community.

<sup>7</sup> Ibid., 65–66.

<sup>8</sup> United Nations General Assembly (UNGA), *The Right to Education in Emergency Situations*, United Nations General Assembly 64th Session Agenda Item 114 (2010), I, <http://www.unesco.org/education/postconflict/educationinemergencies.pdf>.

<sup>9</sup> UNESCO (United Nations Education, Scientific and Cultural Organisation). 2015. *Education for All Global Monitoring Report 2015*. Paris: UNESCO. <http://unesdoc.unesco.org/images/0023/002325/232565e.pdf>.

<sup>10</sup> S. Nicolai, S. Hine and J. Wales, *Education in Emergencies and Protracted Crises: Toward a Strengthened Response* (London: Overseas Development Institute, 2015), 14, <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9714.pdf>.

<sup>11</sup> A. West, *Putting Children at the Centre of the World Humanitarian Summit*, ed. H. Kearney (New York: World Humanitarian Summit Advisory Group for Children, 2015), 16–20.

<sup>12</sup> The Let Us Learn programme targets 1,440 students and teaching staff directly through the CFLS, as well as 3,000 family members and a further 7,800 school-aged students attending UNICEF schools through the provision of educational equipment. See World Vision Let Us Learn Project Design (17 February 2015).



These outcomes are addressed through a series of non-formal education, resilience and life skills, literacy and child protection activities and are delivered through camp-based child friendly learning spaces (CFLS) with a dimension of the programme being carried out in host community non-camp settings.

As part of WVI's Education in Emergencies (EiE) approach, Let Us Learn places significant emphasis on community participation, consultation, accountability and quality assurance during the design and implementation of the project. This project is based on the principle that the best and most sustainable solutions occur when the voice of the community is heard and considered.



The Let Us Learn project targets more than 12,000 IDPs in the Dohuk IDP camps Berseve I and Berseve II. © Suzy Sainovski/World Vision

The focus on participation at all levels – students, teachers and facilitators, implementing partners, donors, cluster members and local authorities – is a critical factor to navigating the challenges of working in a fragile context and remaining responsive to the changing needs of IDPs. Each area of the Let Us Learn project faced challenges, some of which could be deemed predictable within a post-conflict fragile setting and others were unique to the context and project interventions.

### World Vision's Education and Child Protection in Emergencies programming approach

All children in crisis- and disaster-affected contexts have the right to continue their education. The education children receive, through either formal or non-formal education,<sup>13</sup> must be of quality and include clear certification pathways. World Vision recognises that in crisis contexts, education systems are three times as likely to be disrupted. World Vision's approach to programming in these contexts considers the roles of teachers, parents, governments, communities, and the children in re-establishing quality education.

World Vision's unifying education and protection framework Children in Emergencies (CiE) engages the core components of Education in Emergencies (EiE) and Child Protection (CP). Integrated into these components are Mental Health and Psychosocial Support (MHPSS) and resilience and life skills. MHPSS ensures that affected children and adolescents are provided with the physical, psychosocial and cognitive support they need in order to more safely and confidently navigate their changed environments and circumstances. Resilience and life skills provide a framework for children to rebuild new support structures and learn a new suite of coping mechanisms.

<sup>13</sup> *Formal education* consists of structured and recognised curriculum that leads to certification; *non-formal education* in this context is defined as a structured curriculum taught outside the formal government-recognised education system.



## The challenge: Responding to new local policies on education

Formal schooling was not an immediate option for the majority of displaced children living in IDP camps and within host communities. The continual movement and fluctuation in the number of internally displaced school-aged children in this crisis is a significant challenge for their ongoing assimilation into formal education. Narrow enrolment windows and overflowing classrooms mean that many IDP children may face up to a year out of formal school. By June 2015, nearly two-thirds of IDP children in the Dohuk governorate were not attending school.<sup>14</sup> With 26 per cent of school-aged children within these two camps having missed several months or more of their education since the start of the crisis in 2014, continuity of learning was a key concern and priority of the project.

The Let Us Learn non-formal education and protection intervention created a child friendly learning space in each of the Berseve I and II camps and adopted the endorsed UNICEF and Dohuk Directorate of Education (DoE) non-formal education curriculum. World Vision and other humanitarian agencies delivering the non-formal education curriculum aimed to ensure continuity of learning for students that would be recognised by the Dohuk DoE and the Ministry of Education (MoE) as equivalent to formal school years in order to minimise the loss of vital education years.<sup>15</sup>

In July 2015, after only a few months of the Let Us Learn non-formal education programme's establishment, the Dohuk governorate announced that it would not recognise student attendance in the CFLS non-formal education programme; that is, student's attendance in the

CFLS would not be acknowledged for credit, requiring them to repeat the school year. In addition, the new academic year (commencing in September) had a limited window for enrolment. This was insufficient to process the number of IDP students and did not provide flexibility should another wave of displacement occur due to ongoing insecurity.

This posed a significant challenge to the Let Us Learn project team. The team could continue to deliver the non-formal education curriculum, knowing that it would not aid the students in reintegration to the formal school system or a certification pathway. Or it could take an immediate focus on supporting parents and caregivers to overcome existing challenges to enrolment and then adapt the focus of the project to address the additional needs.



The CFLS offers students the chance to participate in a range of activities that give them vital resilience and life-skills.

© Suzy Sainovski/World Vision

## Solution: Adapting the Let Us Learn project to meet shifting needs

After consultation with students, families, partners and local authorities, the Let Us Learn project team and CFLS staff shifted focus from delivering the agreed curriculum to running an intense back-to-school campaign. They set an ambitious target of having all the school-aged children participating in CFLS across both camps enrolled and ready to attend formal education in September 2015. The CFLS staff ensured that recreational and learning activities were still

<sup>14</sup> World Vision Kurdistan Region of Iraq. 2015. 'Let Us Learn Project Design'. World Vision International (17 February), 2.

<sup>15</sup> At the time of writing the Education Cluster had appointed a task force to address the role of non-formal education and draft a terms of reference to secure agreement across all cluster agencies and the Dohuk MoE.



available for children while this campaign was running. The Let Us Learn project was successful in achieving the enrolment of 309 school-aged CFLS students.

Despite the success of increased enrolments it was clear that the overburdened MoE system could not meet all of the CFLS students' education needs. The CFLS students still required a safe place to learn and play within the camps. Even with increase in enrolments, funding challenges often translate into overcrowded classrooms and shortages in quality teaching staff.



Iraqi IDP children living in Berseve IDP Camp, Dohuk, KRI, have the opportunity to continue their schooling. © Steve Jeter/World Vision

The educational reality for displaced children differs depending on their origin and location. For refugee children from Syria, there are MoE schools that follow the Kurdish curriculum taught in the Arabic language. In the camps the teachers are Syrian, and in host communities they are predominantly Arabic-speaking Kurds. IDP children from Iraq within KRI are attending afternoon sessions in MoE schools following either the Baghdad curriculum, taught in Arabic, or the Kurdish Government curriculum, taught in Kurdish.<sup>16</sup> Host community children's schooling remains the same; however, their access has been reduced to accommodate extra shifts for displaced children. In all, despite additional efforts by the MoE, there remains a lack of access to quality education for all school-aged children affected by this crisis.

The Let Us Learn project needed to adapt continuously to the new and emerging needs of the students and families living in Berseve I and II. The Let Us Learn curriculum also needed to be flexible in its design to ensure it could match the needs of students enrolled in the Kurdish and Iraqi school systems.

The Let Us Learn staff began a series of consultations with implementing partner Public Aid Organisation (PAO),<sup>17</sup> the CFLS teaching staff, teachers from MoE schools, IDP students and the IDP camp communities. IDP communities within the camps expressed a strong desire that the CFLS remain available to IDP students and provide complementary education. From the consultations it was determined that the community and students wanted additional support to learn Arabic and English and have supplementary literacy and science activities. Children and partners also emphasised the importance of continuing sports and play activities.

In addition to the modified non-formal education curriculum, teaching staff from the CFLS and the MoE schools articulated that while theoretical science was taught in school, opportunities for students to understand the practical element were limited.

<sup>16</sup> At the same time that the KRI MoE announced that the non-formal education curricula would not be recognised, it also announced that there would be no more first-grade students learning in Arabic. Those students will have to be enrolled in Kurdish-speaking primary schools.

<sup>17</sup> PAO operationally and programmatically runs the CFLS under the technical guidance of World Vision project officers, including assisting in the recruitment and training of the CFLS staff, support consultations with IDP camp management, and community and CFLS facilities management.



A school garden model was designed to be an extension of the learning environment for students across the project lifecycle, whereby graded activities were provided, enabling children to put theory into practice and reinforce learning from the classroom. The programme is also identifying community members who can help build the gardens.

Complementing the revised programme, the Let Us Learn project team designed a mobile library service to provide access to age and culturally appropriate reading materials. The mobile library, which has been in operation since January 2016, offers more than 400 book titles from a range of categories such as literature, language, science, history and biography, sociology, encyclopaedias, health, art and cooking. A range of age-appropriate and culturally appropriate books in Kurdish, Arabic and English also gives students an opportunity to improve their literacy. For many students in the CFLS (and for other beneficiaries beyond the Let Us Learn project), it is their first opportunity to read for enjoyment.

A recurring theme in the interviews conducted with CFLS staff, MoE teachers, students, families and partners, and the strong rationale for wanting the CFLS to remain open and deliver a complementary curriculum, was the positive influence of the CFLS on children's behaviour. Poor self-discipline, antisocial behaviours, poor hygiene and limited understanding of child rights and responsibilities were just some of the traits students exhibited when they first entered the CFLS. The integration of resilience and life-skills classes, child protection mechanisms and psychosocial support in the Let Us Learn project, and most significantly the intentional focus on consistent and holistic consultation, resulted in trust among CFLS staff, students and the IDP communities. This trust enabled the CFLS staff to overcome some of the barriers faced by parents who wished to enrol their children in formal education and to augment the CFLS curriculum so that it remained a valued service to students and families within the IDP camps.

### Critical success factor: Collaboration and partnering facilitate adaptability and responsiveness

Forming strong relationships with implementing and funding partners is a critical factor. The Let Us Learn World Vision project team, in order to be responsive to shifts in the external operating environment (such as the policy to not recognise the non-formal education curriculum) and the evolving needs of the IDP community, relied on strong relationships with its partners. World Vision's implementing partner, PAO, is an approved local agency providing support to international humanitarian agencies across the IDP camps in the Dohuk governorate.

The intentional coordination amongst all actors became ingrained, encouraging PAO and CFLS staff constantly to keep the IDP communities informed and ensure that any concern or emerging challenge within the camps relating to education or child protection was immediately brought to the attention of World Vision's Let Us Learn leadership so it could be addressed.<sup>18</sup> More significantly, this established trust among the partners and fostered an environment of innovation and adaptation in which any person, student, teacher, community member or PAO employee could share ideas for improving the project. This resulted in numerous initiatives ultimately aimed at improving the quality of education, life skills and child protection for the CFLS students.



Providing a mobile library to children of the Berseve IDPs camps means many will have the opportunity to read a book for the first time.  
© Tanya Penny/World Vision

<sup>18</sup> Interview with Zaid Shamsadean, Programme Manager Dohuk Province, Public Aid Organisation and Project Coordinator for World Vision Let Us Learn, conducted by Tanya Penny, Director of Global Humanitarian Communications and Information Management, World Vision International in World Vision Dohuk Offices, December 2015.



## Challenge: Delivering resilience and life skills to all ages and participants

The CFLS was developed to support children aged 5 to 17 years. In the initial phases for resilience and life skills, classes were planned for children aged 12 to 17 years. Following feedback, consultation and careful assessment of children's needs, the programme began to conduct resilience and life skills across all age groups within the CFLS: 5 to 6, 7 to 12 and 13 to 17.

The IDP community had experienced numerous shocks prior to this current crisis. It became clear that the recent displacement and violence further accentuated the need for resilience and life-skills training to adjust to the volatile environment. Children did not have sufficient information on how to remain safe in this challenging new context – from understanding simple actions to prevent diseases (such as washing their hands) to understanding their rights and responsibilities, the circle of support, and other issues around child protection.<sup>19</sup>

An existing life skills and resilience curriculum was selected by Let Us Learn project staff for its emphasis on psychosocial skills and its ability to address many of the issues that had been raised through the consultations. It was quickly identified that although this curriculum offered a strong base, it required considerable contextualisation and adaptation to meet the needs of all the age groups within the CFLS. More challenges arose and became more pronounced in the initial phases of implementation, such as students' varying educational backgrounds, with some being unfamiliar with reading and writing, unable to hold a pen or understand basic commands while playing games. This required a more systematic adaptation of the curriculum.

## Solution: Building resilience in the child means building resilience in the community

Numerous training and capacity-building sessions were organised for the CFLS staff to assist them in adapting the programmes. This presented its own challenge as the majority of the formally organised trainings through the cluster and peer agencies did not include training on how to teach resilience and life skills to students younger than 13 years of age. In fact, resilience and life skills for children under 13 years was not common practice across the entire cluster of NGO partners, government and PAO.<sup>20</sup> This created minor tensions among the CFLS staff, especially with those who had not had any teaching or facilitating experience prior to the crisis. It required the Let Us Learn project team to identify alternative means of supporting its teachers and facilitators in adapting the curriculum for the students.

All resilience and life skills staff met at the start of each week. During these meetings they viewed the previous week's classes: what worked and what didn't, what areas needed further modification and what additional issues arose during the classes (from the students, their families or the staff themselves). The staff then reviewed the upcoming class plan and discussed how best to amend the activities to suit the different ages and skills of the class.

As teachers and facilitators reviewed activities and made recommendations on the required adaptations (including adding new topics that the curricula did not contain, such as health and hygiene, smoking, respecting one another and so on), their ownership and commitment to the success of the programme grew. This approach, while time consuming and intensive, resulted in a tailored and highly adapted curriculum that more effectively met the needs of students, their

<sup>19</sup> Interview with Farzard Kamil, Let Us Learn Resilience and Life Skills Team Leader (December 2015).

<sup>20</sup> Interview with Let Us Learn Project Team (December 2015).



families and the teaching staff. It also created a feedback mechanism that allowed input from students, parents and staff to be heard and addressed.

For example, during one of these meetings the facilitators discussed the concern that parents had raised over the children being taught their rights. Child rights were new to many students and their families, and they were not widely understood. Many parents interpreted the focus on child rights as a slight on their parenting skills, and students struggled to balance their understanding of their rights with their responsibilities. This promoted the design and addition of classes on child responsibilities, including creating child friendly visual materials (such as leaflets and posters) and encouraging storytelling to accompany the new series on rights and responsibilities. It also became apparent that parents were struggling with their own resilience, creating resistance to the focus on child rights. In recognition, Let Us Learn staff adjusted their community engagement and parenting classes to address the psychosocial needs of the students' families.<sup>21</sup>

The majority of the teachers and facilitators for the CFLS were IDPs from within the camp or living within the neighbouring host communities. It was paramount that teachers and facilitators lived out the examples being taught to children and embodied the principles of child protection and psychosocial support within the classroom. Their capacity to do this varied – as they managed their own stresses and struggled with their own resilience following their forced displacement.

After further consultation the Let Us Learn leadership team took two decisive measures:

1. In collaboration with PAO, the leadership team created a supportive environment for the staff to be able to determine for themselves if they felt they could not lead the class in a positive and appropriate way for the children. Those who determined they were unable to do so would excuse themselves.
2. The leadership team developed a series of activities for the teaching staff to address their own resilience and psychosocial needs. These activities varied from structured on-the-job training, sports and meditation sessions for staff to capacity building to make them more effective teachers and facilitators.

### **Critical success factor: Participation and adaptation bring greater staff and community ownership**

As part of World Vision's EiE approach, strong accountability and quality assurance mechanisms were also essential aspects in design and implementation. These mechanisms demand strong community participation and collaboration with partners throughout the entire lifespan of the project. In volatile contexts, where the situation and needs of the communities frequently shift and vulnerabilities increase, community consultation and partner collaboration allow humanitarian actors to remain vigilant and responsive.

As the Let Us Learn project sought to remain responsive to the needs of its students and their families, it developed into a highly adaptive programme where solutions arose organically from CFLS participants, staff and partners. The ownership of these adaptations resided with those who had the most to gain – students and the IDP communities. The programme was able to adapt in an extremely volatile context without compromising its ability to meet the basic education needs of students or the quality of this education.

<sup>21</sup> Interview with Febronia Marqus, Let Us Learn Child Protection Officer (December 2015).





## Recommendations for delivering quality education and child protection in emergency programmes in conflict-affected settings

### Build transparent, reciprocal and collaborative partnerships

The Let Us Learn project invested considerable time and resources in partnerships, especially with local actors, recognising that positive relationships based on mutual trust and common goals were essential to the implementation of the project. Strong partnerships, always an important aspect of delivering quality programmes, are mandatory in conflict contexts that require responsiveness and flexibility, so that when significant changes are required, all parties have the trust and understanding to change and adapt.

### Ensure access to technical support

The ability to access internal and external technical support and guidance through the UN cluster system, peer agency coordination and partners, was and is a critical success factor for the Let Us Learn project. Being able to access pre-existing curricula through the UN cluster coordination, such as those used for non-formal education and the resilience and life-skills activities, meant the programme could be implemented immediately.

Effective cluster coordination and engagement strengthen relationships with local authorities as well as provide needed capacity building training sessions for EiE teachers and facilitators.

The Let Us Learn leadership team also acknowledged that having access to World Vision global-level technical support was critical. The support provided at the global level ensured that the project was delivered in line with the broader World Vision Children in Emergencies approach and provided technical support for the ongoing contextualisation and adaptation of the project.



Child friendly learning spaces provide children with safe places to learn and play, World Vision Let Us Learn Project Berseve I, IDP Camp Dohuk KRI.  
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### Invest in quality staffing

Already constrained funding poses particular barriers to quality staffing.

Two additional complexities were:

1. multi-faith and multi-cultural considerations that have the potential to create divisions within the team
2. prioritising the different needs of the affected groups.

Building in time and resources for staff management was deemed critical and proved its worth with enhanced innovation and programme quality. In humanitarian contexts where the need is great, focusing limited funding on team management can be a low priority. Yet without this focus on having a strong leadership team for the project, building a working environment of collaboration, and trust and consultation centred on meeting the needs of affected children, the commitment to quality and innovation of the project would not have been possible.<sup>22</sup>

<sup>22</sup> Interview with Ridiona Stana, Let Us Learn Project Manager, and Dejin Jamil Khidir Let Us Learn Project Coordinator (December 2015).



## Embed accountability mechanisms from the start to ensure quality

Parallel accountability mechanisms with children, parents and community members are not just a box to be ticked. In conflict and rapidly changing contexts they are essential to ensuring that the evolving needs of affected communities are understood and met. Without deliberate engagement with IDP communities and staff, the Let Us Learn project would not have achieved its goals. Communities and staff engagements through mechanisms such as the bi-monthly community consultation meetings, suggestion boxes and quarterly post-impact monitoring measurements ensured the delivery of quality non-formal education, resilience and life skills, child protection and psychosocial support to the children of Berseve I and II.

The needs of the CFLS students and their families changed considerably from the time of the original assessment and design to the first phase of implementation, and they continue to change as the project progresses.

Effective accountability mechanisms that are equally understood and valued by students, community members, CFLS staff and partners meant not only that the Let Us Learn project team was able to be responsive as needs changed but also that the solutions to meeting those needs were generated and owned by all actors.

The Let Us Learn project did not set out to be an innovative programme. Rather, the focus was on delivering a quality programme that met the education needs of displaced children, ensuring the continuity of learning and providing child protection and psychosocial support to affected children. Through the pursuit of quality and by continuing to remain committed to meeting children's and communities' needs, the programme became innovative in its own right. This is demonstrated by its ability constantly to adapt and to respond to shifting context.



Before fleeing Syria, Aşgarpari Abdalfatah Houji was a teacher. She is now working as a teacher in the World Vision CFLS Berseve I IDP Camp. © Suzy Sainovski/World Vision



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The staff of the Let Us Learn project review the new books for the mobile library.  
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Providing education opportunities for children displaced by conflict.  
© Tanya Penny/World Vision



## World Vision's World Humanitarian Summit commitments

At the World Humanitarian Summit in May 2016, World Vision made 21 commitments which are now being implemented and monitored.

Among these commitments is the aim to reach 20 per cent of all affected children when World Vision responds to conflict and natural disasters. This will be achieved in a number of ways, including prioritising child protection and education in emergencies and investing in strengthening protection systems.

In continuing to work towards avoiding preventable deaths and enabling every woman, child and adolescent the opportunity to survive and thrive, World Vision has committed to spend USD 500 million on health, nutrition, HIV and AIDS and WASH in humanitarian settings by 2020. This funding is part of the USD 3 billion committed by World Vision to the Global Strategy for Women's, Children's and Adolescents' Health.

Furthermore, to help protect development gains and bridge the relief-development divide, World Vision will commit to allocating up to 20 per cent of its development funding as a crisis modifier\* (where national affiliates decide this is needed) to prepare and respond to humanitarian needs when disasters strike.

World Vision will also seek to deliver 50 per cent of its humanitarian aid through a multi-sectoral and multi-purpose cash first approach by 2020, where context appropriate. This will leverage digital payment and identification systems and shared value partnerships with others, such as with Mastercard Corp, to track the delivery of assistance from donor to beneficiary.

Other commitments include the areas of child protection and education, peacebuilding, accountability and the scaling up of humanitarian and private sector engagement.

To see the list of World Vision's full World Humanitarian Commitments visit <http://wvi.org/disaster-management/our-commitments>

World Vision aims to reach 20 per cent of all affected children when responding to conflict and natural disasters, prioritising child protection and education in emergencies and investing in strengthening protection systems.

\* Crisis modifiers allow a quick injection of emergency funds to respond to early warning and protect existing development gains in our programs. These funds allow us to respond rapidly to address humanitarian needs and reduce livelihood losses.



World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Inspired by our Christian values, we are dedicated to working with the world's most vulnerable people. We serve all people regardless of religion, race, ethnicity or gender.



For many children, attending classes at the CFLS is their only chance to learn and play in a safe environment. © Tanya Penny/World Vision

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