RESULTS SUMMARY

Improving safe access to inclusive quality education and child protection in Syria through Summer Club activities

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PROJECT		
	Title:	Improving access to safe and inclusive quality education and child protection services to conflict affected children and caregivers in Syria / Civil Society Enablement.
	Partner:	Must remain anonymous.
	Country:	Syria
	Period:	2022

CHANGE	
	Summer Club educational activities increased 200 children's cognitive abilities to understand school subjects and increase learning in schools by replacing traditional learning with active learning methods. Additionally, all 200 children showed significant improvement in resilience, independence and self-confidance. Finally, an evaluation found that attending Summer Club had a positive impact on the children's wellbeing and inclusion in education services resulted in 93% of the students passing their official exams and a decrease in school dropouts.

CONTEXT	
	The humanitarian situation in Syria remains dire, with a high number of internally displaced persons (IDPs) and collapsing services. Over 6.9 million children urgently need education services, as 7,000 schools have been destroyed, leaving 2 million children without education. Economic crisis and war-related effects exacerbate the situation, leading to currency depreciation and soaring prices, forcing families to resort to negative coping mechanisms while children suffer from violence, displacement, and limited access to vital services.

CONTRIBUTION	
	To address learning difficulties and school dropouts in context of Syria, Save the Children Denmark & local partner located a school in rural Damascus and secured it as a safe space for a Summer Club. The Summer Club facilitated learning activities for 200 children in need of support to increase their learning and improve their resilience. Child resilience program was also facilitated to increase children's wellbeing and ability to communicate by following a non-violence approach. Additionally, the teachers' methods helped students understand materials instead of only memorizing it.

IMAGES		
	Sanaa, 8 years, during Save the Children class in a displacement camp in Syria by Roni Ahmed / Save the Children	Basma, 11 years, walks to class in the camp where she lives in Syria by Muhannad Khaled/Save the Children

ADDITIONAL INFORMATION

ACTIVITIES

Save the Children Denmark's (SCD) response office for Syria and implementing partner (anonymous) selected 200 children (97 girls/103 boys) aged between 6-12 years for a Summer Club in June 2022. The 200 children attending Summer Club were selected on criteria such as students with low academic level, students who lost their parents, students cared for by relatives, students of female headed families or students of families with low income. The 200 children attended sessions around mental health, Arabic, math, English, sports and art sessions. The Summer Club also facilitated a 12 session child resilience program for all 200 children. The child resilience program included activities in problem solving, improving knowledge of the self, healthy expression of feelings, effective communication and identifying and dealing with abuse and bullying. During the end of Summer Club, 146 parents/caregivers (143 females and 3 male) joined the children and 199 school kits were distributed to 199 children (97 girls and 102 boys).

LESSONS

Save the Children Denmark and the local implementing partner facilitated a reflection session with facilitators. The facilitators mentioned the need for further follow-up with both parents/caregivers and the children participating in Summer Club to do a session each 2-3 months following up on the monthly basic school activities, supporting them in maintaining a positive learning curve and strengthening their resilience. This has been taken into consideration for current and future implementation related to Summer Clubs and educational activities in SCD programming in Syria.

EVIDENCE

Attendance records showed children's commitment to the Summer Club with 99% attending more than 70% of all activities. Facilitators' observations also noted that the children were deeply engaged during the sessions. For the child resilience program 100% out of the 65% of targeted children had better awareness of child protection threats and skills to deal with them, when comparing pre-test to post-test at the end of Summer Club. Based on third-party monitoring report and conducted interviews, the children stated that the educational activities during Summer Club had increased their ability to understand school subjects and that their performance at school had improved from participating in Summer Club. Local partner regularly received feedback from children and facilitators through feedback mechnisms in order to understand preferences and needs. The local partner evaluated the feedback and suggestions with the aim to incorporate it in the following week's activity plan.

DOMAINS

Development strategy priorities:	Insert strategy priority
Changes in the lives of people facing poverty, marginalisation or vulnerability	X
Changes in laws, policies and practices that affect people's rights	-
Changes in the capacity of organisations and communities to support rights	-
Changes in partnerships and collaborations that support people's rights	-
Changes in participation of groups facing poverty, marginalisation or vulnerability	X

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.
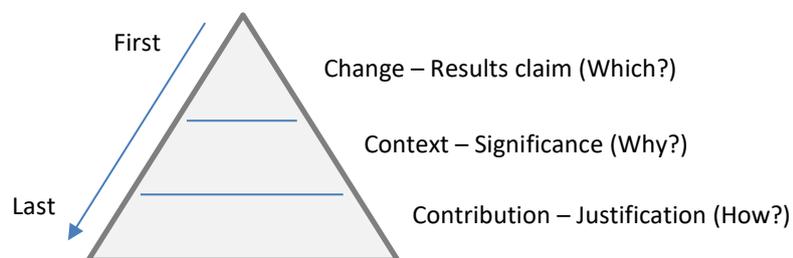
Page 1: Results summary
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a "reverse funnel." First, the "change" section introduces the overall results claim, which answers the "which." Note that this is done before any details have been provided. Second, the "context" section outlines the problem being addressed by the project and the significance of the change. For example, by explaining "why" it benefits target groups or communities.

Finally, and lastly, the "contribution" section should provide examples to justify for "how" the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. "After we did X, then Y occurred, because of Z."

Figure 1:
Reverse funnel for communication

First

Change – Results claim (Which?)

Context – Significance (Why?)

Last

Contribution – Justification (How?)

Page 2: Additional information
The second page should provide background and evidence for project's contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- *Activities:* Whereas the "contribution" section on page one provides a brief summary of the project contributions to change, the "activities" section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.

- *Lessons:* Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.

- *Evidence:* A narrative comparison between results claims and the underlying evidence. It should answer "X led to Y, because of Z," although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.

- *Domains and development strategy:* Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.