

# World Vision International Jerusalem - West Bank - Gaza

## LEARNING ROOTS

### Preparing Young Children to Transition to School

The Learning Roots project model is a play-based learning approach that fosters the comprehensive development of children aged three to six years. It establishes the groundwork for successful transitions to primary school and lifelong learning.

The approach is built on prevailing peer-reviewed evidence from research and best practices. It draws on the recommendations from *The Lancet* series (2007 and 2011) on Early Childhood Development (ECD), as well as from best practices identified through World Vision Field Offices and peer agencies.

Through this project model, World Vision supports 50% of all public kindergartens and pre-school classes in the West Bank so they can meet quality learning standards.



**800** children participating (2022)



**159** public kindergartens and pre-school classes supported (2019 -2022)



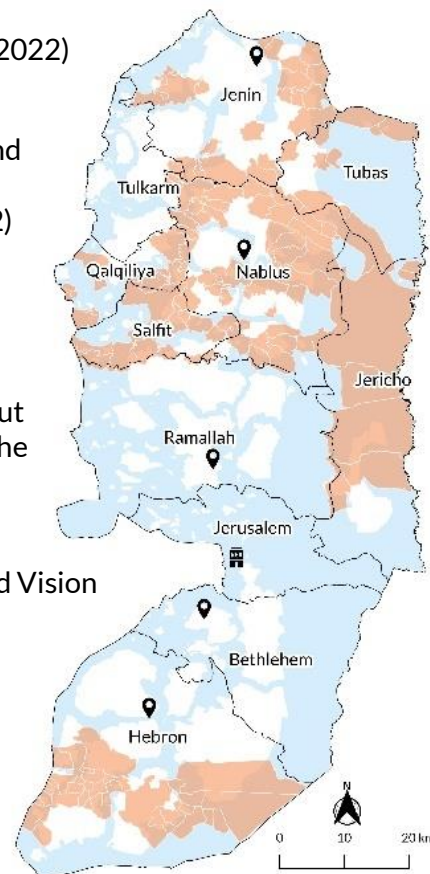
**400** caregivers supported (2022)



Implemented in eight out of 11 governorates of the West Bank



**US\$450,000** (2022) funded by World Vision



### A Critical Window of Opportunity

The earliest years of a child's life are a window of opportunity to support the emergence of literacy, numeracy, and socio-emotional and life skills that will form the foundation for a lifetime of learning and fulfilment. ECD programmes are powerful equalisers for children who live in resource-poor settings, and they play an important role in breaking the intergenerational cycle of poverty.

However, a UNICEF's report from 2022 found that only 25% of Palestinian children aged three to six years take part in early childhood education programs. Additionally, a 2020 baseline study conducted by World Vision revealed that merely 62% of all Palestinian children under six years of age are on track developmentally in all domains.





# A COMMUNITY APPROACH TO EARLY CHILDHOOD DEVELOPMENT FOR THREE- TO SIX-YEAR-OLD CHILDREN

As young children actively develop, a continuum of actors—including parents, caregivers, teachers, schools, community members, and policy makers—hold influence. Therefore, our interventions are underpinned by a view of the complete environment of the child, to include and empower family, community and society, and strengthen these systems to establish the strongest foundation for their children’s futures.

Learning Roots promotes a curriculum that focuses on

developmental domains such as motor skills, literacy, numeracy, life skills, and others. All its components offer support for the most vulnerable children with special attention given to inclusion. Our long-term, community-level presence in the occupied Palestinian territory gives us insight into existing local strengths, resources and positive practices, as well as suitable participatory methods to adapt the model to the local communities we work with.

## Our approach has three objectives:

### To strengthen the quality of teaching at the local ECD centres and creating safe, playful learning environments by:

- Training teachers and supervisors on the evidence-based curriculum.
- Rehabilitating classrooms, health units, and safe play areas.
- Providing furniture and learning materials.
- Supporting the establishment of new kindergartens.



### To engage parents and caregivers and strengthen their capacity to provide nurturing care by:

- Raising their awareness about the importance of ECD.
- Enhancing their competencies to support the social and emotional development of their young children, as well as early reading and numeracy skills, through play.



### To develop systems to foster sustainable support for children by collaborating with local and national networks by:

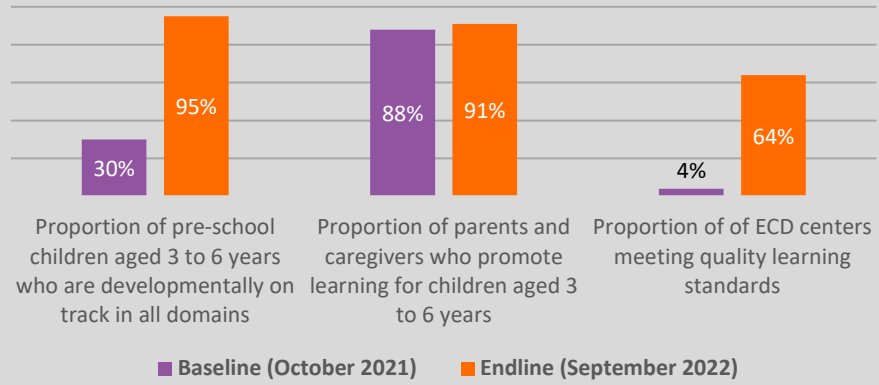
- 15 Kindergarten Supervisors became experts and trainers of Learning Root pedagogy.
- Development of a Memorandum of Understanding between World Vision and the Ministry of Education.
- Advocacy and technical support to the Ministry of Education to strengthen and improve the national policy framework.



# RESULTS AND IMPACT

To measure our impact, World Vision conducts annual baseline and endline studies. In 2022, World Vision monitored development indicators for 400 children and parenting knowledge of 400 caregivers using the Save the Children International Development and Early Learning Assessment (IDELA) child assessment tool. This tool measures age-appropriate social-emotional, motor, emergent literacy, and emergent numeracy skills. It also

assesses the learning environment for children at home, including family's wellbeing and its impact on early development of children, the caregivers' child rearing practices and knowledge related to child protection issues. For the baseline and endline surveys, World Vision also measured the quality of services provided by 25 kindergartens against quality standards.



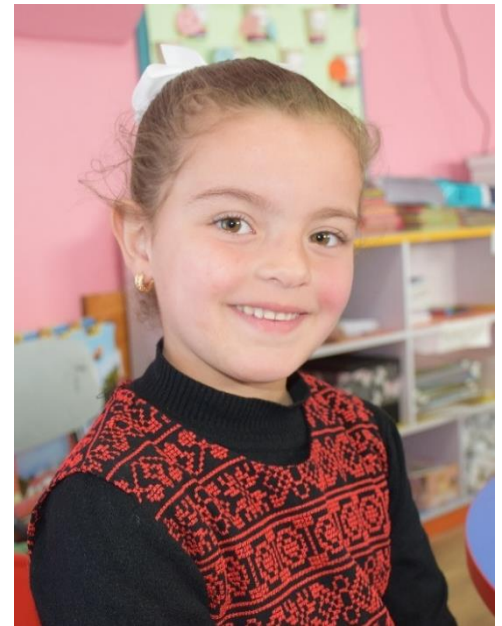
## ABOUT US

World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families, and their communities to reach their full potential by tackling the root causes of poverty and injustice. World Vision serves all people, regardless of religion, race, ethnicity, or gender.

World Vision started operating in Jerusalem, the West Bank, and Gaza in 1975. Since then, the organization has been devoted to supporting Palestinian children by nurturing them, building their resilience, and instilling hope. By integrating development, relief, and advocacy programs, World

Vision ensures that children, especially the most vulnerable, are protected within their families and communities. The organization also focuses on equipping them with the necessary skills and resilience to lead healthy lives.

World Vision JWG has developed one of the most extensive community-based presences among organizations operating in the West Bank, with 91 dedicated staff and an annual budget of US\$11 million for 2023. In 2021, our programs directly benefited over 233,000 individuals, including 169,000 children residing in 150 villages across the West Bank.



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