

Progress in Development Sector: Education FY18 Annual Update

Highlights in Kirivong, Cambodia

- **2,183 school children** benefited from targeted interventions to improve their literacy. This includes equipping them with the five core reading skills i.e. Letter Knowledge, Phonemic Awareness, Fluency, Vocabulary, Reading Comprehension
- **337 students benefitted from 25 study clubs** set up by World Vision in 5 schools to help struggling students improve their reading and writing abilities and give them an opportunity to learn how to work as a team
- **159 parents** learnt how to promote and encourage reading among their children through reading awareness sessions organised by volunteers



Children engaged in a reading activity during break time

Highlights in Yaozhou, China

- **8 schools** were better resourced with desk, stools and books to improve children's learning environment
- **600 illustrated books** were provided to schools.
 - Child to book ratio has increased to 1:6.
- **67% of children** in school have reading time of at least 30 minutes each week
- **2,030 children** received access to adequate teaching and learning environment and facilities through education support from World Vision

Highlights in Antique, Philippines

- **463 school children** benefited from **2 learning hubs established** in Valderrama and Esperanza Elementary Schools to support literacy building
- **38 Grade School teachers and 21 Day Care/ECCD teachers** successfully completed training in learner-centered pedagogical approaches



Valderrama Elementary School Learning Hub

- Trained using the Learning Roots Modules (WV's project model for ECCD) and context-based teaching methodologies in literacy building to develop love for reading among children
- **1,530 Back to school kits** were distributed to registered children in April – June 2018 in time for the school opening

Highlights in Yaya Gulele, Ethiopia

- **34 reading camps** were established in villages, which supplement regular learning in schools to expedite the functional literacy of 1,700 children who attend weekly reading sessions
- **317 teachers were trained** in child-friendly methodologies and to implement literacy classes of better quality
- **Enrolment rates have increased from 85.2% to 89.8%**, while drop out rates decreased from 11.5% to 9.5%



Children enrolled in a primary school supported by World Vision

Highlights in Musosolokwe, Zambia

- **3,000 reading booklets** made from 750 grade-specific and age-relevant reading materials were provided to schools, benefiting children of various ages
- **40 teachers** were trained in core skills and child-friendly teaching methodologies, contributing to a **9% year-on-year increase** in literacy performance in schools
- Children in **5 schools** benefited from print-rich environments supported by World Vision and **220 learning spaces** enhanced by World Vision
- **13 reading camps** were established in villages to benefit needy children



Children learning in print-rich classrooms with trained teachers

Story of Change

Qasim is 8 years old. He lives in South Hebron, West Banl. His home is close to his school, but he used to avoid going to school. “It was very cold and I fell ill a lot. There was also nowhere to play in school,” he said.

There are 55 students in his school in South Hebron. As a caravan school, the trailers were run down, there was no water supply in the school, sanitation was poor and the general learning environment was not conducive. Teachers were also poorly trained and students did not learn well.



Qasim's school before World Vision's interventions

In the year, World Vision trained teachers in this caravan school in Active Learning methodologies which help teachers engage students and create a more conducive learning environment to stimulate progress and interest.



Qasim's school after World Vision's interventions

A water tank was also installed, and classrooms were rehabilitated with newly painted walls and patched roofs to prevent leaking. A school garden was also enhanced, and there were some play areas where children could now play safely.

Today, Qasim looks forward to going to school regularly. He finishes his homework and has made good progress in class. His friends too, enjoy being in school and most have shown improvement all around!



Qasim and his friend happy to be in school now!