

Transformative Education

annual

Progress Report 2024-2027 cohort



Bachelor's Degree and Teaching Certificate in Early Childhood Education

Presented by:

WIZO External Relations Division

2024-2025



Progress Report:

The joint program of Levinsky-Wingate Academic College and WIZO, with your generous support, currently enables 25 women and one man—all dedicated WIZO daycare workers across the country—to embark on a path of personal and professional growth. Many participants come from diverse socio-economic backgrounds, some are single mothers or mothers of children with special needs, and all are first-generation higher education students.

Program Objectives

1. To enable high-quality early childhood professionals to earn an academic degree and teaching certificate.
2. To promote pedagogical excellence in WIZO daycare settings.
3. To foster professional identity, a sense of competence, and educational leadership among participants. To open new horizon for personal and professional development.



Success Indicators

Attendance and Academic Performance:

1. Attendance:

Since the beginning of the academic year, there has been zero dropout from the program.

2. Academic Achievement:

- Pre-basic English: Average grade 88, with only one failing grade.
- Academic Literacy: Average grade 85.
- "A Moment of Hebrew" course: Average grade 80.
- Language Development – Average: 88
- Philosophical Aspects of the Educator Work – Average: 86
- Developmentally Appropriate Educational Practice – Average: 90

These results reflect high commitment and impressive academic performance.



Preliminary Research Findings

The students describe the program as a life-changing experience:

1. A Sense of Empowerment and Self-Determination:

- "I'm not the same person I used to be – today I believe in myself much more (Yael)
- "This is a once-in-a-lifetime gift" (Hiwot)
- "I'm a different person. The desire for change and breaking out of rigidity – that's what made me reopen this chapter" (Noam)

2. Broad Impact on Family and Community Life:

- "I see how what I learned in my studies is passed on – I explain things to parents in the kindergarten, I guide my sister on how to treat her child" (Hiwot)
- "I told my son – don't get angry at your child for asking so many questions, he's learning, he's curious. Since then, he answers him patiently" (Sabah)

3. Shift in Educational Approach – From Strict Supervision to Empathetic Listening and Encouragement of Inquiry and Initiative:

- "I used to tell a child to put the LEGO back immediately – now I see it as exploration and initiative" (Michal)
- "Today I'm not quick to judge a child or a parent. I try to understand their perspective" (Hiwot)



Preliminary Research Findings

4. The Study Group as a Support Network:

- “Our group is like a family. We come from the same world, speak the same language, support one another” (Miri)
- “We all help each other – we make sure, we get through this together” (Olga).

5. Increased Sense of Self-Efficacy and a Shift in Professional Identity – From Attending to Physical Needs to Becoming a Pedagogical Authority:

- “I used to be just a caregiver. Today I’m studying and feel I’m on my way to becoming a real kindergarten teacher” (Sabah)
- “I’ve started to believe in myself, to feel professionally capable” (Rinat)

6. Expectation for Recognition and Improved Employment Conditions:

- “A bachelor’s degree is a statement – that I should be recognized and paid fairly” (Miri)
- “I want to learn and advance, so I’ll be treated differently” (Sabah)

WIZO offers ongoing training programs and accredited degrees to enhance the professional level of early childhood educators. It also promotes leadership development, fostering innovation and educational excellence.



Additional Field Impact

On WIZO daycares and the wider organization:

1. A shift from habitual practices to informed, research-based approaches adapted to children's emotional and developmental needs.
2. The student's academic status is seen by parents as a mark of quality and professionalism.
3. Academic presence in the daycare influences colleagues and elevates professional discourse.



Challenges and Responses

1. **Academic and technological literacy:** Addressed by the College through supplemental instruction, mentoring, and gradual learning models.
2. **Language barriers (English):** Tailored support and mentorship have been provided to assist students in overcoming these challenges.
3. **Adapted assessment methods** have been introduced to accommodate diverse learning needs.
4. **Geographical distance and workload:** Despite long travel times and demanding schedules, students demonstrate extraordinary motivation: "We wake up every day at five AM, but we come with a spark in our eyes"



Conclusion and Gratitude

By investing in this program, you are not just funding a program but are part of a transformative movement towards educational equity and community empowerment.

Donors are integral to our mission and will be recognized through all program communications, provided regular updates on progress and impacts, and invited to participate in exclusive events.

Together, we can redefine the future of early childhood education in Israel. Support Transformative Education and help us turn this vision into a reality.



Sincere thanks for your invaluable support.

2024-2025