LEARNING ROOTS

Empowering young learners: bridging the path to school and lifelong success

Introduction: Education starts early, laying a strong foundation for lifelong learning, well-being, and success for children around the world. Investing in high-quality early childhood education programming is the most impactful and sustainable investment a country can make, providing substantial returns, reducing inequality, and establishing a strong foundation for lifelong learning. Yet globally preschool enrollment between age 3 and primary school entry is 54%, varying from 21% in low-income countries to 79% in high-income countries.[1]

World Vision's **Learning Roots** (LR) approach enables secure, stimulating, play-centric environments that promote learning and development of children ages 3 to 6. Drawing from decades of on-the-ground experience across numerous countries, World Vision recognizes that achieving sustainable results for young children necessitates comprehensive, integrated strategies. Our sustained presence at the community level provides World Vision the grasp of local assets, resources and effective methodologies. This ensures a tailored approach for each distinct context in which we operate.

Learning Roots interventions are founded on a holistic understanding of the child's entire ecosystem, aiming to engage and empower families, communities, and society at large. By enhancing these interconnected systems, LR strives to build the most robust groundwork possible for the future well-being and success of children. The most vulnerable children are at the center of the efforts, with special attention given to children with diverse needs and disability, aligned with the Universal Design for Learning framework.

Foundational Principles of LR

- Learning through play
- Child-centered – promoting child's agency
- Social-emotional learning
- Interactive and engaging
- Qualified teachers
- Parent/caregiver involvement
- Integrated approach for amplified effect

Components of Learning Roots

A) Engage primary caregivers of children as first play partners, educators and protectors:

- Enhance their competencies to nurture age-appropriate holistic child development, including social and emotional, motor, early literacy and numeracy skills through play
- Aligned with Nurturing Care Framework, promotes responsive caregiving, early learning, and safety & security practices for development in the early years
- Empower to be involved in community-based efforts to demand for better local services for learning

Learning Roots - Programme Framework for 0-6 age group ECD

B) Strengthen Early Childhood Development Centres:

- Train teachers on effective nurturing and inclusive practices for child development
- Enhance professional development systems, including in-classroom coaching, that support teachers' continuous learning and improvement in play-based learning practices
- Create safe, play-based, stimulating environments with age- and context-appropriate activities and materials

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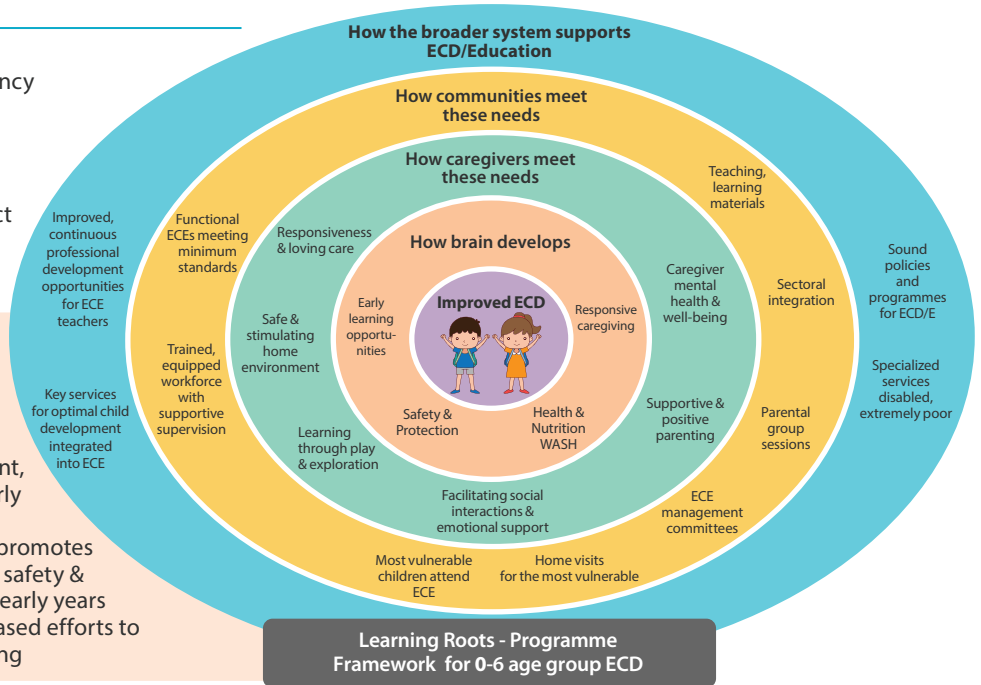
[1] McCoy D. C. et al. Global estimates of the implications of COVID-19-related preprimary school closures for children's instructional access, development, learning, and economic wellbeing //Child development. – 2021. – T. 92. – №. 5. – C. e883-e899.

Programmatic Resources

Learning Roots is a highly adaptable approach, implemented in developing, fragile, and emergency contexts, and responsive to the local needs. The following resources are available:

1) **Caregiver & Children:** Group Sessions, Home Visits and referrals; Home resources (Playful Caregiving Activity Booklet; Toy Creation Guide); and Go Baby Go Approach GBG Play Space for child play-based learning and fun Caregiver packages available:

- via **Core Package** (12 sessions, 4 and more home visits), **Core+ Package** (builds on *Core Package* with additional sessions based on needs), **Minimum Package** (7 sessions and 2 home visits), Low intensity for awareness-raising (social media, posters, etc.). (View our GBG Web page for more information).

2) **Early Childhood Education Teachers:** *Facilitator Manual 'Playful and Inclusive Teaching Strategies to Promote Early Childhood Success (ages 3–6) in School and Life',* accompanied with 12 short videos to support teacher training; *'Learning Roots Professional Development Guide'; 'Guide for Teaching and Learning Material Creation'*

3) **System Strengthening for ECE:** *'ECD Management Committee Handbook';* Citizen Voice and Action (CVA) approach, empowering community members to engage with their governments and communities to advocate for improved ECD services and policies. Teacher professional development and coaching (listed under ECE teachers and M&E and Learning) are key components of system strengthening.

4) **Monitoring, Evaluation, and Learning:**

   a. **Child and Caregiver outcomes:** measured by International Development and Early Learning Assessment (IDELA) tool to assess child development status and caregiver survey questionnaire to measure caregiver practices.
   b. **Process monitoring:** Measuring Evidence for Quality Achieved (MEQA) electronic monitoring tool enables assessing and collecting real time implementation data for quality assessment and enabling coaching. It provides detailed, accessible data (on dashboard) for project management decisions.
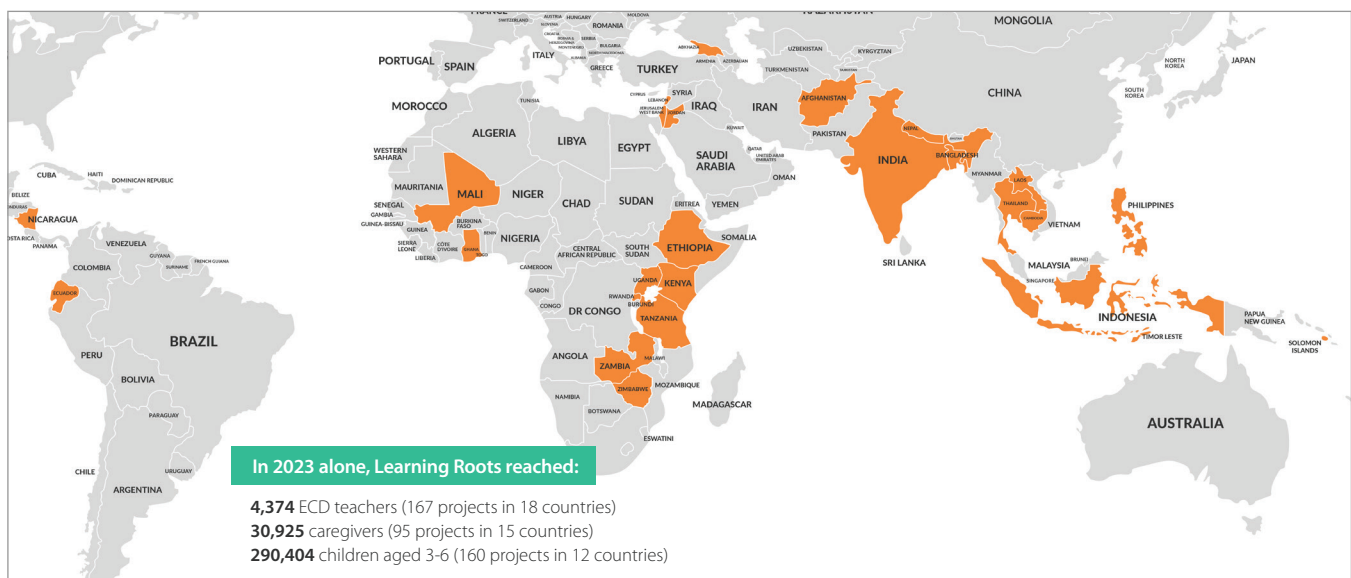
Learning Roots Results

In Jerusalem West Bank:

- A significant increase in the percentage of children aged 3-6 years who are developmentally on track in all domains by 54% to 79%.
- A significant increase in the proportion of parents and caregivers promoting learning for children aged 3 to 6 by 10% to 95%.

In Afghanistan: At end line

- Increased caregiver engagement in 3 or more learning activities in the past week to 94.8%, compared to 17% at baseline.

In 2023 alone, Learning Roots reached:

4,374 ECD teachers (167 projects in 18 countries)
30,925 caregivers (95 projects in 15 countries)
290,404 children aged 3-6 (160 projects in 12 countries)

For more information: **https://www.wvi.org/our-work/education**