

PROBLEM STATEMENT

Lack of access to quality early childhood education (ECE) to economically disadvantaged children due to which primary schools consistently produce low learning outcomes.

a) Public schooling at Pre-K level limited to daycare centres focused on nutrition; Educators in day care centers do not have the necessary training and teaching learning materials.

b) Parents and other caregivers in the household lack the confidence, information, and skills to support child's learning.

IMPACT Children aged 3-6 year become school and life ready before enrolling in primary education.

OUTCOMES

Improve parent knowledge, attitude, and confidence for home-learning and engagement with school.	Improve educator skills, execution accountability, and motivation.	Improve children's abilities and learning outcomes.	Sustain partnerships with the government to ensure quality implementation and monitoring of ECE programmes/ policies.
--	--	---	---

ASSUMPTIONS

<ul style="list-style-type: none">Information and support provided to parents will lead to improved knowledge and attitudes.Parents will have the necessary time and resources to implement home-learning activities.Parents will actively engage with the public school system and support their children's education.	<ul style="list-style-type: none">Educators will be motivated to actively engage with the guidance provided.Guidance and professional development opportunities provided to educators will result in skill improvement.	<ul style="list-style-type: none">Guidance and support provided to educators and parents will lead to effective implementation of ECE practices.Educators and parents are motivated to create learning environment in classrooms and at homes for child.Children find the content engaging and participate in the activities.	<ul style="list-style-type: none">Government will continue to prioritize and support ECE policies and initiative.Partnership with the government will remain stable and resilient to potential changes in leadership or policy priorities.Government will allocate the necessary resources and personnel to effectively implement and monitor ECE policies.
---	--	---	---

OUTPUTS

Educators and parents receive regular, easy to understand guidance on students' stimulation through play and activity-based learning.	Educators and parents regularly conduct learning activities with the children in classrooms and at home.	Educators and low-income parents put greater efforts to build the confidence and knowledge to engage effectively with young children in classrooms and at home.	Signing a Memorandum of Understanding (MoU) with the government to mobilise resources and strengthen the programs for enhancing the capacity of ICDS staff in ECE.
---	--	---	--

ASSUMPTIONS

- Digital learning groups will effectively deliver activities to educators and parents.
- Educators and parents will have the time, motivation, and resources to implement the activities in classrooms and at home.
- Content provided will be relevant and adaptable to the specific needs and contexts of educators, parents, and children.
- Content (both learning content + rewards & recognition) provided through the messaging groups will lead to sustained involvement of educators and parents in children's education.
- Educators and parents will have the time, resources, and conducive environment to engage in home-based learning activities.
- Learning activities provided are engaging, age-appropriate, and aligned with educational goals.
- Parents will have aspirations for better future of their children and the motivation to support them.
- Parents will actively participate in the WhatsApp groups and other engagement activities.
- Information and support provided will empower parents to feel confident in their role as educators.
- Government authorities will be willing to sign an MoU with RL and allocate resources.
- MoU will result in a commitment from the government to support and fund ECE initiatives.

INPUTS/ ACTIVITIES

Government anchored parent and educator learning groups, both digital and in-person, to create social pull and peer effects.

Science backed ECE teaching and learning materials (e.g., bite-sized videos, worksheets, guidebooks) that are accessible and relevant to educators and parents.

Technology stack that can send personalized content and information, store and analyze responses at scale.

Forging and strengthening partnerships with government functionaries (central/ state/ district) and building capacities to further ECE agenda.



“I couldn't complete my education so it's my dream to get my daughter to excel in school. Because the activities are so simple, I can teach her, and I get to learn something too!”

NAZIA

Parent of a 5-year-old
in Rocket Learning's cohort

ASSUMPTIONS

- Government is willing and able to support and endorse the initiative.
- Parents and educators will actively participate in the learning groups.
- Positive peer influence and validation within the groups will motivate participants to engage and learn.
- Social pull will create a sustained interest in improving ECE.
- Rocket Learning has the technical and creative capabilities to develop high-quality digital ECE content.
- Educators and parents have access to the necessary technology and connectivity to access and use these resources.
- Educators and parents will actively engage with and effectively use the resources to support ECE.
- Technology stack is reliable and can effectively deliver messages to end users.
- Technology stack can securely store and manage sensitive information, including user data and responses.
- Data analysis from the technology stack will provide meaningful insights to inform decision-making and program improvements.
- Government officials are receptive to collaborating with RL to advance the ECE agenda.
- Partnerships will lead to increased funding/ resources for ECE initiatives.
- Government officials will actively support and advocate for policy changes and initiatives related to ECE.

“Before Rocket Learning’s intervention, we were unable to conduct classes or educate children. Now, they learn and engage effectively — something that shows up in improved grades.”

ANITA RANI

Anganwadi worker,
Ghaziabad

