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Scaling Impact of a Play-Based
Child-to-Child Approach to
Make Pre-School to Primary School
Transition Fun and Inclusive



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BASELINE DATA: PRE-TEST

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Baseline Data Collection: Pre-Test

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Baseline Data Collection and Analysis

Location: Institute for Educational Development (IED), Karachi

Dates: April 16–24, 2025

The baseline data analysis represented a critical phase in understanding the initial learning profiles of the control group prior to the intervention. Conducted by the project team in collaboration with ten trained student volunteers, the activity spanned over a week and was implemented with careful planning and methodological precision. The research team worked alongside the student volunteers throughout the process to ensure adherence to standardized procedures, maintain data quality, and provide on-site supervision. To mitigate the effects of fatigue and ensure the reliability of results, the order of the four assessments, Social-Emotional Learning (SEL), English literacy, Urdu literacy, and numeracy, was systematically varied for each group of participants. Each assessor was assigned to administer the same test across all sessions, ensuring that the delivery and instructions remained consistent throughout data collection. A color-coded verification system was also introduced, where each test corresponded to a distinct color marker. Children's fingers were marked accordingly, allowing the team to confirm that every participant had completed all four assessments before departure. This approach helped maintain accuracy and prevented duplication or omission of any test component.

The data gathered provided meaningful insights into the comparative learning performance of students across the two participating regions, Karachi and Chitral. Analysis revealed that students from Chitral displayed stronger competencies in Social-Emotional Learning (SEL) and English literacy, suggesting higher engagement levels and greater familiarity with foundational language skills. In contrast, Karachi students exhibited stronger numeracy outcomes, reflecting a more structured exposure to mathematical instruction and practice. Urdu literacy results were relatively balanced across both sites, though individual variation was notably higher among students in Chitral, indicating a wider range of learning abilities within classrooms. These findings highlight the importance of recognizing regional differences in educational contexts when designing and implementing interventions. The insights from this baseline analysis will directly inform the development of context-sensitive instructional materials and strategies, ensuring that the intervention builds upon existing regional strengths while addressing specific learning gaps. This process underscores the project's commitment to promoting equitable and effective early learning opportunities across diverse school environments.





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