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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

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

BASELINE ASSESSMENT REPORT

UNIVERSITY OF COLOMBO, FACULTY OF EDUCATION



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FACTSHEET

- Project Title:** : 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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ABBREVIATIONS

| | | |
|--------------|---|--------------------------------------|
| C2C | : | Child to Child |
| MoE | : | Ministry of Education |
| MoWCA | : | Ministry of Women and Child Affairs |
| UOC | : | University of Colombo |
| YL | : | Young Learners |
| YF | : | Young Facilitators |
| PBC2C | : | Play-Based Child-to-Child Approach |
| ECDC | : | Early Childhood Development Centres |
| GESI | : | Gender Equality and Social Inclusion |
| SL | : | Speaking & Listening |
| RV | : | Reading & Viewing |
| WR | : | Writing & Representing |
| LSF | : | Language Structures and Features |
| SS | : | Skills and Strategies |
| CP | : | Communicative Purpose |

Executive Summary

This Executive Summary presents the key findings and strategic implications of the Baseline Assessment Report for the project, "Scaling Impact of a Play-Based Child-to-Child Approach to Make Pre-School to Primary School Transition Fun and Inclusive." The overarching objective of this initiative is to enhance school readiness and improve early childhood learning outcomes across Sri Lanka by implementing an innovative play-based Child-to-Child (C2C) approach. This project is poised to deliver significant benefits, including addressing critical gaps in Early Childhood Care and Education (ECCE) through structured, peer-led learning; fostering inclusivity by prioritizing vulnerable populations, including children with special needs; and directly contributing to Sri Lanka's national education goals for quality and equity.

To ensure the program's effectiveness and measure its future impact, a comprehensive baseline study was conducted. The primary objective was to rigorously assess the pre-intervention levels of literacy, numeracy, and socio-emotional skills among the target group of children prior to the full implementation of the C2C learning program. Crucially, this study also aimed to identify specific strengths, areas requiring support, and potential variations across different schools and demographics. The insights gained will directly inform the tailoring of program content, pedagogical approaches, and support mechanisms, ensuring the design of highly effective and responsive play-based transition interventions.

Furthermore, the baseline provides essential benchmark data for accurately measuring the program's progress and impact during subsequent formative and summative evaluations. It also highlights potential disparities in readiness based on factors like gender and geographic location, enabling the development of equitable and targeted intervention strategies. This foundational data is indispensable for ensuring the project's success, guiding adaptive management, and ultimately maximizing the 'Scaling Impact' initiative's contribution to a fun, inclusive, and effective pre-school to primary school transition in Sri Lanka.

These findings highlight the necessity for a differentiated approach within the child-to-child learning program, particularly in tailoring content to address specific literacy gaps and providing targeted support based on identified needs, especially for children categorised as "Needs Support" and those from underperforming locations. The baseline data will serve as a critical benchmark for evaluating the program's effectiveness in enhancing subject understanding, developing facilitation skills, and fostering a collaborative learning environment.

Introduction

The transition from pre-school to primary school is a critical phase in a child's educational journey. To make this transition fun and inclusive, the play-based child-to-child approach has been identified as a promising strategy. This baseline data analysis report aims to provide an overview of the current situation, challenges, and opportunities in the Sri Lankan context, to inform the scaling of this approach.

This comprehensive research project was meticulously conceptualized and carried out within the geographical area of the Western Province. It specifically targeted a carefully selected cohort of ten pre-schools, engaging a substantial sample size comprising 325 students, typically within the foundational years of early childhood education.

The methodological framework adopted was robust and multifaceted, deliberately integrating both quantitative and qualitative data collection approaches. This triangulation of methods was paramount to ensuring a holistic and nuanced understanding of the children's developmental status.

As the cornerstone of the primary data collection strategy, a tailored, meticulously designed questionnaire was specially developed for this study. This instrument was precisely calibrated to gather information across three crucial developmental dimensions: early Literacy skills, foundational Numeracy abilities, and essential Socio-Emotional Skills (SES). To further enrich the dataset and provide a multi-faceted view, a complementary readiness assessment was also systematically administered. This assessment independently evaluated student competencies across the identical critical dimensions – Literacy, Numeracy, and Socio-Emotional Skills (SES) – thereby providing a profoundly holistic and triangulated understanding of their developmental preparedness for subsequent educational stages.

This baseline report presents the initial findings of a study aimed at assessing school readiness among preschool children in the Western Province of Sri Lanka. The study serves as the foundation for implementing a play-based child-to-child methodology to ensure a smooth, fun, and inclusive transition from preschool to primary education. Data collected through a mix of quantitative and qualitative tools assessed students' literacy, numeracy, and socio-emotional skills across a sample of 10 pre-schools and 149 children. Findings from this baseline will inform program design and track progress throughout the intervention.

Objectives of the Baseline Study

- To assess the baseline levels of **literacy, numeracy, and socio-emotional skills** of the target group *prior* to the implementation of the child-to-child learning program.
- To understand variations across different schools and student demographics.
- To identify specific strengths and areas requiring support across key dimensions, which will directly inform the tailoring of program content, pedagogical approaches, and support mechanisms.
- To provide actionable insights for designing effective play-based transition interventions.
- To provide benchmark data against which the impact and progress of the child-to-child learning program can be accurately measured during formative and summative evaluations.
- To identify potential disparities in readiness levels based on demographic factors such as gender and geographic location, allowing for equitable and targeted intervention strategies.

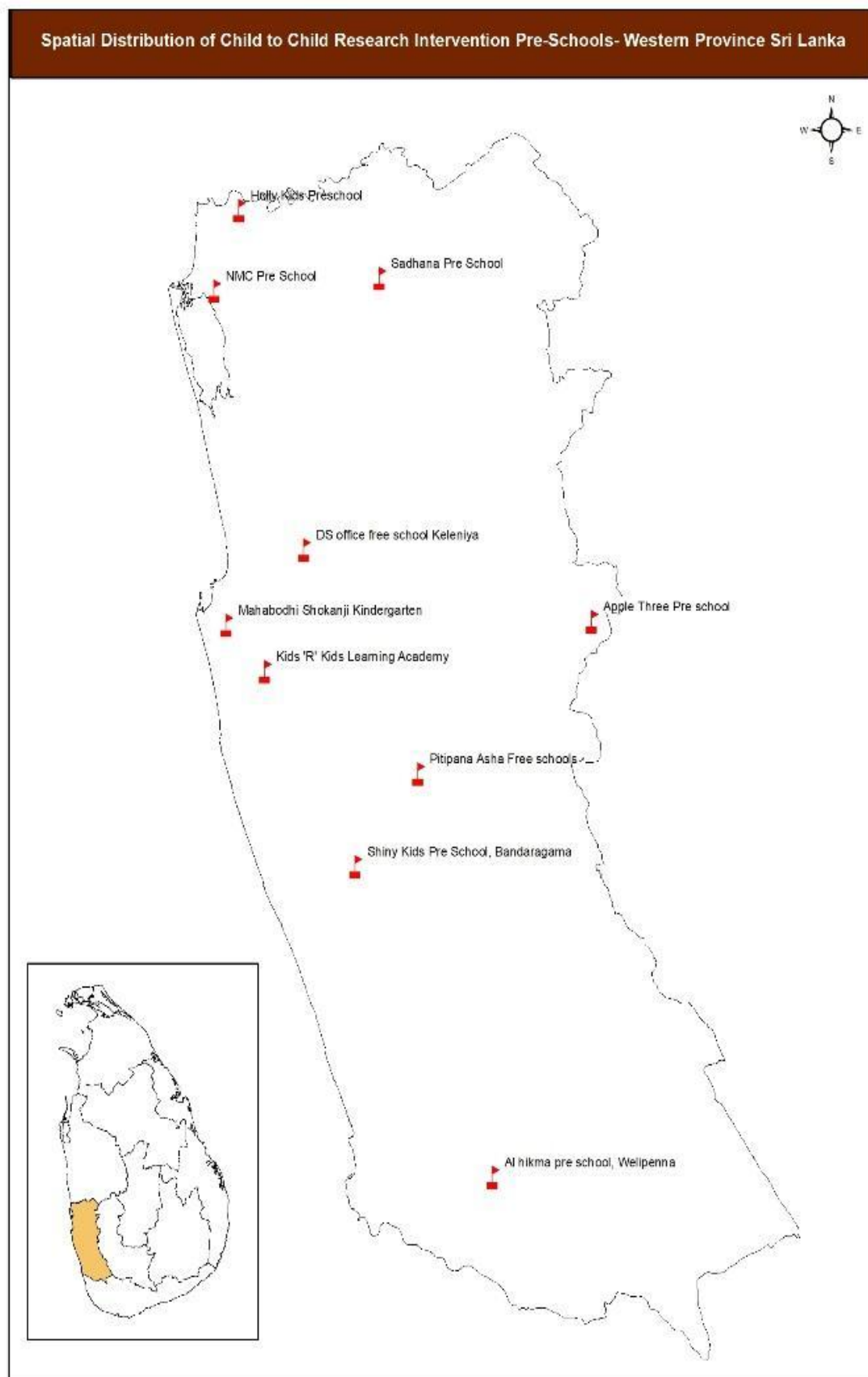
Target Group Overview

The target group for this project comprises a diverse group of children aged between 4 and 9 years. This age range is critical for foundational literacy development and early social-emotional learning, making the assessment of their readiness paramount for the success of a peer-to-peer learning model.

Project Location and Sample Profile

| Item | Description |
|--------------------------------|-----------------------------|
| Project Region | Western Province, Sri Lanka |
| Number of Pre-Schools Selected | 10 |
| Total Sample Size | 149 children |
| Age Group | 4 to 6 years |
| Gender Breakdown | |
| Selection Criteria | |

Spatial Distribution of Selected Pre-schools in Western Province



Methodology

Assessment School Readiness

To ensure a smooth and successful transition for children entering formal education, a meticulously developed and specially designed School Readiness Assessment Instrument was utilized. This instrument goes beyond conventional academic screening, providing a multi-faceted evaluation of the children's foundational skills across three critical domains: Literacy, Numeracy, and Social-Emotional Skills.

The "specially designed" nature of this instrument underscores its tailored approach, ensuring relevance to the specific educational context and age group. It was developed not merely to identify deficits, but to pinpoint individual strengths and areas where targeted support might be beneficial, facilitating proactive intervention rather than reactive measures.

In the domain of Literacy, the assessment evaluates more than just rudimentary letter recognition. It delves into foundational pre-reading and early literacy skills such as phonological awareness (the ability to hear and manipulate sounds in spoken words), print awareness, early writing concepts, vocabulary comprehension, and narrative understanding. This comprehensive approach ensures that children are not just prepared for decoding words, but for comprehending and engaging with text meaningfully.

For Numeracy, the instrument assesses core mathematical concepts crucial for early learning. This includes number sense (understanding quantities, counting, and number recognition), basic geometric shapes, pattern recognition, simple problem-solving, and pre-algebraic thinking. The focus is on conceptual understanding and the application of numerical concepts in everyday contexts, rather than rote memorization.

Crucially, the assessment also incorporates a robust evaluation of Social-Emotional Skills. These are often overlooked but are paramount for successful classroom integration and sustained learning. This section assesses a child's ability to self-regulate emotions, follow instructions, engage in cooperative play, demonstrate empathy, manage transitions, maintain attention, and interact positively with peers and adults. Strong social-emotional skills are foundational for effective classroom dynamics and a child's overall well-being and engagement.

Collectively, this instrument is structured to capture a truly holistic view of readiness. It consciously moves beyond simple decoding or mere recall of facts to encompass comprehensive communication and cognitive abilities that are inherently relevant for successful learning and active participation in an educational environment. Communication aspects include verbal expression, listening comprehension, the ability to follow multi-step instructions, and appropriate non-verbal cues. Cognitive abilities assessed include memory, problem-solving, critical thinking, logical reasoning, and the capacity for abstract thought.

By providing such a nuanced and integrated assessment, the instrument serves as an invaluable tool for educators. It not only helps to identify children who may require extra scaffolding or support in specific areas but also informs pedagogical approaches, allowing teachers to adapt

their curriculum and teaching methodologies to better meet the diverse needs of their incoming students, thereby facilitating optimal learning outcomes for every child.

Research Approach and Design

Central to improving early childhood education outcomes in Sri Lanka is a groundbreaking initiative focused on the "Scaling Impact of a play-based child-to-child approach" designed to make the crucial transition from pre-school to primary school a genuinely fun, engaging, and inclusive experience for young learners.

To effectively measure the efficacy and potential for widespread implementation of this innovative approach, a comprehensive baseline assessment was meticulously conducted.

The primary objective of this initial phase was to thoroughly evaluate the existing levels of school readiness among children, identifying key strengths and areas requiring targeted intervention prior to scaling up the program.

Crucially, a robust mixed-methods approach was intentionally employed for this assessment, involving the strategic combination of quantitative survey tools, which provided measurable data points on various aspects of readiness, alongside in-depth qualitative interviews and direct observations, offering rich contextual insights into children's socio-emotional development, learning behaviors, and the overall classroom environment. This multi-faceted data collection ensures a holistic understanding, absolutely vital for thoughtfully scaling this vital program across the nation.

Dimensions of Assessment

The assessment instrument evaluates readiness across six key dimensions for Literacy Level Readiness Assessment Instrument

1. **SL (Speaking & Listening):** Assesses the child's ability to comprehend spoken instructions, participate in conversations, express ideas clearly, and listen actively.
2. **RV (Reading & Viewing):** Evaluates early reading skills (e.g., letter recognition, phonological awareness, sight words), comprehension of simple texts, and understanding of visual information.
3. **WR (Writing & Representing):** Measures emergent writing skills (e.g., drawing, scribbling, forming letters/words), ability to convey meaning through written or drawn forms, and basic representation of ideas.
4. **LSF (Language Structures and Features):** Assesses understanding of basic grammar, sentence structure, vocabulary use, and the ability to organize thoughts logically.
5. **SS (Skills and Strategies):** Evaluates problem-solving skills, ability to follow multi-step instructions, critical thinking in a literacy context, and application of learning strategies.

6. **CP (Communicative Purpose):** Measures the child's awareness of why and how we communicate (e.g., to inform, persuade, entertain), and their ability to adapt communication for different audiences or goals.

Ensuring a smooth and successful transition into formal education is paramount for a child's early development. To effectively assess the multifaceted readiness of children for school, a structured school readiness questionnaire was meticulously designed. This instrument aimed to measure proficiency across three key skills vital for early learning: literacy, numeracy, and socio-emotional skills (SES).

Literacy Level Readiness Assessment Questionnaire

The design of a comprehensive assessment instrument, developed to evaluate six crucial dimensions of early learning, is directly informed by a detailed curriculum of specific learning objectives. To create targeted questions, careful consideration was given to areas such as **comprehension of instructions**, ranging from understanding simple pictorial cues (SL.CP.1, SL.CP.2) to following written directions (WR.CP.2). Furthermore, the instrument probes **phonological awareness and literacy foundations**, with questions specifically designed to assess a child's familiarity with rhymes and their sounds (SL.CP.3, SL.LSF.2), the recognition of first, middle, and last sounds in words (SL.LSF.2), and the foundational knowledge of the alphabet (RV.LSF.2).

Visual and textual literacy form another significant dimension, with multiple indicators guiding question development, including the ability to locate details in various visual texts (RV.CP.1), compare attributes like size and color using comparatives (SL.CP.4), and critically, to view, comprehend, and discuss the purposes and meanings embedded in images and visual texts (RV.CP.4). This includes decoding sounds within visual contexts. **Social and communication skills** are equally vital, leading to questions that gauge the appropriate use of polite social language and conventions (SL.SS.1), the ability to tell information in learned sentence patterns (SL.CP.3), talk about personal preferences (SL.CP.1), and even use illustrations or simple graphic organizers for presentation (SL.SS.2). Lastly, the assessment reinforces **early reading fluency and sentence construction** by incorporating elements like reading and rereading text aloud (RV.CP.2) and recognizing and making correct sentences (RV.LSF.1). Thus, each listed objective precisely dictates the nature and scope of the questions, ensuring a holistic and accurate evaluation across these key developmental domains.

Numeracy Level Readiness Assessment Instrument

A specialized instrument was meticulously designed to collect comprehensive data across four distinct yet interconnected dimensions of early mathematical understanding. These crucial areas included the fundamental "Number Concept," foundational knowledge of "Length, Mass, and Capacity," spatial awareness through "Positions and Directions," and the critical application of "Mathematical Process Skills." To robustly evaluate these dimensions, the instrument employed a range of carefully crafted questions and practical tasks.

For instance, "Number Concept" was assessed by tasks such as accurately counting beads or pictures up to ten in multiple languages, and identifying or reading number symbols from one to five. "Length, Mass, and Capacity" focused on comparative understanding, requiring participants to identify "more/less" water volume or sand quantities, compare objects by "long/short" length, or discern "heavy/light" mass.

Furthermore, "Positions and Directions" and "Mathematical Process Skills" were gauged through activities like identifying object differences (colour, size, shape), comparing geometric shapes using appropriate vocabulary, arranging three objects in both ascending and descending order, and demonstrating one-to-one correspondence by matching items. This systematic approach, utilizing diverse and tangible activities, ensured a nuanced and thorough assessment of foundational mathematical competencies.

Social Emotional Skills (SES) Readiness Assessment Instrument

The Social Emotional Skills (SES) Readiness Assessment Instrument systematically evaluates a child's foundational capacities across five crucial dimensions. It begins by exploring **Self-Awareness**, which gauges a child's understanding of their personal identity, including their name, age, and sex, alongside their ability to recognize and articulate basic emotions, personal strengths, and the concept of personal space.

Following this, **Self-Management** assesses a child's capacity for self-control, their strategies for calming down when upset, their ability to maintain personal cleanliness, ask for help, and demonstrate perseverance in completing tasks.

The instrument then delves into **Social Awareness**, examining a child's empathy, their recognition of social cues and rules, their demonstration of kindness, and their understanding of cultural identity.

Relationship Skills are also evaluated, focusing on a child's ability to initiate and maintain positive interactions with peers, participate cooperatively in groups, resolve minor conflicts with guidance, and seek adult support when needed for social issues.

Finally, **Responsible Decision-Making** concludes the assessment, measuring a child's ability to make choices and explain their reasoning, understand simple consequences, ask clarifying questions, take responsibility for their learning and behavior, and follow classroom rules for safety and fairness. Together, these dimensions provide a comprehensive framework for understanding a child's social and emotional readiness for engaging effectively in educational and social environments.

Scoring Mechanism

Each dimension was scored using a three-point scale, providing a nuanced understanding of readiness levels:

- **3 = Fully Ready (FR):** Demonstrates consistent mastery of age-appropriate skills and concepts within the dimension.
- **2 = Developing (D):** Shows emerging understanding and inconsistent application of skills; requires some support to achieve full readiness.
- **1 = Needs Support (NS):** Requires significant guidance and intervention to develop foundational skills within the dimension.

Data Collection Process

The comprehensive data collection for this initiative employed a dual approach, integrating both quantitative and qualitative methodologies to gain a holistic understanding. A primary objective was to meticulously assess the baseline levels of literacy, numeracy, and crucial socio-emotional skills among the target student group, prior to the official implementation of the child-to-child learning program.

This foundational assessment was vital for understanding existing competencies and identifying areas for development. Furthermore, the data collection aimed to elucidate variations in these skills across different schools and diverse student demographics, providing a nuanced perspective on the educational landscape. Ultimately, the insights garnered were instrumental in identifying specific strengths and areas requiring targeted support across key developmental dimensions.

This detailed understanding directly informed and enabled the precise tailoring of program content, pedagogical approaches, and support mechanisms, ensuring the child-to-child learning initiative would be highly responsive and effective. In total, this critical baseline data was successfully gathered from 149 students across the selected sample schools.

Data Processing and Analysis

A total 149 children were individually assessed by trained facilitators over a period of three weeks. The assessment involved a combination of structured observations, interactive tasks, and brief one-on-one sessions tailored to the age group. Scores for each dimension were recorded and aggregated. Data analysis involved:

- Calculating average scores per dimension.
- Determining the percentage of children falling into each readiness category (FR, D, NS) for each dimension and overall.
- Cross-tabulating performance by gender and by location to identify specific trends and disparities.

Baseline Assessment Tool Validation with Stakeholders

Targeting baseline data collection for the C2C research intervention marks a critical preparatory phase, meticulously planned, and executed following a comprehensive two-stage tools development process.

This rigorous approach began with a Tools Adaptation Workshop, where initial data collection instruments were carefully reviewed and modified to ensure contextual relevance, cultural appropriateness, and clarity for the specific communities involved in the C2C initiative. Subsequently, a Tools Validation Workshop was conducted, serving to rigorously test the refined instruments for reliability, accuracy, and ease of use in a practical setting. These iterative workshops were instrumental in enhancing the robustness and efficacy of all data collection tools, ensuring that the impending baseline data collection will yield high-quality, dependable information essential for accurately measuring the intervention's future impact and understanding the pre-existing conditions within the C2C framework.



The core focus of this initiative was to meticulously customize and finalize data collection tools, specifically adapting them to the unique Sri Lankan context. This was paramount to ensure the tools were not only inclusive but also deeply aligned with the local cultural, linguistic, and socio-economic settings.



A key workshop was conducted to achieving these objectives, prioritizing culturally appropriate language, and incorporating crucial suggestions for adapting the tools to the diverse needs of the Western Province, including vulnerable groups such as children with

disabilities and low-income families. Furthermore, a significant effort was made to translate the tools into Sinhala and Tamil, thereby ensuring maximum accessibility for all participating teachers and individuals.

After this rigorous data gathering, thorough analysis was undertaken to establish a foundational understanding capability of children who are ready to go to school across key areas.

Training Program for enumerators for Baseline Data Collection

To ensure the effective and equitable collection of vital program data, comprehensive training programs were meticulously conducted for enumerators. These targeted training focused on several crucial areas: familiarizing participants with the pretest data collection tools, significantly strengthening their capacity by studying tools to capture key GEI (Gender Equality and Inclusion) indicators and integrate gender-responsive teaching practices. The training also prepared enumerators for a successful baseline data collection, encompassing 151 students across 10 Early Childhood Development (ECD) centers. A final emphasis was placed on knowledge exchange, highlighting the importance of disaggregating data by gender and social groups to thoroughly analyze and address existing equity gaps.

Baseline Data Collection – Shokanji ECD



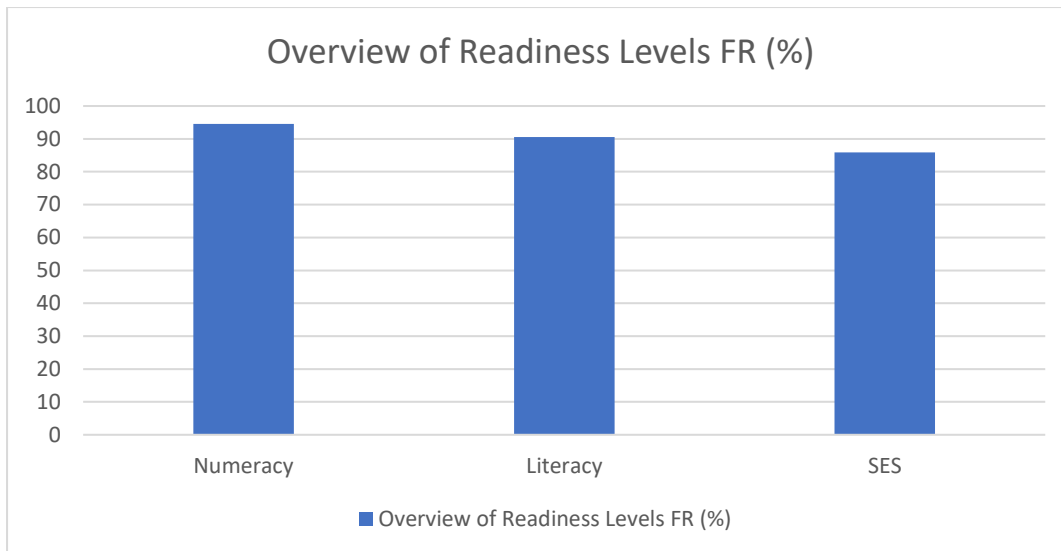
Baseline Data Collection-NMC ECD



Key Findings

Findings from the Quantitative Analysis

Literacy, and Socio-Emotional Skills (SES). Overall, the data indicates strong foundational readiness among the cohort, with a significant majority of individuals achieving "Fully Ready" status. Numeracy demonstrates the highest level of preparedness, with 94.6% fully ready, followed closely by Literacy at 90.6%. While Socio-Emotional Skills also show a commendable readiness at 85.9%, this domain presents the largest proportion of individuals still "Developing" (10.7%) or "Not Sufficient" (3.4%), suggesting areas that may require more targeted support.



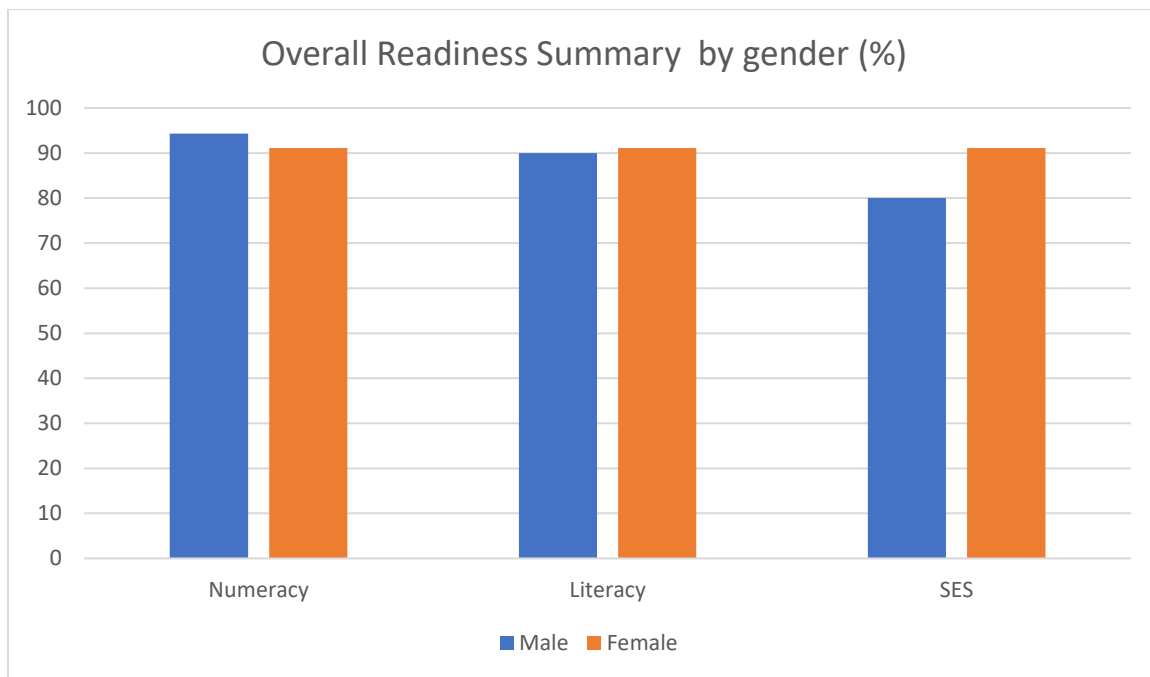
1.1. Overall Readiness Summary

| Skill Domain | FR (%) | D (%) | NS (%) |
|--------------|--------|-------|--------|
| Numeracy | 94.6 | 5.4 | 0 |
| Literacy | 90.6 | 9.4 | 0 |
| SES | 85.9 | 10.7 | 3.4 |

Overall Readiness by Gender

| Breakdown by Gender | | | |
|---------------------|-------------|-------------|--------|
| Gender | Numeracy FR | Literacy FR | SES FR |
| Male | 94.30% | 90.00% | 80.00% |
| Female | 91.10% | 91.10% | 91.10% |

To understand potential disparities in foundational skills and background, the above table analysis presents a detailed breakdown of readiness rates by Gender. The following figures examine how male and female individuals compare in their foundational readiness for numeracy, literacy, and socio-economic status (SES), revealing distinct patterns across these vital categories.



The provided data illustrates the overall readiness across three key dimensions – Numeracy, Literacy, and Socio-Economic Status (SES) – disaggregated by gender. Overall, both males and females demonstrate high levels of readiness across all three dimensions, with all full readiness (FR) percentages exceeding 80%. Specifically, males show their highest readiness in Numeracy at 94.30%, followed by Literacy at 90.00%.

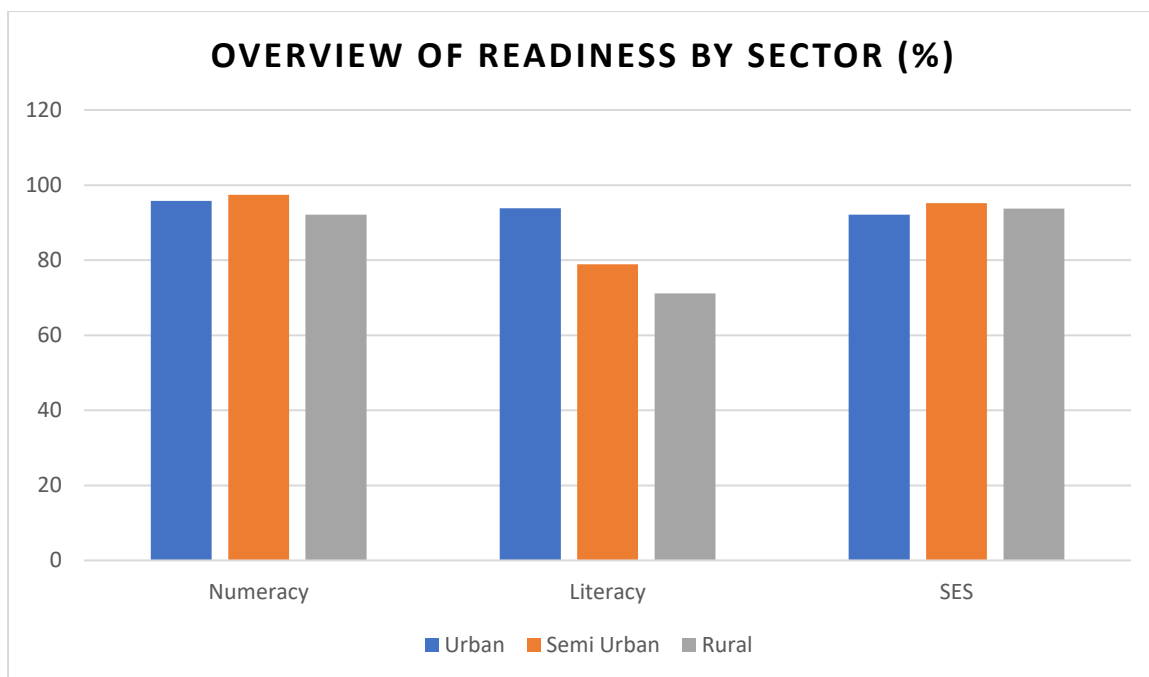
However, their readiness in the Socio-Economic Status dimension is notably lower at 80.00%, representing their lowest score. In contrast, females exhibit a remarkably consistent level of readiness across the board, with Numeracy, Literacy, and SES readiness all reported identically at 91.10%. Comparing the genders, males exhibit a higher full readiness in Numeracy, while females slightly outperform males in Literacy. The most significant disparity is observed in SES readiness, where females (91.10%) are substantially more ready than males (80.00%), indicating a notable gap in this dimension. This suggests that while males excel in numerical readiness, their overall profile is more varied, with SES being a particular area of lower readiness compared to females, who show a balanced and consistently high level across all three critical areas.

| Breakdown by Location | | | |
|------------------------------|-------------|-------------|--------|
| Location | Numeracy FR | Literacy FR | SES FR |
| Urban (48) | 95.80% | 93.80% | 87.50% |
| Semi Urban (38) | 97.40% | 78.90% | 71.10% |
| Rural (63) | 92.10% | 95.20% | 93.70% |

The above table provides a detailed analysis of key performance indicators across various geographical locations, specifically examining functional rates in Numeracy, Literacy, and Socio-Economic Status (SES). By segmenting data into Urban, Semi-Urban, and Rural categories, this breakdown aims to illuminate how these critical metrics vary and are influenced by the demographic and environmental characteristics of each area.

The provided chart illustrates the overall readiness across three critical dimensions – Numeracy, Literacy, and Socio-Economic Status (SES) Fulfillment Rate (FR) – broken down by sector: Urban, Semi Urban, and Rural. Generally, readiness levels are high, with Numeracy showing consistent strength across all locations, achieving a perfect 100% in Semi Urban areas and over 97% in both Urban (97.90%) and Rural (98.40%) sectors. Literacy readiness also demonstrates strong performance, with Rural areas excelling at 100% and Urban areas maintaining a robust 95.80%.

However, the Semi Urban sector emerges as a key area for attention, particularly concerning its Socio-Economic Status (SES) readiness, which stands at a significantly lower 78.90% compared to Rural (95.20%) and Urban (93.80%) sectors. Furthermore, while its Numeracy is perfect, the Semi Urban sector's Literacy readiness (89.50%) is also notably lower than that of its Urban and Rural counterparts, suggesting a need for targeted interventions to bring its SES and Literacy readiness in line with the higher standards observed elsewhere.



Domain-wise Detailed Analysis

Numeracy Level Readiness Assessment

1. Summary of Assessment of the Dimension and readiness

| Dimension | Fully Ready (FR) | % | Developing (D) | % | Needs Support (NS) | % |
|--------------------------------|------------------|------|----------------|-----|--------------------|-----|
| 1. Number Concept | 138 | 92.6 | 11 | 7.4 | 0 | 0.0 |
| 2. Length, Mass and Capacity | 139 | 93.3 | 10 | 6.7 | 0 | 0.0 |
| 3. Positions and Directions | 138 | 92.6 | 11 | 7.4 | 0 | 0.0 |
| 4. Mathematical process skills | 139 | 93.3 | 10 | 6.7 | 0 | 0.0 |

Numeracy Readiness

Sub-Domain Scores:

- 1 Number Concept
- 2 Length, Mass and Capacity
- 3 Positions and Directions
- 4 Mathematical Process Skills

Descriptive tables, charts, and readiness-level analysis (FR/D/NS) for each

The Numeracy Level Readiness Assessment reveals an overall strong preparedness among participants across key dimensions of mathematical understanding. A significant majority of learners demonstrated full readiness in core areas, with Number Concept and Length, Mass and Capacity showing exceptionally high proficiency, at 92.6% and 93.3% Fully Ready respectively.

Mathematical Process Skills also exhibited robust performance, with 93.3% of participants achieving full readiness. While overall readiness is high, the "Positions and Directions" dimension, although still strong, presents a comparatively larger proportion of individuals in the Developing category (7.4%), indicating it as an area that could benefit from targeted reinforcement. Overall, the assessment confirms a solid foundation in numeracy, with minimal needs for extensive intervention across the measured dimensions.

Literacy Level Readiness Assessment

1. Summary of Assessment of the Dimension and readiness

| Dimension | Fully Ready (FR) | % | Developing (D) | % | Needs Support (NS) | % |
|---|------------------|------|----------------|------|--------------------|-----|
| 1. SLCP (Speaking & Listening/ Communicative Purpose) | 132 | 88.6 | 17 | 11.4 | 0 | 0.0 |
| 2. RVCP (Reading & Viewing/ Communicative Purpose) | 140 | 94.6 | 8 | 5.4 | 1 | 0.7 |
| 3. WRCP (Writing & Representing/ Communicative Purpose) | 136 | 91.3 | 11 | 7.4 | 2 | 1.3 |
| 4. SLLSF (Speaking & Listening / Language Structures and Features). | 132 | 88.6 | 17 | 11.4 | 0 | 0.0 |
| 5. SLSS (Speaking & Listening / Skills and Strategies) | 138 | 92.6 | 11 | 7.4 | 0 | 0.0 |
| 6. RVLSF (Reading & Viewing / Language Structures and Features) | 133 | 88.6 | 13 | 8.7 | 3 | 2.0 |

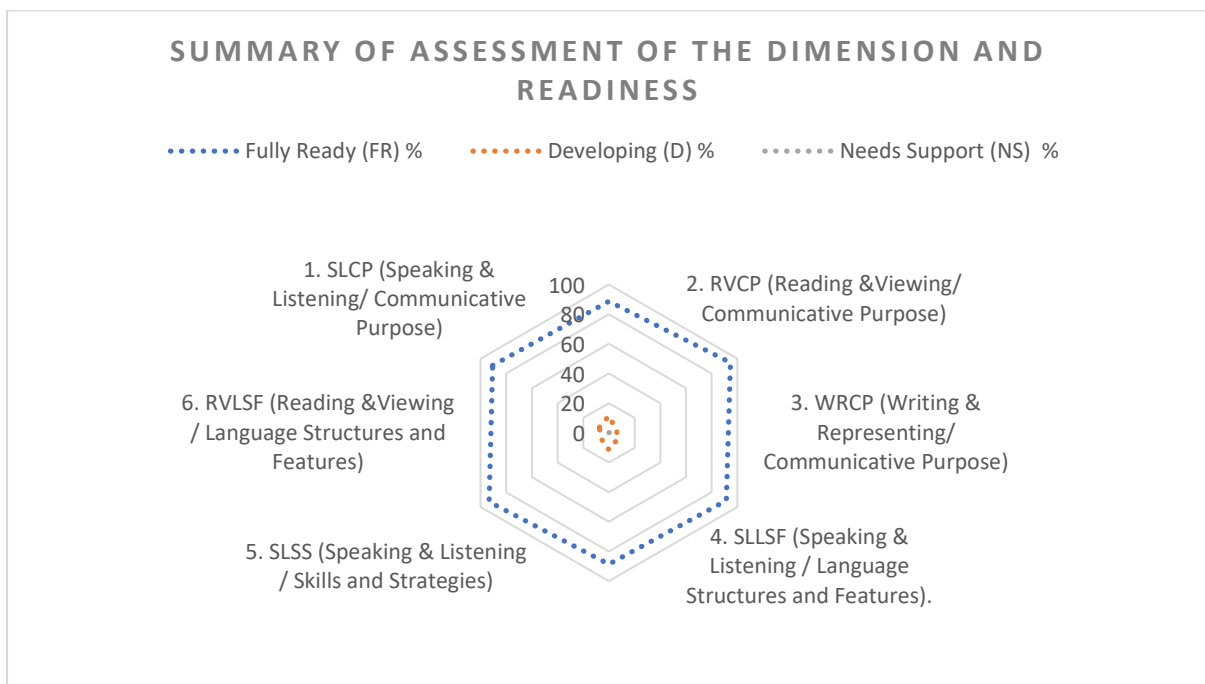
Literacy Readiness

Sub-Dimension Scores:

- 1 Speaking & Listening (SL)
- 2 Reading & Viewing (RV)
3. Writing & Representing (WR)
- 4 Language Structures and Features (LSF)
- 5 Skills and Strategies (SS)
- 6 Communicative Purpose (CP)

The provided chart vividly illustrates a strong overall readiness across various communication and language dimensions, with a highly positive emphasis on individuals categorized as "Fully

Ready." A dominant trend indicates that the vast majority of participants are proficient, with "Reading & Viewing/ Communicative Purpose" (RVCP) achieving the highest readiness at an impressive 94.6% fully prepared. Other dimensions, such as "Writing & Representing Communicative Purpose" (WRCP) and "Speaking & Listening / Skills and Strategies" (SLSS), also demonstrate robust performance, with almost 90% (89.9% and 92.6% respectively) readiness. While "Speaking & Listening/ Communicative Purpose" (SLCP) and "Speaking & Listening / Language Structures and Features" (SLLSF) and "Reading & Viewing / Language Structures and Features" (RVLSF) show the relatively lowest "Fully Ready" percentages at 88.6%, this still represents a substantial level of preparedness. The "Developing" category consistently remains low across all dimensions, ranging from 5.4% to 11.4%, indicating that only a small proportion of individuals are still in the process of mastering certain skills. Crucially, the "Needs Support" category is virtually negligible, appearing in three dimensions with minimal percentages (0.7% for RVCP, 1.3% for WRCP and 2.0% for RVLSF), testifying to a very low requirement for intensive intervention. Overall, the data underscores a high level of competency and readiness across all assessed language and communication areas.



The literacy level readiness assessment reveals a predominantly strong foundational competence across various dimensions, with a significant majority of participants demonstrating 'Fully Ready' status in all assessed areas. Notably, the 'Reading & Viewing/Communicative Purpose' (RVCP) dimension exhibited the highest readiness, with 94.6% of individuals classified as Fully Ready, indicating robust comprehension and interpretation skills. Other areas like 'Speaking & Listening/Skills and Strategies' (SLSS) and 'Writing & Representing/Communicative Purpose' (WRCP) also showed impressive readiness levels, at 92.6% and 89.9% Fully Ready, respectively.

While the overall picture is highly positive, a smaller proportion of participants were identified as 'Developing' in certain areas; for instance, 'Speaking & Listening/Communicative Purpose' (SLCP) and 'Speaking & Listening/Language Structures and Features' (SLLSF) both had 11.4% of participants in this category, suggesting some room for growth in conversational fluency and the application of linguistic structures.

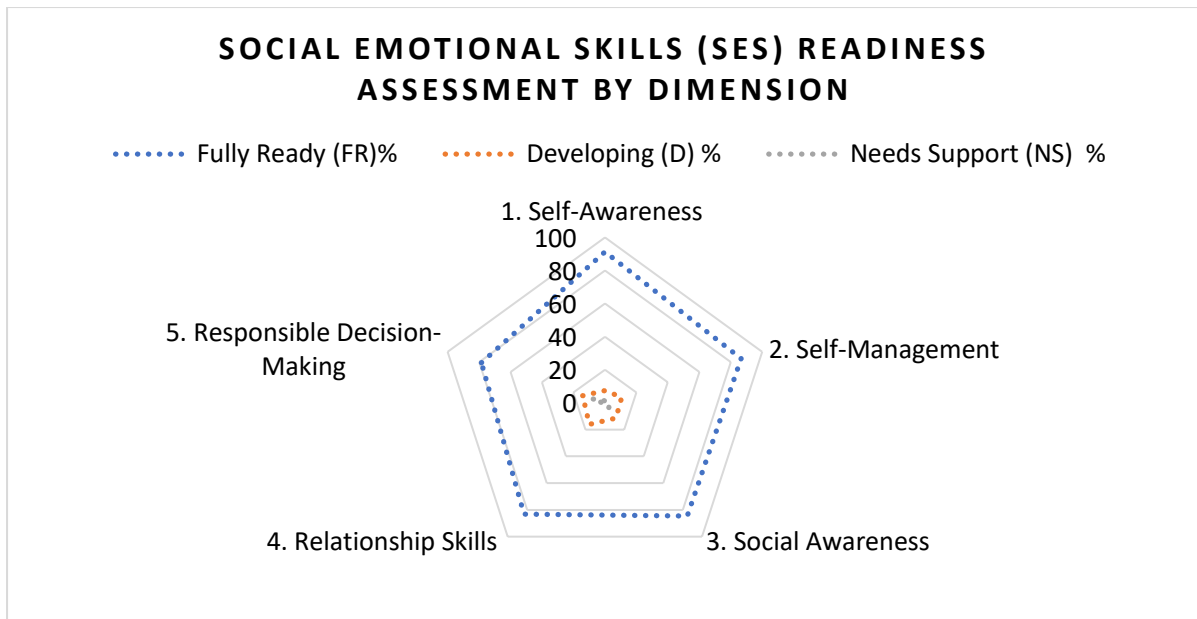
Crucially, the assessment highlights that very few individuals require extensive 'Needs Support,' with 'Reading & Viewing/Communicative Purpose' (0.7%), 'Writing & Representing/Communicative Purpose' (1.3%) and 'Reading and Viewing/ Language Structures and Features' (2.0%) registering participants in this lowest readiness category, underscoring that foundational gaps requiring significant intervention are rare.

Social Emotional Skills (SES) Readiness Assessment

1. Summary of Assessment of the Dimension and readiness

| Dimension | Fully Ready (FR) | % | Developing (D) | % | Needs Support (NS) | % |
|--------------------------------|------------------|------|----------------|------|--------------------|-----|
| 1. Self-Awareness | 136 | 91.3 | 11 | 7.4 | 2 | 1.3 |
| 2. Self-Management | 129 | 86.6 | 16 | 10.7 | 4 | 2.7 |
| 3. Social Awareness | 126 | 84.6 | 17 | 11.4 | 6 | 4.0 |
| 4. Relationship Skills | 124 | 83.2 | 24 | 16.1 | 1 | 0.7 |
| 5. Responsible Decision-Making | 115 | 77.2 | 23 | 15.4 | 11 | 7.4 |

The provided chart illustrates the Social Emotional Skills (SES) Readiness Assessment across five key dimensions, revealing a generally strong foundation among the assessed population. Overall, a significant majority of individuals are deemed "Fully Ready" across all competencies. Self-Awareness stands out as the strongest area, with an impressive 91.3% demonstrating full readiness and only a minimal 1.3% falling into the "Needs Support" category. Similarly, Relationship Skills show robust performance, boasting the lowest percentage in the "Needs Support" category at just 0.7%, though it has the highest proportion in the "Developing" stage (16.1%). Conversely, Responsible Decision-Making appears to be the primary area necessitating further attention, as it records the lowest "Fully Ready" percentage at 77.2% and the highest percentage of individuals who "Needs Support" at 7.4%. Self-Management and Social Awareness also show strong readiness levels, with over 84% "Fully Ready" in each dimension, indicating a solid base across most SES components.



Qualitative analysis

According to the baseline data, the participating preschool teachers demonstrated an extremely positive perception of the benefits of the Child-to-Child (C2C) approach. They unanimously recognized it as an effective method for keeping children motivated and actively engaged, offering multiple advantages for preschool education.

Parents of the young learners also anticipated rapid development through this collaborative learning model. Moreover, they appreciated the revival of the traditional practice in which older children support younger ones, as commonly seen within families. Additionally, analysis of the data collected from the young facilitators revealed their readiness and strong motivation to participate in this new experience, which they were eager to embrace.

Research findings

The baseline data provides critical insights for the effective implementation of the child-to-child learning program. The overall "Developing" status, coupled with significant numbers in "Needs Support," underscores the necessity for the program to not only teach subject content but also to explicitly nurture foundational literacy skills.

The particularly low scores in **Writing & Representing (WR)** and **Language Structures and Features (LSF)** suggest these should be priority areas for intervention. The child-to-child model, with its emphasis on communication and peer teaching, offers a unique opportunity to strengthen these areas through interactive activities, storytelling, and representational tasks. For example, peer facilitators could be trained to guide their younger peers in drawing-based storytelling or simple dictation exercises.

The observed disparities between locations are a key finding. Children from **Location B** clearly require more extensive foundational support, particularly in reading, writing, and formal language use. This indicates a need for differentiated program delivery, potentially including more intensive pre-program literacy scaffolding, additional facilitator support, or adapted materials for this group. Resource allocation should reflect this need.

While overall gender differences were minimal, the subtle variations could be monitored to ensure the program caters equally to both boys and girls in specific skill development. The general strength in **Speaking & Listening (SL)** and **Communicative Purpose (CP)** is a positive indicator, as these dimensions are fundamental to the success of a child-to-child learning model, where peer interaction and facilitated discussions are central. This strength can be leveraged by training children to effectively communicate and articulate their understanding to their peers.

The baseline data will be invaluable for measuring the program's impact. Post-intervention assessments, using the same instrument, will allow for a quantitative evaluation of improvements in each dimension and overall readiness, demonstrating the program's efficacy in addressing the identified gaps and achieving its overarching goals.

Challenges and Limitations

- Some assessment settings were constrained due to classroom size and resources
- Limited parental involvement affected understanding of home learning environment
- Time constraints during classroom assessments led to some inconsistencies

Conclusions and Recommendations

Conclusions:

The baseline assessment results indeed reveal varying levels of school readiness among students across the three evaluated domains, though a significant proportion of students demonstrated full readiness in all areas.

Specifically, Numeracy emerged as the strongest domain, with an impressive 94.6% of students identified as Fully Ready, and negligible 5.4% in the Developing category, with no students having not yet started.

Literacy readiness also showed strong outcomes, as 90.6% of students were Fully Ready, with 9.4% still Developing their skills and no students at the Not Started stage. In contrast, Social-Emotional Skills (SES) presented the lowest level of full readiness among the three domains, with 85.9% of students categorized as Fully Ready.

Notably, SES also had the highest percentage of students in the Developing stage (10.7%) and was the only domain where a small percentage (3.4%) of students were identified as Not Started, underscoring areas where targeted support may be beneficial.

There is a clear need for structured and playful interventions to support smoother transitions

Recommendations:

- Integrate structured play-based methods aligned with identified literacy and numeracy gaps
- Design targeted socio-emotional learning activities
- Engage parents and caregivers in reinforcing transition support at home

Recommendations

Based on the baseline findings, the following recommendations are put forth for the design and implementation of the Child-to-Child Learning Program:

1. Tailored Program Content:

- Integrate explicit literacy skill-building activities, particularly focusing on **Writing & Representing (WR)** and **Language Structures and Features (LSF)**, within the subject-specific curriculum.
- Design activities that encourage creative representation of understanding (e.g., drawing, simple diagrams, labeling) and structured verbal expression.

2. Differentiated Support Pathways:

- Develop specific modules or support materials for children identified as "Needs Support," especially those from **Location B**, to bridge foundational literacy gaps before or in parallel with core program activities.
- Consider creating smaller facilitation groups or assigning more experienced child facilitators to groups with a higher proportion of "Needs Support" children.

3. Facilitator Training Enhancement:

- Equip adult facilitators and child facilitators with strategies to support children across varying readiness levels, particularly in fostering emergent writing, encouraging structured verbal responses, and promoting active reading/viewing.
- Provide specific training on how to use visual aids, simplified language, and interactive questioning to support children's comprehension and expression.

4. Leverage Strengths:

- Capitalize on the relatively strong **Speaking & Listening (SL)** and **Communicative Purpose (CP)** skills by designing activities that emphasize verbal explanation, discussion, and peer-to-peer teaching, further developing these essential facilitation skills.

5. Targeted Resource Allocation:

- Prioritize the allocation of educational resources (e.g., age-appropriate books, writing materials, visual learning aids) to **Location B** and to children identified as "Needs Support."

6. Ongoing Monitoring and Evaluation:

- Utilize this baseline data as the primary benchmark for pre- and post-program evaluations.
- Implement regular, brief check-ins or mini-assessments throughout the program to track progress in the identified weak areas and adjust interventions as needed.

Based on the baseline findings, the following recommendations are made:

- **Targeted Interventions:** Develop activities specifically designed to improve RV and WR skills. Incorporate pre-reading and pre-writing exercises that are engaging and developmentally appropriate for children aged 4-9.
- **Differentiated Instruction:** Implement differentiated instruction strategies to cater to the varying literacy levels within the target group. Provide additional support for children who require it, while also challenging those who are more advanced.
- **Address Gender Differences:** Explore the underlying factors contributing to the observed gender differences and develop strategies to ensure that both male and female participants have equal opportunities to succeed in the program. Perhaps introducing male role models for literacy.
- **Location-Specific Support:** Allocate additional resources and support to Location B to address the identified disparities in literacy readiness. Investigate the reasons for the lower scores in Location B and implement targeted interventions to improve outcomes.
- **Teacher Training:** Provide teachers and facilitators with training on effective strategies for implementing child-to-child learning, differentiating instruction, and addressing the specific needs of diverse learners.

- **Curriculum Development:** Review the curriculum content to ensure its alignment with the developmental level and learning needs of the target group. Incorporate visual aids, hands-on activities, and interactive games to enhance engagement and understanding.
- **Parental Involvement:** Engage parents in the learning process by providing them with resources and strategies to support their children's literacy development at home.
- **Monitoring and Evaluation:** Continuously monitor the progress of the program and make adjustments as needed based on ongoing data collection and analysis. Conduct a comprehensive post-intervention evaluation to assess the program's impact on literacy readiness, facilitation skills, and collaborative learning.

Next Steps

- Roll out the child-to-child play-based intervention model
- Conduct periodic monitoring and midline assessment
- Use baseline findings to tailor teacher training and resource development

Annexes

- Annex A: Sample Questionnaire
- Annex B: SPSS Output Tables
- Annex C: School Profiles
- Annex D: Raw Data Summary (Optional)