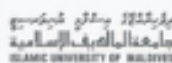




SCALING IMPACT OF A PLAY-BASED CHILD-TO-CHILD APPROACH TO MAKE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION FUN AND INCLUSIVE



THE AGA KHAN UNIVERSITY
Institute for Educational Development



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UNIVERSITY OF COLOMBO



Sharing with Schools Intervention Results

Thursday, 09 April 2024 Islamic

University of Maldives

SIPCA Team, Maldives



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Disclaimer

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.

Intervention Results

Sharing Intervention Results with Schools

Date: 9th April 2026

Location: Online

Organized by: SIPCA Team, Maldives

1. Introduction

Scaling Impact of a Play-Based Child-to-Child Approach to make Pre-school to Primary School Transition Fun and Inclusive (SIPCA) is a research project led by the Islamic University of Maldives (IUM) and funded by IDRC and supported by GPE KIX. As per the schedule, the intervention of the child-to-child implementation in the selected 10 schools were completed with the end of the academic year 2025. Upon completion of the implementation, the post-data were collected and analysed.

Objectives the Meeting:

- Sharing the intervention findings of the 25 weeks of implementation of the child-to-child model
- Discussing the future plans and scale up procedure by the schools.

Participants:

The meeting was held online by the five members of the SIPCA Maldives research team, and with the school heads of the SIPCA Child-to-Child implementing 10 schools of Maldives. The meeting was led by the Project Lead, Dr. Mariyam Shareefa.

Moderator: Dr Mariyam Shareefa (Project Lead)

2. Agenda:

- **Welcome and Objectives:** Welcome the members and outline the primary goals of the meeting.
- **Process Overview:** Brief the participants on the Curriculum Analysis and Tool Development process.
- **Quantitative Findings:** Present the quantitative data and statistical outcomes of the intervention.
- **Qualitative Findings:** Share the qualitative insights and thematic feedback from the intervention.
- **Strategic Outlook:** Open the floor for School Heads to discuss their respective schools' future goals and vision.

3. Discussions:

• Opening and Objectives

The meeting was commenced by the SIPCA Project Lead, Dr. Mariyam Shareefa, who welcomed the members and outlined the session's primary objectives. The central focus of the meeting was to disseminate the findings from the SIPCA Child-to-Child (CtC) implementation, a 25-week initiative piloted across 10 selected schools.

• Curriculum Analysis and Tool Development Process

Dr. Aishath Shina provided a comprehensive overview of the foundational phases conducted prior to school implementation. This process followed a structured five-step approach:

- **Curriculum Analysis Workshop:** A collaborative workshop involving officials from the Ministry of Education (MOE) and the National Institute of Education (NIE), alongside curriculum developers, teachers, and lecturers. The goal was to identify misalignments between the early primary and pre-school curricula and assess how these gaps impact students' social, emotional, and academic growth. Specific gaps were identified in:
 - English & Dhivehi Literacy: Reading, viewing, writing, and listening.
 - Numeracy: Number concepts, algebra, and operations.
 - Social-Emotional Skills (SES): Self-awareness, relationship skills, and responsible decision-making.
- **Tool Development:** Assessment tools were designed based on the CtC concept and subsequently validated by curriculum experts.
- **Teacher Training:** Online training sessions were conducted for stakeholders in the Maldives, Pakistan, and Sri Lanka. These sessions were facilitated by UK-based Child-to-Child experts.
- **Exposure Visit:** Participants attended a field trip to Islamabad, Pakistan, to observe firsthand the implementation of the CtC model in local schools.
- **Material Development:** Following the exposure trip, the team developed two booklets tailored to the National Curriculum of Maldives: A Guide for Young Facilitators (YFs) and a Material Pack for Young Learners (YLS).
- **Implementation:** The intervention at the 10 selected schools began on April 2025 and ends on November 2025 with the completion of 25 sessions.
- **Quantitative Findings**

Dr. Visal Moosa presented the quantitative outcomes of the intervention, noting significant improvements across three core domains:

- **Literacy:** Enhanced understanding of communicative purposes, language structures, and features in both Dhivehi and English.
- **Numeracy:** Marked progress in number concepts, spatial direction, basic operations, and mathematical process skills.

- **Social-Emotional Skills:** Measurable improvements in social awareness, self-management, and relationship building.
- **Qualitative Insights**

Dr. Aminath Shafiya Adam detailed the qualitative findings derived from interviews and classroom observations. The feedback highlights the holistic impact of the model:

- **Teachers:** Observed increased student motivation and the formation of "sibling-like" bonds between YFs and YLs. Literacy and numeracy improvements were noted as being mutually reinforcing.
- **Parents:** Reported that emotional attachments between students extended into the home, with children displaying more caring and supportive behaviors.
- **Young Facilitators (YFs):** Reported gains in self-confidence, responsibility, and communication skills.
- **Inclusivity:** The model proved effective for all students, including those with Special Education Needs (SEN).

4. Key Highlights:

- **Future Outlook and Scaling**

The floor was opened for school representatives to discuss future sustainability. The consensus was overwhelmingly positive; all participating schools expressed a desire to continue the project. Plans are currently being developed by some schools to scale the initiative to additional grade levels starting in the upcoming term.

The SIPCA project team concluded the meeting by commending the schools' enthusiasm and reaffirming their commitment to providing ongoing technical support and assistance.

5. Conclusion:

The meeting successfully highlighted the positive outcomes of the implementation of the SIPCA Child-to-Child (CtC) model across 10 schools in the Maldives over a period of 25 weeks. Both quantitative and qualitative findings demonstrated notable improvements in students' literacy, numeracy, and social-emotional development, while also showcasing the effectiveness of peer learning through the strong relationships formed between Young Facilitators and Young Learners. The intervention further proved to be inclusive, benefiting students across different age groups, including those with Special Educational Needs (SEN).

The commitment from all participating schools to continue and scale the project into the upcoming term underscores the model's sustainability and its alignment with the goals of the national curriculum.

8. Appendices

1. Participants List

#	Name	Designation	Affiliation
1	Dr Mariyam Shareefa	Principal Investigator	Islamic University Maldives
2	Dr Visal Moosa	Project Manager	Islamic University Maldives
3	Dr Aminath Shafiya Adam	Technical consultant	Islamic University Maldives
4	Dr Aishath Shina	Technical consultant	Islamic University Maldives
5	Shafeenaz Nasir	Research Assistant	Islamic University Maldives
6	Abdulla Inaayath	Principal	Ghaazee Bandarain School
7	Aishath Fazna	Principal	Muraidhoo School
8	Adnan Ali	Principal	Afeefuddin School
9	Fazeela Abdul Gafoor	Principal	Nolhivaram School
10	Aminath Naaz	Deputy Principal	A.Dh. Atoll School
11	Nazima Ali Manik	Principal	Muhyiddin School
12	Ahmed Mihad	Principal	Sharafuddin School
13	Zulaikha Ali & Senior Management	Leading Teacher	Sharafuddin School
14	Arifa Abdul Majeed	Principal	Mohamed Jamaaludheen School
15	Nizna	Leading Teacher	Hafiz Ahmed School
16	Mohamed Fayaz	Principal	Fuvahmulaku School

2. Photographs



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09.04.2026

