



Intervention Concludes

The Scaling Impact of a Play-Based Child-to-Child Approach to Make Pre-School to Primary School Transition Fun and Inclusive (SIPCA) project successfully completed 25 weeks of implementation across selected schools in the Maldives, Sri Lanka, and Pakistan.

Throughout the intervention, Young Facilitators (YFs)—students from Grades 5 and 6 in all three countries—played a central role in supporting Young Learners (YLs) from UKG.



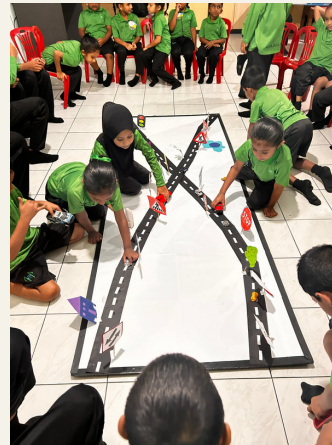
Prior to implementation, a series of key preparatory steps were undertaken to ensure effectiveness and contextual relevance. These included consultations with stakeholders, comprehensive curriculum analysis to identify gaps, and the development of appropriate tools. Schools were carefully selected, and teachers were trained in the Child-to-Child approach. In addition, exposure visits were organized to established Child-to-Child implementing schools in Islamabad, Pakistan, enabling participants to gain practical insights. Learning materials were then adapted to suit the context of each country, followed by the successful rollout of the implementation phase.





Play-Based Child-to-Child Implementation across Maldives, Sri Lanka and Pakistan

The Child-to-Child implementation sessions in the Maldives commenced in April 2025, with 10 selected schools across the country conducting weekly sessions. To ensure smooth delivery, Young Facilitators (YFs) and teachers meet each week to coordinate and prepare for the upcoming sessions.



The sessions are designed to be play-based, creating engaging and interactive learning experiences for Young Learners (Ys). Guided by the Young Facilitator Guide, the YFs also prepare their own learning materials to effectively support and assist the Ys throughout the activities.



Intervention Highlights Maldives

The Child-to-Child implementation sessions in the Maldives commenced in April 2025, with 10 selected schools across the country conducting weekly sessions. To ensure smooth delivery, Young Facilitators (YFs) and teachers meet each week to coordinate and prepare for the upcoming sessions.



SIPCA teachers provided regular weekly guidance to the Young Facilitators (YFs), while session progress was consistently shared through a dedicated WhatsApp group with the SIPCA team from Islamic University of Maldives.

The SIPCA team also conducted monitoring visits to all 10 schools, offering valuable feedback and support to strengthen the quality of the sessions. The 25-week intervention was successfully completed in November 2025.

This model not only enhanced learning outcomes but also made the transition to primary education more welcoming and inclusive for young learners.

The Positive Enthusiasm

The sessions are designed to be play-based, creating engaging and interactive learning experiences for Young Learners (YFs). Guided by the Young Facilitator Guide, the YFs also prepare their own learning materials to effectively support and assist the YFs throughout the activities.



Intervention Highlights Sri Lanka

The Child-to-Child intervention was implemented across 10 pre-schools in Sri Lanka. The intervention began on April 2025 and ended on November 2025. In Sri Lanka, where pre-schools and formal schools operate separately, Young Facilitators (YFs) travel weekly to designated pre-schools to conduct the sessions, ensuring continuity and engagement in the learning process.



The strong motivation demonstrated by Young Facilitators (YFs), combined with highly interactive sessions, fostered a keen interest in learning among Young Learners (YLs), contributing to the achievement of significant milestones.

The sessions are closely monitored on a weekly basis by the SIPCA Sri Lanka team, who provide ongoing support and assistance wherever necessary to ensure the effectiveness of the implementation.



Intervention Highlights Pakistan

In Pakistan, the SIPCA Play-Based Child-to-Child Model was implemented in two regions: Karachi and Chitral. As the academic year begins later in Chitral, implementation in its schools commenced after the start of activities in Karachi, the Maldives, and Sri Lanka.

The interventions began in May 2025. The programme concluded in December 2025 in Karachi, while implementation in Chitral continued until March 2026.



The Child-to-Child Model in Pakistan provided young children with meaningful opportunities to learn actively in a fun and supportive environment. Through play-based and interactive sessions, children were encouraged to participate, explore new ideas, and develop essential early learning skills while enjoying each lesson.

The approach created a positive classroom experience where learning became more engaging and enjoyable. By interacting with Young Facilitators and taking part in hands-on activities, children strengthened their confidence, communication, social interaction, and readiness for formal schooling.

Post-Data Collection

Prior to the intervention, baseline data were systematically collected to establish a clear understanding of students' initial competencies. Following the completion of 25 sessions across all participating schools in the three consortium countries, post-intervention data were gathered from each Young Learner (YL) to assess progress and impact.

Standardized tools were utilized to measure student outcomes across three key domains: literacy, numeracy, and socio-emotional skills. Literacy assessments were conducted in both English and the respective native languages of each country. Each domain was evaluated using carefully defined constructs and dimensions, ensuring a comprehensive and contextually relevant analysis of student development.

The Future GOAL

As the intervention phase concludes and the SIPCA project approaches its final stage, an important question emerges: what lies ahead?

Encouragingly, implementing schools across the three countries have expressed strong confidence in the model. Based on their observations of improved student engagement and learning outcomes, many schools have recognized the effectiveness of the Child-to-Child approach. As a result, several schools have shown a clear willingness to scale up the model and extend its implementation to additional grade levels.

In the Maldives, in particular, some schools are already in the planning stages of continuing the model within the current year.



Data Analysis

Currently, all three consortium countries are in the data analysis phase of the SIPCA project. Building on the baseline and post-intervention datasets, research teams in each country are systematically analyzing the data to measure the effectiveness and impact of the Child-to-Child approach.

The analysis focuses on identifying changes in learners' performance across key domains by comparing pre- and post-intervention results. Both quantitative and qualitative methods are being applied to ensure a comprehensive understanding of outcomes.

