

# SIP CA

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



Canada

GPE KIX

## TOOL VALIDATION WORKSHOP REPORT Maldives

ދިވެހިރާއްޖޭގެ ޖުމްހޫރިއްޔާ  
MALDIVES UNIVERSITY OF MALDIVES



THE AGA KHAN UNIVERSITY  
Institute for Educational Development



මහලංකා විශ්වවිද්‍යාලය  
UNIVERSITY OF COLOMBO

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

## Contents

Tool Development and Validation Workshop Report .....	3
1. Introduction .....	3
2. Agenda and Structure.....	3
3. Key Highlights .....	4
4. Participant Feedback.....	5
5. Suggestions for Improvement .....	6
6. Outcomes and Achievements .....	6
7. Challenges and Lessons Learned .....	7
8. Additional Reflections and Suggestions for future sessions .....	8
9. Conclusion .....	8
Way Forward .....	9
Appendices.....	10
1) Workshop schedule: .....	11
2) Participant list:.....	22
3) Profile of Workshop Facilitator .....	23
4) Photographs or screenshots .....	24
5) Tools/ Intervention Instruments 26	
5.3 Social-Emotional Skills Checklist .....	40
6) Research Instruments .....	42
6.1 Young Facilitator Assessment Tool: Child-to-Child Approach .....	43
6.2 Teacher Survey: .....	46
6.3 Semi-structured interview with teachers.....	50
6.4 Semi-structured interview with parents .....	51
6.5 Classroom Observation Checklist .....	52
7) Feedback Form Results .....	55

**Date: Thursday, 14 November 2024**

**Location: Islamic University of Maldives**

**Organized By: SIPCA Team, Maldives**

## **1. Introduction**

Islamic University of Maldives (IUM) is leading a project in Maldives titled "Scaling Impact of a Play-Based Child-to-Child Approach to Make Pre-School to Primary School Transition Fun and Inclusive." This project is funded by International Development Research Centre (IDRC), Canada and supported by the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) program. IUM is partnering with Aga Khan University (AKU), Pakistan and University Colombo (UoC), Sri Lanka, as a research consortium in executing this project. Under this project, each consortium member is supposed to adapt/develop curriculum materials that are to be used in the interventions towards achieving the objectives of the project.

**Objectives of this workshop:** By the end of the workshop, participants will:

- Understand the Child-to-Child approach and its core principles in preschool teaching.
- Gain hands-on experience in developing and validating the tools of the project.

**Participants:** 17 participants (Stakeholders and preschool teachers, teacher educators)

**Facilitator:** Dr Aminath Shafiya Adam

## **2. Agenda and Structure**

**Workshop Duration: 6 hours, 9:00am to 15:30**

**Key Sessions:**

**Session 1: Morning 9:00-12:00 pm**

1. Welcome and Icebreaker
2. Connecting to the Workshop's Purpose
3. Understanding the Child-to-Child Approach
4. Visualizing Success
5. Set your mind
6. Tool Development and Validation of the Intervention instruments

**Session 2: Afternoon 13:00-15:30**

7. Research instrument validation
8. Closure Activity

**Format:** The workshop employed collaborative and interactive activities, enabling participants to actively engage in developing tools and validating their ideas. Participants worked across

different groups, sharing their insights, applying their expertise, and reflecting on their experiences to refine and enhance the tools created.

### 3. Key Highlights

The workshop is designed based on the following content and activities: The [Workshop slides](#) provided in the hyperlink. Provided.

Focus/Time	Activity Name	Details
1. Welcome and Icebreaker (20 minutes)	Partner Share	Ask participants to pair up with someone they don't know well. Each partner has 2 minutes to share one story of a time when they saw children helping one another in their classroom. After both have shared, ask a few volunteers to share what their partner said with the larger group.
2. Connecting to the Workshop's Purpose (30 minutes)	Facilitators' reflective conversation	Demonstrate a brief real-life success story where the Child-to-Child approach transformed a learning environment.
1. Understanding the Child-to-Child Approach (60 minutes)	Work it out	Each group provided one principle of C2C approach and discussed among the group members what it means and how it could be applied aligned with the national curriculum of the Maldives. At the end each group presents their ideas in a flip sheet and displays them. Principles of the Child-to-Child Approach: <ul style="list-style-type: none"> <li>● Peer learning and collaboration.</li> <li>● Encouraging active participation and problem-solving among children.</li> <li>● Fostering responsibility, leadership, and empathy in young children.</li> </ul>
2. Visualizing Success (30 minutes)	Mask (Blindfold) to visualize	Use a brief reflective exercise to help teachers envision the future and write their vision after removing the mask and share them on sticky notes.
3. Set your mind (30 minutes)	Time to Aim	Our Research Goals: Scaling up the Child-to-Child approach, gathering data on its effectiveness and challenges in preschool settings.
4. Tool Development and Validation of the Intervention instruments (30 minutes)	Develop and validate	Participants are divided into three groups <ol style="list-style-type: none"> <li>1. Literacy Test Intervention tool</li> <li>2. Numeracy Test intervention tool</li> <li>3. SES intervention tool</li> </ol> <p>To validate and improve existing research instruments by reviewing, discussing, and consolidating suggested changes, ensuring that they are accurate, reliable, and applicable in the context of scaling up the Child-to-Child approach in preschool settings.</p> Tools to Measure <ol style="list-style-type: none"> <li>1. Literacy test</li> <li>2. Numeracy test</li> </ol>

		<p>3. Socio Emotional skills</p> <p>After the validation process presents their developed instrument and validation process to all participants.</p>
<p>Research instrument validation 90 minutes</p>	<p>Be the expert</p>	<p>Participants are divided into 5 groups and each group is given a research instrument along with the objectives of the research.</p> <ol style="list-style-type: none"> <li>1. Classroom Observation Form</li> <li>2. Interview with parents</li> <li>3. Interview with teachers</li> <li>4. Teacher survey</li> <li>5. Yount Facilitator Survey</li> </ol> <p>After the validation process, present each group their work and receive feedback and bring the changes accordingly.</p>
<p>5. Closure Activity 20 minutes</p>	<p>One Word Whip</p>	<p>To create a quick and meaningful reflection on the workshop by having each participant sum up their experience in one word. This will encourage everyone to think about their biggest takeaway and end on a positive, unified note.</p>

#### 4. Participant Feedback

A feedback form was provided for participants to rate their engagement and satisfaction. The results with figures are included in the appendices and a summary of the feedback is provided below.

##### Content of the Feedback Form:

The feedback form consisted of eight closed-ended questions and two open-ended questions that invited participants to provide detailed comments. The closed-ended questions included the following:

1. How would you rate the overall workshop experience?
2. How would you rate the structure and organization of the workshop (e.g., timing, pacing, breaks)?
3. How relevant was the workshop content to your needs or goals?
4. How would you rate the facilitator's presentation skills and delivery?
5. Did the workshop meet your expectations?
6. Did the facilitator encourage participation and discussion?
7. Was the workshop length appropriate?
8. Were the materials and resources provided during the workshop helpful?

##### Key Findings from Feedback Analysis

The analysis revealed overwhelmingly positive feedback and high levels of engagement among participants across all eight closed-ended questions. Participants consistently rated all aspects of the workshop highly, including:

- Their overall engagement.
- The relevance and quality of the materials and resources.

- The facilitator's role, expertise, and ability to encourage participation and discussion.
- The content covered, including its alignment with their goals and professional needs.

Responses to the open-ended questions further emphasized participants' positive experiences. Many expressed appreciation for the opportunity to reflect on their own work, particularly in relation to the validation of literacy, numeracy, and socio-emotional skills (SES) tools and research instruments. Participants highlighted the workshop's focus on the child-to-child approach as especially valuable, noting its relevance to their work.

### Additional Comments

Participants expressed gratitude for being part of the workshop and indicated a strong desire to contribute to future SIPCA workshops. Many highlighted their enjoyment of the collaborative and reflective nature of the session, as well as the chance to share insights and apply their expertise meaningfully. In short, the participants' feedback indicates that the workshop successfully met its objectives, providing participants with a meaningful, engaging, and professionally relevant experience.

## 5. Suggestions for Improvement

Based on participant feedback and workshop observations, the following suggestions could further enhance future workshops:

Areas	Details
<b>Time Allocation and Pacing</b>	Some participants may benefit from longer sessions for activities such as tool refinement and group discussions. Consider allocating additional time for these tasks or spreading the workshop over multiple days to allow deeper engagement.
<b>Facilitating Deeper Interaction</b>	Introduce smaller breakout groups or one-on-one mentorship opportunities to foster more personalized discussions and feedback on tool development and its validation.
<b>Evaluation Metrics</b>	Include more specific metrics in the feedback form to gather detailed insights on areas such as activity effectiveness, material clarity, and participant takeaways.
<b>Follow-Up Resources</b>	Offer additional resources post-workshop, such as a detailed guide or access to the recorded sessions, to help participants continue learning and applying the concepts.

## 6. Outcomes and Achievements

### a) **Outcomes: The workshop allowed participants to:**

- Understand and Analyze the Child-to-Child (C2C) Approach: Facilitate participants' understanding of the child-to-child approach by encouraging them to reflect on their own thinking and its relevance to classroom practices.

- Link C2C to National Curriculum Implementation: Enable participants to explore how the C2C approach can be integrated into classroom practices aligned with the national curriculum.
- Identify potential benefits and challenges
- Visualize the benefits of implementing the C2C approach in Maldivian classrooms, including fostering collaboration and peer learning.
- Identify and discuss potential challenges, such as structural differences between preschool and primary schools, and pedagogical variations.
- Reflect and consider the future implications of applying the C2C approach within the current Maldivian education system, particularly regarding the transition and alignment between preschool and primary school education.
- Generate contextual strategies for implementation and brainstorm practical strategies to address challenges and promote the effective adoption of the C2C approach within their unique educational contexts.

**b) Achievements of the workshop include:**

- **Achievement 1:** The workshop has several achievements to highlight, including development of intervention instruments for the three focused areas of the SIPCA and their validation across the groups. The SIPCA focuses on three developmental areas including literacy, numeracy, and social emotional skills. Participants worked on developing the intervention tools and cross checking through the samples of intervention tools provided followed by validating their developed tools using an instrument validation tool (IVT) for each area. The tools developed and IVTs completed are provided in the appendices. Developed Intervention instruments (Appendix-4)
- **Achievement 2:** The second achievement of the workshop is validation of five research instruments across participants groups. They discussed the content of the instruments provided and added their thoughts followed by validation of them against the main objectives of SIPCA. The validated research instruments for the following five areas are included in the appendices. The developed instruments included in the appendices (Appendix-5)
  - ✓ Classroom Observation Form
  - ✓ Interview with parents
  - ✓ Interview with teachers
  - ✓ Teacher survey
  - ✓ Yount Facilitator Survey

## 7. Challenges and Lessons Learned

Several challenges were faced and lessons learned during the workshop:

Areas	Challenge	Lesson Learned
-------	-----------	----------------

<b>Limited Participants</b>	The workshop had a smaller number of participants than anticipated, which may have limited the diversity of perspectives and ideas shared during discussions. This also affected the ability to conduct group activities that require a wide range of insights.	Future workshops could benefit from targeted outreach and engagement efforts to ensure a larger, more diverse participant pool. Using incentives, partnerships with schools, or flexible scheduling might encourage broader participation.
<b>Implementation of the Curriculum</b>	Discussions revealed gaps in understanding how the child-to-child (C2C) approach aligns with the national curriculum, especially in terms of practical implementation. Participants noted challenges in bridging pedagogical differences between preschool and primary levels within the Maldivian context.	Workshops should allocate more time to hands-on activities or case studies focused on integrating innovative approaches like C2C into the curriculum. Additionally, providing specific examples and tools tailored to Maldivian schools could help participants see practical applications.
<b>Enough Participants for Different SIPCA Areas</b>	While the workshop aimed to address multiple areas within the SIPCA framework, there weren't enough participants from all areas, which may have limited comprehensive input or representation across themes.	To ensure balanced representation, workshops should actively recruit participants from each area of focus, perhaps by collaborating with institutions or organizations relevant to each domain.
<b>Composition of Group Members</b>	The group composition could have been more diverse in terms of expertise, background, and roles, which might have enriched discussions and broadened perspectives on issues like curriculum implementation and pedagogical alignment.	Future workshops could use participant profiling during registration to intentionally create groups with varied roles (e.g., teachers, administrators, policymakers, researchers). This ensures more comprehensive discussions and fosters collaboration across different levels of expertise.

## 8. Additional Reflections and Suggestions for future sessions

- **Inclusivity in Group Composition:** Including representatives from both preschool and primary school levels in discussions on curriculum alignment could lead to more actionable strategies for addressing pedagogical differences.
- **Structured Breakout Sessions:** For areas with limited representation, structured breakout sessions focusing on specific SIPCA areas might ensure depth even with fewer participants.
- **Pre-Workshop Surveys:** Conducting pre-workshop surveys to assess participant expertise and interests could help facilitators design better groupings and targeted content.

## 9. Conclusion

The workshop, facilitated by Dr. Aminath Shafiya Adam, successfully met its objectives of participants' understanding of the Child-to-Child (C2C) approach and providing hands-on experience in developing and validating tools. The collaborative and interactive nature of the sessions fostered meaningful engagement, allowing participants to reflect on their own practices, share insights, and align the C2C approach with classroom practices under the national curriculum.

Feedback from the 17 participants, comprising stakeholders, preschool teachers, and teacher educators, highlighted a high level of satisfaction across all workshop elements. The relevance of the content, the facilitator's expertise, and the overall structure received particularly positive ratings. Participants valued the opportunity to address the benefits and challenges of the C2C approach within the Maldivian education system, especially regarding the structural and pedagogical differences between preschool and primary schools.

Despite the workshop's success, several challenges were noted, including limited participant numbers, group composition, and the representation of SIPCA areas. These challenges provided valuable lessons for future sessions, such as the need for targeted outreach, greater diversity in group composition, and extended time for in-depth discussions and hands-on activities.

The workshop achieved key outcomes, including the development of practical strategies for implementing the C2C approach and addressing its challenges. Participants expressed their gratitude for the experience and their interest in contributing to future SIPCA initiatives.

### Way Forward

To build on the workshop's success, future sessions should incorporate:

- Strategies to recruit a larger and more diverse participant pool.
- Enhanced focus on aligning innovative approaches like C2C with the curriculum.
- Structured breakout sessions for deeper interaction.
- Post-workshop resources to support ongoing learning.

This workshop marks a significant step toward integrating evidence-based practices into the Maldivian education system while fostering collaboration and professional growth among educators and stakeholders.

Supported by:



Islamic University of Maldives  
King Fahd Building, Violet Magu Male', 20037  
Republic of Maldives  
info@ium.edu.mv  
www.sipca.ium.edu.mv

# Appendices



### 1) Workshop schedule:

Focus/Time	Activity Name	Details	Facilitator Part	Materials Required
3. Welcome and Icebreaker (20 minutes) 9:00-9:20	Partner Share	Ask participants to pair up with someone they don't know well. Each partner has 2 minutes to share one story of a time when they saw children helping one another in their classroom. After both have shared, ask a few volunteers to share what their partner said with the larger group.	After the activity, explain that these stories reflect the essence of the Child-to-Child approach, which promotes children learning and growing by helping one another. "What you just shared is what we aim to nurture in every classroom and today, you will learn how to evaluate and scale this approach, so you can see C2C's true impact on your students."  <b>Housekeeping Notes:</b>  Toilet  Coffee/Tea  Please also post your comments and questions on sticky notes on the notice board displayed. We will address the queries in between sessions.	Slides
4. Connecting to the Workshop's Purpose (30 minutes) 9:20-9:40	Facilitators' reflective conversation	Demonstrate a brief real-life success story where the Child-to-Child approach transformed a learning environment.  <b>(Role play by the facilitators)</b>	In a preschool setting, teachers noticed that after introducing the Child-to-Child approach, older children naturally started guiding their younger peers, solving problems together.  Dr Maree [The Teacher]: [walking around the class, noticed Mazin helping Shayan to label parts of the human body. The conversation that Mazin and Shayan had was amazing.  <b>Here is the scenario</b>  Mazin, Shaina, this is your hand... smiled. We eat with our hands.  Shaina... Oh Yeah. So can I put the line to 'hand'.  Mazin: What do you have more to connect with?  Shaina: This is tummy...  Mazin. Your tummy, where is it?  Shaina: Stomach, right?  Mazin: My tummy is full... smiled.	Teacher Observation sheet  Notebooks  Pencils

			<p>Shaina: yeah, mine too... So, we are done with all labels. What is left?</p> <p>Mazin: We still have one more to go. The shoulder...</p> <p>Shaina: This is our shoulder... where is that word?</p> <p>The teacher observed that Shayan sometimes even held Mazin's hand to get the straight line connected when labeling the parts of the body, he also talked about how each part was located in the body. The conversation also seemed flawless and talking to each other in an engaged manner.</p> <p>SO how did the teachers find out whether the method was working? The teacher used carefully validated observation tools to track student learning, and the support provided along with the observation on their interaction.</p> <p>Today, you will validate the instruments for the child to child approach—and how to use instruments.</p>	
<p>10. Understanding the Child-to-Child Approach (60 minutes)</p> <p>9:40-10:10</p>	<p><b>Work it out</b></p>	<p><b>Principles of the Child-to-Child Approach:</b></p> <ul style="list-style-type: none"> <li>• Peer learning and collaboration.</li> <li>• Encouraging active participation and problem-solving among children.</li> <li>• Fostering responsibility, leadership, and empathy in young children.</li> </ul>	<p><b>Cards are prepared</b></p> <p>You are given information card and follow the task using (TRTS)</p> <p>Think with the information provided,</p> <p>Reflect on its implementation in a classroom where another child is taken the role of a facilitator,</p> <p>Teach other two groups how that could work &amp;</p> <p>Share strategy briefly on the idea and its implementation with the national curriculum in both preschool and primary Grade 1 level. Please also reflect on the additional information provided.</p> <p>Peer learning and collaboration.</p>	<p><b>CTC cards</b></p> <p><b>Cue</b></p>

			<p>Encouraging active participation and problem-solving among children.</p> <p>Fostering responsibility, leadership, and empathy in young children.</p>	
<p>11. Visualizing Success (30 minutes)</p> <p>10:10-10:30</p>	Mask (Blindfold) to visualize	Use a brief reflective exercise to help teachers envision the future:	<p><b>Ask Teachers to:</b> Picture your classroom six months from now, where children naturally help each other, resolve conflicts, and work together without needing constant teacher intervention. Imagine how validating the right tools could help you capture this progress and share it with others. Today, we're going to take the first steps in making that vision a reality.</p> <p>This approach connects teachers to their real-life experiences and aspirations, making them feel motivated about the practical outcomes they'll achieve from learning instrument validation. It emphasizes that they are not just learning theory but gaining tools that will empower them to enhance the way children interact and learn in their classrooms.</p>	Mask box
<p>12. Set your mind (30 minutes)</p> <p>10:30-11:45</p>	Time to Aim	Our Research Goals: Scaling up the Child-to-Child approach, gathering data on its effectiveness and challenges in preschool settings.	<p>Facilitator's conversation about the main aim and how teachers can help and assist in reaching the targeted goals.</p> <p>Ask all members to write one of their visions that they visualize during the masked time.</p>	Sheets and Pencils
<p>13. Tool Development and Validation of the Intervention instruments</p> <p>1 hours (60 minutes)</p> <p>11:45-12:30</p>	Develop and validate	<p>Participants are divided into three groups</p> <ol style="list-style-type: none"> <li>1) Literacy Test Intervention tool</li> <li>2) Numeracy Test intervention tool</li> <li>3) SES intervention tool</li> </ol>	<p><b>Activity Instructions:</b></p> <p><b>1. Group Division and Instrument Distribution (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Divide participants into 3 groups.</li> <li>• Each group is provided with one instrument (e.g., Lit and Num tool and SES Tool)</li> </ul>	<ul style="list-style-type: none"> <li>• Information sheets</li> <li>• Pre-assigned instruments (1 per group)</li> <li>• Instrument Validation Template</li> </ul>

		<p>4) To validate and improve existing research instruments by reviewing, discussing, and consolidating suggested changes, ensuring that they are accurate, reliable, and applicable in the context of scaling up the Child-to-Child approach in preschool settings.</p> <p>Tools to Measure Success:</p> <ol style="list-style-type: none"> <li>1. Literacy test</li> <li>2. Numeracy test</li> <li>3. Socio Emotional skills</li> </ol>	<p><b>2. Develop the tool (20 minutes):</b></p> <p><u>Task:</u></p> <ul style="list-style-type: none"> <li>• Each group will review the gap identified yesterday and develop an instrument to test students' level of readiness to Grade 1.</li> </ul> <p><b>3) Check with the IVT (20 minutes)</b></p> <p><u>Task:</u></p> <p>Check with the sample provided, is it fit to the level of students in Grade 1, does it need more or any amendments are required.</p> <p>Assess the validity (content, construct, and reliability) of the instrument by discussing the following questions:</p> <p>Does the instrument measure what it is supposed to?</p> <p>Are all important areas (e.g., leadership, collaboration, empathy) covered?</p> <p>Is the instrument clear and easy to use in a preschool setting?</p> <p>Is it aligned with the National Curriculum of the Maldives and the Child-to-Child approach?</p> <p>As they work through the template, they should identify areas for improvement and note any revisions that could make the instrument stronger and more effective.</p> <p><b>Please note that all participants will need to validate the tool on their laptop using the provided IVT.</b></p> <p>Facilitator Role: Facilitators will visit each group, offering guidance and asking probing questions to deepen the group's discussion. Facilitators should encourage participants to think</p>	<p>(specific to each instrument)</p> <ul style="list-style-type: none"> <li>• Flip charts or large paper for group notes (optional)</li> <li>• Markers (optional)</li> <li>• Sticky notes (optional)</li> <li>• A laptop for each group</li> </ul> <p>Folder Tools and IVTs <a href="#">Tools and IVTs</a></p>
--	--	---	--	--

			<p>critically about how to improve the instrument's reliability and applicability in real classroom settings.</p> <p><b>4. Group Presentation and feedback (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• After the review, each group will present their instrument and share the suggested changes they've made.</li> <li>• Justify the validation process: Groups must explain how they validated the instrument and why they propose the specific revisions.</li> <li>• Encourage each group to provide clear reasoning for their changes, linking their suggestions back to the goals of the Child-to-Child approach and the broader research objectives.</li> <li>• Have discussion with the audience and receive comments on improvements.</li> </ul> <p><b>4. Consolidation of the suggestion (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• After all presentations, groups will have a short period to consolidate their final revisions based on the feedback from other groups.</li> <li>• Each group will make any final changes to their instrument, ensuring it reflects both their own suggestions and valuable input from their peers.</li> <li>• Groups will submit their finalized version of the instrument to the facilitators for further review and potential adoption in the research.</li> </ul> <p><b><u>Key Takeaways:</u></b></p> <p>By the end of the activity, participants will have:</p> <ul style="list-style-type: none"> <li>• Validated and refined one specific instrument, ensuring that it is</li> </ul>	
--	--	--	---	--

			<p>aligned with the goals of the Child-to-Child approach and the National Curriculum of the Maldives.</p> <ul style="list-style-type: none"> <li>• Gained experience in the validation process, understanding the importance of peer feedback and collaborative discussion.</li> <li>• Worked to consolidate their ideas to create stronger, more reliable instruments for use in research and classroom assessment.</li> </ul> <p>Facilitator's Role:</p> <ul style="list-style-type: none"> <li>• Guide group discussions, asking clarifying questions to ensure thorough validation.</li> <li>• Ensure that group presentations remain focused and efficient.</li> <li>• Facilitate peer feedback in a constructive and supportive manner.</li> <li>• Help participants connect their instrument revisions to the larger research</li> </ul>	
<p>Lunch and Prayer Break 12:00-13:00</p>				
<p>Research instrument validation</p> <p>90 minutes (13:30-15:00)</p>	<p>Be the expert</p>	<p>Participants are divided into 5 groups and each group is given a research instrument along with the objectives of the research.</p> <ol style="list-style-type: none"> <li>6. Classroom Observation Form</li> <li>7. Interview with parents</li> <li>8. Interview with teachers</li> <li>9. Teacher survey</li> </ol>	<p><b>Objective:</b></p> <p>Participants, acting as research experts, will utilize a pre-prepared instrument validation tool to systematically review and validate five research instruments (Classroom Observation Form, Interviews with Parents and Teachers, Teacher Survey, and Young Facilitator Survey). The activity will involve structured feedback, promoting critical analysis and alignment with the child-to-child approach principles.</p> <p><b>Activity Steps:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction and Role Assignment (10 minutes):</b></li> </ol> <p>Brief participants on their roles as research experts tasked with validating</p>	<p>Instrument Validation Tool (pre-prepared for all participants)</p> <p>Copies of each research instrument (physical or digital)</p> <p>Pens, sticky notes, markers</p>

		<p>10. Yount Facilitator Survey</p>	<p>key research instruments using the Instrument Validation Tool.</p> <p>Divide participants into 5 groups (6 participants per group). Each group is assigned one research instrument:</p> <p>Group 1: Classroom Observation Form</p> <p>Group 2: Interview with Parents</p> <p>Group 3: Interview with Teachers</p> <p>Group 4: Teacher Survey</p> <p>Group 5: Young Facilitator Survey</p> <p>Provide a quick overview of the child-to-child approach and the importance of aligning the instruments with its principles (e.g., fostering peer learning, empathy, and participation).</p> <p><b>2. Introduction to the Instrument Validation Tool (5 minutes):</b></p> <p>Walk the participants through the Instrument Validation Tool they will be using, which contains criteria such as:</p> <p><b>Relevance:</b> Does the instrument address the intended objectives?</p> <p>Clarity: Are the questions or prompts easy to understand?</p> <p>Cultural and Contextual Sensitivity: Does the instrument consider the cultural and educational context (e.g., Maldives' Foundation Stage)?</p> <p>Alignment with Child-to-Child Approach: Does the tool promote peer collaboration, empathy, and inclusion?</p> <p>Feasibility: Can teachers, parents, or children easily complete or engage with the instrument?</p> <p><b>3. Validation Phase: Group Work (25 minutes):</b></p> <p>Task 1: Groups use the Instrument Validation Tool to evaluate their assigned research instrument.</p> <p>Task 2: As research experts, participants write feedback on each</p>	
--	--	-------------------------------------	--	--

			<p>criterion (e.g., strengths, weaknesses, suggested improvements) on sticky notes or feedback forms.</p> <p><b>4. Rotation and Peer Review (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups rotate to review another group's instrument and validation feedback using the Instrument Validation Tool. This ensures a multi-expert perspective on each instrument.</li> <li>• During the peer review, participants can:</li> <li>• Add further suggestions or highlight overlooked areas.</li> <li>• Refine feedback based on their own expertise in early childhood education or research.</li> </ul> <p><b>5. Final Refinement and Group Presentation (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups return to their original instrument and consolidate the feedback from the peer review. They refine their validation recommendations accordingly.</li> <li>• Each group prepares a 3-5 minute presentation summarizing:</li> <li>• Key strengths and areas for improvement of their instrument.</li> <li>• How well the instrument aligns with the child-to-child approach.</li> <li>• Final suggestions for enhancing the instrument's clarity, relevance, and effectiveness.</li> </ul> <p><b>6. Debrief and Reflection (10 minutes):</b></p>	
--	--	--	---	--

			<p>Facilitator leads a debriefing session, asking the following questions:</p> <p>What were the main challenges you faced in validating the instruments?</p> <p>How did using the validation tool help structure your feedback?</p> <p>What key insights did you gain about aligning research tools with the child-to-child approach?</p> <p>Encourage participants to share their thoughts on how the instruments can be used in real-world settings to collect meaningful data.</p> <p><b>Expected Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Research instruments are validated for clarity, relevance, and alignment with the child-to-child approach.</li> <li>• Participants provide structured feedback using the Instrument Validation Tool, ensuring that instruments meet research standards.</li> <li>• Collaborative validation from a research expert perspective will enhance the credibility and usability of the instruments in early childhood education contexts.</li> </ul>	
<p>14. Closure Activity 30 minutes</p> <p>15:00-15:30</p>	One Word Whip	<p>Objective: To create a quick and meaningful reflection on the workshop by having each participant sum up their experience in one word. This will encourage everyone to think about their biggest takeaway and end on a positive, unified note.</p>	<p><b>1. Form a Circle (1-2 minutes):</b></p> <p>Ask participants to stand in a circle. This creates a sense of unity as the workshop ends.</p> <p><b>2. Introduce the “One Word Whip” (1 minute):</b></p> <p>Each will say one word that sums up how they felt about the workshop, what they learned, or what they are taking away from the experience. Example words could be: Inspired, Confident</p> <p><b>3. Begin the Activity (5-7 minutes):</b></p> <ul style="list-style-type: none"> <li>• Start with yourself to set the tone, then go around the circle quickly.</li> </ul>	A ball with claps



Islamic University of Maldives  
King Fahd Building, Violet Magu Male', 20037  
Republic of Maldives  
info@ium.edu.mv  
www.sipca.ium.edu.mv

			<p>Roll a ball among the group members with claps. Everyone shares their words without elaborating. The idea is to keep it short, positive, and memorable.</p> <ul style="list-style-type: none"><li>• Optionally, encourage participants to cheer, clap, or snap their fingers after each word is shared to keep the energy up.</li></ul>	
--	--	--	--	--

## 2) Participant list:

#	Name	Office	Designation	Email Address	Contact
1	Majidha Ibrahim	MoE Policy	Education Development Professional	<a href="mailto:majida.ibrahim@moe.gov.mv">majida.ibrahim@moe.gov.mv</a>	777 9743
2	Aminath Maria	MoE Policy	Dep. Minister	<a href="mailto:aminath.maria@moe.gov.mv">aminath.maria@moe.gov.mv</a>	7934345
3	Shiyama Aboobakuru	NIE	senior curriculum development analyst	<a href="mailto:shiyama@nie.edu.mv">shiyama@nie.edu.mv</a>	7918228
4	Nuzuhath Waheed	NIE	curriculum development analyst	<a href="mailto:nuzuhath@nie.edu.mv">nuzuhath@nie.edu.mv</a>	7718802
5	Aminath Nizna	SA	Education Development Professional	<a href="mailto:aminath.nizna@moe.gov.mv">aminath.nizna@moe.gov.mv</a>	9598181
6	Zeena Abdul Gafoor	SA	Education Development Professional	<a href="mailto:zeena.abdulgafoor@moe.gov.mv">zeena.abdulgafoor@moe.gov.mv</a>	7797687
7	Adhila Rushdhee	DoIE	Senior Inclusive Education Analyst	<a href="mailto:adhila.rushdhee@ied.gov.mv">adhila.rushdhee@ied.gov.mv</a>	91 1331
8	Haleemath Hussain	DoIE	Senior Inclusive Education Analyst	<a href="mailto:haleemath.hussain@ied.gov.mv">haleemath.hussain@ied.gov.mv</a>	7952896
9	Shimla Ismail	Galolhu School	Leading Teacher	<a href="mailto:shimlaismail1972@gmail.com">shimlaismail1972@gmail.com</a>	7786045
10	Fathimath Ushama	Maafannu Madharusa	Leading Teacher	<a href="mailto:ushama2106@gmail.com">ushama2106@gmail.com</a>	7947920
11	Fathimath Saeed	Falaah	Leading Teacher	<a href="mailto:suzuna2281@gmail.com">suzuna2281@gmail.com</a>	9766646
12	Fathimath Nabeela	Imaadhuddin School	Grade 1 Teacher2	<a href="mailto:fathimath.nebeela@imaduddin.edu.mv">fathimath.nebeela@imaduddin.edu.mv</a>	7796777
13	Aminath Meherbaan	Ghazee School	Leading Teacher	<a href="mailto:aminath.meherbaan@ghaazee.edu.mv">aminath.meherbaan@ghaazee.edu.mv</a>	9969915
14	Aishath Raufiyya	Rehendhi School	Leading Teacher	<a href="mailto:aishath.raufiyya@rehendi.edu.mv">aishath.raufiyya@rehendi.edu.mv</a>	7945737
15	Visama Hassan	IUM Teacher Trainers	Senior Lecturer	<a href="mailto:visama.hassan@ium.edu.mv">visama.hassan@ium.edu.mv</a>	7948030
16	Khaulath Saeed	IUM Teacher Trainers	Senior Lecturer	<a href="mailto:khaulath.saeed@ium.edu.mv">khaulath.saeed@ium.edu.mv</a>	7943172
17	Hameeza Afeef	FE Teacher Trainers	Senior Lecturer	<a href="mailto:hameeza.afeef@mnu.edu.mv">hameeza.afeef@mnu.edu.mv</a>	9723888

### 3) Profile of Workshop Facilitator



Dr. Aminath Shafiya Adam completed her doctoral degree in 2015, at The University of Waikato, New Zealand. She has been working in the higher education sector for over 15 years. Currently, she works as an assistant professor, and the dean of the center for research and publication at Islamic University of Maldives (IUM). Her role involves teaching, supervising postgraduate students' research projects and managing a range of research teams at IUM. She has experience of working in three different research projects related to children: 1) a project investigated on play-school pedagogy, 2) preschool teacher portfolio, and 3) cluster research related to the professional learning community among primary schools. She also contributes to convening many conferences, writing for publications, reviewing academic journals, and presenting research work in conferences both at national and international level. Dr. Shafiya is actively involved in facilitating professional development for schools. She offers her voluntary work to other external bodies to improve education and research work in the Maldives.

#### 4) Photographs or screenshots



Figure .Arranged setting



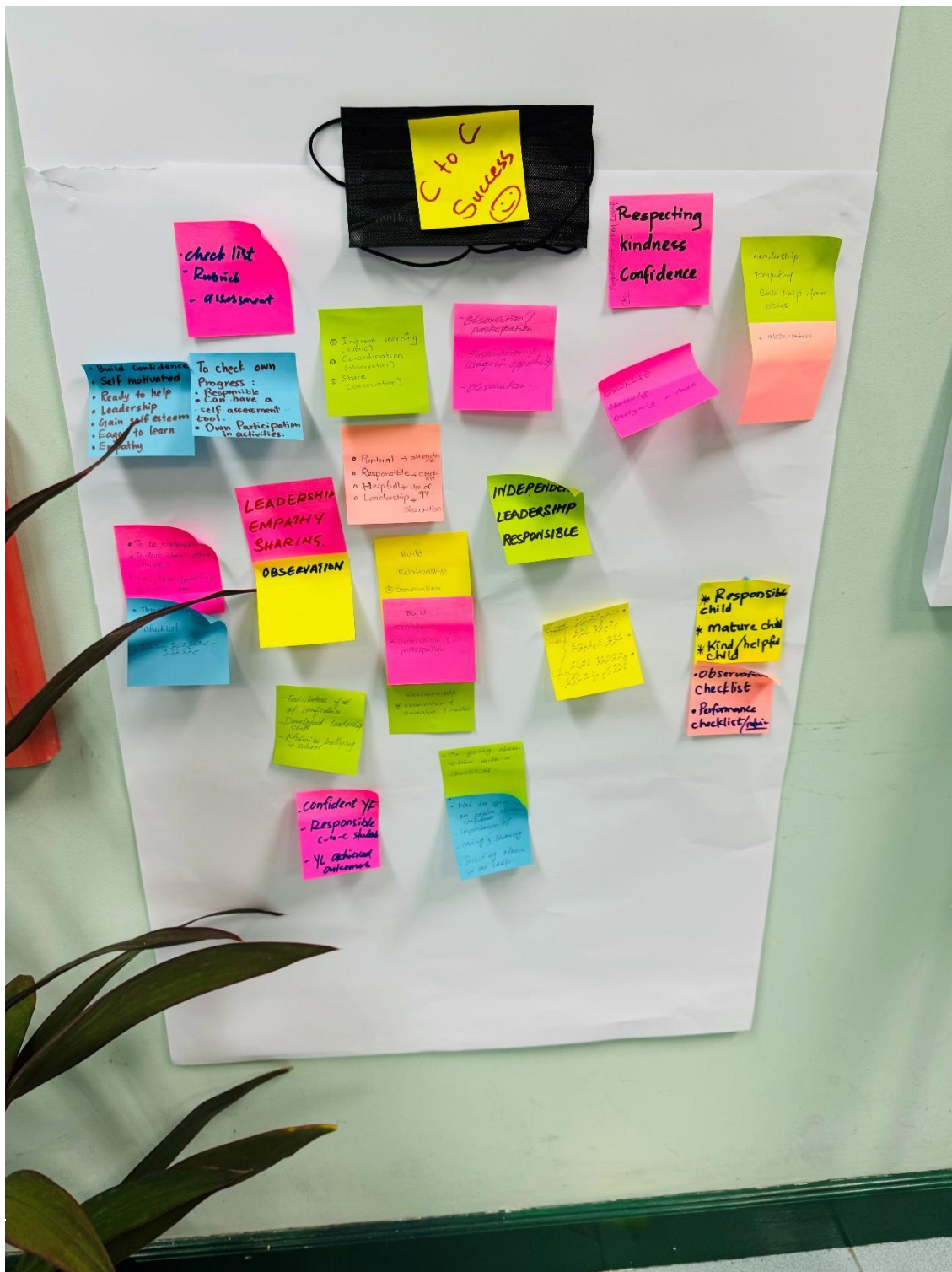
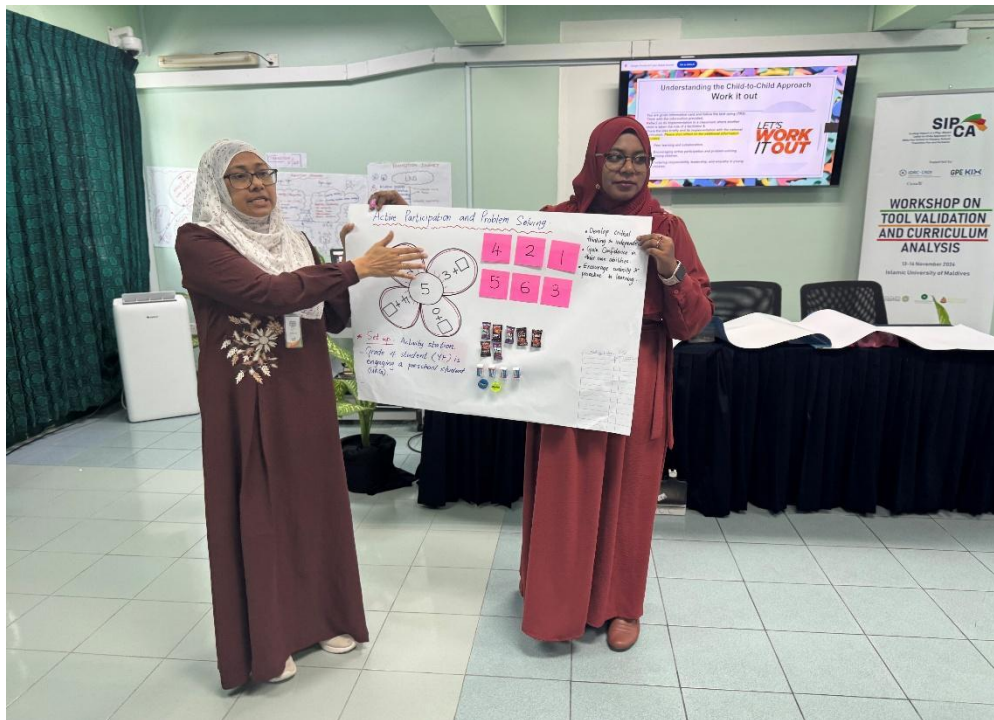




Figure .Demonstrating participants' emotions



## 5) Tools/ Intervention Instruments for Preschool Students' Readiness to Grade 1



## 5.1 Literacy Level Readiness Assessment Instrument

Please use the following scoring grid to identify the level of child's readiness

Keys of the dimensions	Scoring Keys
<ol style="list-style-type: none"> <li>1. SL (Speaking &amp; Listening)</li> <li>2. RV (Reading &amp; Viewing)</li> <li>3. WR (Writing &amp; Representing)</li> <li>4. LSF (Language Structures and Features).</li> <li>5. SS (Skills and Strategies)</li> <li>6. CP (Communicative Purpose)</li> </ol>	<p><i>Fully Ready (FR) = 3</i> <i>Developing (D) = 2</i> <i>Needs Support (NS) = 1</i></p>

(Print this sheet prior to the session)

Name of Student:	School:
Date:	Gender:
Region:	School Code:

#	Area	3	2	1
1	SL.CP.1: Understanding simple instructions (pictorial)			
2	SL.CP.2: Understanding simple instructions (pictorial)			
3	SL.CP.3 (Familiarity with rhymes and how they sound)			
4	SL.CP.4 (Comparing size, colour etc...using comparatives)			
5	SL.SS.1 (Begins to use polite social language appropriately)			
6	RV. CP1 (Locates some detail in written text, photos, illustrations)			
7	SL.SS.1 (Begins to use polite social language appropriately)			
8	RV.CP.4 (Talks about the purposes and meanings found in particular images or visual texts)			
9	WR.CP.2: (match pictures or follow given instructions)			
10	SL.LSF.2 (Recognises first, middle and last sounds in one syllable words)			
11	RV.CP.4 (View and demonstrate comprehension of visuals/ texts)			
12	SL.CP.1 (Talks about personal preferences)			
13	SL.LSF.2 (Identifies rhyming words and their sounds.)			
14	RV.CP.2: Reads and rereads text aloud			
15	SL.SS.1: (Uses social conventions and agreed rules)			
16	SL.SS.2 (Uses illustrations, simple graphic organisers and different materials to aid presentation)			
17	SL.CP.3 (tells information in learned sentence patterns)			
18	SL.SS.1: (Uses social conventions and agreed rules)			
19	RV.LSF.1 Recognising and making correct sentences:			
20	RV.LSF.2 Identify all the letters of alphabet (lower/upper) and their sounds:			
21	RV.CP. 4 View and demonstrate comprehension of visual texts and decoding sounds:			
22	RV.CP. 4 View and demonstrate comprehension of visual texts and decoding sounds:			
23	RV.CP. 4 View and demonstrate comprehension of visual texts and decoding sounds:			

## Literacy Instrument

*Note: This is a teacher administrated instrument at the end of preschool children to understand their readiness to Grade 1 level.*

### SL.CP. 1: Understanding simple instructions (pictorial)

1. The unhealthy food is \_\_\_\_\_

A. not sure

**B. Burger**

C. fruits

D. egg

E. carrot



### SL.CP. 2: Understanding simple instructions (pictorial)

2. Talk with the child asking the following questions.

a) What is your favourite animal?

b) Why do you like it?

c) Can you describe it!

d) What sound does it make?



### SL.CP.3 (Familiarity with rhymes and how they sound)

3. Choose the word that rhymes with cow.

A. not sure

B. who

**C. how**

D. sow

E. two



### SL.CP.4 (Comparing size, colour etc...using comparatives)

4. The boy is \_\_\_\_\_ than the girl.

A. not sure

B. cool

C. small

**D. tall**

E. short



### SL.SS.1 (Begins to use polite social language appropriately)

5. You should say \_\_\_\_\_ when you hurt someone

A. not sure

B. thank you

C. excuse me

**D. sorry**



E. good

**RV. CP.1 (Locates some detail in written text, photos, illustrations)**

6. In the given picture, the boy is \_\_\_\_\_ in the mosque

- A. not sure                      B. playing                      **C. praying**  
D. prying                        E. prowling



**SL.SS.1 (Begins to use polite social language appropriately)**

7. To greet someone, we say.....

- A. not sure                      B. Hmm.                      **C. Hello**  
D. yes                            E. bye



**RV.CP.4 (Talks about the purposes and meanings found in particular images or visual texts)**

8. The boy is -----

- A. not sure                      B. sad  
C. happy                        **D. angry**  
E. thirsty



**WR.CP.2: (match pictures or follow given instructions)**

9. Give a few instructions to the child on how to complete the work. Answer the following question for the same.

- i. Write your name.  
ii. Draw a line under your name.  
iii. Colour the first letter of your name.  
iv. Draw a sun next your name


Provide an A4 paper to students to complete the work

**SL.LSF.2 (Recognises first, middle and last sounds in one syllable words)**

10.  Choose first two sounds to make

		<i>x</i>
--	--	----------

- A. not sure      B. bo      C. fo  
D. ro      E. ra

11.  Choose first two sounds to make

		<i>t</i>
--	--	----------

- A. not sure      B. bo      C. fo  
D. ro      E. ra

**RV.CP.4 (View and demonstrate comprehension of visuals/ texts)**

Let the child read the sentences and answer the questions.

**Baking Kate**

**Kate likes to bake**

**She will bake a cake**

**She will share her cake with Jake**



12. What does Kate like to do?

- A. not sure      B. sing      C. bake  
D. jump      E. read

13. What will she bake?

- A. not sure      B. a cake      C. a cookie      D. a pizza

**SL.CP.1 (Talks about personal preferences)**

14. If you don't like something you say .....

- A. not sure      B. yes      C. no  
D. hmm      E. aha

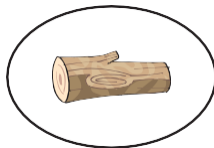


**SL.LSF.2 (Identifies rhyming words and their sounds.)**



15. Tick (☐) the correct word

- A. not sure      B. hot      C. pot  
D. cot      E. lot



16. Tick (☐) the correct word

- A. not sure                      **B. log**                      C. fog  
D. dog                              E. jog

RV.CP.2: Reads and rereads text aloud

*Let the child read the given sentences and answer the question*

**Pat has a cat. The cat is fat. The fat cat sat on the mat.**

17. What did the cat sit on?

- A. not sure                      B. fat                      C. Pat  
**D. mat**                              E. cat



SL.SS.1: (Uses social conventions and agreed rules)

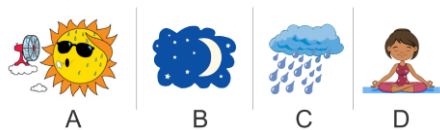
18. You always throw the rubbish in the \_\_\_\_\_

- A. not sure                      B. kitchen  
C. bathroom                      **D. bin**  
E. water



SL.SS.2 (Uses illustrations, simple graphic organisers and different materials to aid presentation)

19. The best picture for saying 'It's hot outside' is \_\_\_\_\_



- A. not sure                      **B. A**                      C. B  
D. C                              E. D

SL.CP.3 (tells information in learned sentence patterns)

20. You help your mother by saying \_\_\_\_\_

- A. not sure                      B. I want you to help me  
**C. I want to help you**                      D. I need help  
E. I need food



SL.SS.1: (Uses social conventions and agreed rules)

21. If you cough or sneeze, you should \_\_\_\_\_



- A. not sure  
C. look down  
E. look sideways  
B. look up  
D. cover your mouth

**RV.LSF.2 Recognising and making correct sentences:**

**22. Tick the correct sentence.**

- A. not sure  
C. Mat sat on cat  
E. Mat and cat sat  
B. Cat sat on a mat  
D. Cat and mat sat on that



**RV.LSF.2 Identify all the letters of alphabet (lower/upper) and their sounds:**

**23. One of the capital and lowercase pairs is NOT correct.**

- A. not sure  
D. Uv  
B. Rr  
E. Aa  
C. Tt

**RV.CP. 1 View and demonstrate comprehension of visual texts and decoding sounds:**

**24. Make a new word by joining the first sounds of the pictures given.**



- A. not sure  
D. duck  
B. apple  
E. mad  
C. dad

**RV.CP. 2 View and demonstrate comprehension of visual texts and decoding sounds:**

**25. Make a new word by joining the first sounds of the pictures given.**



- A. not sure  
D. Umbrella  
B. Snake  
E. bus  
C. Ball

**RV.CP. 3 View and demonstrate comprehension of visual texts and decoding sounds:**

**26. Make a new word by joining the first sounds of the pictures given.**

Supported by:



Islamic University of Maldives  
King Fahd Building, Violet Magu Male', 20037  
Republic of Maldives  
info@ium.edu.mv  
www.sipca.ium.edu.mv



A. not sure

**D. yak**

B. kite

E. apple

C. yo-yo

## 5.2 Numeracy Level Readiness Assessment Instrument

This is a teacher administration tool, please follow the instructions given in each question.

























Please use the following scoring grid to identify the level of child's readiness

Keys of the dimensions	Scoring Keys
<b>1. Number Concept</b> <b>2. Addition and Subtraction</b> <b>3. Length, Mass and Capacity</b> <b>4. Positions and Directions</b> <b>5. Mathematical process skills</b>	<i>Fully Ready (FR) = 3</i> <i>Developing (D) = 2</i> <i>Needs Support (NS) = 1</i>

(Print this sheet prior to the session)

Name of Student:	School:
Date:	Gender:
Region:	School Code:

Dimensions	Task	3	2	1
<b>1. Number Concept</b>	1. Show number cards from 1 to 20 and ask the child to identify each number. 2. Show number cards and ask to count in Dhivehi 3. Show number cards written in both Dhivehi and English, ask to match with the number and numbers written in words.			
	4. Ask the student to identify the following numbers. Use cut-outs to show the numbers 9, 16, 49, 38, 56			
	5. Demonstrates understanding of quantity. 6. Show groups of objects (e.g., pencils or blocks) and ask, "How many are there?"			
	7. Counts objects in English up to 20 accurately. 8. Counts objects in Dhivehi up to 20 accurately. 9. Provide a set of small objects and ask the child to count aloud.			

	<p>10. Ask the student to match the words written in Dhivehi with the correct number</p> <table border="1" data-bbox="475 427 1023 703"> <tbody> <tr> <td>ސަދަސް</td> <td>50</td> </tr> <tr> <td>ސަތަން</td> <td>43</td> </tr> <tr> <td>ސަތަން</td> <td>31</td> </tr> <tr> <td>ސަތަން</td> <td>64</td> </tr> <tr> <td>ސަތަން</td> <td>90</td> </tr> </tbody> </table> <p>11. Ask the student to match the numbers in words</p> <table border="1" data-bbox="475 801 1023 1162"> <tbody> <tr> <td>Thirty one</td> <td>67</td> </tr> <tr> <td>Seventy five</td> <td>29</td> </tr> <tr> <td>Eighty four</td> <td>31</td> </tr> <tr> <td>Twenty nine</td> <td>75</td> </tr> <tr> <td>Sixty seven</td> <td>84</td> </tr> </tbody> </table>	ސަދަސް	50	ސަތަން	43	ސަތަން	31	ސަތަން	64	ސަތަން	90	Thirty one	67	Seventy five	29	Eighty four	31	Twenty nine	75	Sixty seven	84			
ސަދަސް	50																							
ސަތަން	43																							
ސަތަން	31																							
ސަތަން	64																							
ސަތަން	90																							
Thirty one	67																							
Seventy five	29																							
Eighty four	31																							
Twenty nine	75																							
Sixty seven	84																							
<p><b>2. Length, Mass and Capacity</b></p>	<p>12. Understands the concept of “more” and “less.” 13. Present two sets of objects and ask, “Which group has more?” 14. Present objects and ask, “Which one is long or short?” 15. Present two sets of heavy and light items? Ask which one is heavy or light?</p>																							
<p><b>3. Positions and Directions</b></p>	<p>16. Present objects and ask, “which object is on your right and which ones are on your left?” 17. Present 7 items? Ask “Put three items on your right and four items on your left?”</p>																							
<p><b>4. Addition and Subtraction</b></p>	<p>18. Add the concepts and write the answer</p> <table border="1" data-bbox="525 1765 1090 2213"> <tbody> <tr> <td></td> <td>+</td> <td></td> <td>=</td> </tr> <tr> <td></td> <td>+</td> <td></td> <td>=</td> </tr> <tr> <td></td> <td>+</td> <td></td> <td>=</td> </tr> <tr> <td></td> <td>+</td> <td></td> <td>=</td> </tr> </tbody> </table>		+		=		+		=		+		=		+		=							
	+		=																					
	+		=																					
	+		=																					
	+		=																					

19. Subtract Objects to write the correct answer

  $2 - 2 = \square$

  $3 - 1 = \square$

  $6 - 2 = \square$

  $4 - 1 = \square$

**5. Mathematical process skills**

20. Present two objects, ask “identify three differences?” , “what difference do you see?”
21. Present 8 items? Ask “arrange them according to the shapes?” , which shapes are ‘more’
22. Present different shapes ask “how many sides do you see in each shape? And “Name the shapes?”
23. Ask the student to write the following numbers in ascending order (smallest to biggest).  
24. 9, 2, 15, 7
25. Ask the student to write the following numbers in descending order (biggest to smallest)  
18, 41, 37, 11
26. Ask the following:  
You have 30 Rufiyaa. If you bought 5 packets of sweets for 20 Rufiyaa, how many Rufiyaa will you have?

### 5.3 Social Emotional Skills (SES) Readiness Assessment Instrument

Please use the following scoring grid to identify the level of child's readiness

Keys of the dimensions	Scoring Keys
<b>6. Self-Awareness</b> <b>7. Self-Management</b> <b>8. Social Awareness</b> <b>9. Relationship Skills</b> <b>10. Responsible Decision-Making</b>	<i>Fully Ready (FR) = 3</i> <i>Developing (D) = 2</i> <i>Needs Support (NS) = 1</i>

(Print this sheet prior to the session)

Name of Student:	School:
Date:	Gender:
Region:	School Code:

*Note: This instrument is a teacher administrated tool for identifying preschool children readiness for Grade 1. The checklist must be completed over time near to the end of last term but not as one-off completion.*

#### Summary of SES for preschool child's readiness for Grade 1

The instrument consists of five dimensions of SES useful for preschool children's readiness for Grade 1.

#	SES	3	2	1
1	Self-Awareness			
2	Self-Management			
3	Social Awareness			
4	Relationship Skills			
5	Responsible Decision-Making			

### Social-Emotional Skills Checklist

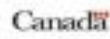
Key: Fully Ready FR=3 , Developing D=2, Needs Support NS=1

1	Self-Awareness	3	2	1
1.1	Tell and respond to their own name (age, sex.)			
1.2	Respond to their own name			
1.3	recognizes and names basic emotions (happy, sad, angry, scared).			
1.4	Identifies personal strengths (e.g., "I am good at drawing").			
1.5	Identify and talk about own likes, dislikes, needs, wants, strength and weakness			
1.6	Understands the concept of personal space and respects it.			
	Teacher Comment			
2	Self-Management	3	2	1
2.1	Demonstrates self-control in familiar situations (waiting for their turn, sitting quietly).			
2.2	When incident occurs, be calm and forgiving and patient with other children (example: not being angry even if another child sits in your seat)			
2.3	Begins to use strategies to calm down when upset (deep breathing, asking for help).			
2.4	Keep student's body, clothes and belongings clean (example: shoes book, uniform)			
2.5	Ask for help when needed			
2.6	Shows perseverance in completing simple tasks, even when challenging.			
	Teacher Comment			
3	Social Awareness	3	2	1
3.1	Notices and shows empathy for others' feelings (e.g., offers a toy if a friend is sad).			
3.2	Tell their identity (country, religion, language)			
3.3	Recognizes basic social cues (like facial expressions or tone of voice).			
3.4	Understands and respects simple social rules (sharing, taking turns).			
3.5	Demonstrates kindness by helping or offering support to peers.			

	Teacher Comment			
4	Relationship Skills	3	2	1
4.1	Initiates and maintains positive interactions with peers (greeting, sharing).			
4.2	Joins group activities and plays cooperatively.			
4.3	Resolves minor conflicts with guidance (expresses feelings and listens to others).			
4.4	Seeks help from adults when needed for social issues.			
	Teacher Comment			
5	Responsible Decision-Making	3	2	1
5.1	Makes choices between two options and explains reasons.			
5.2	Understands simple consequences of actions (e.g., spilling leads to cleaning up).			
5.3	Asks questions when unsure about what is right or wrong.			
5.4	Take responsible for own learning and behaviour within a supervised environment			
5.5	Follows simple classroom rules and instructions for safety and fairness.			
	Teacher Comment			

## 6) Research Instruments

Supported by:



Islamic University of Maldives  
King Fahd Building, Violet Magu Male', 20037  
Republic of Maldives  
info@ium.edu.mv  
www.sipca.ium.edu.mv



## 6.1 Young Facilitator Assessment Tool: Child-to-Child Approach

### Instructions

For each item, rate the young facilitator's performance on a scale of 1-4: 1 = Rarely 2 = Sometimes 3 = Often 4 = Consistently

1. <b>Communication Skills</b>	1	2	3	4
• Clearly communicates instructions and ideas to peers.				
• Actively listens to peers and responds thoughtfully.				
• Uses age-appropriate language to explain concepts.				
• Encourages peers to share ideas and participate.				
• Uses body language, friendly expressions, body gestures when interacting with the child.				

### Comments:

---



---



---

2. <b>Leadership and Responsibility</b>	1	2	3	4
• Takes initiative to lead group activities.				
• Models positive behavior and follows group rules.				
• Demonstrates responsibility by organizing tasks and materials.				
• Encourages a positive and inclusive group atmosphere				

### Comments:

---



---



---

3. <b>Problem-Solving and Adaptability</b>	1	2	3	4

● Effectively addresses challenges or conflicts within the group.				
● Adapts instructions or activities based on peer feedback.				
● Identifies when peers need help and offers support.				
● Asks for assistance from adults when necessary.				

**Comments:**

---



---



---

4. <b>Empathy and Support for Peers</b>	1	2	3	4
● Shows empathy by acknowledging and validating peers' feelings.				
● Offers encouragement to peers who are struggling.				
● Demonstrates patience and understanding in group interactions.				
● Promotes cooperative behavior and helps peers work together.				
● Shows and demonstrate trustworthiness throughout the activities.				

**Comments:**

---



---



---

5. <b>Self-Awareness and Reflection</b>	1	2	3	4
● Recognizes personal strengths and areas for improvement.				
● Reflects on experiences and discusses what went well or could improve.				
● Shows resilience when faced with difficulties.				
● Accepts constructive feedback and works on self-improvement				

**Comments:**

---



---



---

6. Facilitation and Engagement Techniques	1	2	3	4
● Effectively uses various techniques to engage all peers (e.g., games, storytelling).				
● Adjusts group dynamics as needed to keep everyone involved.				
● Asks open-ended questions to encourage deeper thinking.				
● Utilizes visual aids or other resources to support peer understanding				

**Comments:**

---



---



---

## 6.2 Teacher Survey:

### Knowledge, Perception, and Application of the Child-to-Child Approach

#### Instructions:

Please answer each question to the best of your ability. Your responses will help us understand your perspective on the Child-to-Child approach and identify areas for further support and development.

---

#### Section 1: Knowledge of the Child-to-Child Approach

1. How familiar are you with the *Child-to-Child* approach?
  - Very familiar
  - Somewhat familiar
  - Heard of it but not familiar
  - Not familiar at all
  
2. Which of the following best describes the *Child-to-Child* approach? (Choose one)
  - A method for children to learn independently without teacher involvement
  - A strategy where older children support younger ones in learning and health practices
  - A curriculum-based approach focused on academic subjects only
  - Unsure
  
2. Have you received formal training or professional development on the *Child-to-Child* approach?
  - Yes, extensive training
  - Yes, some training
  - No training received
  
2. Which areas of the *Child-to-Child* approach are you most familiar with? (Check all that apply)
  - Peer-led learning
  - Promoting health and hygiene practices
  - Conflict resolution among children
  - Teamwork and cooperation

- Empathy and emotional development

---

## Section 2: Perception of the Child-to-Child Approach

0. How effective do you believe the *Child-to-Child* approach is in fostering positive student outcomes?

- Very effective
- Somewhat effective
- Neutral
- Somewhat ineffective
- Very ineffective

0. To what extent do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The <i>Child-to-Child</i> approach helps children develop social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children can learn effectively from each other with minimal teacher guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing this approach adds too much responsibility on young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The approach encourages a more inclusive and cooperative classroom environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is suitable for diverse learning needs and backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

0. In your opinion, what are the main benefits of the *Child-to-Child* approach? (Select up to three)

- Increases student engagement
- Improves social and emotional skills
- Builds confidence in children
- Reduces workload on teachers
- Fosters peer respect and collaboration
- Other (please specify): \_\_\_\_\_

0. What do you see as potential challenges in implementing the *Child-to-Child* approach? (Open-ended)
- 

### Section 3: Application of the Child-to-Child Approach in the Classroom

0. How often do you use the *Child-to-Child* approach in your teaching practice?
- Daily
  - Weekly
  - Monthly
  - Rarely
  - Never
0. Which activities do you incorporate to encourage the *Child-to-Child* approach? (Check all that apply)
- Peer tutoring or mentoring
  - Group work and collaborative projects
  - Student-led discussions
  - Health and hygiene awareness activities
  - Empathy-building exercises
  - Problem-solving in teams
  - Other (please specify): \_\_\_\_\_
0. How confident are you in facilitating *Child-to-Child* activities?
- Very confident
  - Somewhat confident
  - Neutral
  - Not very confident
  - Not confident at all
0. What types of support or resources would help you to implement the *Child-to-Child* approach more effectively? (Open-ended)
- 
-



\_\_\_\_\_ Describe a successful experience (if any) in using the *Child-to-Child* approach with your students. (Open-ended)

---

---

\_\_\_\_\_ Describe how the *Child-to-Child* approach can be aligned with the National Curriculum (Open-ended)

---

---

---

0. How will you manage to receive parents' support for implementing this approach? (Open-ended)

---

---

---



## 6.4 Semi-structured interview with parents (This instrument is to be translated into Dhivehi)

### School demographics

Name: \_\_\_\_\_ Atoll: \_\_\_\_\_ Island: \_\_\_\_\_

### Parent demographics

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_

Educational qualification: \_\_\_\_\_ Occupation \_\_\_\_\_

### Knowledge child-to-child to approach

1. Do you know if children can help other children in their education?

### Perception towards C2C

1. What benefits would you expect if your child receives help and support from an older child?
2. How would you anticipate the support to your child from another child? What benefits do you think your child might receive?
3. What challenges do you expect if you think your child receives any support from another child?
4. Would you be willing to allow your child to and help younger or academically weaker students? Why? Why not?
5. If your elder children help your younger children in their studies, what kind of benefits do you think it would have on both of them?

### Use of C2C

1. Do you ask your elder children (*if you have more than one*) to help your younger children in their studies? How do you do it?
2. How do you manage their interactions with each other or any conflicts it may occur?

## 6.5 Classroom Observation Checklist

General Information	
School name	Atoll

Teacher name		Island				
Date of Observation						
<b>About the lesson you observe</b>						
Grade		Total children in class for the lesson				
Subject						
Topic						
<b>Teaching Practices to observe</b>				<b>Score</b>		
<b>1. Planning</b>				Low	Medium	High
1.1	Teacher carries and follows a well-structured written lesson plan with clearly defined learning objectives.			1	2	3
1.2	Teacher defines clear learning objectives at the beginning of the lesson.			1	2	3
1.3	Teacher outlines a clear method to incorporate the child-to-child model/material in the lesson.			1	2	3
<b>2. Teaching Practice</b>						
2.1	The Teacher explains key concepts by using multi-sensory methods including, concrete materials, play, song/poems, dance, story, artwork, riddles etc			1	2	3
2.2	The Teacher ensures participation of every child in the class			1	2	3
2.3	The Teacher refers to students' previous learning-tries to connect new learning with children's previous experiences			1	2	3
2.4	The Teacher assesses the learning of students by asking What (Knowledge recall) questions or giving tasks			1	2	3
2.5	The Teacher moves around the classroom to monitor progress and ensures all the students are engaged			1	2	3
2.6	The teacher provides specific feedback with clear language			1	2	3
2.7	The Teacher adjusts teaching to student levels if she/he finds that any student is struggling			1	2	3
2.8	The Teacher's instructions about the tasks/activities are clear, concise and specific			1	2	3

2.9	Teacher develops higher-order skills (critical thinking, problem-solving, creative thinking) by			
	a) Asking Why/How/If (or questions asking for justification/reasoning) questions	1	2	3
	b) Facilitating discussion among students.	1	2	3
2.10	The Teacher's incorporated the play-based c2c approach into the lesson.	1	2	3
<b>3. Classroom Management and Organization</b>				
3.1	The Teacher uses positive discipline methods and treats all students equitably.	1	2	3
3.2	The Teacher demonstrates respect and tolerance towards all students in interactions	1	2	3
3.3	The Teacher maintains a supportive, print-rich learning environment with appropriate resources.	1	2	3
3.4	Students collaborate with one another through peer interaction	1	2	3
3.5	Teacher effectively manages both student groups (YF and YL), ensuring appropriate attention and instruction for all grade levels.	1	2	3
3.6	The teacher gives enough time and pace for activities for the two children to interact with each other.	1	2	3
3.7	Teachers opens avenues for both children to engage in the learning environment			
3.8	The teacher tries to create a conducive learning environment for both children.			

#### 4. General Comments on the overall classroom interaction of children with each other.

---



---



---



Islamic University of Maldives  
King Fahd Building, Violet Magu Male', 20037  
Republic of Maldives  
info@ium.edu.mv  
www.sipca.ium.edu.mv

---

---

---

---

---

---

---

5. General Comments on the overall classroom setting.

---

---

---

---

---

---

---

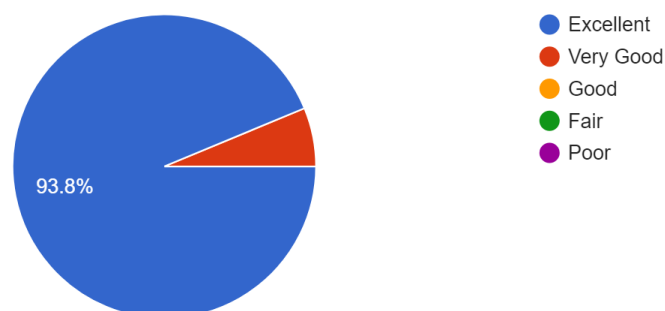
## 7) Feedback Form Results

The feedback form consisted of eight closed-ended questions and two open-ended questions that invited participants to provide detailed comments. The closed-ended questions included the following:

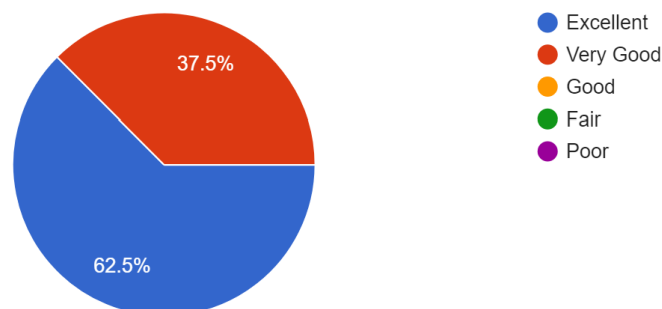
1. How would you rate the overall workshop experience?
2. How would you rate the structure and organization of the workshop (e.g., timing, pacing, breaks)?
3. How relevant was the workshop content to your needs or goals?
4. How would you rate the facilitator's presentation skills and delivery?
5. Did the workshop meet your expectations?
6. Did the facilitator encourage participation and discussion?
7. Was the workshop length appropriate?
8. Were the materials and resources provided during the workshop helpful?

Main results with figures are given below:

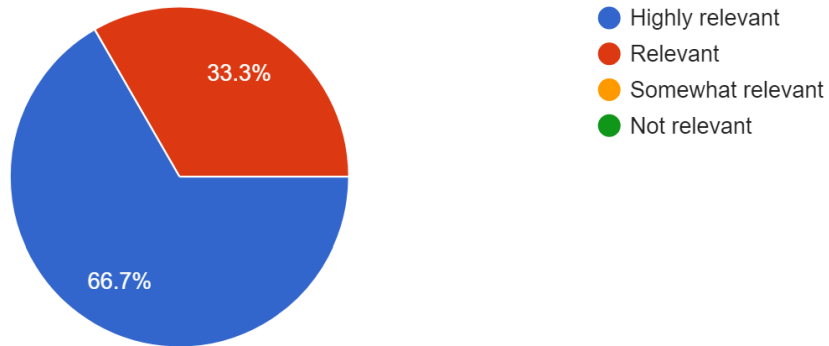
### 1. How would you rate the overall workshop experience?



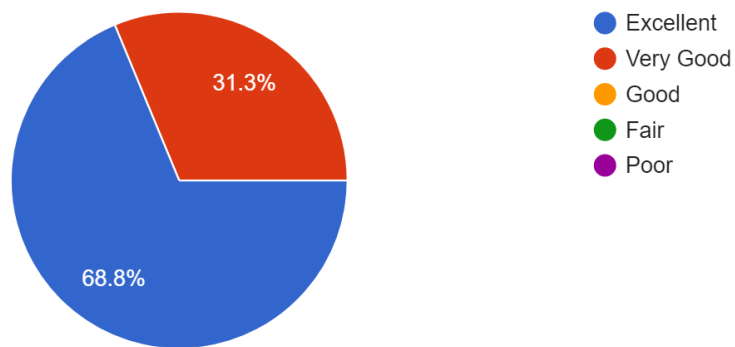
### 2. How would you rate the structure and organization of the workshop (e.g., timing, pacing, breaks)?



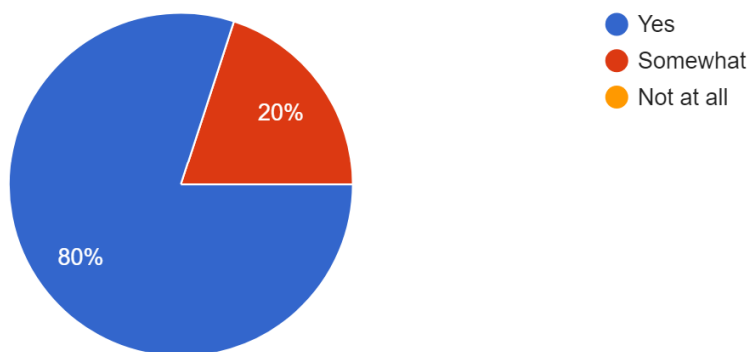
### 3. How relevant was the workshop content to your needs or goals?



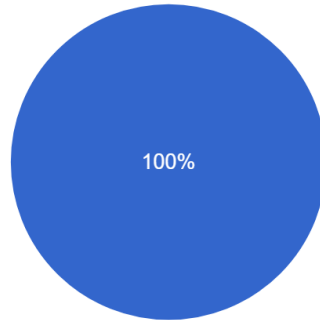
**4. How would you rate the facilitator's presentation skills and delivery?**



**5. Did the workshop meet your expectations?**

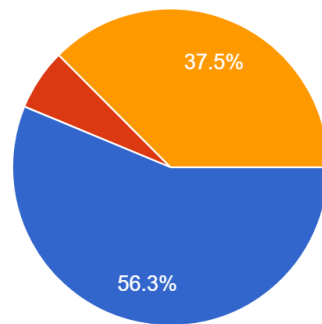


**6. Did the facilitator encourage participation and discussion?**



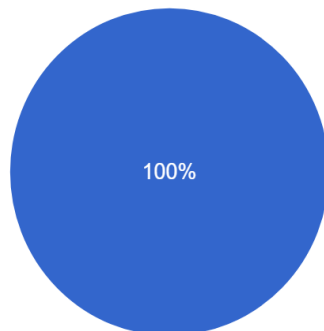
- Yes
- Somewhat
- Not at all

**7. Was the workshop length appropriate?**



- Too long
- Too short
- Just right

**8. Were the materials and resources provided during the workshop helpful?**



- Very helpful
- Somewhat helpful
- Not helpful

