



**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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جامعة المالديف الإسلامية  
ISLAMIC UNIVERSITY OF MALDIVES



THE AGA KHAN UNIVERSITY  
Institute for Educational Development



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UNIVERSITY OF COLOMBO



# SIPCA MALDIVES UPTAKE FORUM 1 REPORT AND FINDINGS

Wednesday, 12 July 2025

Islamic University of Maldives

SIPCA Team, Maldives



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Canada 

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## Disclaimer

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



## 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 scheduled in the project, the Maldives SIPCA Uptake Forum 1 was held on 12th July 2025, to share the current progress and experiences on the implementation of the Play-Based Child-to-Child model in the selected schools of Maldives.

## OBJECTIVES

- Share experiences of participating teachers and schools regarding the implementation of the PB CtC approach.
- Reflect on learning and identifying what works well and exchange best practice among the participating schools.
- Discuss the challenges in implementing the PB CtC approach and explore ways of addressing the same.
- Sharing experience of partner countries implementing the PB CtC approach.
- Deliberate on key considerations for scaling the innovation.

## PARTICIPANTS

Total of 58 Participants (2 teachers and school heads from the SIPCA participating 10 schools, Management members from Male' schools, officials from Ministry of Education, consortium country members, management and staffs from IUM)



# AGENDA AND ACTIVITIES

Time	Item	Persons
08:30 - 09:00	Registration	-
09:00 - 09:30	<b>Opening Ceremony</b> Recitation of the Holy Quran Speech by Principal Investigator Speech by the chief guest	MC - Shafeenaz Nasir, Research Assistant Musla Moosa, IUM Student Dr Mariyam Shareefa, Principal Investigator
09:30 - 10:15	Presentation of baseline study findings along with Q&A	Dr Aminath Shafiya Adam, Consultant Dr Aishath Shina, Consultant Moderator: Dr Suneena Rasheed, IUM
10:15 - 11:30	Presentation by teachers/schools: Implementing the PB CtC at xxx school; experiences, achievements, and challenges (13 min each school)	Presenters: 1. Muhyiddin School (Aishath Dheema & Fathimath Jeeza) 2. Sharafuddin School (Aminath Azra & Mariyam Rishana) 3. Afeefuddin School (Mariyam Hassan & Nareema Abdul Rahman) 4. Mohamed Jamaluddin School (Ikram Saeed & Fathimath Naffa) 5. Hafiz Ahmed School (Mariyam Abdulla & Nuzhath Mohamed) 6. Moderator: Uz Mohamed Shaheen Discussant: Dr Aishath Shina, Consultant
11:30 - 12:00	Reflections and critical questions by the discussant. Questions and answer session along with discussions.	Moderator: Uz Mohamed Shaheen Discussant: Dr Aishath Shina, Consultant
12:00 - 13:00	Lunch break	-
13:00 - 13:45	International perspectives on implementing PB CtC model in the classroom.	Dr Nasima Shakeel, AKU Mr Abdul Wali Khan, AKU Ms Tiromi Wijanthi Vilasitha Indigahawala, UoC Madam Padmini Sriyalatha Ranaweera, UoC Moderator: Dr Khaulath Saeed, IUM

13:45 - 15:00	Presentation by teachers/schools: Implementing the PB CtC at xxx school; experiences, achievements, and challenges (13 min each school)	Presenters: 6. Fuvahmulah School (Aishath Waheeda & Aminath Rashad) 7. ADh Atoll School (Shuhaila Mahmood & Aishath Mohamed) 8. Nolvivaram School (Asma Mohamed & Maushath Abdulla) 9. Ghaazee Bandaarain School (Azma Abdul Samad & Aishath Shauna) 10. Muraidhoo School (Aminath Saila & Fathuhiyya Ali) Moderator: Uza Samiya Zakariyya, IUM Discussant: Dr Aminath Shafiya Adam, Consultant
15:00 - 15:30	Reflections and critical questions by the discussant. Questions and answer session along with discussions.	Moderator: Uza Samiya Zakariyya, IUM Discussant: Dr Aminath Shafiya Adam, Consultant
15:30 - 15:45	Key takeaways	Dr Visal Moosa, Project Coordinator
15:45 - 16:00	Certificate awarding	Shafeenaz Nasir, Research Assistant
16:00 - 16:30	Closing items, networking and evening tea	Teachers



# KEY HIGHLIGHTS

- The Project Lead shared an overall summary of the SIPCA project, including the tasks completed and what the achievements reached up to the forum.
  - The state minister for the Ministry of Education joined the forum as the chief guest, actively participating in the discussions and providing feedback on the presentations from the schools.
  - Strong support and positivity were expressed by the stakeholders especially Ministry of Education (MoE) and National Institute of Education (NIE).
  - Each school presented how the CtC session takes place in their schools, how their Young Facilitators (YFs) prepare for the lessons, the relationship between the YFs and Young Learners (Ys), and the feedback received from the parents.
  - The eagerness from the schools were evident from the happy faces of the teachers during the presentations. Teachers expressed that the Ys learn more willingly with the YFs and both the groups look forward for the CtC sessions each week.
  - Parent interviews of both YFs and Ys were shown during the presentations. The teachers highlighted that parents of YFs observed their children improving in communication skills, developing empathy and becoming more responsible with new role they are undertaking. Parents of Ys mentioned that their kids are happier learning with their little “sister teachers” and “brother teachers”.
  - Discussions among stakeholders and participants focused on the sustainability of the CtC model beyond the projects’ completion, which would require further official discussions.
  - A panel discussion was held on the international perspective of implementation the Play-Based Child-to-Child model in the classroom. Consortium country members from Pakistan and Sri Lanka as panellists provided valuable insights into its implementation and application.
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## KEY TAKEAWAYS

- The findings so far are so positive – everything seems to be perfect (in terms impact). The positive impact of SIPCA (kulhema, ekugai ungenema) is not in question.
  - SIPCA has the potential to develop 21st century skills.
  - A large percentage of pupils are found to be on the fully ready category. So, what else can we do now? We need to focus on those in the “developing” and “needs support”, and this focus has to be zoom into individuals, followed by proper monitoring and follow up.
  - Some questions to consider include: What has we not been able to capture from the tools? How are we going to supplement our findings from other data sources? What alternative analysis would give us findings that could lead us to more meaningful interventions, such as in terms of differences in gender, location and SEN?
  - A key challenge identified was high workload – time management – busy. Can revising/enhancing the materials pack help reduce the time taken for preparation? On the other hand, will this hinder the creativity of the YFs?
  - We need to ask critical question to change perspectives. Is SIPCA trying to achieve an objective not envisioned or rather stipulated in our curriculum? If not, can this be part of curriculum time. In order to do this, can we do some curriculum mapping so that those curriculum objectives well addressed in the in SIPCA material are not repeated.
  - YF faced many challenges initially. They still need a lot of time for preparation. Do we need to revise the initial training of YF so that they better ready for facilitation – may require less intervention later.
  - The improvements in YF are significant. Can this be integrated leadership development programme (kulhema, ekugai ungenema) – like little maids, sub-scouts, etc.
  - Some schools who conduct the intervention outside the regular session hours. What shall we do to those schools who have to conduct the session outside the regular session time? Several ways in which scheduling can be done was shared by the school. Some of these ideas can be adapted by those schools facing scheduling challenges.
  - Addition points that were raised include; Emphasise on taking data from SEN students even though baseline data was not taken with that specific focus. Is there possibilities for other schools to join the project as critical friends?
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# CONCLUSION

Maldives SIPCA Uptake Forum 1 was a successful event with a reflection from all the SIPCA schools. Teachers have shared inspiring success stories they have witnessed during the implementation, such as the active engagement of YLs in the sessions and the growing confidence and leadership of the YFs. The YFs demonstrated great enthusiasm in preparing the lessons, while their activities and close relationships with YLs helped make learning both engaging and enjoyable. The panel discussion offered additional perspectives on addressing implementation challenges. Overall, the forum fostered rich discussions on the benefits of CtC implementation in Maldivian schools and highlighted its potential sustainability in the future.

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# LIST OF PARTICIPANTS

#	Name	Designation
1	Dr. Fathimath Nishan	State minister, MoE
2	Dr Mariyam Shareefa	Principal Investigator
3	Dr Visal Moosa	Project Manager
4	Dr Nasima	Co-investigator
5	Abdul Wali	Co-investigator
6	Tiromi	Co-investigator
7	Ms. Padmini Sriyalatha Ranaweera,	Technical consultant
8	Dr Aminath Shafiya Adam	Technical consultant
9	Dr Aishath Shina	Technical consultant
10	Shafeenaz Nasir	Research Assistant
11	Aminath Maria	Deputy Minister
12	Majida Ibrahim	Education Development Professional
13	Shiyama Aboobakuru	Senior Curriculum Development Analyst
14	Thohira Abdulla	Senior Curriculum Development Analyst
15	Nuzhath Waheed	
16	Adhila Rushdhee	Senior Inclusive Education Analyst
17	Haleemath Hussain	Senior Inclusive Education Analyst
19	Fareeda Mohamed	Senior Lecturer
20	Aminath Meherbaan	Ghaazee School
21	Mohamed Shujau Abdul Raheem	Arabiyya School
22	Samiya Zakariyya	S Lecturer
23	Dr. Khawlath Saeed	Lecturer/S Lecturer/ AP
24	Mohamed Shaheen	Lecturer/S Lecturer/ AP
25	Visama Hassan	Lecturer/S Lecturer/ AP
26	Aishath Fazna	Principal
27	Aminath Saila	Pre-School Teacher
28	Fathuhiyya Ali	Primary Teacher
29	Aminath Moosa Didi	Deputy Principal
30	Mariyam Abdulla	Pre-School Teacher
31	Nuzhath Mohamed	Pre-School Teacher
32	Aslam Hussain	Leading Teacher
33	Aishath Waheeda	Pre-School Teacher

34	Aminath Rashad	Pre-School Teacher
35	Mariyam Shaneez Ahmed	Leading Teacher
36	Fathimath Naffa Mohamed	Teacher
37	Ikram Saeed	Teacher
38	Adnan Ali	Principal
39	Mariyam Hassan	Leading Teacher
40	Nareema Abdul Rahman	Teacher
41	Zulaikha Ali	Leading Teacher
42	Aminath Azra	Teacher
43	Mariyam Rishana	Teacher
44	Nazima Ali Manik	Principal
45	Aishath Dheema	Leading teacher
46	Sofiyya Saadhisaa	Teacher
47	Fathimath Jeeza	Teacher
48	Ageela Ahmed	Teacher
49	Fazeela Abdul Gafoor	Principal
50	Asma Mohamed	Teacher
51	Maushath Abdulla	Teacher
52	Abdulla Inayath	Principal
53	Azma Abdul Samadh	Teacher (Pre School )
54	Aishath Shauna	Teacher (Pre School )
55	Aishath Nadhiya	Principal
56	Shuhaila Mahmood	Teacher
57	Aishath Mohamed	Teacher
58	Aishath Hassan	Chair / GPE focal point

