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



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GPE KIX

Teachers' Interview Analysis

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

Teacher Interviews Analysis

Dates: June 10-July 5, 2025

As part of the preparatory phase for the Child-to-Child (C2C) Play-Based Learning Intervention, pre-intervention qualitative interviews were conducted with five pre-primary teachers representing both government and low-cost private schools in Karachi and Chitral. These semi-structured interviews aimed to capture teachers' initial perceptions, understanding, and readiness to engage with the C2C model. The discussions explored teachers' familiarity with peer learning, their beliefs about child-led and play-based pedagogies, anticipated benefits, and perceived challenges related to classroom implementation. Teachers generally expressed curiosity and optimism toward the C2C approach, appreciating its focus on children's active participation, collaboration, and emotional development. Several teachers noted that the model could help children develop leadership, confidence, and social skills, particularly by empowering Young Facilitators (YFs) to take responsibility for guiding their peers. One teacher observed that "when children teach each other, they remember better because they are both learning and explaining at the same time," reflecting an intuitive understanding of the value of peer-supported learning.

However, the interviews also revealed a range of contextual and structural challenges that teachers anticipated might affect implementation. Common concerns included limited instructional time, crowded classrooms, and competing curricular demands. Teachers from government schools highlighted that the rigid timetable and syllabus coverage requirements often leave little flexibility for creative, play-based sessions. In contrast, teachers from low-cost private schools emphasized issues related to parental expectations for visible academic progress and assessment-driven learning cultures. A few participants also raised practical concerns about classroom management, noting that younger learners might become overly excited during play activities, potentially disrupting the flow of lessons if not properly guided. Despite these concerns, most teachers expressed willingness to experiment with the model, provided they received adequate guidance and resources. They appreciated that the C2C intervention emphasized teacher mentorship and provided structured materials to help integrate play with academic learning outcomes. Several teachers underscored the importance of continuous professional support and opportunities for reflective dialogue with the research team. These insights proved instrumental in refining the intervention design, ensuring that the model remained contextually responsive, teacher-inclusive, and practically adaptable within real classroom environments.



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