

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

ONLINE TRAINING REPORT

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UNIVERSITY OF BAGHDAD



THE AGA KHAN UNIVERSITY
Center for Educational Development



UNIVERSITY OF COLOMBO

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

Workshop Report Teacher Training Session

Date: 16th, 23rd, 30th January, 06th February 2025

Location: Online

1. Introduction

The teacher training sessions that were held in four sessions beginning on 16th February 2025, with the preceded by a briefing session on 11th January 2025. These sessions brought together a diverse group of primary and pre-school teachers, along with the curriculum experts and educational experts from the three participating countries, Maldives, Sri Lanka and Pakistan. The primary aim of the training session was to give a clear understanding of the Child-to-Child model, its implementation, challenges and benefits to the teachers and other stakeholders.

2. Objectives of this workshop: By the end of the training, participants were expected to:

- Gain a comprehensive understanding of Child-to-Child (CtC) curriculum
- Learn how the CtC curriculum can be adjusted to the Own context
- Identify the Challenges face to implement the model, such as fixing the session time, choosing Young Facilitators (YFs), training YFs and awareness of parents.
- Explore strategies to overcome the above challenges.
- Understand how to conduct the sessions effectively and make them more beneficial for students, based on the situation and context

3. Participants:

Approximately 90 participants took part in the sessions, including Stakeholders, Pre-school and Primary Teachers, Teacher Educators and Research Team members from the three Countries.

4. Facilitators:

- Susan Durston CHILD TO CHILD
- Chie Takahashi CHILD TO CHILD
- Helen Walker CHILD TO CHILD
- Celine Woznika CHILD TO CHILD

session was given about the play-based learning, early education and Child-to-Child model.

- **Objectives:** The objective of the first training session was to reflect on teaching styles and introduction to CTC-ELP Model.
 - **Outcomes:** Enhanced knowledge of child centred learning, peer learning, play based learning.
 - **Key Points:** Through an interactive session participants learned about child centred learning and play based learning. The participants were given a real-life example on how older children assist younger children through photos and videos from previous programs. The play-based learning was emphasized as it supports three main core principals such as it supports responsive relationships, it strengthens core life skills, and it reduces sources of stress.
 - By implementing CTC-ELP model not only benefits the younger children but also it benefits to the older children, teachers, parents and the communities as well. Since building children with more confidence, assistance, leadership and empathy serves the community.
 - The session ended with Q&A session and teachers feedback on the learning styles.
- **Training Session 2**
 - **Introduction and reflection Training Session 1:** The second training session was conducted by Ms. Sameen Kamran together with Ms. Madeeha Ansari from Cities for Children team. The Session outlined to explore and learn through the experience of Cities for Children. Discussions include Partners in Learning – their journey of adapting Getting Ready for School, impact for children, nature of the space, such as violence free learning environments, incorporating play, role of teachers in supporting Young Facilitators.
 - Before the session begin, participants were given two questions to answer regarding the 1st training session about the teaching styles and which method the students usually adopt in learning.
 - During the lesson the facilitator introduced their program called Seekho Sikhao Saathi or Partners in Learning, where older children support the younger children in learning. Participants were given a clear idea on how the

program works, how they incorporate STEM in the learning and the positive feedback on the program by the parents.

- From the experience of Cities for Children, building confidence and communication skills were emphasized along with the positive self-perception, relationship skills, empathy and kindness and motivation to learn. Managing classroom with positive discipline was highly recommended during the session.
- **Role of Teachers:** To ensure the success of the program teachers could play a huge role in helping and supporting the older children in training, supervising and giving moral support to the children whenever necessary.
- **Activity:** Participants were given a task to give a reflection on how they will support Young Facilitators and Young Learners during the program.

• Training Session 3

- **Topic Introduction:** The main focus of the training session 3 was on CTC-ELP Guidance to Young Facilitators, materials, and practice to facilitators, by understanding the role of YFs, parents and caregivers and to become familiarize with the CTC materials.
- **Reflect on Training Session 2:** A reflection question was presented to the participants about the changes they have noticed in their way of teaching and their understanding of how children learn.
- **Key Discussions:** Guidance to the different stakeholders were presented to the participants such as;
 - Guidance to Schools and Teachers, how the schools can help this program, how to conduct an orientation session and what information is to be delivered to parents, how to select YFs for the program were discussed.
 - Guidance to YFs, they require training and support from teachers, in organizing the activities and clearing their responsibilities to them.
 - Guidance to parents, requires six meetings with parents during the implementation phase and introduce children's activity sets to them, collecting their feedback about the program during the meeting 6.
- **Activity:** An activity was given to the participants to choose one of the possible challenges they might face during the implementation.

• Training Session 4



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- **Topic Introduction:** Training Session 4 was focused on Practice to facilitate sessions, monitoring the sessions and explore the adaptation to the context. In addition, on of the objective of this training session was to understand inclusion in CTC-ELP.
- **Reflect on Training Session 3:** Participants shared their experiences of the role play on of the lessons they chose among their fellow teachers, along with the feedback of the last training session.
- **Activity:** Participants were asked to go review the CTC materials and check what adaptations participants could bring to the materials to implement the same model and listed some of the possible adaptations suitable for their local context.

6. Conclusion:

The teacher training sessions were a success, with insightful knowledge received from the Child-to-Child team and Cities for Children team. The sessions were interactive and engaging with activities and allowing participants to share their experiences and seek clarifications. Participants expressed eagerness to gain extra knowledge and receiving the first-hand experience on the implementing schools after gaining the knowledge from the Training Session. Additionally, they look forward to implementing the CtC model in their own schools with the contextual adaptations of the CtC curriculum. The participants believed that the CtC model implementation would bring a positive impact on the students on their literacy, numeracy and social emotional well-beings.

7. Appendix:

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8. Feedback from the participants:

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9. Participant list:

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