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**Queensland University of Technology
Faculty of Education**

**Deliverable 2
Inclusive Education: Every learner
matters and matters equally
Strategic Plan 2020 – 2025**

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Report for the Ministry of Education, Republic of Maldives
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Inclusive Education: **Every learner matters and matters equally**
Strategic Plan 2020 – 2025

		Our Objectives						
		MoE and IED	Values framework for inclusive education	Whole school improvement	Model of service delivery	Leadership	Teacher preparation	Capacity building of teachers
Dimensions		Our Strategies						
Concepts	1.1 Inclusion and equity are overarching principles that guide all educational policies, plans, and practices	MoE staff and other government Ministry staff demonstrate shared accountability for IE through development of strategic planning aligned to revised definition of IE.	Support schools and educational partners to put inclusive values into action: equity, rights, participation, respect for diversity, community, sustainability, non-violence, trust, honesty, courage, joy, compassion, love, and hope.	Schools collect data on student progress and achievement and develop strategies for improvement of all students. Schools collect data on teacher profiles and performance. School policies align with revised inclusive education policy.	IED develop a planned and supportive approach for all teachers to build capacity to work with schools to action inclusive models of practice to support students learning in the mainstream. Support multi-grade teaching and migrant children in being taught in inclusive ways.	Leaders should have a thorough understanding of inclusive concepts and policy – align all school policies, values, and practices towards inclusion and equity. School leaders observe and monitor the lesson plan and delivery to ensure 'addressing diverse learners' is happening at the classroom level. School leaders identify key existing services and knowledge in the community and establish a sharing network to support inclusion. School leaders implement the inclusive education policy and strategic plan. Involve parents in decision-making about the services that the child receives.	Promote course development of inclusion and equity training at the tertiary level. Inclusive education courses to at least have a specialised module in all general teaching courses. Regardless of what teacher course, include module of SEN + special teaching courses for specific disabilities (how to cater). Incorporate IE in all training – inclusion is not viewed as a different area but is an integrated part of all training (teachers and other staff). Include content relevant to inclusion and equity principles that guide educational policies, plans, and practices in the inclusive education module. Inclusive education module to support inclusive pedagogy for diverse learners. All teacher training courses, including Islam, Dhivehi, Quran, etc. from diploma level to include inclusive policies and concepts, practices, pedagogies, and assessment.	Include all levels of teachers in the process of making school policies and carrying out awareness sessions (or ensure it is being done). At the beginning of each academic year, school leaders support staff in learning about IE.
	1.2 The national curriculum and its associated systems are designed to respond effectively to all learners	Organise regular collaboration between Ministry staff, QAD, ESQID, higher education staff, school leaders, and teachers to develop IE measures and report against curriculum standards.	Explore and ensure ways of providing for a self-determination focus in the curriculum.	Develop foundation areas of the curriculum to support learners with complex learning profiles. NIE, IED, and school leaders report on how they have used areas of the curriculum to support learners with complex learning profiles.	Create awareness of the national curriculum via mass media and/or discussion forums to all people in the community.	School's operational plan addresses all learners. National level collaboration addresses inclusion as an integrated part of every aspect of education (e.g., school attendance policy). Inclusive education should not be viewed as apart from everyday teaching.	All teaching modules including undergrad level to inform curriculum and inclusivity and diversity. Implement mechanisms to cater to diverse learners (e.g., assistive technology, writer for visually impaired students).	Develop a suite of educational materials and professional learning based on the UDL framework.
	1.3 All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education	MoE and IED staff participate in PD and complete online and face-to-face training modules with the aim of sharing knowledge.	Conduct awareness and training programs for all stakeholders to promote inclusivity and its values.	Develop school mechanism to support access to relevant national policy goals for promoting inclusion and equity in education information. The inclusive education policy and strategic plan needs be articulated in whole school activity plans.		Recruit volunteer partners from local community groups to provide support for programs (e.g., learning life skills, crafts, vocational skills). School leaders to take initiative to conduct programs for the community to promote inclusivity – awareness of policy goals should be a priority.	Pre-service teachers to be informed of the national policy goals, inclusive concepts, pedagogy, and values.	
	1.4 Systems are in place to monitor the presence, participation, and achievement of all learners within the education system	MoE coordinates travel to atolls and Island Councils between government departments of MoE, IED, Ministry of Gender, Family & Social Services, Ministry of Health, and NSPA for the purpose of early assessment and identification of children at risk, monitoring, ongoing support and ongoing evaluation. Establish an independent committee to oversee assessment and identification of children at risk, monitoring, ongoing support and ongoing evaluation, and share findings.	Implement monitoring framework to support schools and educational partners to put inclusive values into action. Develop service-standards that align with a person-centred and inclusive approach.	Develop agreed criteria and approach to progressively implement, improve, and assess IE at all levels.	Identify key people who will be involved in the monitoring mechanism and ensure they are aware of policies and values of inclusive education.	Leaders at school level to establish a mechanism to identify, cater, and monitor the learning of all learners and provide support at the school level to improve student performance. School leaders review inclusive policy at school level each year to identify areas for improvement – conduct school assessment using Index for Inclusion to see what changes are needed to cater for all. School leaders communicate effectively all changes in school level to instill inclusive concepts and systems across the school. School leaders use evidence-based monitoring tools.	Ensure all teachers are provided with skills, knowledge, and attitudes to educate learners with diverse needs.	Teachers will be trained to work with parents and sensitising families to address inclusion.
Policy statements	2.1 The important national educational policy documents strongly emphasise inclusion and equity	Revise current definition of inclusive education in the inclusive education policy aligned with CRPD documents.	Revise SIQAAF to include inclusive culture, policy, and practice.	School leaders will inform staff and parents about the revised inclusive education policy.	Inclusive playgroups and early intervention groups are established for students with identified needs – focus on 0–3 age group. Create awareness of inclusion and equity through mass media and especially to parents to inform them of screening, identifying, and intervention. Preparation of differentiated learning materials, resources, and assistive technology. Health professionals need to be aware of the signs and characteristics of children with complex learning profiles.		All higher education policies to emphasise inclusion and equity.	
	2.2 Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education	Validate the revised inclusive education policy so that it is aligned with CRPD documents.	Support senior staff at the national, district, and school levels to put inclusive values into action: equity, rights, participation, respect for diversity, community, sustainability, non-violence, trust, honesty, courage, joy, compassion, love, and hope.		Display slogans and messages in public places to promote inclusion and equity. Create brochures and pamphlets for school, parents, and community about inclusion and equity. Senior staff at national, district, and school levels to be accountable in conducting school level programs promoting inclusion and equity.	IED provide coaching to support school leaders to implement IE.	All higher education leaders to ensure that the learning culture fosters positive attitudes, inclusion, and equity.	

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2.3 Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices	Leaders at all levels across government and schools, including Island Council leaders, explicitly articulate the revised definition of IE in all strategic planning documentation and sensitise stakeholders to plan accordingly.	Each school will create an inclusive values-based action plan.	Develop targeted whole school approaches to inclusive education using the Index for Inclusion as a trial for school review and development. School leaders ensure that all teaching plans, practices, and assessments reflect the inclusive education policy.	Develop evidence hub for best practice IE. Create a collaborative leadership team to create an inclusive and equitable educational practice plan, implement it, and monitor the implementation process. Higher education institutes to create a mandatory certified program for all education leaders (all levels) based on inclusion and equity, policy, curriculum, and IE frameworks.	Develop a suite of professional learning for current school leaders – instructional leadership for inclusive practice. IED provide coaching and training to support school leaders (LTs, parent leaders, student leaders, admin leaders). School leaders cultivate positive partnerships with parents/community (e.g., family days, coffee meetings, social events, open days, sports activities). School leadership teams establish parent support groups involving the whole community.	Develop licensing for teachers which mandates the teachers to be equipped with knowledge and skills to cater to diverse learners. Also all trained teachers (existing) to be evaluated in their schools and based on their performance to qualify for teacher license.	Establish an inclusive work environment culture where everyone works to achieve the same goals.
2.4 Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices	Establish a complaints mechanism in all atolls to report on discriminatory and inequitable education practices. Complaints can also be escalated to Ministry level. Dedicate an IED staff member to lead (as critical friend) five schools (could be Focus Schools) to implement school review and development using the Index for Inclusion over one year.	Leaders at all levels will challenge non-inclusive values.	Training on IE is provided for SIQAAF team. School leaders conduct training for all staff on inclusive education. Leaders support grievance system for parents and students who have concerns.	NIE, IED, and higher education institutes collaborate to revise the responsibilities and build capability of Lead Teachers to lead and facilitate inclusion. Awareness videos and other short messages via mass media to create cultural acceptance for inclusion and equity. Review and revise all training courses, especially in higher education, to align with inclusive education.	Assess school structural and cultural setting to ensure accessibility in teaching/learning and foster a healthy environment. Teacher appraisals will incorporate how teachers address inclusion and participation of learners with complex learning profiles.	Make it mandatory for teachers to have a 3-month probation period to be eligible for teacher license.	
3.1 There is high quality support for vulnerable learners	IED implement a collaboration between NIE and IED that identifies and provides needed resources (e.g., technology and human and material resources to support revised responsibilities for Lead Teachers). IED develops evidence hub for best practice for IE on their website. QUT consultants and IED team write three joint publications to share successful practice.	Schools develop parent advocacy and support mechanisms for vulnerable parents through parent and community engagement plans. Schools develop self-advocacy programs for vulnerable students that support Islamic values. Schools support vulnerable parents and learners through community engagement plans. Leaders identify and support teacher/staff needs in knowledge and support for learners with complex learning profiles.	All school staff are trained in UDL, tiered levels of support, and differentiated instruction. Schools develop pedagogical frameworks based on UDL, tiered levels of support, and differentiated instruction. Schools support positive behavior support.	Psychologists, occupational, physiotherapy, and speech therapists employed as visiting specialists to atolls – develop school-wide process to identify specific learning needs that includes systematic testing and school-based assessment to establish learning needs. Outreach program is developed to support school-based therapy.	Lead Teachers are provided training in leadership, coaching, and capacity building frameworks to maximise their time and value. Use buddy system – establish mentors and create a teacher team. Establish supportive networks with other schools, professionals, and paraprofessionals.	All teacher training modules to include aspects of inclusivity to support learners with complex learning profiles through pedagogy, assessment, etc.	Audit and provide specialist training and resources for: -Deaf and hard of hearing -Vision impaired -ASD -Physical disability -Speech and language disorder -Mental health -Trauma informed schooling Training staff and parents for awareness of learners with complex learning profiles. Teachers trained in communication and collaborative planning with parents.
3.2 All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices	Focus on strengthening a collaborative approach between IED, Ministry of Gender, Family & Social Services, Ministry of Health, and NSPA to harness available resources and expertise. MoE coordinates travel to atolls and Island Councils between government departments of MoE, IED, Ministry of Gender, Family & Social Services, Ministry of Health, and NSPA for purpose of monitoring, ongoing support, and evaluation.	Utilise the Index for Inclusion tools and strategies to drive desired change in awareness, acceptance, and empathy to improve an inclusive approach to education in initial teacher education, schools, and MoE.	Organise Republic of Maldives Conference on IE to celebrate success. Develop an inclusive education journal or newsletter to share good practice and research. Create a school-based collaborative network or learning community to work together to implement educational policies and practices. Provide family support and networking opportunities in schools.	Prepare an NIE workshop about research and evidence base to support inclusive education: good outcomes for students with and without disabilities. School leaders support communities of professional learning in school communities.	Focus School Principals to establish effective partnerships with parents, families, and community organisations. All school principals to establish effective partnerships with parents, families, and communities; all principals to include activities to build this partnership in the school activity plan. Develop parent–community–educator partnerships for building networks.	Teachers to be informed of skills and techniques to work together with school and community for inclusive and equitable practices. Higher education institutions should conduct awareness sessions for parents of diverse learners – promote and conduct community level activities and conduct PD sessions for schools.	
3.3 Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners			MoE review teacher student ratio. MoE consider accessibility in all future planning. MoE support outreach services to support schools in isolated areas.	Explore a consultancy model for school-based therapy with a focus on 0–3 age group. Identify schools and communities which need more support and provide necessary resources. Ensure all schools have support materials for differentiated instruction and assessment.	School leaders identify and include required resources in budget to support inclusion. Resource allocation for accessibility (defined broadly) to be reflected on arrival – budget and action plans (to incorporate teaching resources and assistive technology).	All higher education institutions to include teachers and their courses to create activity/resource packs from each subject module as part of their assessment and distribute these packs to schools.	Resources to support: - Sensory needs - Communication development - Physical movement equipment (wheelchairs, seating, occupational therapy support equipment).
3.4 There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education			Special education staff will be training in co-planning and co-teaching and inclusive pedagogy. Establish and ensure ongoing strong monitoring and evaluation system for inclusive education in alignment with the SIQAAF. Special education staff to support early years inclusion programs.	Develop a cluster model for Focus Schools to become inclusion hubs.	Leaders to inform staff/teachers/support and administration staff/parents on inclusive practices, special assemblies, poster, forums, invite key note, etc. Leadership to make sure that if there are temporary or transitional units that segregate students with disabilities, to have time frames that show the maximum amount of time one can spend in such units/classes. Quality of work done in the segregated units is monitored, especially regarding facilitation of students to go to the mainstream. All teachers are made accountable to address SEN; facilitate collaboration among all teachers where SEN teachers and other teachers can work together.	Use Focus Schools as demonstration case studies that promote best practice and encourage collaborative practices at other sites. Establish affiliations of cluster schools with higher education institutions to monitor and provide support and training for learner achievement and progress.	Implement a co-teaching model with a focus on impact on student learning.

Structures and systems

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Practices	4.1 Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community		Organise and promote school community meetings to develop shared values and commitment to supporting the learning needs of all children. Schools support inclusive values-based programs.	Review SIQAAF in alignment with principles of IE to promote school improvement. MoE/Systems to provide support to principals to develop clear direction for decision making.	Review home schooling program to address issues of delivery and progress (e.g., it is effective in terms of development). All schools and learning centres to create accessible and welcoming schools.	Develop an induction package for new principals – build capacity, knowledge, and skills to lead IE. Make schools welcoming and accessible to all parents and families.	All teacher training modules to include aspects of inclusivity to support learners with complex learning profiles through pedagogy and assessment.	Identify opportunities for teachers to visit other classrooms and schools to engage in a cycle of observe, document, implement, reflect, coach, mentor.
	4.2 Schools and other learning centres provide support for learners who are at risk of underachievement, marginalisation, or exclusion	Consider a shared commitment and collaborative approach across all organisations to support students experiencing trauma, teenage pregnancy, reproductive health, women's rights, and mental health issues.		School-based teams will identify and support students who are at risk.	Transport mechanism established for families of students who have mobility impairments. Create support centres in schools and learning centres, create plans and materials, activities for students who need support – also provide online, interactive materials. Develop evidence hub for best practice. Organise teacher exchange programs (within school and among other schools).	Establish student support system – teacher teams to provide support to reach minimum competencies. Advertise for opportunities for parents to be involved in school activities (volunteers) on school noticeboards.	Establish affiliations of cluster schools with higher education institutions to monitor and provide support and training for learner achievement and progress.	IED incorporate training about mandatory transition planning for the last two years a student spends in school. Review school pathways to include transition to post-school and vocational pathways.
	4.3 Teachers and support staff are prepared to respond to learner diversity during their initial training		Prepare teachers and staff to implement inclusive values-based programs.	School leaders support need for ongoing professional development for staff.	Universities will research inclusive practices in the Republic of Maldives with MoE. Universities will utilise any existing research/data on inclusion in education and community inclusion in the Republic of Maldives. Awareness and other training for teachers and support staff – a national awareness and training program to be conducted systematically across the nation.	Ensure all support staff and administration are provided training in inclusive education.	MoE to review the quality of teacher training and preparation: - Amount of teaching practicum - Compulsory inclusion subject - Curriculum subjects for inclusion - Assessment for learning - Secondary teacher IE. MoHE to review teaching training courses (in collaboration with IED). For example: include a compulsory mental health module –and include MQA, Ministry of Higher Education – all higher education. Vocational and other training institutes to be included. All teachers (not only secondary).	
	4.4 Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices			Develop whole school practices using coaching and mentoring for staff to support inclusive practices. Develop whole school practices using coaching and mentoring for staff to support knowledge about complex learning profiles. Identify the most needed area of support in student needs (e.g., autism) and train at least two teachers in a specific lead need – sessions for support staff and administration.	School leaders ensure that opportunities are created for the continuing development of a range of professional development for teachers and support staff with a focus on 'inclusive pedagogy is good practice'.	Build teacher and support staff capacity through engagement in professional learning communities for inclusion. Develop coaching and mentoring plans for school teams. Organise teacher exchange and visit programs to other countries to observe and experience best practice.	Increase numbers of specialist teachers (postgraduate) trained to teach students with complex learning profiles. Provide professional development for support staff in IE.	Teachers have personal and collective responsibility for professional learning and collaboratively plan, deliver, and review their teaching practice.

Our Outcomes

MoE lead whole of government commitment and adoption of inclusive education culture, policy, and practice.	MoE schools and educational partners demonstrate inclusive values in culture, policy and practice, equity, rights, participation, respect for diversity, community, sustainability, non-violence, trust, honesty, courage, joy, compassion, love, and hope.	Whole school commitment to inclusive practices evidenced in strategic documents, curriculum planning, and daily practice.	Whole of MoE, higher education, and school staff commitment to implementing inclusive pedagogy as best practice for all students.	Leaders commit to inclusive education, and promote inclusive education values and practices in their schools.	Training for teachers, specialist staff, and support staff incorporates mandatory IE pedagogy, curriculum approach, and practicum experience.	Teachers utilise inclusive pedagogies and approaches and utilise expert knowledge and resources across the Focus Schools in the atolls.
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Abbreviations:

- ASD – Autism Spectrum Disorder
- CRPD – Convention on the Rights of Persons with Disabilities
- ESQID – Educational Supervision and Quality Improvement Division
- IE – Inclusive Education
- IED – Inclusive Education Department
- MoE – Ministry of Education
- MoHE – Ministry of Higher Education
- MQA – Maldives Qualification Authority
- NIE – National Institute of Education
- NSPA – National Social Protection Agency
- PD – Professional Development
- QAD – Quality Assurance Department
- SEN – Special Educational Needs
- SIQAAF - School Improvement, Quality Assurance and Accountability Framework
- UDL– Universal Design for Learning

