



MONITORING FRAMEWORK FOR INCLUSIVE EDUCATION





**MONITORING FRAMEWORK FOR INCLUSIVE
EDUCATION
2021**

Department of Inclusive Education

Ministry of Education

Republic of Maldives

Contents

Foreword	4
Acknowledgement	5
Introduction	5
Dimensions	6
❖ Dimension 1: Capacity Building and Awareness	6
❖ Dimension 2: Teaching Practices	6
❖ Dimension 3: Support System	7
❖ Dimension 4: Managing Information, Records and Documents	7
IE monitoring Approach	7
Design of the Monitoring Tools	9
Monitoring Tools	9
Practical Tips	21

Foreword

Inclusivity is one of the principles of the Maldives National Curriculum which emphasises on provision of equal and quality education for all the learners regardless of their differences and needs. In this regard, the Ministry of Education has given high priority to enhance inclusive education by taking appropriate measures to cater to the needs of all the learners. To keep this in place, distinct pedagogical and structural changes have been brought in the system to minimize barriers, and increase participation for all the learners apart from providing necessary trainings for both teachers and educators.

To date, the various steps that have been taken to enhance inclusive education in the Maldives are apparent in the system and there are more to be done to strengthen inclusive education in the Maldives though. Developing a Monitoring Framework for Inclusive Education (MFIE) is an additional step put forward which provides opportunities for all the schools to identify their strengths and areas for improvement in relation to inclusive practices. The four dimensions highlighted in the framework with regard to input, process and output indicators will help in doing so. This will also help to establish a systematic monitoring mechanism with standardized tools for school leading teachers/inclusive ambassadors, atoll/teacher resource centre (TRC) coordinators and the teams of the Department of Inclusive Education/Ministry of Education to monitor and guide inclusive practices in Maldivian schools.

There is high hope that this monitoring framework will gear up and strengthen the inclusive journey of the Maldives.

Acknowledgement

The Monitoring Framework for Inclusive Education (MFIE) has been made possible by the immense contribution and support received from selected leading teachers across the Maldives. Moreover, the technical support received from the Quality Assurance Division of the Ministry of Education during the developmental phase of this framework is highly appreciated. The valuable feedback received from the inclusive coaches of the National Institute of Education to refine the monitoring framework is in value.

Introduction

Monitoring is one of the ways quality education can be assured which creates a culture of accountability among stakeholders. Developing a monitoring mechanism to monitor the current practices of inclusive education in Maldivian schools is in great need. In particular, a monitoring instrument which clearly identifies the areas such as training and awareness receive for stakeholders, teaching practices, school support system, and how schools manage information, records and documents are worth to identify, to enhance inclusive education (IE) practices in Maldivian schools.

Currently, there is no proper IE monitoring mechanism established in the education system. So finding and filling the gaps of IE practices are a challenge for stakeholders. Moreover, stakeholder accountability is not properly defined in terms of IE monitoring. As a result this vital element has been kept aside in most of the schools. Therefore, this framework will bring stakeholder accountability in relation to IE monitoring in schools.

The MFIE is comprised of four dimensions to be checked by using input, process and output indicators. The procedures and set of tools that can be utilized by the three management levels in the system; school leading teachers/inclusive ambassadors, atoll coordinators/TRC coordinators and the teams of the department of inclusive education/ministry of education are explained in the framework.

Aims of the Monitoring Framework for Inclusive Education

The main purpose of the Monitoring Framework for Inclusive Education (MFIE) is to establish IE monitoring mechanism in Maldivian schools and provide a standardized toolkit that focuses on input, process and output indicators for each dimension selected for IE monitoring. Therefore, schools will be able:

- to identify their current level of IE practices, strengths and weakness, and take appropriate measures to develop school level inclusive practices.
- to increase stakeholder accountability and take responsibility to develop the system.
- to develop a support system by institutionalizing a proper IE monitoring mechanism at school, in the regional and central level.

- to set up a consistent framework for all management levels national, atoll and school level.

Monitoring Dimensions

The framework is comprised of four main dimensions that will be monitored by the three management levels, school, atoll, and central level using MFIE tools.

Dimensions	Areas cover
Dimension 1: Capacity Building and Awareness	1.1 IE training programmes for teachers
	1.2 Whole school awareness programmes
Dimension 2: Teaching Practices	2.1 IE Programmes for students
	2.2 Teaching quality
	2.3 High expectations for all and motivation of students
Dimension 3: Support System	3.1 School and classroom environment
	3.2 Allowance to implement IEP
	3.3 Resource allocation
	3.4 Establishment of referral mechanism
Dimension 4: Managing Information, Records and Documents	4.1 Students' information
	4.2 IE policy and relevant documents
	4.3 IEP
	4.4 Staff allocation
	4.5 Meetings and records

❖ Dimension 1: Capacity Building and Awareness

This dimension is comprised of two main areas, (1) IE training programmes for teachers and (2) whole school awareness programmes including awareness for senior management team, teachers, parents and students. The dimension monitors school's plan to build teacher capacity and give awareness to all stakeholders, its implementation process and expected results by using input, process and output indicators (refer to monitoring tools_Form 1).

❖ Dimension 2: Teaching Practices

This dimension contains three main areas related to teaching practice, (1) IE programmes for students, (2) teaching quality and (3) high expectations for all and motivation of students. This dimension monitors school's plan in the teaching process including teaching approaches and resources apart from focusing on the areas of implementation and its results. The input,

process and output indicators related to teaching practice monitors this dimension (refer to monitoring tools_Form 2).

❖ **Dimension 3: Support System**

The Support System contains three main areas, (1) school and classroom environment, (2) allowance to implement IEP, (3) resource allocation and (4) establishment of referral mechanism. School's plan in establishing a support system, its implementation process and expected outcomes will be monitored using input, process and output indicators related to this dimension (refer to monitoring tools_Form 3).

❖ **Dimension 4: Managing Information, Records and Documents**

This dimension is comprised of five main areas, (1) students' information, (2) IE policy and relevant documents, (3) IEP, (4) staff allocation, and (5) meetings and records. School's plan in maintaining necessary information, records and documents, how these are implemented in the school and its expected outcomes will be monitored in this dimension. The input, process and output indicators related to this dimension monitors these areas (refer to monitoring tools_Form 4).

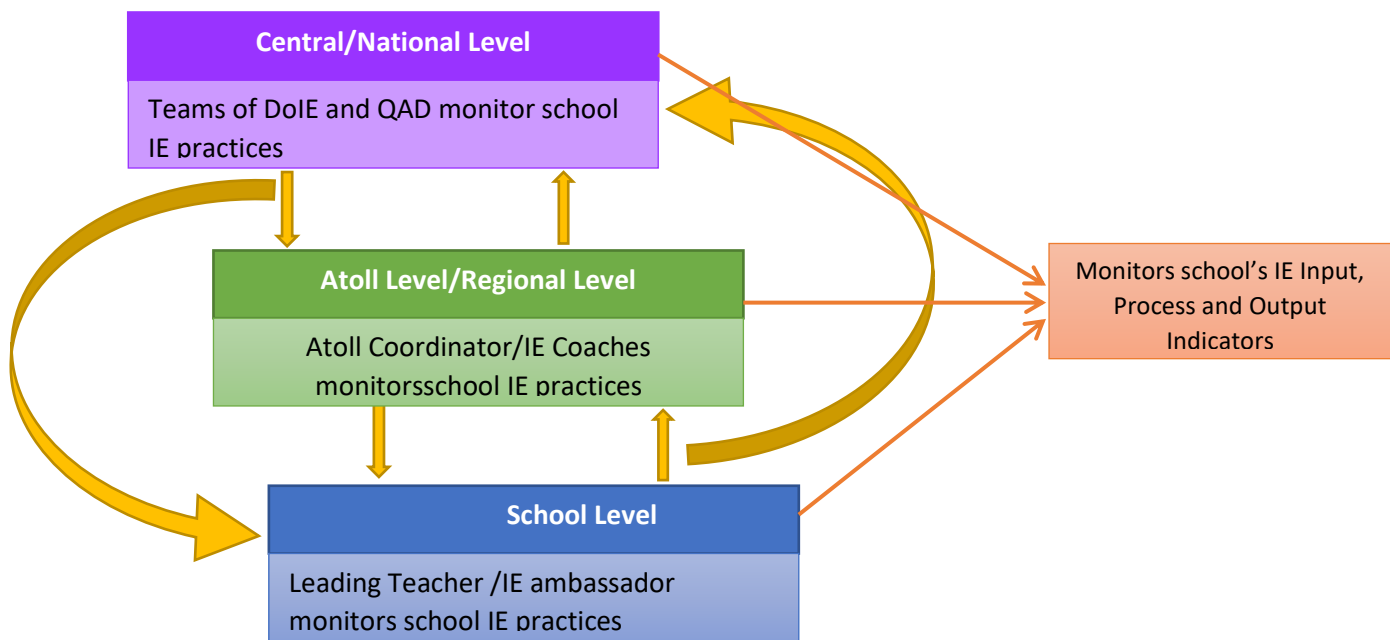
IE monitoring Approach

The MFIE adopts Multi-Layer Approach (MLA) for monitoring IE in Maldivian schools. Therefore, IE monitoring will be conducted at all management levels; central, atoll and school level in which they can function as a whole or as separate levels. The main purpose of using a multi-layer approach is to keep consistency in collecting and aggregating information of IE practice in schools from lower to higher level for the needed data and revision of policies. The approach enables all the management levels to monitor the impact of inclusive education policy being practiced at school level and monitor how schools follow the procedures set for them to follow and arrange their teaching and learning activities and become organised and creative in achieving the objectives set at the national level policies.

On the other hand, all the management levels need to communicate the findings of monitoring activities at all the levels and the upper layer need to give guidance to the lower layer and suggest ways to improve IE practice in schools. The management levels that are comprised in the MLA for monitoring IE include:

- Central/National Level
- Atoll/Regional Level
- School Level

Figure 1: IE Monitoring Approach (Multi-Layer Approach)



In this approach all management levels monitor inclusive education practices of schools.

1. School Level Monitoring

School level monitoring can be organized by inclusive education leading teacher/ambassador/school senior management team (SMT). The school SMT/leading teacher decides/can decide the needed area for supervision and carry out supervisions using MFIE tools. The aim of school monitoring needs to be developmental rather than judgmental and seek guidance from atoll coordinators/TRC coordinators and DoIE staff if needed. Minimum one IE monitoring activity has to be conducted in each school in each year.

2. Atoll/Regional Level Monitoring

Atoll level monitoring can be organized by atoll IE coaches in collaboration with TRC coordinators. They can decide the needed area for supervision and carry out supervisions using MFIE tools. The aim of atoll level monitoring has to be developmental rather than judgmental

and seek guidance from DoIE staff if needed. In the atoll level, 50% of the schools in the region have to be monitored using MFIE tools in each year.

3. Central/National Level Monitoring

In the central level DoIE teams/MoE teams will conduct monitoring using MFIE tools. The central level monitoring can be either developmental or judgmental. Central level monitoring areas will be decided by the DoIE/MoE teams based upon school request/the findings of the reports received from atoll/school level monitoring. In each year minimum 20% of Maldivian schools need to be monitored by central level teams.

Design of the Monitoring Tools

Monitoring tools were designed by incorporating input, process and output indicators. Input indicators are in place to check school level plans and their readiness in implementing IE practices whereas process indicators are in place to check how the schools implement IE areas and their current procedures follow in implementing it. Lastly the output indicators are in place to check the result/product of their inclusive practices.

Note: The early stage of monitoring will be only focused on input and process indicators of MFIE tools.

Monitoring Tools

Following are the tools that will be used for monitoring IE practices in schools.

Monitoring Framework for Inclusive Education
Monitoring Tools_F1

Dimension 1: Capacity Building and Awareness

Dimension 1: Capacity Building and Awareness					
Areas & Indicators		Excellent	Proficient	Satisfactory	Unsatisfactory
		4	3	2	1
Input Indicators	1A.1 IE training programmes for teachers				
	There is a plan to provide IE trainings for the teachers				
	IE training is included in the school PD plan				
	1A.2 Whole school awareness programmes				
	There is a plan to provide IE awareness for the whole school				
	IE awareness is included in the school PD plan				
Process Indicators	1B.1 IE training programmes for teachers				
	The school provides PD programmes based on IE				
	The school organises various school based professional development approaches and apply it in all the grades to build teacher capacity on IE				
	Teachers participate in local/international short term trainings based on IE				
	The school uses opportunities they get to participate in IE related trainings				
	1B.2 Whole school awareness programmes				
	The school conducts IE awareness programmes for all the grades				
	The school conducts IE awareness programmes for all the teachers				
	The school conducts IE awareness programmes for all the parents				
	The school provides IE awareness programmes for all senior management team				
Output Indicators	1C.1 IE training programmes for teachers				
	The school has qualified IE teachers				
	IE teachers successfully implement their knowledge and skills in their respected grades and contribute to other schools				
	1C.2 Whole school awareness				
	The whole school has a positive attitude towards inclusion and are supportive to each other				

Monitoring Framework for Inclusive Education

Monitoring Tools_F2

Dimension 2: Teaching Practices

Dimension 2: Teaching Practices					
Areas & Indicators		Excellent	Proficient	Satisfactory	Unsatisfactory
		4	3	2	1
Input Indicators	2A.1 IEP Programmes for students				
	School offers relevant IEP programmes for the needed students				
	Resources required for offering IEP programmes are available in the school				
	The school has a trained inclusive ambassador/leading teacher				
	2A.2 Teaching quality				
	Annual goals are clearly set in the IEP				
	Curriculum adaptation guidelines and essential standards are integrated in the lesson plan				
	Lesson plans are adapted to children studying under individual education plan				
	A workable time schedule is developed				
	Lesson plan is organised in a way that ensures that every student is active and meaningfully involved in the lesson				
	The activities included in the lesson plan reflect pedagogical dimensions				
	2A.3 High expectations for all and motivation of students				
	Learning activities are planned to encourage the participation of all children				
	The school plans activities to provide opportunities for all the students to reach their fullest potential				
	The teacher clearly articulates high expectations from all students with regard to their achievement				
The teacher recognises the significance of non-cognitive factors contributing to achievement (motivation, self-confidence, reduction of anxiety) and he/she is willing to actively work on them					
Indicators	2B.1 IEP Programmes for students				
	Homeschooling is offered for the needed students based on professional expertise available in the school				

School readiness is offered for the needed students based on professional expertise available in the school				
Early intervention is offered for the needed students based on professional expertise available in the school				
Special education need is offered for the needed students based on point scale results				
Mainstream is offered for the needed students based on professional expertise available in the school				
Programmes are offered to the students in consultation with the IEP committee				
Students are given chance to attend the appropriate programme and pull out is carried out for the needed students				
2B.2 Teaching quality				
Teaching goals are shared with children so that they can choose to study at a faster pace or in greater depth				
Children are actively involved in their own learning				
Teaching is organised in a way that ensures that every student is meaningfully involved in the lesson				
Curriculum adaptation procedures are followed in teaching				
Curriculum adaptation guidelines and essential standards are integrated in teaching				
Teacher has provided support to children to help them to move on in their learning while drawing on the knowledge and skills they already possess				
Teacher has incorporated pedagogical dimensions in the lesson				
2B.3 High expectations for all and motivation of students				
Success criteria are defined in consultation with the students				
Learning activities are conducted to encourage the participation of all children				
Learning activities are organised and conducted to give opportunities for all the students to reach their fullest potential				
School has identified barriers faced by the students in learning and has provided support to students and parents to overcome the identified barriers				
Various teaching methods are used by teachers to increase students' motivation and self-confidence				
2C.1 IEP Programmes for students				
The school runs relevant programmes for the students successfully based on IEP annual goals				

IEP committee gives clear guidance to the school in running programmes offer under IEP				
2C.2 Teaching quality				
Teacher ensures successful learning of students via well organised teaching				
Teaching includes the provision of learning support by teachers and/or peers				
Children are motivated to participate in the learning activities that are according to their needs and level				
Assistive technology has been applied in the school for the needed students successfully				
Students' self-esteem is high due to modification and accommodation applied in the assessment tasks				
The school has been successfully running programmes for the students with special needs and a well-managed IEP committee is established in the school				
The school has been successfully implementing pedagogical dimensions in teaching				
2C.3 High expectations and motivation of students				
Teachers have high expectations from all students regarding their school achievements				
Teachers know how to apply various techniques to motivate learners and use it successfully				
Students take responsibility in their learning and teachers encourage it				
There is a consensus between teachers and parents that the code of conduct in school should be respected and that cheating should not be tolerated				
Children take pride in their achievements				

Monitoring Framework for Inclusive Education

Monitoring Tools-F3

Dimension 3: Support System

Dimension 3: Support System						
Areas & Indicators		Excellent	Proficient	Satisfactory	Unsatisfactory	
		4	3	2	1	
Input Indicators	3A.1 School and classroom environment					
	The school has arranged the school environment in a way that give access to the students with physical/visual impairment or students who use wheel chairs					
	The school has arranged classrooms and other important areas (toilet, library, school hall, sports hall.. etc) to give access to the students with physical/visual impairment or students who use wheel chair					
	Classroom environment is arranged according to the needs of all the learners in the classroom					
	3A. 2 Allowance to implement IEP					
	The school has identified total number of students who need IEP allowance and the data is uploaded into MEMIS					
	The school head and inclusive education leading teacher communicate with the school administrator for the better utilization of IEP allowance					
	3A.3 Resource allocation					
	The school identifies teachers and other resources required for students' learning					
	The school indicates utilization of resources in the SIP					
	3A.4 Establishment of referral mechanism					
	The school has a referral plan					
The school has an established screening mechanism						
Referral mechanism awareness is given to teachers						
Process Indicators	3B.1 School and classroom environment					
	Students with physical/visual impairment or students who use wheel chairs have access to the school					
	Students with physical/visual impairment or students who use wheel chairs have access to his/her designated classroom					
	Classroom setup is arranged in a way that all the students can move easily					

Output Indicators	Classroom displays help students to follow class routine and manage their self				
	3B.2 Allowance to implement IEP				
	All the students with IEP get allowance				
	The school uses IEP allowance in consultation with inclusive education leading teachers and teachers				
	Flexibility is given to spend the IEP allowance according to the learning needs of the children				
	The school fully utilize the allocated IEP allowance within the academic year				
	The school receives IEP allowance in the first quarter of the academic year				
	3B.3 Resource allocation				
	Resources readily available				
	Teachers are distributed according to the strengths and or interest				
	School provides dedicated space for designated programmes				
	Resources are allocated according to the IE essential standards				
	Teacher allocation is as per the policy guideline				
	3B.4 Establishment of referral mechanism				
	Referral mechanism is implemented as per the plan				
	School staff are aware of the referral mechanism established in the school				
	A focal point is appointed to refer				
	Intervention is organised for the referred cases				
	Cases are regularly monitored until it is closed				
	3C.1 School and classroom environment				
A conducive school environment is there for all the learners					
A conducive classroom environment is there for all the learners					
Teachers are happy about the way the school and classroom is established for students' learning					
Parents are satisfied about the way the school and classroom is established for students' learning					
3C.2 Allowance to implement IEP					

The school utilizes IEP allowance only for students' learning				
Teachers are satisfied about how the IEP allowance is utilized in the school				
3C.3 Resource allocation				
Adequate resources are allocated according to the IE essential standards to assist learners				
Teachers are satisfied about how the resources are allocated and utilized				
The school has removed barriers for accessing and learning by allocating adequate resources				
3C.4 Establishment of referral mechanism				
The school has a well-established referral mechanism				
Parents and teachers are satisfied about referral mechanism				

Monitoring Framework for Inclusive Education

Monitoring Tools_F4

Dimension 4: Managing Information, Records and Documents

Areas & Indicators

Ex cellent	Proficient	Satisfactory	Unsatisfactory
4	3	2	1

4A.1 Students' information

There is a system established to keep records of the students (diagnosed/suspected) who require an IEP

There is a system established to keep records of the students (diagnosed/suspected) who undertake programmes offered under the IEP

Teachers are informed about how to keep records of students' learning and progress

4A.2 IE policy and relevant documents

School can access to the IE policy

School can access to all the documents related to IE

4A.3 IEP

An IEP committee is established in the school with relevant personnel

IEP standard format is available in the school

IEPs are planned for the students who undertake IEP programmes

Students who require IEP are decided by the IEP committee/inclusive education professional available in the school

4A.4 Staff allocation

The school utilises job vacancy/vacancies available for inclusive education teachers according to the student ratio

The school utilises job vacancy/vacancies available for inclusive education leading teachers according to the teacher ratio

School collects all relevant documents before teacher recruitment

Field related professionals participate in IE staff job interviews

4A.5 Meetings & records

Input Indicators

	Grade-wise IE coordination meetings are organised termly				
	There is a mechanism established for /documenting/recording IE meetings				
	A responsible person is assigned for record keeping of the meetings				
Process Indicators	4B.1 Students' information				
	The school keeps records of the students (diagnosed/suspected) who require IEP and it is updated on regular basis				
	The school keeps records of the students (diagnosed/suspected) who undertake programmes offered under the IEP				
	A transition plan is there for the students who require a transition				
	4B.2 IE policy and relevant documents				
	The school has established a system to document IE policy and other IE related documents				
	Teachers are made aware of the available IE documents (IE policy, essential standards, assessment modification guide, curriculum adaptation document, curriculum framework, IE handbook, programming document (point scale)				
	4B.3 IEP				
	Teachers use a standard IEP format				
	IEP goals are clear and based on appropriate domain				
	IEP signature page is completed				
	IEP goals are regularly assessed				
	School reviews IEP goals termly				
	4B.4 Staff allocation				
	Inclusive teachers are recruited according to the student ratio				
	Inclusive leading teachers are recruited according to the teacher ratio				
Teacher recruitment has been done according to civil service regulations					
Documents related to teachers' experiences and qualifications are well managed and easily accessible					

	4B.5 Meetings & records				
	Relevant mainstream and inclusive teachers and leading teachers regularly participate in the IE coordination meetings				
	Minutes of coordination meeting are maintained				
	Minutes of IEP committee meeting are maintained				
	IEP meeting form is documented				
	Parent meetings are conducted if needed and records are maintained				
	Minutes of review meetings are maintained				
Output Indicators	4C.1 Students' information				
	The school keeps records of the students (diagnosed/suspected) who require IEP and the updated list is downloadable in MEMIS				
	The school keeps records of the students (diagnosed/suspected) who undertake programmes offered under IEP and it is updated in MEMIS				
	Newly joined students' portfolio of IEP programmes/transition plan are collected from the previous school				
	Portfolio/transition plan of the students who do IEP programmes are handed over to the relevant school/person				
	4C.2 IE policy and relevant documents				
	All the documents related to IE is easily accessible to the school staff				
	Teachers are aware of the IE policy and all the relevant documents of IE				
	4C.3 IEP				
	IEP is there for all the students who require an IEP				
	IEPs are completed well with all the necessary components filled accordingly				
	IEPs are kept for records and relevant bodies can easily access it				
	4C.4 Staff allocation				

Inclusive staff are allocated for the needed grades and Inclusive staff's job vacancy is fully utilised in the school for the betterment of the students' learning

Teacher qualification and experience meet the needs of students

Teacher recruitment is as per civil service rules and regulations

4C.5 Meetings & records

Meeting records are easily accessible and well organised

Practical Tips

In order to do IE monitoring in schools using the MFIE tools, the monitoring teams need to check the following documents and do necessary observations and interviews.

- (a) Check the list of the students who do IEP
- (b) Check the list of teachers who teach to the students who do IEP
- (c) Check the school improvement plan
- (d) Check the school's PD plan and reports
- (e) Check the school's annual plan
- (f) Check lesson plans
- (g) Check IEPs
- (h) Check IEP committee minutes
- (i) Do classroom observations to check IE practices and how IE programmes are established in the schools
- (j) Conduct interviews for teachers, SMT, and parents

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Proofread

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