

Department of Inclusive Education
Ministry of Education, Higher Education and Skills Development



EDUCATOR PROFESSIONAL DEVELOPMENT PROGRAMME FOR EQUITY AND INCLUSION (EPDP-EI)

PROGRAMME OUTLINE

Educator Professional Development Programme for Equity and Inclusion (EPDP-EI)

PROGRAMME OUTLINE

Submitted to:

Ministry of Education

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PART - 1

1.1 INTRODUCTION

This manual serves as a comprehensive roadmap for educators participating in the Educator Professional Development Programme for Equity and Inclusion (EPDP-EI). This e-learning series is the result of the "Consultancy to Develop E-Learning Modules and Guidelines" project, awarded to the Islamic University of Maldives (IUM).

The initiative aims to deliver seven high-quality e-learning modules designed to establish an equitable and sustainable professional development model for the Maldives. By leveraging digital pedagogy, the programme overcomes geographical barriers, ensuring that teachers across all islands have flexible access to continuous training. This project directly supports the Ministry of Education's commitment to empowering educators with the tools needed for inclusive, technology-enabled instruction.

1.2 BACKGROUND

The Educator Professional Development Programme for Equity and Inclusion (EPDP-EI) is a strategic response to the evolving educational landscape of the Maldives. As the Ministry of Education seeks to fulfill its mandate of "No Child Left Behind," the necessity for a standardized, high-quality, and scalable teacher training model has become paramount. This programme, developed through a consultancy awarded to the Islamic University of Maldives (IUM), is specifically designed to bridge the gap between inclusive policy and classroom practice.

The Maldives presents a unique set of geographical challenges; with educators dispersed across numerous coral atolls, traditional face-to-face professional development often faces logistical hurdles, high costs, and inconsistent delivery. The EPDP-EI addresses these barriers by leveraging a Moodle-based asynchronous e-learning framework. This digital shift ensures that every educator, regardless of their island location, has equitable access to the same specialized knowledge and pedagogical tools.

At its core, the programme is built upon the pillars of the "The BRIDGE" approach and inclusive pedagogy. The content is meticulously mapped to address contemporary

classroom realities, including the rise of neurodivergent learners and the need for adaptive instructional technologies. By focusing on modules such as Universal Design for Learning (UDL) and Differentiated Instruction, the programme moves beyond theoretical awareness toward practical, evidence-based intervention strategies.

Furthermore, this initiative aligns with the national digital transformation goals. By embedding technology-enabled learning into the professional lives of teachers, the EPDP-EI fosters a culture of continuous, self-directed professional development. It empowers teachers to become reflective practitioners who can proactively identify student needs and implement inclusive solutions. Ultimately, the background of this project is rooted in the belief that an inclusive education system is only as strong as the capacity of its educators to embrace and manage diversity within the classroom.

1.3 PURPOSE AND INTENDED AUDIENCE

The primary purpose of this manual is to provide a structured framework for the successful implementation and completion of the EPDP-EI e-learning series. It serves as both a technical guide for navigating the Moodle platform and a pedagogical roadmap for understanding the program's core objectives. By detailing the administrative procedures, assessment criteria, and module content, this document ensures a standardized learning experience that aligns with national inclusive education goals.

The intended audience for this program encompasses the entire professional ecosystem of Maldivian schools. This includes:

- **Principals and Deputy Principals:** Principals and administrators responsible for overseeing professional development and fostering an inclusive school culture.
- **Leading Teachers:** Mentors and department heads who will facilitate the integration of these strategies into daily lesson planning.
- **Teachers:** Classroom teachers and specialized staff across all schools who seek to enhance their capacity in digital pedagogy and diverse learner support.

Ultimately, this manual is designed to empower every participant—regardless of their prior technical expertise—to master the tools necessary for an equitable and inclusive classroom.

1.4 STRUCTURAL FRAMEWORK: THE BRIDGE MODEL

The EPDP-EI e-learning course is structurally organized around the BRIDGE Model, a strategic framework designed to ensure that professional development (PD) serves as a robust link between current teaching practices and a future of equitable, inclusive, and digital-first education in the Maldives.

1.4.1 The BRIDGE Model Pillars

The course architecture is built upon six interconnected pillars that translate theoretical concepts (Andragogy and Social Constructionism) into systemic transformation.

Pillar	Focus	Functional Integration in Moodle
B – Building Equity & Access	Equal access for all teachers regardless of geographical location.	Mobile-friendly design and low-bandwidth optimization for island-based educators.
R – Resilient & Reflective Practice	Growth through continuous professional reflection.	Embedded reflection journals and teacher-researcher activities within the modules.
I – Inclusive Education for All	Competence in meeting diverse learner needs.	Direct alignment with the 7 core modules (UDL, ASD, ADHD, etc.).
D – Digital Readiness & Innovation	Confidence in digital pedagogy and tech-use.	Use of interactive materials, multimedia materials, and Design Thinking tasks.
G – Growth Through Collaboration	Networking across atolls to share expertise.	Discussion forums and the "I Tried" end-of-course colloquium.
E – Empowering Sustainable Futures	Lasting transformation and student outcomes.	Issuance of the Inclusive Educator/Leader Certificate for long-term recognition.

1.4.2 Structural Alignment with Course Objectives

The BRIDGE model provides the scaffolding for the e-learning manual's implementation strategy. By mapping our project objectives to these pillars, we ensure the learning system is balanced and comprehensive.

- **Programme Rollout (B, I, D):** The digital delivery of the 7 modules directly addresses building equity, fostering inclusion, and enhancing digital readiness.
- **Implementation Manual (R, D, G):** This manual serves as the guide for reflective practice, digital management, and collaborative growth across the teaching community.
- **Certification Guidelines (E):** The criteria for the Inclusive Educator Certificates ensure that the transformation is sustainable, providing teachers with a formal milestone in their career path.

PART - 2

2.1 INTRODUCTION

This section encompasses details about the curriculum of the EPDPI-EI course.

2.2 EPDP-EI Curriculum

The EPDP-EI is structured around core thematic modules focusing on Special Educational Needs (SEN) support strategies. To ensure a rigorous yet flexible experience, the curriculum comprises 105 total learning hours, meticulously balanced between theoretical foundations and practical application. The content is delivered through a self-paced, asynchronous model featuring interactive learning materials and robust assessments. This modular structure enables educators to effectively translate theoretical frameworks into sustainable, day-to-day classroom practices.

This comprehensive program consists of a total of seven modules designed to build educators' specialised capacity in inclusive education. Following are the seven modules.

- Module 1 - Universal Design for Learning
- Module 2 - Differentiated Instruction
- Module 3 - Assistive Technology
- Module 4 - Autism Spectrum Disorder
- Module 5 - Managing Challenging Behaviour (ADHD/ASD focus)
- Module 6 - Early Identification & Intervention
- Module 7 - Design Thinking

Following is a brief overview of each of the module.

2.2.1 Module 1: Universal Design for Learning (UDL)

This professional development module equips teachers with the knowledge and practical skills to design and deliver inclusive, learner-centred instruction through the Universal Design for Learning (UDL) framework. It emphasizes flexible teaching methods that accommodate learner variability and promote equity in digital and physical learning environments. Participants will explore UDL principles, identify barriers to learning, and apply strategies that offer multiple means of engagement, representation, and expression. By the end of this online module, teachers will be able to plan accessible lessons, integrate inclusive digital tools, and reflect on their practices to enhance participation and success for all learners.

2.2.1.1. Curricular Content Delivery and Assessment

Topic 1: Understanding UDL in Context

Key concepts: Introduction to inclusive education; evolution and rationale of UDL; benefits for teachers and learners

Learning hours: 2 hours

Topic 2: The UDL Framework and Core Principles

Key concepts: Three UDL principles (Engagement, Representation, Expression); CAST UDL Guidelines; examples in teaching

Learning hours: 2 hours

Topic 3: Identifying Learner Variability and Barriers

Key concepts: Understanding learner differences; physical, cognitive, linguistic, and socio-emotional factors affecting learning

Learning hours: 2 hours

Topic 4: Applying UDL in Lesson Planning

Key concepts: Practical application of UDL in designing lessons and assessments; template-based design activity

Learning hours: 3 hours

Topic 5: Leveraging Technology for UDL

Key concepts: Using digital and assistive tools (e.g., screen readers, captions, adaptive content); accessibility in online learning

Learning hours: 2 hours

Topic 6: Reflective Practice and Evaluation

Key concepts: Evaluating UDL strategies in classroom practice; self-assessment and peer feedback

Learning hours: 2 hours

Topic 7: Final Project: UDL Lesson Design

Key concepts: Participants design a short lesson or learning activity applying UDL principles

Learning hours: 1 hour

2.2.2 Module 2: Differentiated Instruction (DI)

This module shifts educators' focus from a 'one-size-fits-all' instruction to a flexible, responsive teaching model that acknowledges learner diversity. Participants will gain the critical tools to effectively assess student readiness, interest, and learning profiles. The core focus is the practical application of differentiating instruction by Content, Process, and Product. Upon completion, participants will be able to design equitable learning environments that maximize access, engagement, and challenge for all students, ensuring personalized pathways to successful learning outcomes.

2.2.2.1 Curricular Content Delivery and Assessment

Topic 1: Foundations: The Equity Case for DI

Key concepts: Definitions of DI. The shift from Equality to Equity. Linking DI to Inclusive Education philosophy. Overcoming mindset barriers.

Learning hours: 3 hours

Topic 2: The Diagnostic Link: Knowing the Learner

Key concepts: The role of Assessment in DI. Using Readiness, Interest, and Learning Profile data. Practical tools: KWL charts, interest surveys, learning profile inventories. Introduction to diagnostic tools (LO 2).

Learning hours: 3 hours

Topic 3: Differentiating Content and Process

Key concepts: Strategies for differentiating Content (Tiered readings, abstract-to-concrete concepts). Strategies for differentiating Process (Learning Menus, Choice Boards, Digital Tools for access).

Learning hours: 3 hours

Topic 4: Differentiating Product and Environment

Key concepts: Strategies for differentiating Product (Tiered products, RAFT assignments). Designing effective Flexible Grouping and Learning Centers. Creating respectful and resilient learning environments.

Learning hours: 3 hours

Topic 5: Systemic Implementation and Sustainability

Key concepts: Overcoming implementation challenges (time management, grading). Collaboration for DI (co-teaching, PLC development). Linking DI practice to the BRIDGE Model pillars for sustained change and Empowerment.

Learning hours: 2 hours

Topic 6: Final Project: Lesson Design

Key concepts: Designing a lesson applying DI principles

Learning hours: 1 hour

2.2.3 Module 3: Assistive Technology (AT)

This module equips educators to select, implement, and evaluate Assistive Technology (low-, mid-, and high-tech) to reduce barriers for learners with diverse needs. Participants will align AT with UDL, conduct needs-based assessments, integrate AT into lesson planning and Individualized Curriculum Plans (ICPs), and monitor impact using simple classroom data. The module emphasizes accessible tools commonly available in Maldivian schools, including low-tech options for resource-limited contexts, and ethical, culturally responsive practice. Learning is consolidated through applied activities within each topic and a final auto-graded Integrated AT Case Quiz, where participants apply the SETT framework and UDL principles to analyse learner needs, select appropriate AT, plan classroom use, and interpret basic monitoring data.

2.2.3.1. Curricular Content Delivery and Assessment

Topic 1: Foundations of Assistive Technology & Inclusion

Key concepts: Definition, purpose, and scope of AT; AT as a tool for inclusive education and equity; Low-, mid-, high-tech categories, AT and SLD.

Learning hours: 3 hours

Topic 2: Assistive Technology & Universal Design for Learning (UDL)

Key concepts: Relationship between UDL and AT; AT as a pathway to UDL checkpoints; Whole-class vs individualized AT; Reducing stigma through UDL-aligned AT

Learning hours: 3 hours

Topic 3: AT Assessment & Implementation

Key concepts: SETT framework (Student, Environment, Tasks, Tools); Feature-matching and trial/pilot logic; AT in ICPs and lesson plans; Assessment focus (QA recommendation)

Learning hours: 3 hours

Topic 4: Practical AT Tools and Classroom Applications

Key concepts: AT for reading, writing, communication, executive function; Built-in device accessibility features; Low-tech strategies for remote/limited-resource schools; AT use across subjects; Practice scenarios in Maldivian context

Learning hours: 3 hours

Topic 5: Monitoring, Evaluation, and Professional Practice

Key concepts: Monitoring AT impact (data tools); Troubleshooting, maintenance, sustainability; Ethical use: privacy, consent, dignity, cultural responsiveness

Learning hours: 2 hours

Topic 6: Final Assessment

Key concepts: Integrated AT case

Learning hours: 1 hour

2.2.4 Module 4 - Autism Spectrum Disorder (ASD)

This module provides educators with a critical, contemporary understanding of Autism Spectrum Disorder (ASD) framed within the paradigm of neurodiversity. Participants will gain competencies in identifying characteristics, applying evidence-based strategies, and designing highly structured, inclusive learning environments. The focus is on implementing supports for effective social communication and sensory regulation, and mastering family collaboration. Upon completion, participants will be able to implement practical, individualized behavioral and educational support plans that promote the autonomy, access, and overall success of students with ASD.

2.2.4.1 Curricular Content and Delivery

Topic 1: Foundations: Neurodiversity and Theory

Key concepts: History of ASD. Current diagnostic criteria (DSM-5). The Neurodiversity Paradigm. The concept of the "Hidden Curriculum."

Learning hours: 3 hours

Topic 2: Understanding and Assessing Behavior

Key concepts: The core triad of challenges. Sensory processing differences (hypo/hyper-sensitivity). Functional Behavioral Assessment (FBA): ABC data collection. Identifying the communicative function of behavior.

Learning hours: 3 hours

Topic 3: Structured Teaching & Environmental Design

Key concepts: Principles of Structured Teaching (TEACCH). Designing predictable physical spaces. Using visual schedules, work systems, and task analysis for independence. Differentiating materials for varied skill levels.

Learning hours: 3 hours

Topic 4: Communication and Social Skill Interventions

Key concepts: Augmentative and Alternative Communication (AAC) methods (PECS, communication boards). Developing and utilizing Social Stories. Teaching Theory of Mind and perspective-taking skills. Integrating digital tools (Digital Readiness).

Learning hours: 3 hours

Topic 5: Collaboration, Ethics, and Transition

Key concepts: Ethical considerations in intervention (reducing aversive techniques). Strategies for effective Parent and Family Collaboration. Working with SCLPs and OTs.

Transition planning for students with ASD (e.g., moving between grades/schools).
Linking ASD support to Inclusive Education policy.

Learning hours: 2 hours

Topic 6: Final Project: ASD Lesson Design

Key concepts: Participants design a short lesson or learning activity applying ASD interventions

Learning hours: 1 hour

2.2.5 Module 5 - Managing Challenging Behaviour (ADHD/ASD focus)

This module explores strategies for understanding and managing challenging behaviours commonly exhibited by children with Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). Participants will learn to identify behavioural triggers, apply evidence-based intervention techniques, and create supportive learning environments that promote positive behaviour and emotional regulation. Through practical activities and reflective discussions, participants will develop the confidence and skills to implement proactive behaviour management approaches, collaborate effectively with families and professionals, and adapt teaching strategies to meet the diverse needs of learners with ADHD and ASD.

2.2.5.1. Curricular Content and Delivery

Topic 1: Understanding Challenging Behaviour

Key Concepts: ADHD & ASD characteristics, Types of challenging behaviour, Behaviour as communication, Sensory needs & emotional regulation,

Learning hours: 2 hours

Topic 2: Causes & Triggers of Challenging Behaviour

Key Concepts: Biological, sensory & emotional regulation difficulties; Executive functioning challenges; The ABC (Antecedent–Behaviour–Consequence) Model'; Functions of behaviour (,attention, sensory, tangible, escape)

Learning hours: 2 hours

Topic 3: Principles of Positive Behaviour Support

Key Concepts: Proactive vs reactive strategies; Reinforcement systems; Motivation for learners with ADHD/ASD; Predictability, routines, and visual structure; Behaviour modification (evidence-based)

Learning hours: 2 hours

Topic 4: Strategies for Managing Behaviour in Inclusive Classrooms

Key Concepts: Environmental modifications (lighting, seating, space flow); Visual supports & structured routines; Reducing transitions and overload; Attention, impulsivity & task initiation supports; Social-emotional learning and self-regulation

Learning hours: 3 hours

Topic 5: Collaboration & Family Engagement (2 hours)

Key Concepts: Collaborative problem-solving; Strengths-based home–school communication; Family–teacher partnerships; Multidisciplinary teamwork; Empathy-driven engagement

Learning hours: 2 hours

Topic 6: Digital Tools and Assistive Technologies for behavior management

Key Concepts: Behaviour monitoring tools; Visual support and AAC communication apps; Digital social stories; Ethical, safe and inclusive technology use

Learning hours 2 hours

Topic 7: Final Assessment

Key Concepts: Developing Personal Action Plans for Managing Challenging Behaviour

Learning hours: 2 hours

2.2.6 Module 6 - Early Identification & Intervention

This professional development module focuses on equipping teachers with the knowledge and practical skills to identify learning, behavioural, and developmental difficulties at an early stage and to apply appropriate intervention strategies. Participants will explore the signs and indicators of diverse learner needs, including learning disabilities, speech and language delays, emotional and behavioural challenges, and developmental disorders. The module emphasizes collaboration with parents and professionals, data-based decision-making, and inclusive classroom practices. By the end of this online module, teachers will be able to design responsive, evidence-based interventions that support early learning success and promote inclusion for all children.

2.2.6.1 Curricular Content and Delivery

Topic 1: Understanding Early Identification and Intervention

Key concepts: Concepts, definitions, rationale, importance in inclusive education, and the role of teachers in early support.

Learning hours: 2 hours

Topic 2: Developmental Milestones and Learning Indicators

Key concepts: Key developmental domains (cognitive, language, social-emotional, physical); identifying red flags in learning and behaviour

Learning hours: 2 hours

Topic 3: Tools and Techniques for Early Screening

Key concepts: Observation checklists, developmental screening tools, teacher-made assessments, and documentation practices

Duration: 3 hours

Topic 4: Designing Classroom-Based Interventions

Key concepts: Differentiated instruction, response to intervention (RTI), individualized support plans; monitoring progress

Duration: 3 hours

Topic 5: Working with Families and Professionals

Key concepts: Collaborative partnerships with parents, specialists, and community services; communication strategies

Duration: 2 hours

Topic 6: Inclusive Practices and Ethical Considerations

Key concepts: Confidentiality, cultural sensitivity, and inclusive approaches in early intervention

Duration: 2 hours

Topic 7: Final Project: Intervention Plan Design

Key concepts: Development of a brief intervention plan for a hypothetical learner based on early identification data

Duration: 1 hour

2.2.7 Module 7 - Design Thinking

This module is designed as a professional development course for Maldivian teachers, equipping them with Design Thinking competencies to address real classroom and school challenges. In alignment with the BRIDGE Model, the module promotes equity, inclusion, innovation, and digital readiness. Teachers often face complex, “wicked” problems such as student disengagement, learning diversity, resource constraints, and technology integration gaps. Traditional training frequently focuses on technical knowledge but offers limited space for creative problem solving. The module supports teachers to co-design practical solutions, develop leadership skills, and foster a culture of innovation in schools.

2.2.7.1 Curricular Content and Delivery

Topic 1: Introduction to Design Thinking

Key concepts: What is Design Thinking? Mindset: curiosity, empathy, creativity, experimentation Wicked problems in education, Empathy mapping, learner personas, Equity and inclusion through empathy

Learning hours: 3 hours

Topic 2: Define Phase, Ethics, Bias and Accessibility

Key concepts: Synthesizing data, pattern finding, framing HMW questions, ethics & accessibility reflection

Learning hours: 3 hours

Topic 3: Ideate and Prototype

Key concepts: What Is Ideation? Divergent Thinking, Convergent Thinking, What Is Prototyping? Why prototype? Steps in Prototyping

Learning hours: 3 hours

Topic 4: Test and Refine

Key concepts: What is test and refine stage? What Testing Means in Design Thinking, Key Principles of Effective Testing, Methods of Testing (Choose One or Combine), Tools for Testing, Refining the Prototype, What to Teach Participants About “Iteration”

Learning hours: 3 hours

Topic 5: Final Project, Presentation & Reflection

Key concepts: “Pitch Day – Recorded Showcase” - Each participant presents a 5-7-minute recorded pitch.

Learning hours: 3 hours

PART - 3

3.1 INTRODUCTION

This section explains details of the learning management system and its operations.

3.2 OVERVIEW OF LEARNING MANAGEMENT SYSTEMS (LMS)

A Learning Management System (LMS) is a centralized digital infrastructure designed to host, deliver, and track educational content. For the EPDP-EI programme, Moodle (Modular Object-Oriented Dynamic Learning Environment) has been selected as the primary platform. In the context of modern workplace learning, an LMS represents a shift from traditional, time-bound workshops to a "learning in the flow of work" model. This allows educators to engage with professional development materials at their own pace, integrating new inclusive strategies directly into their daily teaching practice without leaving their school environment.

Moodle serves as a virtual campus that bridges the geographical distance between the Ministry of Education and schools across the atolls. It provides a structured, secure, and interactive environment where the "asynchronous" nature of the course—learning that does not happen in real-time—allows for maximum flexibility for busy school management and teaching staff.

Within this workplace learning environment, users will perform several critical tasks essential for professional growth:

3.2.1. Content Consumption: Accessing a variety of multimedia resources, including video lectures, curated reading materials, and interactive quizzes.

3.2.2. Collaborative Learning: Engaging in Discussion Forums to share "best practices" for inclusion management with peers from other areas.

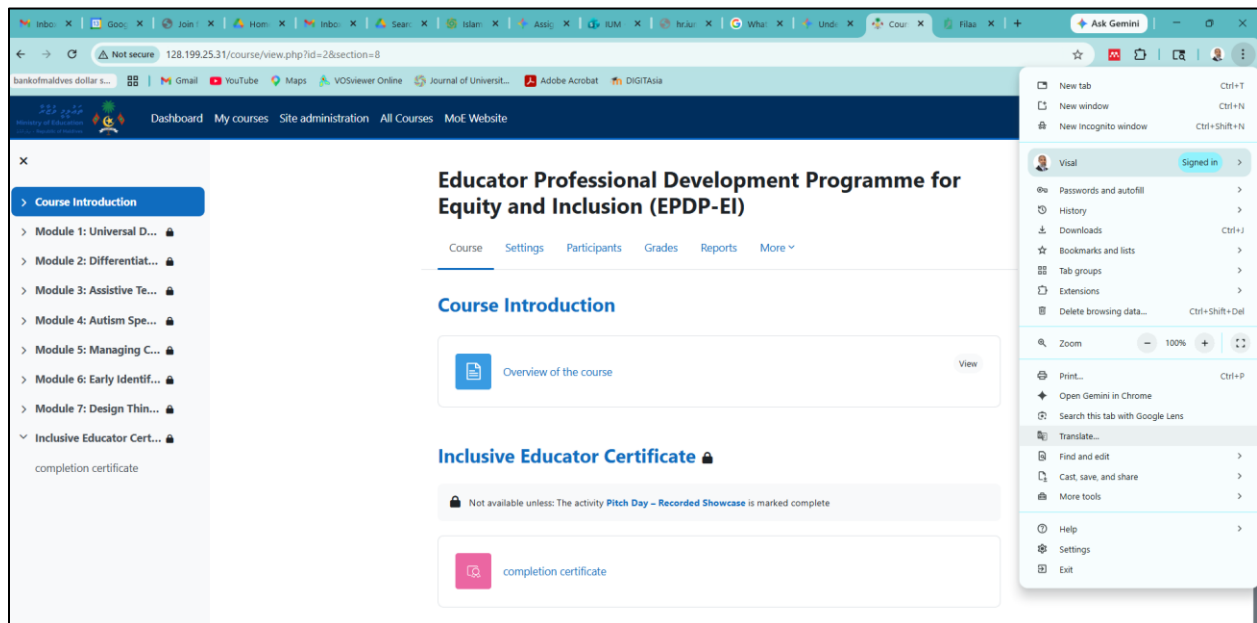
3.2.3. Assessment & Feedback: Completing automated Knowledge Checks (Quizzes) that provide immediate feedback, and submitting project tasks via the Assignment Tool.

3.2.4. Progress Monitoring: Utilizing the Dashboard and Completion Tracking features to visualize their journey through the seven modules, ensuring all certification requirements are met.

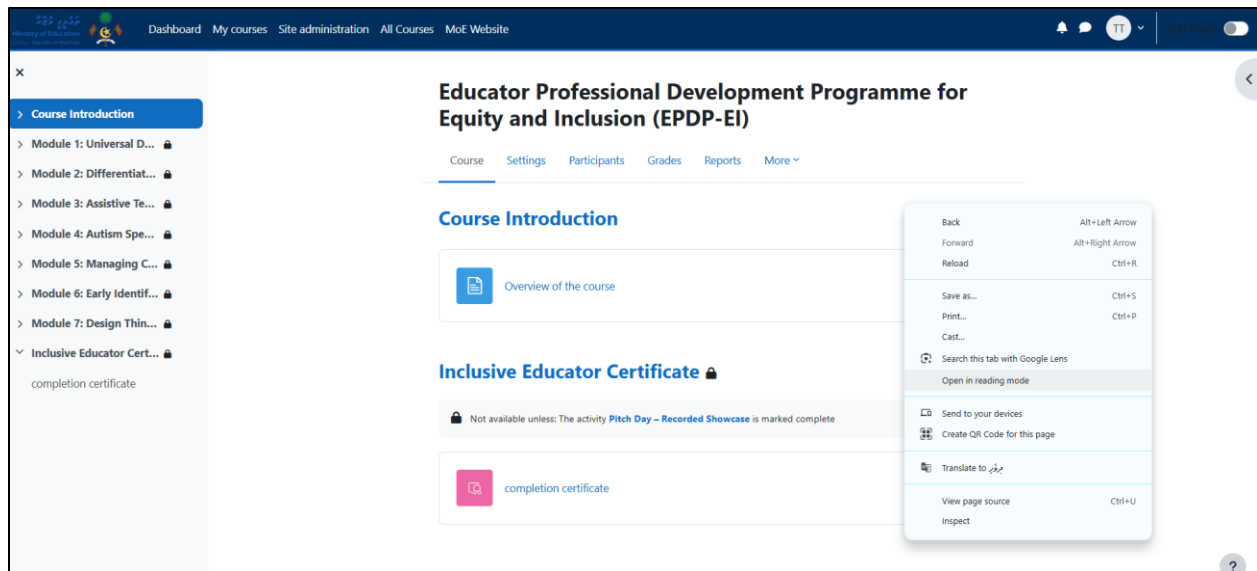
By centralizing these tasks, Moodle transforms professional development from a one-off event into an organized, measurable, and sustainable learning journey.

3.3 CHOICE OF LANGUAGE AND TEXT-TO-SPEECH

While the primary language of the platform is English, participants may use the translation service provided by the web browser to translate the content into Dhivehi. In Google Chrome, this can be done by navigating to “**translate**” from the “**customize and control**” menu which can be access from the top-right corner of the window (as shown below).



Additionally, those who would like to listened to the audio of the content can activate the reading also available in Google Chrome. To do so, right-click anywhere on the course page and choose **open in reading mode** (as shown below).

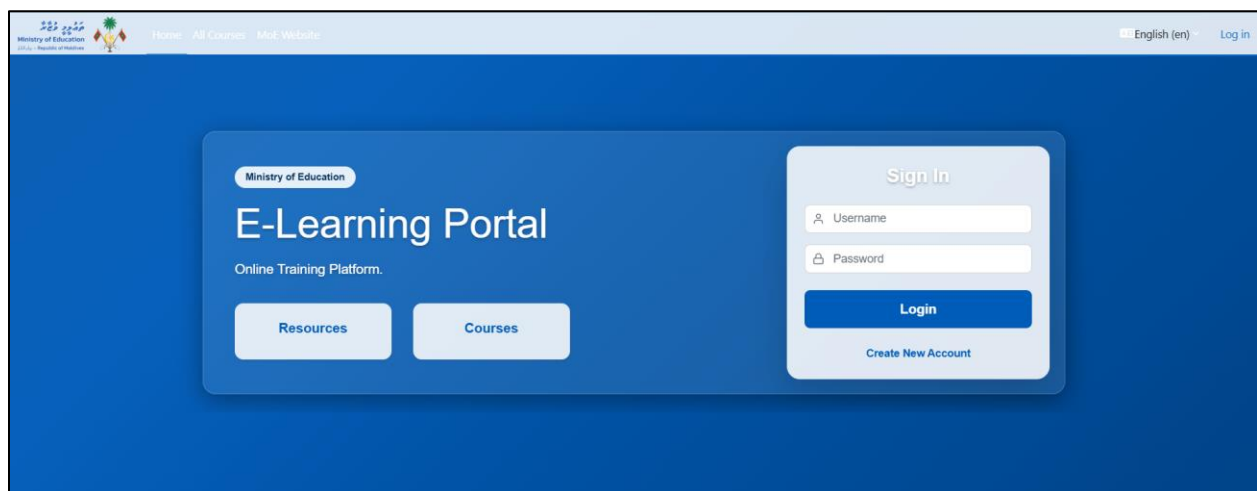


3.4 MOODLE USER MANUAL: NAVIGATING THE LEARNING ENVIRONMENT

This section serves as a practical guide for educators to navigate the asynchronous EPDP-EI environment. The interface is designed to support self-directed learning while fostering a national community of practice.

3.4.1. Getting Started

- **Visit the dedicated website:** Open the browser (preferably Google chrome). Type the web address of the Moodle page edhuru.nie.edu.mv. The following page will then appear.



- **Sign-up & Login:** On the first page (shown above) click **Create New Account**. The registration form (shown below) will open. Fill in all the required details and click **Create My New Account**. Once the new account is created, go to the home page and type the username and password in the appropriate boxes.

New account

Username 

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, or #

Password 

Email address 

Email (again) 

First name 

Last name 

- **Enrolling in a course:** Once logged-in, participants will be taken to the dashboard (as shown below). On the first visit, participants will have to get enrolled in one of the available courses. To do so, go to **all courses** from the menu bars shown at the top of the page.


Dashboard My courses Site administration All Courses MoE Website






E-Learning Portal - MoE

Category Settings More

Professional Development New

Teacher: IUM Admin

Educator Professional Development Programme for Equity and Inclusion (EPDP-EI)

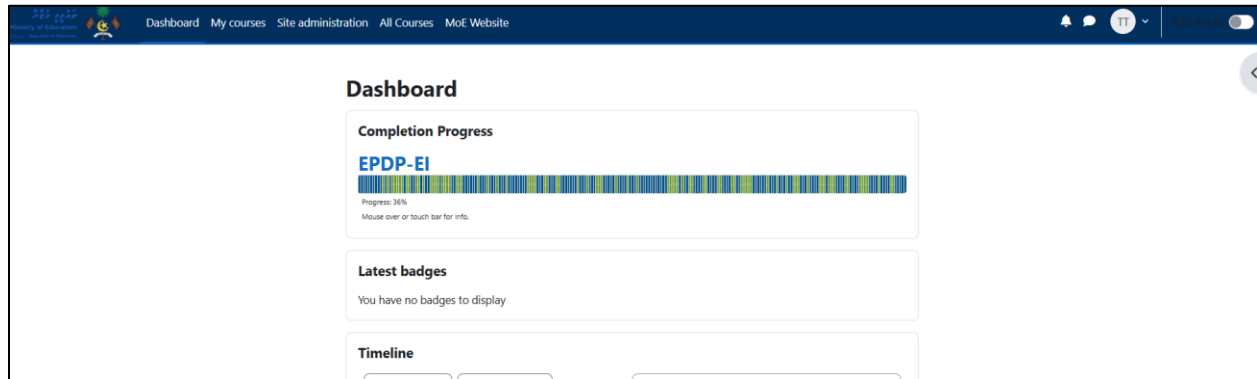


Course Overview

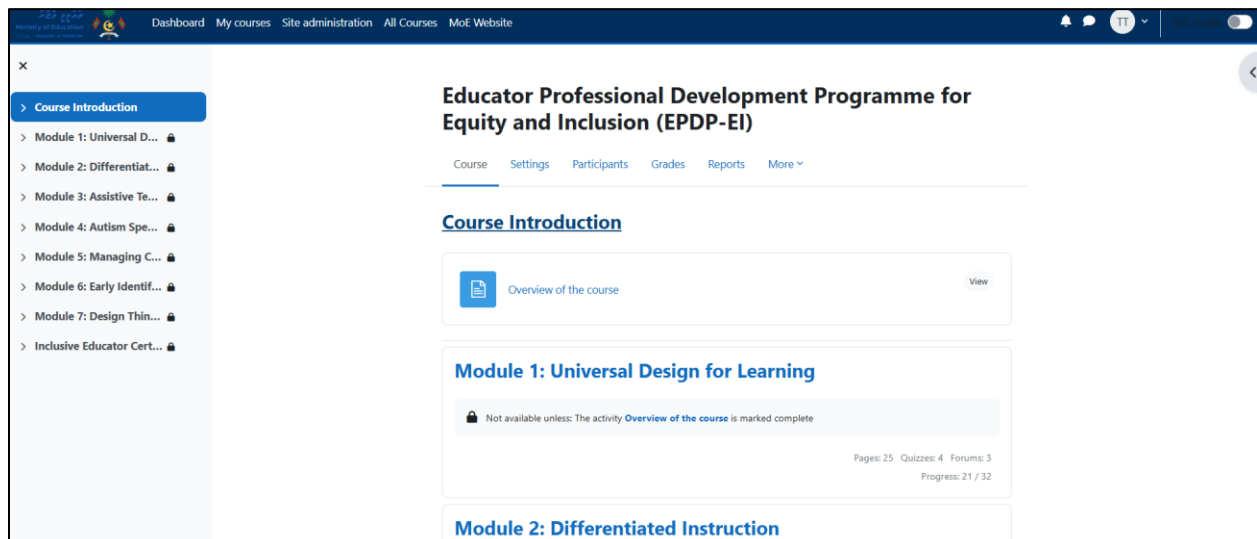
The EPDP-EI is a transformative professional development initiative designed to empower educators with the mindset, knowledge, and practical tools required to foster truly inclusive learning environments. In alignment with national educational goals, this programme addresses the diverse needs of all students, ensuring that background, ability, or circumstance never becomes a barrier to academic success.

Participants will move beyond theoretical understanding to master evidence-based strategies that

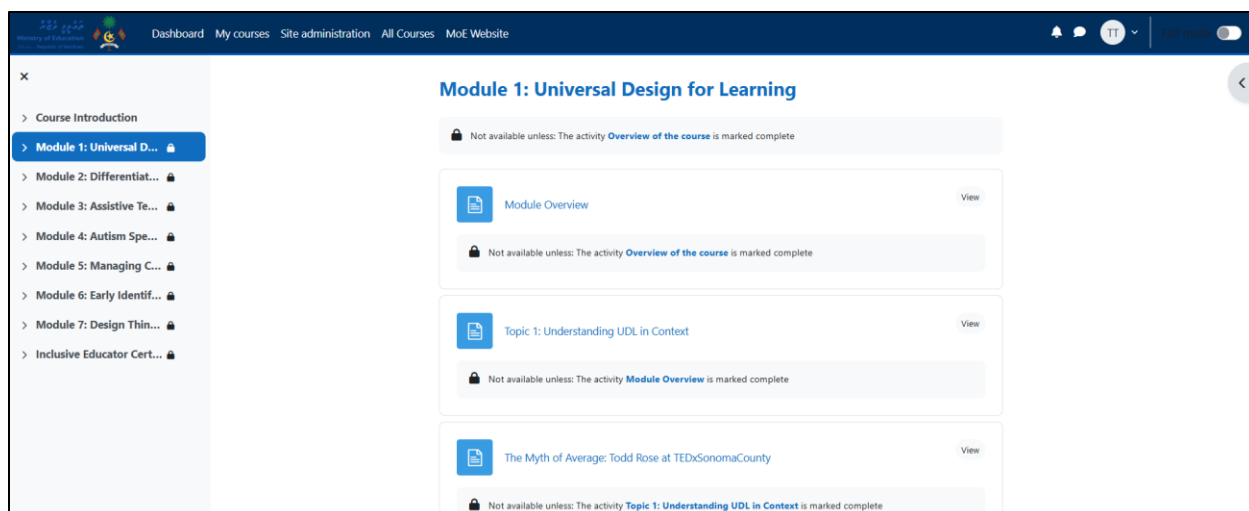
- From the displayed list of courses, click the desired one and then click enroll.
- **The User Dashboard:** Once enrolled in a course, it will be shown directly on the dashboard (as shown below). The dashboard shows the progress of the participant on a course to which the participants has been already enrolled. To continue the course, simply click the name of the course.



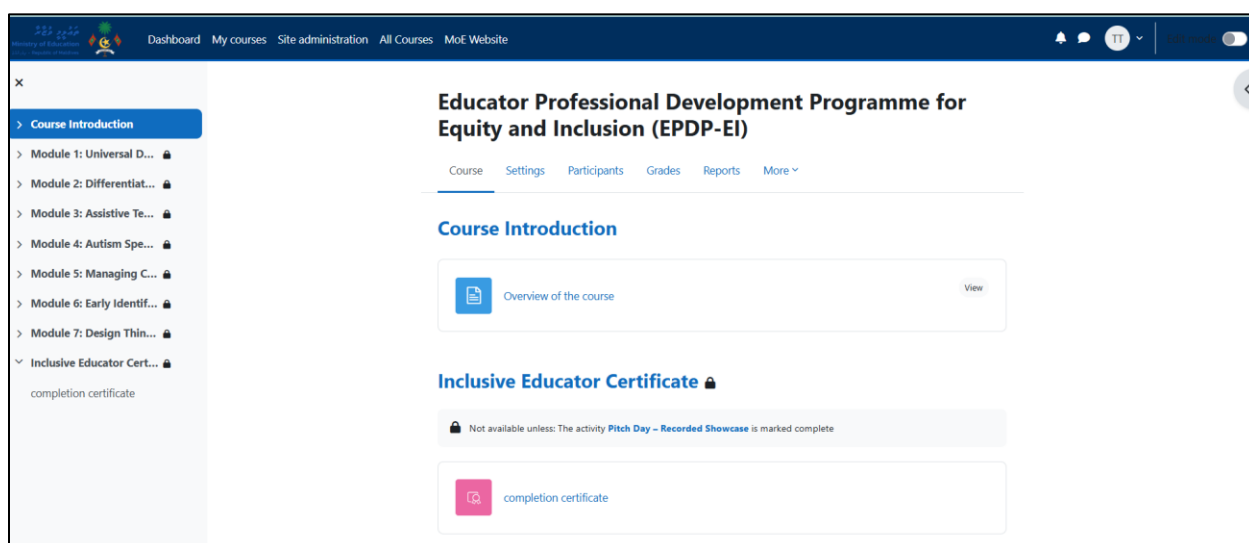
- **Navigating the Course:** Click on the **course introduction** and view the given content under this topic. The course is designed in a such a way that the next topic will only be accessible once the current topic is completed.



- Click **Module 1** to view its content (as shown below). Click the title and view/read or follow the instruction to complete the task. Once it is completed, the next topic will be accessible. Likewise, continue the first module, and then the next until all modules are completed.



- **Completion certificate:** Once all modules are completed, click **completion certificate** (as shown below) to generate the official certificate of course completion.



3.4.2. Completing a Module: The Scaffolding Flow

To support the **BRIDGE Model's** focus on "Resilient & Reflective Practice," each module follows a consistent four-step instructional flow:

1. **Reading Material (Discovery):** Comprehensive reading materials, infographics, and examples. These are optimized for low-bandwidth to support the "Building Equity & Access" (Pillar B) objective.

2. **Video Lectures (Instruction):** Short, high-impact clips. These include interactive videos where the video will pause to ask a reflection question, ensuring active engagement. Transcripts of all the videos are available to download.
3. **Discussion Forum (Social Construction):** A critical space for peer-to-peer learning. Teachers are encouraged to share personal experiences and strategies, turning individual knowledge into a collective resource (Pillar G: Growth through Collaboration).
4. **Knowledge Check (Validation):** A summative quiz. A score of 80% or higher is required to "unlock" the next module. Participants have unlimited attempts, encouraging a growth mindset rather than a fear of failure.

3.4.3. Tracking the Journey

- **The Progress Bar:** Located at the top of the course page, this visual tool turns green as participants complete activities. It provides real-time feedback on the journey toward the Inclusive Educator Certificate.
- **Activity Completion Checkboxes:** On the right side of each resource, participants will see a circle. Some will tick automatically upon viewing (e.g., videos), while others require a manual tick once participants have completed the task (e.g., optional readings).

3.4.4. Badge Rewards: Upon completion of each module, participants will receive a customized badge.

PART - 4

4.1 INTRODUCTION

This section entails details about the project's rollout plan, requirements for certification, timeline, and expected outcomes.

4.2 PROGRAMME ADMINISTRATION AND ROLL-OUT PLAN

The implementation of the EPDP-EI is structured into four distinct administrative phases, designed to ensure a seamless transition from content development to nationwide adoption. The following sections outline the strategic objectives and key activities within each phase.

Phase 1: Preparation

The initial stage of the project focuses on establishing a functional foundation through three critical steps. First, the Content Development phase involves the final creation and formal approval of all instructional materials to ensure quality and alignment. This is followed by a rigorous LMS Stress Test, where the platform is audited to verify that every interactive element and video link operates seamlessly across both mobile and desktop devices.

Phase 2: Active Pilot

In Phase 2, the course transitions to implementation, beginning with a soft launch for pilot testing. A purposive sample of 35 educators (20 teachers, 10 leading teacher, and 5 principals) will participate in and complete the seven modules. This sample must ensure the coverage teachers from local/expatriate, male/female, Male'/atolls, Dhivehi-oriented/English-oriented subjects, primary/secondary teachers. Throughout the pilot, a dedicated support system will be actively monitored to resolve technical glitches and provide real-time content clarifications.

Phase 3: Evaluation & Iteration

In Phase 3, the focus shifts to refining the module based on evidence and user experience to ensure it is ready for broader implementation. This phase begins with Focus Groups, involving virtual meetings with pilot participants to capture qualitative insights regarding module difficulty and overall engagement. Complementing this is a deep dive into data analytics, where Moodle "Course Participation Reports" are analyzed to identify specific areas where learners spent the most time or encountered

hurdles. These dual insights culminate in Final Edits, allowing for precise adjustments to the content and delivery before the official full-scale national roll-out.

Phase 4: Nationwide Rollout

The final phase involves the comprehensive nationwide launch of the program to all educators across the Maldives. The process begins with an orientation session designed to align participants with the program's core objectives and framework. While the curriculum is structured, the timeline remains flexible, allowing educators a maximum of two months to complete the coursework.

Following the modules, a regional online colloquium titled "I Tried" will be hosted. This series of webinars, organized across seven geographical regions, provides a platform for teachers to showcase their reflections, innovation projects, and key lessons learned. Upon successful completion and presentation, participants will be awarded their professional certificates.

4.3 REQUIREMENTS FOR CERTIFICATION

The programme follows a strict competency-based model. Teachers will not receive a certificate based solely on attendance; they must demonstrate mastery.

4.3.1 Completion Tracking: All Moodle resources (Videos, Readings, Quizzes) must be marked as "Complete" (indicated by a green tick in the progress bar).

4.3.2 Module Quizzes: A minimum score of 80% is required on all end-of-module knowledge checks. Multiple attempts are permitted to encourage "mastery learning."

4.3.3 The Final Assessment: Successful submission of all the final assessments in each module.

4.3.4 Digital Credential: Upon meeting the above, the platform's "completion certificate" module will automatically generate a PDF certificate.

4.4 TIMELINE

Event	Details	Dates
Pilot	Complete the pilot phase for all modules. Collect usage and completion data.	01 June – 30 June 2026
Rollout	Complete roll-out of all modules to all schools. Monitoring data is shared, communicated, and discussed with DoIE on a continuous basis.	1 July – 31 August 2026
Final event	Conduct online colloquium “I Tried”: Teachers showcase reflections, innovation projects, and lessons learned.	15 September 2026

4.5 EXPECTED OUTCOMES

The collective outcomes of these seven modules are designed to cultivate the "BRIDGE Educator"—a professional who is technologically fluent, empathetic, and capable of designing inclusive learning experiences tailored to the unique landscape of the Maldives. By the end of this program, the primary expected outcome is a fundamental shift from traditional, "one-size-fits-all" instruction toward a proactive, competency-based model rooted in equity and innovation.

Graduates of this course will become human-centered designers, capable of addressing learner variability and co-creating solutions for complex classroom challenges. A core focus is the mastery of proactive inclusion; teachers will apply Universal Design for Learning (UDL) principles to eliminate barriers and provide every student with multiple pathways to success. Additionally, the program emphasizes digital readiness, using technology as a vital bridge to accessibility within island communities. By fostering a culture of evidence-based iteration, we equip educators to refine and champion innovative strategies, transforming Maldivian schools into resilient hubs of creative problem-solving.

PART - 5

5.1 CONCLUSION

The Educator Professional Development Programme for Equitable Inclusion (EPDP-EI) represents a landmark shift in the Maldivian educational landscape. This manual provides more than just a curriculum; it offers a transformative roadmap for the modern educator. Through the seven modules detailed in this project, teachers are empowered to move beyond traditional, static instruction toward a dynamic, competency-based approach that views learner variability not as a challenge to be managed, but as an opportunity for innovation.

The success of this programme lies in its commitment to the BRIDGE Model, ensuring that equity, inclusion, and digital readiness are not mere theoretical concepts, but practical realities in every classroom across the atolls. As educators progress through the four phases of implementation—from meticulous preparation and pilot testing to evidence-based iteration and national rollout—they are building a sustainable ecosystem of professional growth. This framework ensures that the Maldivian school system remains resilient, adaptive, and deeply responsive to the unique geographical and cultural contexts of its students.

Ultimately, the goal of this manual is to cultivate the "BRIDGE Educator": a leader who possesses empathy to understand their students' hidden barriers, the creativity to prototype context-specific solutions, and the digital fluency to bridge the gap between remote islands and global standards. By fostering a culture of evidence-based iteration and proactive inclusion, it ensures that every child in the Maldives has an equitable path to success. As this programme rolls out nationwide, it marks the beginning of a new era in which Maldivian schools serve as vibrant hubs of innovation, preparing teachers to navigate and thrive in an ever-evolving digital world.