

# A Snapshot of the Maldivian School System

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Analytical Report of Issues and  
Challenges from External School Reviews  
of 2016 & 2017



**Quality Assurance Department**  
**Ministry of Education**  
March 2018

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# **1. Introduction and Background**

## **1.1 Introduction**

The general public as well as the Government of Maldives are increasingly concerned with assuring the quality of public services, including education. In this vein the Ministry of Education (MoE) endeavors to ensure that in the Maldivian education system, school principals, teachers, education support staff, and the relevant branches of the Ministry of Education will hold themselves and each other to account for helping all students to meet standards, and for effective and efficient use of resources. To operationalize the new approach of the Ministry of Education to accountability, quality assurance and school improvement, the Ministry has developed, in 2014, a comprehensive framework as the accountability and quality assurance tool for monitoring and evaluation. It signifies a reaffirmation of the commitment of the Ministry of Education to quality assurance and accountability. From the analysis of the accountability and quality assurance data obtained through school self-evaluation as well as external monitoring and evaluation, education decision makers can gain useful information from the school system on aspects such as:

- extent to which students are meeting required standards
- addressing disparities and exclusion
- more effective and equitable distribution of resources
- schools that are 'at risk' and in need of additional support
- making good schools even better
- good practices that can be more widely shared with the purpose of stimulating and supporting school improvement

The Quality Assurance Department (QAD) of the Ministry of Education is charged with the responsibility to evaluate and monitor schools in the Maldives to ensure that they are equipped with competent staff, sufficient resources and have financial stability with a conducive learning environment. In this regard QAD is in the process of conducting school reviews across the country with a target of completing all the schools in a three-year cycle. For QAD, a school review refers to a planned systematic monitoring procedure to determine the present status and condition of the school. The findings of school reviews have been shared with the stakeholders, emphasizing areas for

improvement and immediate attention. As this is the only “whole-school” monitoring activity formally carried out, QAD believes the findings would be of immense value in the Ministry of Education’s work to establish a quality education system. However, currently there is no systematic mechanism by which the general findings can be shared with all the stakeholders. QAD has, therefore, identified the need to develop an annual report on the key findings from all the reviews undertaken every year. By October 2017, reports from 136 schools<sup>1</sup> were available for analysis.

This report analyzes the school review reports (SRRs) from 2016 and 2017. It identifies key issues and common challenges across the 136 schools and provides an analysis of the issues and challenges. This report is grounded in evidence, analysis and real examples. Where appropriate, it also provides, at the request of QAD, brief research-based information on key aspects influencing student learning quality. The report also proposes policy level recommendations to address systemic issues arising from the analysis.

The analysis is preceded by a short background to early efforts of the Ministry of Education in school evaluation/supervision. Following this the report outlines the school quality standards and indicators that had been developed in line with the concept of Child Friendly Schools (CFS) embraced in the Maldives. These standards and indicators have been in operation across the school system since 2011. The link between these standards and the momentum generated in the Maldivian school system towards a learner-centred pedagogy is highlighted. This is followed by a quick overview of the new framework on accountability and quality assurance tool for monitoring and evaluation.

Issues of quality improvement in the school system are key considerations of this analysis. As such the background concludes with recent major efforts including those regarded by the MoE as achievements towards enhancing quality including new institutional arrangements to strengthen the focus on quality. These are highlighted as a backdrop to the work on quality improvement.

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<sup>1</sup> A total of 145 reports were initially made available for analysis although QAD Reviewers had completed reviews in more schools than this, including some private/community schools. At the request of QAD, analysis was later confined to the reports from 136 Government Schools only.

## **1.2 Background**

The school system in the Maldives is relatively young. With the development of a unified national system of education in the country in the late 1970s, early efforts in school evaluation were understandably limited due to a combination of factors including lack of personnel with technical knowledge, logistical difficulties and high costs related to serving schools that were dispersed and far flung across a vast area of ocean. Moreover, the review/evaluation was not woven into a quality assurance system as it lacked coherence and synergy with quality enhancement efforts within the education system. Various elements or forms of school evaluations were undertaken largely through the branch of the Ministry of Education with responsibility for school supervision/ inspection.

Prior to the monitoring and evaluation of schools that began within the framework of the Maldives CFS standards and indicators, MoE-based supervisors would visit schools and assess using a form designed by the MoE. A major issue was the limited coverage of schools largely due to constraints mentioned in the paragraph above. A move towards greater school-based supervision began in the 1990s. A curriculum revision in the 1990s led to a programme of training on school supervision. Three levels of training were provided over a period of 2-3 years. 1-2 supervisors were trained from each school. A very wide role and job description was assigned to supervisors. A Supervisor's Handbook was produced and an updated version of it emphasizes that "supervisors are important administrators with an important role in staff development and school improvement". The principal responsibilities assigned were: (i) To organise and implement academic and co-curricular activities in order to maintain and improve the standard of students; and (ii) To inculcate in the students good habits and values. The responsibilities covered aspects related to teachers, students, curriculum, co-curricular activities, community, and school management.

In an attempt to address the ongoing concern to improve schools in the outer islands the Ministry of Education introduced a new policy in July 1999. This policy led to the formation of clusters of schools (also referred to in the local language as "lhaa") which consisted of a "lead" government school intended to serve as a resource and support to a number of nearby island schools. Each cluster was usually made up of 6 to 11 schools. The main purpose of the cluster policy in the Maldives was: 'to achieve greater

efficiency in management and supervision of schools,' (MoE 1999:19 quoted in A. Ali 2006). It was intended to do this through the strengthening of educational provision so that educational objectives could be systematically provided for and achieved by all schools. Among the key aims of the cluster policy the Ministry of Education highlighted the following:

- To provide professional support to improve school management;
- To give closer attention to all schools;
- To establish accountability in schools;
- To foster bonds between feeder schools and lead schools so as to encourage more pupils to join the lead secondary schools;
- To develop supervisors (school leaders) and improve results of schools;
- (MoE 1999:8).

A study of the implementation of this new cluster policy revealed that the well-intentioned policy had not been sufficiently resourced and comprehensively conceptualized to engender the intended school improvement. The study further observed that “set within a context of small developing islands, the policy lacked the essential ingredients for a collaborative venture of this kind to succeed..... However, among the stakeholders there is an acceptance of the potential good such a policy can bring about. The problems identified in this research go some way to explain why the cluster policy was short-lived and has now effectively ceased to exist.” (A. Ali 2011, p.113).

In 2002 the Ministry of Education introduced and encouraged the operationalization of the concept of Child Friendly Schools (CFS) with UNICEF assistance in a group of (5) pilot schools. In providing a broad and general definition to Child Friendly Schools UNICEF states: *‘Schools should operate in the best interests of the child. Educational environments must be safe, healthy and protective, endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. Within them, children’s rights must be protected and their voices must be heard. Learning environments must be a haven for children to learn and grow, with innate respect for their identities and varied needs. The CFS model promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment’.* ([http://www.unicef.org/education/index\\_focus\\_schools.html](http://www.unicef.org/education/index_focus_schools.html)).

This assistance to develop a locally appropriate version of CFS came through the “under-served schools project” which was also known as “22 schools project”. The project was initiated to support the 22 selected primary schools to minimise the disparities and inequalities among the schools” (Wheatcroft, 2004).

In order to achieve improved teaching and learning embedded in the vision of the Ministry, the project decided to introduce a modified version of Gonoshahajjo Sangshta (GSS) model from Bangladesh. With reviews after the pilot phase, this CFS model was further revised to include a focus on gender equality and greater community involvement in school development (Shareef, 2007).

Since then the number of CFS had grown with the aim of making all schools child friendly. Having embraced the concept of CFS the Ministry of Education transformed CFS into a Maldivian version under the label ‘Child-Friendly Baraabar Schools’ (CFBS) and with it the Ministry of Education took on a new school evaluation model that used common indicators linked to the child-friendly school concept and underpinned by the philosophy of CFS. The school supervision system that had been in place changed significantly with the introduction, in 2011, of the new standards and indicators for Child Friendly Baraabar Schools (CFBS indicators).

Supervision was now seen as a process situated within an overall quality monitoring strategy. The main features of the new supervision system were closely linked to the child-friendly school concept. The key purposes of the supervision system were as follows:

- Ensure quality of teaching and learning
- Promote a supportive culture within the schools where learning is maximized, and each and every child is safe and protected
- Promote a system whereby personal, social and health education is given equal importance
- Promote religious, moral and cultural development of students in the schools
- Promote inclusivity of all children and identify and cater to children at risk of dropping out of school
- Ensure proper management of the school through effective leadership
- Promote a productive, healthy relationship with family and the community and the schools.

To achieve the above purposes supervision carried out was to report on the five dimensions stated in the CFBS Indicators:

1. Inclusivity
2. Learner-centred Teaching and Learning
3. Health and Safety
4. Family and Community Partnership
5. Leadership and Management

It was envisaged that supervision would be carried out at 3 levels:

Level I: System evaluation at Central Level

Level II: Regional evaluation at the Regional Level

Level III: Self-evaluation /Assessment at School Level

Supervision was based on the following principles:

1. Supervision is carried out in the interest of the child and, where relevant, parents and school community members to encourage high quality education which meets diverse needs and promotes equality.
2. Supervision is carried out for evaluative and diagnostic purposes, assessing quality and compliance, and providing a clear basis for improvement through feedback.
3. Assessment during supervision is based on the following:
  - Implementation of the curriculum
  - The ethical and moral standards of teachers and the staff; school's compliance with laws, policies, rules and regulations
4. Supervision is a process of effective communication among its stakeholders
5. Supervision is carried out by those who have sufficient and relevant professional expertise and training
6. Supervision guarantees that quality assurance is built into all its activities and procedures.

A document entitled "A Guideline for the Implementation of the Supervision System-2011" was produced and disseminated by the Educational Supervision and Quality Improvement Division (ESQID) of the Ministry of Education (MoE, 2011). Workshops /trainings were held to introduce CFBS indicators to stakeholders with a special focus on school level self-evaluation and the development of School Improvement Plan.

It is important to highlight that the standards and indicators reinforced the promotion of CFS within the school system and with it a strong momentum in favour of a learner-

centred pedagogy. CFS explicitly promotes learner-centred pedagogy (Schweisfurth 2013). Active learning is based on the constructivist principle that learning occurs when students have active roles and create new knowledge and ideas from existing information (Glaser and Resnick 1989). Using a participatory approach to data collection, stakeholder perspectives on the key features of active learning in the Maldives were found to be the following: the active participation of students, the use of group work, the teacher as facilitator, a friendly classroom environment, and the potential of the reform to be tailored more equally to all students (Di Biase, 2015).

Education literature, especially after the EFA movement, uses terms such as “active and participatory approaches” and “discovery-based learning” that highlight the more active role of the student. This represents a shift from the transmission model of schooling which Harpaz (2005) describes as: *‘teaching is telling, learning is listening, knowledge is an object, and to be educated is to know valuable content’*. It has been pointed out that efforts to promote learner-centered pedagogy can lead to an artificial dichotomy between teacher transmission models and learner-centred pedagogies, which can oversimplify the debate. Recently Schweisfurth (2013) proposed the idea of a continuum from approaches that are less learner-centred to those that are more learner-centred - encompassing classroom relationships, learner motivation, the nature of knowledge, curriculum, and teacher authority - as a more helpful analytic tool. This notion of a continuum is more realistic and useful in helping frame the debate beyond an either/or discussion. It is also useful to distinguish between the form and substance of active learning (Brodie, Lelliott, and Davis 2002). Increased activity and the appearance of active learning (form) do not necessarily mean that students are involved cognitively in the constructivist notion of building understanding based on previous knowledge.

Implementing a learner-centred pedagogy has been documented as a challenging process (see for example, Brodie et al. 2002; Ginsburg 2010; Hardman, Ackers, Abrishamian, and O’Sullivan 2011). Schweisfurth (2011, p. 425), in a review of 72 articles on learner-centred pedagogy, writes that “implementation of learner-centred pedagogy in different contexts is riddled with stories of failure grand and small”. She explores multiple projects that tell a familiar story about focusing on the implementation

of a learner-centred pedagogy yet meeting with limited success. Leu and Price-Rom (2006) suggest the burden often falls on teachers to reject traditional models and practice new approaches, often within the context of conceptual confusion about new methods and minimal understanding of them. Further, Mohammed and Harlech-Jones (2008), in discussing implementation failures, contend that the practical and professional realities facing teachers are often ignored and the focus is typically on a kind of utopianism, leading to defective implementation. Some researchers (Brodie et al. 2002; Hardman et al. 2011; McKenney and Reeves 2012) have found that teachers have been willing to embrace change in teaching methods; these changes, however, have often been physical classroom changes more indicative of the form of active learning.

Di Biase (2010) has highlighted several evaluations of the CFS project (McNair, 2009; Shareef, 2007) that document challenges in transitioning to more learner-centred pedagogy in the Maldives. These researchers found that the physical changes required in the adoption of child-centred teaching have been the major focus of classroom change. The nature of the teacher-student relationship also featured strongly. Yet, as McNair (2009, p. 3) noted, the cognitive demands of child-centred learning were largely absent: “no-one discussed the merits of CFS pedagogy for engaging up to Grade 10 in higher-level thinking, meta-cognition and stronger self-efficacy. Change, where seen, has been primarily in the form of active learning, with little evidence of attention to the substance of active learning. Textbooks have not been rewritten in line with CFS methodology, and in a study of textbook structure I found that the tasks are largely focused on the transmission of knowledge, typically directing students to find simple correct answers” (quoted by Di Biase 2010).

The new national curriculum that is being rolled out in stages since 2015, advocates a learner-centred pedagogy. This is an opportunity to use the implementation of the new curriculum as a major driver of pedagogical reform in the country as was the case, on a smaller scale, when CFS was embraced in the Maldives. The new curriculum is being rolled out in stages as follows: in 2015 – Key Stage 1, in 2016 – Key Stage 2, in 2017 – Grades 7, and in 2018 – Grade 8. Hence, the scaling up of the learner-centred

pedagogy appears to be a planned process that is being implemented. The new curriculum requires more resources and schools have been equipped in the last three years with additional resources in step with the curriculum, rolled out process.

However, as revealed and highlighted in the SRRs, much more work remains to be done to support teachers in the Maldives to effectively apply teaching methods that are more learner-centred. To be more learner-friendly as well as to effectively implement the new curriculum, teachers in the Maldivian school system will require not only to embrace a learner-centred pedagogy but also need sustained professional support to move up the continuum to a level that displays the application of a higher level of learner-centred teaching.

More recently in the Maldives, with the development, in 2014, of the School Improvement Quality Assurance and Accountability (SIQAA) Framework, CFBS has been integrated into the new SIQAA Framework. The SIQAA Framework “fully adopted the existing CFBS quality standards and indicators as the school quality assurance tool for monitoring and evaluation” (MoE, 2014). The CFBS standards and indicators provide teachers, school leaders, parents and other school community members, as well as MoE with a practical tool for assessing the extent to which the various elements of “quality” are consistently and observably practised. CFBS standards and indicators are based on the belief that all dimensions of the CFBS need to be addressed to achieve quality in a school. The dimensions work together in an integrated way. Some overlap is unavoidable as the dimensions can influence each other in ways that are sometimes unforeseeable.

SIQAA Framework, a comprehensive integrated approach to school-based accountability and quality assurance, was implemented in 2016 to undertake continuous monitoring and improving performance in Maldivian schools. This framework built on earlier reforms in school evaluation for quality improvement of the school system that had in recent years highlighted the value of a structured cycle of self-evaluation, review, planning and reporting. The reform had also made explicit the

connections between the performance development of professionals working in the schools and the performance of the school as a whole.

The SIQAA Framework was aimed at supporting the Ministry of Education, Maldivian schools and their communities to identify and implement a shared vision for school improvement to create succeeding schools. All schools have now been encouraged to use this framework to improve their performance by engaging the school community and their peers (principal and teachers from other schools) in a cycle of performance feedback that includes performance planning, self-evaluation, review, and performance reporting. Each element of the SIQAA Framework was linked to provide a coherent and streamlined means for schools to achieve the following:

- understand their performance (self-evaluation and review)
- identify their vision and purpose and set goals and targets for improvement (school improvement plan)
- put into operation their improvement plans and manage resources (annual implementation plan)
- report on their performance (annual report to the school community).

The framework brought into focus the crucial roles of curriculum, assessment, pedagogy and reporting in raising students' achievement, engagement and wellbeing outcomes. The SIQAA Framework attempts to focus on the characteristics that are most critical to improving student outcomes and highlights the connections to the following:

- government's educational reform objectives
- the domains of practice known to make a difference to students' outcomes
- compliance with professional standards for teachers
- evidence of achievement of quality standards for schools
- what communities, leaders, teachers and students need to know, and need to be able to do, to improve outcomes, including professional practice expectations and relevant professional standards for school leaders and teachers and expectations to guide school boards
- the outcomes schools are working to improve
- a system-wide measurement framework for monitoring success.

The new approach to accountability, quality assurance and school improvement is expected to help realise the goal of 'exceptional learning for every student'. The SIQAA Framework describes how school principals, teachers, education support staff, and the Ministry of Education will hold themselves and each other to account for ensuring students reach this goal.

The school quality framework can be most effectively used when members of the school community work together through the document and jointly evaluate school performance and produce plans to address the priority areas. In addition, the framework will bring in an external perspective to add to the vigour of the process of evaluation. It will be used to evaluate the existing quality levels from an external perspective. In this case external/independent reviewers, which includes QAD staff as well, will work with the school community, identifying possible areas of strength as well as possible areas for future development.

This analytical report provides a glimpse into the status of how well Maldivian schools stand up to quality standards currently used by SIQAA Framework. Recent policies and actions targeting quality improvement need to be highlighted due to their importance and relevance as part of the backdrop to this report that focuses on school quality at the systemic level.

First is the demonstration of seriousness of the commitment to quality through the creation of a special department dedicated to quality issues: the Quality Assurance Department (QAD) that was established within the Ministry of Education in 2015 with a mandate to undertake studies to assess the quality of education at the systemic level and to advise on ways to improve quality. In 2016 QAD commenced, for the very first time in the Maldives, a programme of quality assessment through "whole school" reviews using teams of QAD school reviewers. Findings of QAD school reviews are shared and discussed with stakeholders to help bring about improvement in school quality. Another important initiative focusing systemic quality improvement began with the launch by QAD, in 2015, of a 5-year project supported by the World Bank on National Assessment of Learning Outcomes (NALO). Through this project tests are administered in key subjects (Dhivehi Language, English Language, Mathematics) for grades 4 and 7 students across a sample of Maldivian public schools. Skills assessed remain essentially the same from year to year which allows NALO to depict a clear

picture of the system's progress in these key subjects over time. NALO results have the potential to also provide valuable insights on the standard at which teachers are able to impart the curriculum to students in public schools in the Maldives. These results can also help in pointing to areas into which further diagnosis is needed and after which interventions programmes can be mounted. NALO results enable educational stakeholders and the general public to develop a national perspective on how well the schools are performing.

Second is the response by the MoE over the past 3 years to the shortages in schools of space, classrooms, halls, computer labs, science laboratories, libraries, school administration offices, staffrooms especially to meet the new curriculum need. According to an MoE booklet (MoE, undated) the following provisions were made by the MoE to relieve shortages and resource limitations during the 3-year period:

- 388 additional classrooms
- 19 school halls
- 12 Science laboratories
- 11 computer labs
- 8 libraries, school administration offices, staff rooms
- Established in each atoll a video conference equipment to facilitate cost effective training from the capital island, Male'.

The contribution of these provisions served to enhance the learning environments of the schools concerned and to support improvement of student learning in schools.

Third is the further training of teachers as well as increased incentives for teachers through a rise in their remuneration. According to an MoE booklet (MoE, undated) through this initiative:

- Qualifications of 1014 teachers were upgraded to Diploma level
- Qualifications of 3000 teachers were upgraded to Degree level
- Began a programme to train 82 Maldivians as school principals to replace and reduce reliance on expatriate principals
- Conduct in the Maldives a programme of training for 89 trainees on Personal Effectiveness as Leaders and 65 trainees on an Orientation programme for principals in Malaysia

Fourth is the expansion of learning opportunities for children with special needs. According to an MoE booklet (MoE, undated):

- 140 teachers received special training by completing a Diploma and Teaching (Inclusive Education) course.
- Inclusive education programme expanded to 60 additional schools to allow a total of 1,100 learners to learn through the programme.
- Early Intervention Centres established in 3 regions (H Dh. Kulhudhuffushi, Gn. Fuah Mulah, Addu City Hithadhoo)
- 7 teachers trained in teaching blind children.

In addition, to provide good quality education to children in schools with small enrolments, emphasis was placed on undertaking teaching using a multi-grade teaching approach.



## **2. External School Reviews of 2016 & 2017**

### **2.1 Methodology**

For analyzing the external school review reports it was necessary to read through the individual reports prepared by the QAD school review teams. These reports were not external validations of schools' self-assessment. The reports were generally detailed and provided the narrative that contained some of the evidence based on which conclusions were drawn and recommendations made. Summaries of each school report prepared by QAD were also consulted. These were very brief and highlighted major concerns without providing further information on them.

Making general statements across schools especially of a comparative nature proved difficult. For the study to be useful at the systemic level it was necessary, where appropriate, to generalize issues to make meaningful recommendations for improving the school system. This was constrained by the recognition of the fact that issues raised in the external school review reports are specific to often unique school and island situations with their unique relationships and links to communities and parents. For collation of key data to help identify possible trends or to get a generalized picture of a particular concern, the external school review reports (in the forms that were available) were not sufficient. It was necessary to create data sheets for each year (2016 and 2017) and input data from the 136 school review reports for the purpose of analysis. This work proved to be tedious and time consuming. This analysis, therefore, draws on information essentially from the individual school reports, their summaries and from the data sheets prepared by extracting information from the reports of the 136 schools that were supervised/reviewed over the 2 years, 2016 and 2017.

A major assumption in preparing this analytical report is that the data and information in the above-mentioned reports are correct and reliable at the time of preparing the respective school's report. Nearly two years have passed since the submission of the early reports. Each report when submitted to QAD, is discussed at the management level. It is important to note that every report has a section on a set of actions directed to the relevant responsible section, agency or institution. QAD takes immediate action in following up on these actions by sending over to and discussing the issues identified with the respective division of the Ministry or outside agency or institution. It is

understood that many if not all of the issues have been duly attended to and in some cases resolved by now.

## **2.2 A word about quality**

When addressing an issue such as how well are schools living up to quality standards it is important to clarify and place into context the meaning of quality in education. Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. However, considerable consensus exists around the basic dimensions of quality education today. In a school system that uses standards and indicators for school reviews based essentially on the concept of child friendly schools, quality education includes:

- “Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use learner-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society” (UNICEF working paper entitled *Defining Quality in Education* presented at the meeting of The International Working Group on Education, Florence, Italy, 2000).

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. This definition also takes into account the global and international influences that propel the discussion of educational quality (Motala, 2000; Pipho, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams,

1993). Establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000; Benoliel, O’Gara & Miske, 1999). Indeed, each of us judge the school system in terms of the final goals we set for our children our community, our country and ourselves (Beeby, 1966).

Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education’s challenges. New research — ranging from multinational research to action research at the classroom level — contributes to this redefinition.

Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

The definition of ‘school quality’ used by QAD is based on the following elements: availability of competent staff, complete with resources, adequately finances and existence of a pleasant and conducive learning environment.

## **2.3 Categories used for Analysis**

In presenting this analytical report categories used for analysis will be the same as those used in the school summary report prepared by QAD reviewers. The four categories (along with their sub-components) used by QAA reviewers in presenting the summary of each school evaluation report are as follows:

### **2.3.1 Teaching and Learning**

- Preparation for teaching
- Teaching in the classroom
- Foundation Stage classes<sup>2</sup>
- Status of teaching in Key Stage1 and Key Stage 2 classes

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<sup>2</sup> Foundation Stage has been added as a sub-component under **Teaching and Learning** as it is a major area of review since 2017. The transition of pre-schools into the public school system commenced in 2016.

- Assessing Learners: Key Stage 1-2 classes; other classes
- Performance of the role of Leading Teachers

### **2.3.2 Leadership and Management**

- Administrative arrangements for teaching (Key Stage 1- 2 classes and other grades)
- Relations between stakeholders (Students, Teachers, Parents, Community)
- School environment
- Administrative and financial matters
- Principal/Head of School

### **2.3.3 Resources**

- Buildings
- Classroom furniture
- Facilities for teaching
- Facilities for staff

### **2.3.4 Staffing**

- Teachers (number and qualification)
- Teacher qualification
- Leading Teachers (number and qualification)
- Contract teachers (number and qualification)

## **2.4 Brief Statistical Summary from SRRs**

Table 1 provides a summary of the number of SRRs analyzed. In 2016, 61 reports from Government schools in 17 Atolls and Male' were prepared by QAD review teams. This represents 29% of Government schools in the country.

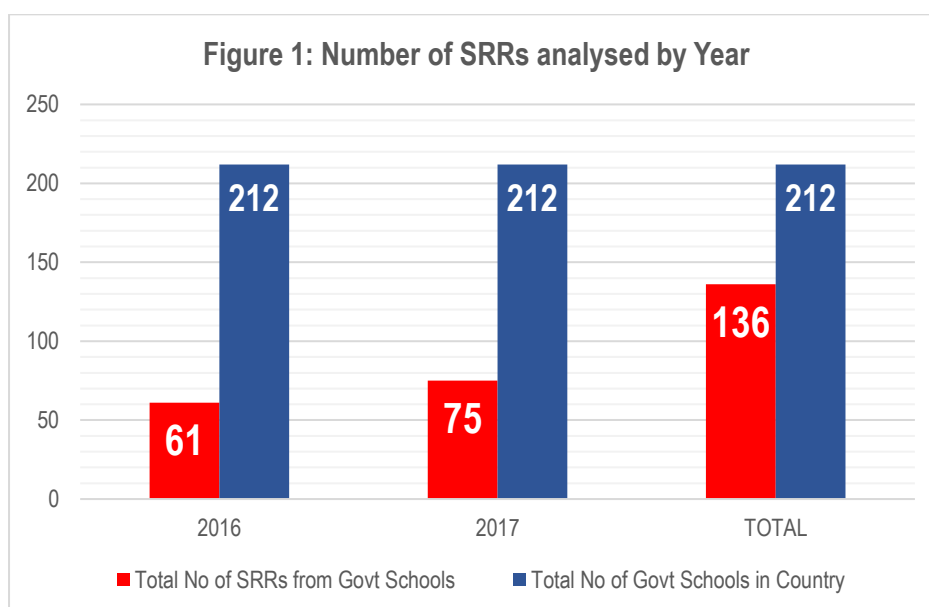
In 2017, the pace picked up and additional 72 SRRs were generated from among the Government schools. This represents 35% of schools in the country. In 2017, QAD teams visited schools in 20 atolls and Male'. In total, 136 schools representing 64% of

Government schools in the country have been reviewed by QAD reviewers over a period of two years.

**Table 1: Number and Percentage of School Review Reports Analyzed by Year and Location**

Year	No of SRRs from Govt Schools			Total No of Govt Schools in Country	% of Govt Schools Reviewed
	Atolls	Male'	Total		
<b>2016</b>	56	5	61	212	29%
<b>2017</b>	72	3	75	212	35%
<b>TOTAL</b>	<b>128</b>	<b>8</b>	<b>136</b>	<b>212</b>	<b>64%</b>

Figure 1 provides a graphical comparison of schools reviewed against the existing government schools in the whole country in the respective years.



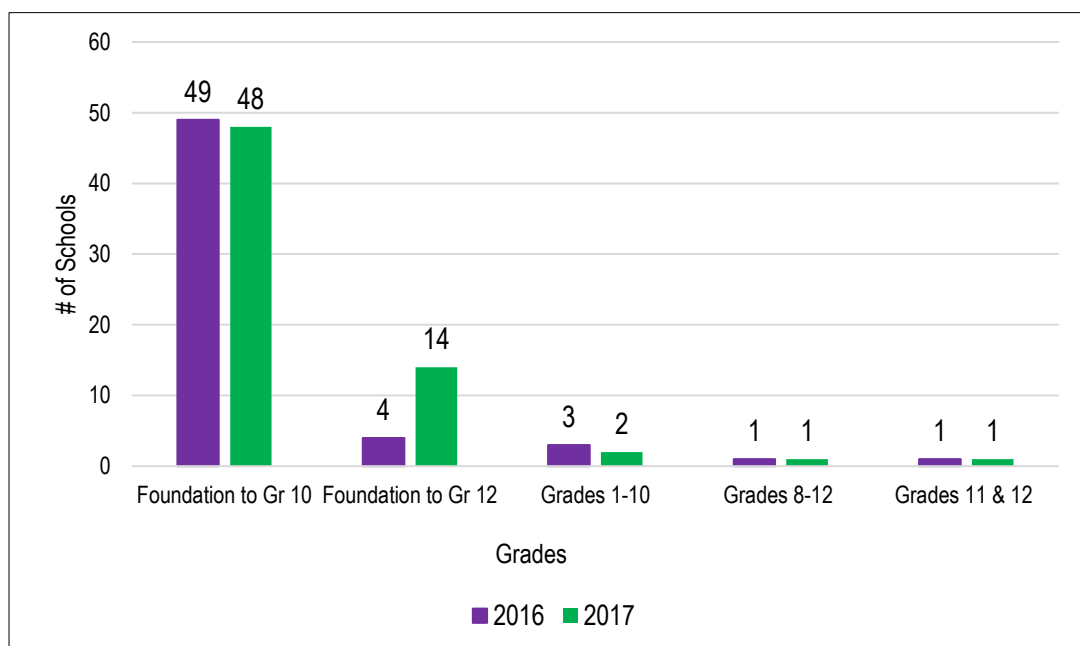
**Table 2: Grades Offered in Schools Reviewed in 2016 and 2017**

Grades ↓Year	Foundation to Gr 10	Foundation to Gr 12	Grades 1-10	Grades 8-12	Grades 11 & 12	Grades 1-7	Foundation to Gr 7
<b>2016</b>	49	4	3	1	1	1	0
	80.3%	6.6%	6.1%	1.6%	1.6%	1.6%	0.0%
<b>2017</b>	48	14	2	1	1	0	3
	64.0%	18.7%	2.7%	1.3%	1.3%	0.0%	4.0%

According to Table 2, a total of 49 schools or 80.3% reviewed in 2016 and analysed offered Foundation to grade 10 classes. From the 2016 SRRs analysed, one school (Centre For Higher Secondary Education) offered higher secondary classes only. Four schools were reported to conduct the full breadth of the grades of the school system from Foundation to Grade 12 classes in 2016. Three schools existed in 2016 that offered grades 1 to 10, while there was only one school that had grades 1-7 only.

In 2017 too, the largest proportion of schools reviewed were those that offered Foundation to grade 10 classes. This included 48 schools (Fig. 2) or 64% of the year's sample set of schools. There was a significant increase in the number of schools offering Foundation Level to grade 12 classes in 2017 compared with only four such schools in the 2016 sample set of SRRs. Two schools existed among the 2017 SRRs that offered grades 1 to 10 only, while there were three schools that had Foundation to grade 7 classes only (see Figure 2).

**Figure 2: Grades Offered in Schools Reviewed in 2016 and 2017**



#### **2.4.1 Students**

There was a total enrolment of 17,180 students (24% of total enrolment in Government Schools) reported in the SRRs analysed from 2016 reviews. The enrolment from the 2017 SRRs was 25,042, (35% of total enrolment in Government schools (see Table 3).

The female enrolment from the 2016 sample is 47.7%, while from the 2017 sample of SRRs is 50.0%.

**Table 3: Number and Percentage of Students in Schools Reviewed, Gender-wise**

Year	Total No of SRRs Analysed	Enrolment			Total School Enrolment in Govt Schools	% of Students from SRRs Analysed
		F	M	Total		
<b>2016</b>	61	8,191	8,989	17,180	70,155	24%
<b>2017</b>	75	<b>12,530</b>	<b>12,512</b>	25,042	72,069	35%
<b>TOTAL</b>	<b>136</b>	<b>20,721</b>	<b>21,501</b>	<b>42,222</b>		<b>59%</b>

In the sample of 136 SRRs from 2016 and 2017, the reports identified a total of 603 students with special education needs (SEN) spread over 82 schools. Out of this, 195 students or 32.3% were females and 270 or two thirds (67.7%) were males.

**Table 4: Number and Percentage of SEN Students from 2016 and 2017 SRRs Analysed**

Year	Total No of SRRs Analysed	Number of SEN Students			Total Enrolment from SRRs Analysed	% of SEN Students from SRRs
		F	M	Total		
<b>2016</b>	61	66	138	204	17,180	1.19%
<b>2017</b>	75	129	270	399	25,042	1.59%
<b>TOTAL</b>	<b>136</b>	<b>195</b>	<b>408</b>	<b>603</b>	<b>42,222</b>	<b>1.43%</b>

## 2.4.2 Teachers

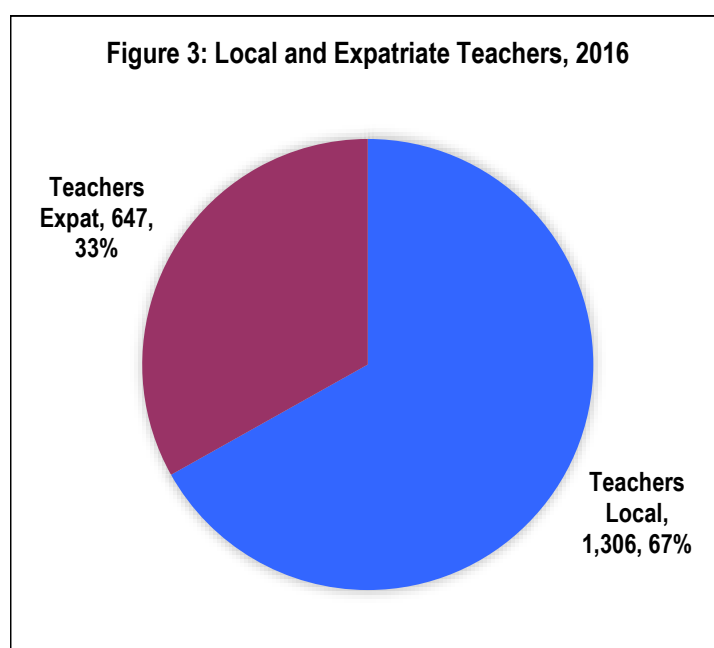
In the 61 SRRs of 2016, there were a total of 1,953 teachers of whom 1,306 or 67% were nationals (see Table 6).

**Table 5: Number of Teachers from 2016 SRRs**

Total No of SRRs Analysed	Enrolment as per SRRs			Teachers								Students per Teacher
	F	M	Total	Local	Expat	Total	Total Trained	Local Trained	Local Contract	Expat T with no T Qual	Trained Expat T	
61	8,191	8,989	17,180	1,306	647	1,953	1,704	1,091	215	51	596	9
Respective Percentages	47.68%	52.32%		66.87%	33.13%		87.25%	83.54%	16.46%	7.88%	92.12%	

With a total enrollment of 17,180 students, in general there were 9 students per teacher. Out of the total number of teachers 87 % were trained teachers<sup>3</sup>. Among the nationals, 84% were trained teachers <sup>4</sup> . Among the expatriate teachers 51 teachers or nearly 8% were identified as not having any teaching qualification. However, all of them had

university degrees and many of them were identified as graduates or with masters level qualification. Few of the expatriate teachers were also observed to hold Doctorate qualification.



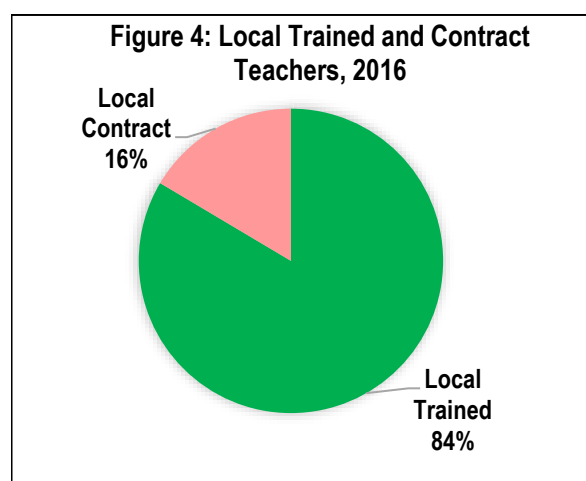
Neither SRRs nor the SIFs provide a breakdown of the qualification of contract teachers. Among them are both trained teachers and untrained teachers<sup>5</sup> who happen to be recent school leavers after completing GCE OL and AL. Some of the contract teachers were noted to be qualified diploma or degree level teachers. It is understood that they are employed on short term contracts as the schools do not have time staff

<sup>3</sup> A “trained teacher” although not defined in any SRR, is throughout this report assumed to be a “person with an MOE approved formal teaching qualification that meets the requirements to be a teacher as per the Teaching Service Structure endorsed by the Civil Service Commission of Maldives.

<sup>5</sup> An “untrained teacher” is one who does not have any formal teaching qualification approved by MOE.

positions. However, it is assumed in most schools, that the majority of these were not trained. Hence, contract and untrained teachers are reported here as one group.

In the 75 SRRs of 2017, there were a total of 2,463 teachers of whom 1,788 or 73% were nationals (see Table 7).

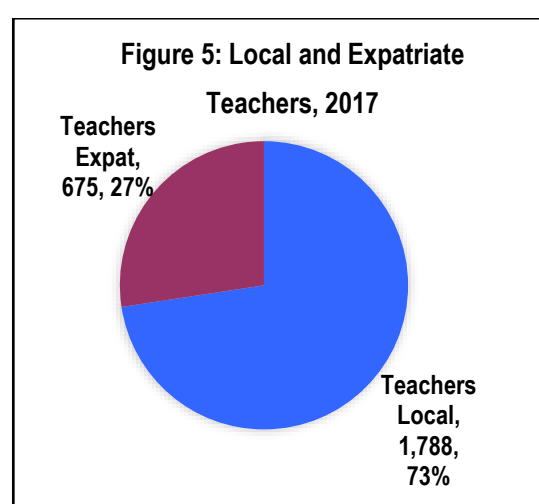


**Table 6: Number of Teachers from 2017 SRRs**

Total No of SRRs Analysed	Enrolment as per SRRs			Teachers								Students per Teacher
	F	M	Total	Local	Expat	Total	Total Trained	Local Trained	Local Contract	Expat T with no Teaching Qual	Trained Expat T	S/T
75 Schools	12,530	12,512	25,042	1,788	675	2,463	2,023	1,421	468	61	614	10
Respective Percentages	50.04%	49.96%		72.59%	27.41%		82.14%	79.47%	26.17%	9.04%	90.96%	

The remaining 675 teachers or 27% were expatriates (see Fig 5).

Out of the total number of teachers, 83% were trained teachers. Among the nationals, 1,421 teachers were trained. A total of 468 teachers were identified as contract staff in the 2017 SRRs.<sup>6</sup> These included both trained as well as untrained teachers. The average number of students per teacher was 10 for the schools reviewed in 2017.



<sup>6</sup> From the 2017 SRRs, it is not clear whether the Contract teachers were included in the total number of local or expatriate teachers. In some reports it is evident that this was included

Additional statistical summary tables and figures are provided in Annex 3.

### **2.4.3 Data Collection, Reporting and Discrepancy**

Out of the 61 SRRs of 2016, 37 reports noted enrolment data lower than Ministry of Education's officially published enrolment statistics. Under reporting of enrolment ranged from 1 student in a school to as many as 75 in a school. In the remaining 24 reports of 2016, enrolment reported were higher than the officially published data from the Policy Planning Division of the Ministry. The increase in enrolment provided by schools compared with officially published data ranged from 1 in a school to over 50 students in some cases. In a number of reports of 2016, statistics presented in the school review reports prepared by the review teams did not match with data from School Information (SI) Forms. Examples of such schools include Muraidhoo School, Hithaadhoo School, Hirimaradhoo School, Bilehfahi School, Foakadihoo School, Hiriya School, and V. Atoll Education Centre (AEC).

Mismatch of figures in tables, especially between figures in Table 1 and Table 3 in the SI Form, were also observed in a number of reports from 2016 reviews. Examples include Finey School, Jalaaluddin School, and Thulhaadhoo School.

The quality of data reporting, report preparation and presentation were in general better in the 2017 SRRs than in the reports of 2016. Examples of 2017 reports where data were either mis-matching or incorrect or incomplete include reports of Kurin'bee School, Hanimaadhoo School, Sh. Funadhoo School, Ifthithaahu School, Dhuvaafaru Primary School, Kinbidhoo School, Dh. AEC, Rinbudhoo School, and Gemanafushi School. The rest of the 2017 reports (67 reports) were found to be generally good.

In presenting and analyzing data for this analytical report, the authors relied on the statistics reported in the external review teams' reports. Every effort was made to verify against the data provided in the SI Form where available. It is pertinent to note that in a few SRRs, the SI Form which constituted an Annex of the report, was missing. When mismatch of data between SRRs and SI Forms was observed, authors have opted to

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while in other reports it is not. There does not appear to be consistency in reporting this data from the schools.

use data from SI Form which appeared more reliable. There were obvious errors in addition in a few of the SRRs while reporting total of male and female enrollment, total of local and expatriate and trained teachers.

## **2.5 Concluding Observations**

Two points need to be highlighted before the analysis.

1. The outcome of this coverage is a sizeable sample of school review reports that has the potential to offer the Quality Assurance Department of the Ministry of Education the opportunity to obtain a useful snapshot of the health of the current school system in the Maldives. It offers timely data and information hitherto unavailable on this scale. This data and information, when appropriately entered into data sheets, will lend themselves for analysis and for drawing conclusions and insights into the issues and challenges faced by the school system, and where possible, to offer recommendations for improvement.
2. The overriding (and limiting) effect of the 4 categories looked into by QAD reviewers' work in their often tight and hectic schedule of examining evidence, interviewing, reporting and discussing the quality issues in schools must be emphasized. Factors not captured in the "indicator net" of these categories, however relevant or important they may seem to be in the school context, are unlikely to be measured or considered in the report of QAD reviewers.



### 3. Analysis of Issues and Challenges

#### 3.1 Teaching and Learning

- Preparation for Teaching: Preparation of Schemes of Work for each subject, Lesson Planning, Co-ordination meetings, Leading Teacher feedback,

While lesson plans are linked to the national curriculum/Cambridge and Edexcel syllabus, evidence from the 2016 and 2017 external review reports across many schools point to a mix of practice in regard to attention to the preparation of schemes of work by subjects and to the preparation of detailed lesson plans.

Some SRRs highlight schools where preparatory work for teaching is well done (e.g. Addu High School, Fuvahmulaku School, Kinbidhoo School, (G Dh). Thinadhoo School, Aminiya School, Dharumavantha School, Hiriya School, B. AEC), where schemes of work in various subjects are completed, lesson planning is done in sufficient detail, is checked and approved by a Leading Teacher, and meaningful and effective co-ordination meetings among teachers are regularly held.

##### **Box 1**

##### **Addu High School**

Schemes of work for all subjects and for all grades have been prepared. Weekly coordination meetings are held during which discussions on a wide range of issues are held among the teachers. Teachers prepare individual lesson plans in considerable detail. These are submitted to, checked and approved by Leading Teachers prior to conducting the lesson.

##### **Box 2**

##### **Kinbidhoo School**

Weekly coordination meetings are held among the teachers to discuss wide-ranging issues related to their teaching. Teachers prepare individual lesson plans and use them in the classroom. Prior to this, lesson plans are checked and approved by a Leading Teacher. Schemes of work in all subjects for all grades have been prepared.

Many schools are noted in the review reports as needing serious attention to the preparation of schemes of work by subjects (49% of reports) and to the preparation of detailed lesson plans (75% of reports).

**Box 3**

**Th. Omadhoo School**

Little progress had been made in teacher preparation even as the academic year draws to its end. Schemes of work in various subjects had not been completed. Some teachers, including the Leading Teacher, do not prepare lesson plans. Without the much-needed monitoring of their work, guidance and professional support from the Leading Teacher, temporary/contract teachers do not prepare well for teaching which ultimately results in poor quality of learning by students.

The lack of lesson preparation, in turn, will very likely affect adversely the conduct of successful lessons that are consciously activity-based and made relevant to the local context with examples closer to the lives of the students. It is with greater teacher attention to details in lesson planning that lessons can be made more interactive, enjoyable to students, and facilitate deeper learning of concepts and content of the curriculum. Moreover, such lessons in which the teacher succeeds in gaining student involvement leads to better student learning and will result in greater job satisfaction for the teacher.

External reviews have identified that lack of detailed lesson planning in some instances (especially where there were more untrained /contract teachers) is largely due to lack of support and supervision by the Leading Teacher (e.g. Nadalla School, Dhonfanu School). Greater attention to holding regular co-ordination meetings at which issues relevant to classroom teaching are discussed, and approval of lesson plans by the Leading Teacher is highlighted by external reviews.

Lack of detailed lesson planning may also reflect the teacher's assumption or misconception that teaching is presentation of knowledge or content and that it does not require much preparation. Such assumptions no longer fit with current

understanding of how and what students learn. Nor would they fit with the requirements of the new curriculum which promotes activity-based learning. Instead, instruction should help students build on their prior knowledge to develop attitudes, beliefs and cognitive skills, as well as expand their knowledge base (Carron and Chau, 1996). It also signifies that teaching styles in some classrooms in the Maldives still remain traditional, teacher-centred, and fairly rigid or perhaps even authoritarian which generally do not foster quality learning.

Professional support especially through mentoring will serve well for dealing with obstacles teachers face especially in understanding, embracing and effectively implementing the new national curriculum. Some external review reports point to specific information teachers need in order to better implement the new curriculum. External review reports highlighted the need for Key Stage 1-2 teachers to better understand and be able to explain concepts such as Learning Intentions and Success Criteria (Dhonfanu School, Uligamu School, Vashafaru School, Dhanbidhoo School, Isdhoo-Kalhaidhoo School).

- Teaching in the classroom

External review reports say little about the range of teaching skills employed by teachers in the classroom. However, an overwhelmingly large number (over 80%) of reports point to inadequacies in questioning skills with most teachers failing to ask more challenging and higher order questions to help deepen students' learning and understanding. The impression conveyed in the reports is a classroom where the teacher frequently uses lower-order, recall-type questions. An overuse of this type of questions hampers efforts to promote deeper, higher-order, critical thinking in students which in turn adversely affects quality of their learning.

Research has repeatedly confirmed that clarity, sequencing, and delivery of questions, and the psychological safety of the learning environment influence student perceptions, motivation, and achievement of desired educational outcomes (McComas W, Abraham L. 2012). Questions are among the most powerful teaching tools and adopting best practices can significantly enhance the quality of instruction and learning.

Questions have long been used as a teaching tool by teachers to assess students' knowledge, promote comprehension, and stimulate critical thinking. Well-crafted questions lead to new insights, generate discussion, and promote the comprehensive exploration of subject matter. Poorly constructed questions can stifle learning by creating confusion, intimidating students, and limiting creative thinking. Teachers most often ask lower-order, convergent questions that rely on students' factual recall of prior knowledge rather than asking higher-order, divergent questions that promote deep thinking, requiring students to analyze and evaluate concepts (McComas W, Abraham L. 2012).

It is important to examine possible factors that lie behind the current and inadequate state of the practice of a key teaching skill in many Maldivian schools. For example, is the limitation of teacher/student fluency in the language of instruction a key factor? How well are questioning skills taught to teacher trainees? Are there cultural and other implementation challenges of using questioning skills at the classroom level in different island contexts?

While review reports note a lack of audio-visual aids and ICT-based equipment in some schools, review reports also refer to ineffective utilization of teaching aids including technology-based teaching/learning aids even when available (e.g. Dhonfanu School). Similarly, poor integration of library work with lessons, where libraries exist, are also noted in the reports.

Other teaching skills highlighted in the reports (and mentioned as salient features considered important across school stakeholders including parents and students) include skills in generating active participation of students, use of group work with the teacher serving as a skilled facilitator, and the ability to create a friendly classroom atmosphere.

Small schools with few children studying at different grade levels require the use of multi-grade teaching approach. Teachers in such schools will need to be competent in the skills needed in teaching a class of children of many grades and age levels. External review reports point out that multi-grade teaching was not conducted satisfactorily in a number of such schools (e.g. Thakandhoo School, Molhadhoo School), where teachers in these schools were teaching Grades 2 and 3 children. It is often the case across many developing countries that multi-grade teaching is most

needed in remote and disadvantage areas where attracting well-trained and experienced teachers is a formidable challenge. As such the challenges of implementing multi-grade teaching often fall on untrained and contract teachers who are less equipped to effectively utilize the multi-grade teaching approach. This situation currently appears to be the case in the Maldives as well. Appropriate use of technology with multi-grade teaching and availability of trained teachers may help to improve the situation. The current push by the MoE in promoting virtual learning could also be linked to such an effort. It is encouraging to note that MoE is placing key emphasis on the application of technology to promote better learning across the whole system as was recently announced at a function in January 2018 to demonstrate the use of virtual learning. The finalization of the ICT in Education Master Plan and reinforcing ICT competency of teachers - two activities to be completed within the current 2016-2020 UNDAF - will provide further support towards appropriate application of technology in education.

- **Foundation Stage Classes**

It is now well established that much can be achieved if more resources are effectively devoted to the early years. This includes the early years before children enter the school system. A lot of learning (including the ability to learn) takes place before age 5, in the household and in the community. There is ample evidence that improving the environment in which young children grow up will greatly enhance their chances to perform well in a formal schooling environment.

Despite calls to expand early childhood education, questions remain regarding its medium and long-term impacts on educational outcomes. A recent meta-analysis of almost 60 years of high-quality early childhood education (ECE) studies found that participating in ECE programs significantly reduced special education placement and grade retention, and lead to increased school completion rates (Dana Charles McCoy, Hirokazu Yoshikawa, Kathleen M. Ziol-Guest,, 2017). These results clearly support the idea of expanding ECE. World-reknowned researchers have pointed out that skills typically targeted by ECE programming - including cognitive skills in language, literacy, and math as well as socio-emotional capacities in self-regulation,

motivation/engagement, and persistence - are likely precursors of children's ability to maintain a positive academic trajectory (Heckman, Pinto and Seyvelyev, 2013). Educational outcomes are theoretically relevant as more distal targets of ECE programming. Also the prevalence and cost of special education, grade retention, and especially high school dropout are large (Levin, Belfield, Muennig, & Rouse, 2007). Because of this, understanding the possible benefits of ECE for mitigating negative educational outcomes such as these is of particular importance to educational policymaking.

Since 2016, the Ministry of Education has incorporated early childhood education into the formal Maldivian public education system. Consequently, QAD's external review has since 2017 expanded to cover Foundation Stage classes.

The 2017 SRRs indicate an encouraging picture of ECE provision in the schools covered by external reviews. A key reason for this may be the well-planned and timely implementation of a very large scale and successful effort of the Ministry of Education in incorporating many Foundation Stage classes into government schools. External review reports indicate that in the teaching-learning process many Foundation Stage classes emphasize play-based learning, hands-on activities, field visits based on learning themes, display of children's work, identifying and providing additional support to children who experience learning difficulties to prevent them from falling behind (e.g. HDh. Atoll Education Centre, HA Ghazee Bandarain School, HDh Naivaadhoo School, HDh Kurinbi School, Sh. Funadhoo School).

External review reports observed that some schools did not provide regular daily opportunity for children to play outdoors (Noomaraa School, Madhrasathul Sabah, Hanimaadhoo School, Rasgetheemu School , Fainu School ) while others did not have learning corners (Kumundhoo School, Hulhudhoo School) or did not organize field visits based on learning themes (Kendhoo School ) or did not display children's work in the classroom (e.g. Goidhoo School). Some teachers, according to reports, indicate that it was too hot to take children outdoors to play every school day. A few schools, according to SRRs, failed to demonstrate that any of the opportunities mentioned above were offered to the children (Mathiveri School).

- **Status of teaching in Key Stage1 and Key Stage 2 classes**

Schools with well-trained teachers supported and mentored by Leading Teachers seem more effective in conducting Key Stage 1 and 2 classes while untrained teachers predominantly in smaller schools where there are less qualified or no Leading Teachers are facing difficulties (due to lack of familiarity with or lack of understanding of the new curriculum) in providing good quality education to their students.

Questioning skills of many teachers when teaching Key Stage 1 and 2 were deemed by external reviewers to be in need of improvement (Nolhivaram School, Goidhoo School, Rasgetheemu School are some examples).

**Box 4**

**Maaungoodhoo School**

Active involvement of students in the lesson was limited. Clear instructions were not given prior to assigning tasks to students. Teachers' questioning skills were poor. Teaching aids were not used. Key Stage 1 and 2 classes in this school were taught by untrained teachers.

Some teachers were not able to demonstrate their ability to actively involve students in the lessons (e.g. Mathiveri School, Kurinbi School, Noomaraa School, Rasgetheemu School) while there were a few examples (Hiriyaa School, Aminiya School, Kinbidhoo School) that highlighted teachers' ability to demonstrate successful student-centred teaching.

Professional support especially through mentoring will serve well for dealing with obstacles teachers face especially in understanding, embracing and effectively implementing the new national curriculum. Some SRRs point to specific information teachers need in order to better implement the new curriculum. SRRs highlighted the need for Key Stage 1-2 teachers to better understand and be able to explain concepts such as Learning Intentions and Success Criteria (Dhonfanu School, Uligamu School, Vashafaru, Dhanbidhoo School, Isdhoo-Kalhaidhoo School).

- **Assessing Learners in Key Stage 1 and 2**

External review reports indicate that many teachers in Key Stage 1 and 2 classes are using the Assessment Learning Checklists in accordance with the MoE regulations. Some reports, however, point to teachers who do not take checklists to class but fill them at a later time during which they need to recall how the students had fared or performed in class (Dhonfanu School). Others point to the checklists not being updated regularly and not entering in the report card (REPCA). One review report (Rasdho School report) expressed concern that children's progress/achievements was not regularly shared with their parents. Some schools (e.g. Noomara School, Dhanbidho School, L. Hithadhoo School, Nilandho School, Vashafaru School, Finey School) were identified as needing training for their Key Stage 1 and 2 level teachers some of whom were untrained. While all teachers in the Key Stage 1-2 level were trained external review reports highlighted the need for more information for all of them on various aspects of the implementation of the new national curriculum (N. Atoll School, Mathiveri School). It appears that curriculum reform needs to accommodate the situation of teacher quality including in the many small and remote island schools where many local teachers are untrained, and some expatriate teachers with knowledge of content matter are far from competent in effectively delivering such content due to lack of teaching skills. Very often such schools have poor quality Leading Teachers to help at the school and classroom level.

School review reports say little about assessment in other classes except to state that in these classes students are assessed through class tests, unit tests and term test. Some reports indicate that in preparing and marking test papers, table of specification and marking schemes are utilized and that records of results are generally well maintained.

### **Meeting academic targets**

According to school review reports a number of schools have succeeded in meeting academic targets they had set themselves to achieve. One such example noted by a review report is Keyodho School, a school with an enrolment of 164 students spread over grades K to 10.

**Table 7: Keyodhoo School National Examination results (past 5 years) GCE OLevel and SSC**

Year	2012			2013			2014			2015			2016		
Subject	Students sat in the exam	Students passed	Pass %	Students sat in the exam	Students passed	Pass %	Students sat in the exam	Students passed	Pass %	Students sat in the exam	Students passed	Pass %	Students sat in the exam	Students passed	Pass %
Islam	13	11	85	9	8	89	12	11	92	11	11	100	12	9	75
Dhivehi	13	10	77	9	9	100	12	11	92	11	11	100	12	9	75
English	12	6	50	9	5	56	12	8	67	11	7	64	8	8	100
Maths	13	4	31	8	4	50	11	6	55	11	7	64	8	7	88
Commerce	10	3	30	6	4	67	8	8	100	8	7	88	7	7	100
Economics	10	4	40	6	4	67	8	6	75	7	7	100	6	5	83
Accounts	8	1	13	9	1	11	12	5	42	10	5	50	7	6	86
F.Science	9	6	67	.	.	.	8	8	100	9	7	78	8	6	75
Comp.Sc	1	1	100	.	.	.	.	.	.	8	6	75	5	5	100
Comp.Hard				8	8	100									

Annual pass rates in the various subjects indicate an overall picture of improvement over the past 5 years (see Table 7). Progress indicated through remarkable improvement in the pass rates in Mathematics and English Language is particularly noteworthy. The teachers, students as well as others who contributed to this achievement need to be commended. According to the external review report the school set academic targets and implemented the planned activities effectively to achieve them. The review report also mentions that parents and students believe that teaching and learning in the school are progressing well. The unanimous agreement among all 47 parents the review team met, was that the teachers work very hard to help students learn. A very high proportion of parents also agreed that teachers took extra classes and provided additional help to the students who were performing at different levels. Keyodhoo School staff have received training in school self-evaluation (SSE). An SSE was undertaken the previous year. Based on the SSE a school improvement plan was prepared and is currently being implemented. These factors that indicate a high level of involvement of teachers and the school leadership in the evaluation, planning and implementation process may have contributed to the overall improvement in academic performance.

Another school noted by an external school review report for achieving academic targets is Aminiya School. The report highlights that the school has demonstrated

improvement in academic results (pass rates) in the past 5 years. From a quick look at the annual pass rates across the 5 years this observation is accurate, and the school deserves commendation for this improvement.

However, 2 points need to be noted. Firstly, Aminiya School's performance in Mathematics over the past 5 years needs a careful review. As one of the leading schools in the country with a good record of academic results at the GCE O/L examinations the school's performance in Mathematics over the past 5 years has not been good. As shown in the Table 8 below, during the past 5 years the average score for Aminiya School in Mathematics has been 57%. In other words, on average, in the past 5 years, 43% of Aminiya students failed to get a passing grade in Mathematics at the GCE O/L. For a school that has prepared students to sit the GCE O/L examinations for well over 50 years and as a school with a relatively good academic reputation across the country this is an unacceptably high percentage of failure rate in a core subject. It implies, among other things, that far too many students may have been pushed up the grades and reached grade 10 to sit the GCE O/Level examination without sufficient skills in Mathematics.

**Table 8: Aminiya School National Examination Results (past 5 years) – GCE OLevels and SSC**

Year	2012			2013			2014			2015			2016		
Subject	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %
Islam	397	318	80.1	299	228	76.3	227	202	89	227	187	82.4	162	137	84.6
Dhivehi	397	350	88.2	298	253	84.9	227	212	93.4	228	210	92.1	163	146	89.6
English as a second language	395	278	70.4	305	197	64.6	229	186	81.2	228	186	73.7	163	134	82.2
Mathematics	392	218	55.6	303	160	52.8	229	149	65.1	226	124	55.1	160	90	56.3
Physics	176	141	80.1	152	123	80.9	124	108	88.5	127	102	80.3	74	70	94.6
Chemistry	166	140	82.8	144	125	86.3	126	111	88.1	135	107	76.3	79	66	87.3
Biology	208	167	80.3	162	126	77.8	143	109	76.2	136	108	79.4	81	65	80.3
Accounting	147	99	66.3	118	68	57.1	71	56	79.9	75	46	61.3	53	41	75.9
Economics	171	115	67.3	140	101	72.1	104	95	92.9	98	75	76.5	80	67	83.8
Business st	124	83	66.9	102	44	43.1	70	54	77.1	60	39	65	50	32	64
TTS	72	68	94.9	90	70	7.8	79	51	83.6	68	56	97.1	63	62	98.4
History	17	12	70.6	15	11	73.3	14	14	100	12	7	58.3	9	8	88.8
Geography	31	23	74.2	15	12	80	43	33	76.7	12	6	50	9	6	66.7
Literature	26	18	42.9	-			42	28	66.6						
Computing	68	55	80.9	74	58	78.4	48	41	85.4	48	32	66.7	41	31	75.6
Fisheries Sc										30	22	73.3			
Art	118	38	32.93	22	16	72.7	13	7		31	11	37.9			

This school must be encouraged to carefully diagnose the reasons for its less than good performance in Mathematics and to develop strategies and actions to bring about improvement. Perhaps a sharper focus on screening for competency in key subjects such as Mathematics and English language from early grades would help in identifying where the problem begins. Aminiya is a good school that must be helped to get even better.

A second feature of Aminiya School's GCE O/L results that appears to have been overlooked by the external school review is the significant decline in 2016 in the number of students sitting the examinations in all the subjects. It is possible that the pace at which external reviewers are compelled to work when undertaking school reviews prevents them from taking a deeper look at these results.

Another school highlighted for achieving the set academic targets in most of the subjects is Kanduhulhudhoo School.

As can be seen from the Table 9 below this school has shown remarkable improvement in pass rates in most subjects when compared to the previous year's results. However, a closer examination of the statistics indicates a sharp decline (more than 50% in each subject) in the number of students sitting the exams except in Islam and Dhivehi Language. The reason/s for this decline needs to be clarified to ascertain, among other things, if the significant decline in the number of students sitting the examinations has contributed to the remarkably higher pass rates. This should not, however, prevent the recognition of the work of the deserving students and the teachers on their achievements.



**Table 9: Kanduhulhudhoo School National Examination Results (past five years) – GCE O/level & SSC**

Year	2012			2013			2014			2015			2016		
Subject	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %
Islam	18	10	55.5	15	8	53.3	18	14	77.78	17	12	70.59	13	8	61.54
Dhivehi	18	12	66.6	15	9	60	18	9	50	17	15	88.24	13	9	69.23
Eng	18	4	22.2	15	3	20	18	6	27.78	17	3	17.65	5	3	60
Maths	18	5	27.7	14	3	21.4	18	8	44.4	17	6	35.29	6	4	66.67
Acc	14	6	42.86	11	8	72.7	15	7	46.67	12	8	66.7	5	5	100
Econ	7	7	100	8	6	75	7	6	85.7	11	7	63.6	5	5	100
Comm	7	4	57.14	7	6	85.7	10	8	80	12	11	91.67	6	5	83.33
Mar.sci							9	7	77.78	12	6	50	5	5	100
F.sci	8	6	75	8	6	75									

**Table 10: Lhohi School National Examination Results (past five years) GCE O/level, SSC**

Year	2011			2012			2013			2014			2015		
Subject	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %
Islam	20	12	60	22	11	50	7	6	85.7	9	4	44	10	8	60
Dhivehi	20	17	85	22	16	72.7	7	6	85.7	9	4	44	10	6	80
English	17	0	0	14	0	0	7	0	0	7	0	0	10	0	0
Maths	17	0	0	13	1	7.69	7	1	28.6	6	0	0	5	4	80
Account	16	3	18	10	1	10	7	0	0	4	0	0	3	2	67
Commerce	15	1	6	08	1	12.5	4	0	0	-	-	-	1	0	0
Economics	10	1	10	12	0	0	3	1	33	2	0	0	-	-	-
Marine Sc	6	3	50	9	1	11	3	1	33	5	0	0	-	-	-
Chemistry													3	0	0
Biology													4	2	50

In the above set of results at the SSC and the GCEO/L, in Table 10, the review team observes that Lhohi School has shown improvement in 2 subjects: Islam (at the SSC

examinations) and Mathematics (at the GCE O/L examinations). The school deserves special commendations for its remarkable improvement in Mathematics. In the past 4 years (2011-2014) the average pass rates in Mathematics has been at 9%, and in 2015, it has climbed to 80%. On the other hand, the review team seems to have overlooked the fact that Lhohi School obtained 0% pass rate in English as a second language (ESL) for the fifth consecutive year. This school needs to be encouraged to investigate the possible reasons for its persistent poor performance in a core subject, diagnose the key issues and take appropriate actions to bring about improvement as soon as possible. It is possible that students are pushed up the grades, perhaps from primary level, without diagnosing the problem and without taking effective and timely action for improvement.

Kinbidhoo School is another example of a school that has been highlighted by the external school review for its success in achieving the academic targets set by the school. As depicted in the table below (Table 11) remarkable improvement has been made in some subjects such as Business, Accounts, Biology and Chemistry. Those responsible deserve commendation for their efforts.

**Table 11: Kinbidhoo School National Examination results (past five years) GCE O'levels, SSC, Dhasvaaru & BTech**

Year	2012			2013			2014			2015			2016		
Subject	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %	Students sat	Students passed	Pass %
<b>Islam</b>	22	9	40.91	20	8	40	16	13	81.25	12	9	75	15	8	53.33
<b>Dhivehi</b>	22	17	77.27	20	11	55	16	13	81.25	12	10	83.33	15	12	80
<b>English</b>	22	2	9.09	20	4	20	16	1	6.25	12	4	33.33	15	4	26.67
<b>Maths</b>	22	1	4.55	20	4	20	16	1	6.25	12	2	16.67	15	7	46.67
<b>Business</b>	11	2	18.18	15	3	20	16	4	25	10	5	50	7	5	71.43
<b>Account</b>	22	4	18.18	20	6	30	16	11	68.75	12	6	50	8	8	100
<b>Biology</b>							15	14	93.33	7	7	100	7	7	100
<b>Chemistry</b>							15	9	60	7	6	85.71	7	7	100
<b>B-Tech</b>													7	7	100
<b>Dhasvaaru</b>										7	7	100			
<b>Economics</b>	12	2	16.67	10	5	50									
<b>F.Science</b>	15	5	33.33	12	5	41.67									

What the review does not mention is the persistent poor results in 2 core subjects: English and Mathematics. Over the 5 years under review pass rates in English has

ranged between 9% and 33%. Mathematics results has ranged over the past 5 years between 4.5% and 47%. The high failure rates in these 2 core subjects is a matter of serious concern. Kinbidhoo School must be encouraged to diagnose the reasons for its consistently poor performance in English and Mathematics and to develop strategies and actions to bring about improvement. This school, noted by external reviews for its excellent learning environment, activity-based teaching and learning, and exemplary teaching in Key Stage 1 and 2 classes, must be helped to get even better especially with a greater focus on improving students' skills in English and Mathematics. It is pleasing to see a marked increase in the pass rate in Mathematics in 2016.

The above 3 school examples are highlighted to stress the general need for external school reviewers to be able to devote sufficient time and to have the capacity to carefully consider the issues related to meeting the academic targets schools (teachers and students) set themselves to achieve.

Except at the Foundation Stage classes external school review reports do not highlight many schools where teachers genuinely attempt to identify students who have learning difficulties, pursue with the diagnosis or identification of their specific problems and prepare individual education plans (IEP) or remedial measures to assist in solving these problems. The reports do not address reasons for lack of attention to this important task of teachers. This lack of attention to identification, diagnosis and remediation is manifested not only in the lack of attention to students in need of special support but also from evidence such as the number of children whose reading level in Dhivehi language, for example, is well below that of their grade level. Failure to master competencies appropriate to the grade level in a key subject like Dhivehi needs to be identified early and action taken to provide remedial measures. The National Assessment of Learning Outcomes in Dhivehi language conducted by QAD for a national sample of Grade 7 students in 2016 showed a mean score of 56% indicating that 43% of Grade 7 children failed to achieve the minimum pass of 40% in their mother tongue (MoE, 2016). Such children are at the risk of not succeeding in a core subject. Teachers need to take proactive measures to identify and arrange appropriate remedial measures to help students at the risk of not succeeding in school. All children have a right to quality education and teachers and school heads are key duty bearers to help

children obtain this right and assist them become productive members of Maldivian society. While there is universal access to 14 years of education in the Maldives (as indicated by a remarkably high enrolment rate), attention must also be paid to reducing the gap in learning outcomes among learners in the school system. The access that the education system provides must be for success in learning for all - not for some. This calls for serious attention to identifying children at risk of falling behind or dropping out and taking effective preventive/ remedial action. This is only possible if teachers are able to screen children who are falling behind, diagnose the learning problems they face and work on remedial measures. It calls for greater attention to MoE's policy on inclusion. "No child left behind" applies to all students at every grade level. Early screening, early diagnosis and early interventions will produce more effective and timely results as well as help reduce costs in remediation.

## SEN Students

A quantitative picture of the provision of educational access to SEN students are depicted in Table 12 below. Of the 42,222 students in the 136 schools, the total number of SEN students is 603 or 1.43% of the number of students in schools reviewed and analysed.

**Table 12: Number of SEN Students from SRRs of 2016 and 2017**

Year	Total No of SRRs Analysed	Number of SEN Students			Total Enrolment from SRRs Analysed	% of SEN Students from SRRs
		Female	Male	Total		
<b>2016</b>	61	66	138	204	17,180	1.19%
<b>2017</b>	75	129	270	399	25,042	1.59%
<b>TOTAL</b>	<b>136</b>	<b>195</b>	<b>408</b>	<b>603</b>	<b>42,222</b>	<b>1.43%</b>

A disaggregated picture by sex shows that a very high proportion (68%) of SEN students are male. Such a significant gender disparity warrants further investigation as to why the proportion of boys are so much higher among SEN students in comparison with girls. Furthermore, information on SEN available in the SRRs suggests that provision of SEN across schools as well as the number of children receiving special

assistance is inconsistent. This variability implies a greater need for systematic attention to SEN. The SEN programme is an important initiative of the Ministry of Education and is a key intervention in support of MoE's policy that focuses on inclusion. According to NIE's web-based newsletter *Opportunities for Inclusion*, Vol.1, January 2018, a number of actions have recently been taken to support the implementation of this policy:

- By 2017 posts of SEN teachers have been established in all schools
- Regional Early intervention centres to support children with disabilities have been established
- A SEN ambassador has been trained for every school
- 75 SEN teachers participated in an exchange programme
- 140 teachers have now completed a diploma in teaching Inclusion course in special education



**Box 5****Maamendhoo School (GA.)**

The 4 SEN students needing special assistance were provided lessons in the school mosque. They were taught by teachers who were free at that time. An external evaluator observed in his/her report that neither IEP nor lesson plans were used in providing instruction to them.

Locating the SEN class in the school mosque may have been a decision taken in view of acute space constraints in school. Nevertheless, such a decision may convey an indirect message of segregation and of not being as important to the school as other students in mainstream classes studying in normal classrooms. Such separation may also limit opportunities to interact with other children - a factor often deemed especially important for SEN students.

More importantly, providing instruction without an IEP or without a prepared lesson plan is a serious disservice to these disadvantaged children who deserve special care and a more tailored education that responds more specifically to their learning needs. This SEN class clearly does not operate in the spirit of MoE's "No Child Left Behind" policy.

There is a need to place greater focus on implementing MOE's "No Child Left Behind" policy through screening and diagnosis of students at risk of falling behind and mounting appropriate remedial measures to help such students to succeed in school.

- **Performance of the role of Leading Teachers**

Leading teachers are crucial to providing school-based / classroom-based support. They, together with the Principal, provide and facilitate instructional leadership to support quality teaching and learning. They play a pivotal role in Maldivian teachers' daily work. Their assistance is critical in supporting teachers (especially those with little experience or newly trained or temporary teachers) to embrace new practices such as the implementation of the new Maldivian national curriculum, Cambridge and Edexcel syllabi. that emphasizes not only standards and competencies that teachers should help students to achieve but also a new approach to student assessment as well as a student-centred and active-learning pedagogy. However, for Leading Teachers to

provide this level of classroom-based support, they themselves need adequate training and expertise. Moreover, the Leading Teacher's role needs a shift of emphasis in many schools from an administrative and evaluative focus to one centred around mentoring (Shareef, 2008) consistent with the study in Egypt (Megahed et al., 2012 quoted in Di Biase 2012).

Lack of professional support from Leading Teachers is mentioned in a number of reports (Goidhoo School, Maaungoodhoo School, Hoadehdhoo School, GA. AEC, Uligamu School, Muraidhoo School, AA. Atoll School). This includes support for the development of schemes of work in various subjects, checking and providing feedback on teachers' lesson plans, actively participating in co-ordination meetings during which teachers are encouraged to discuss issues that they encounter in teaching.

In many atoll schools Leading Teachers were assigned a heavy teaching load leaving them little time to perform their other roles including providing support for the professional development of teachers, observing lessons of teachers and providing feedback for improvement, and holding co-ordination meetings to discuss issues related to teaching in the school.

As with qualified and experienced teachers the school system is experiencing a serious imbalance in the distribution of well-qualified Leading Teachers across schools in the country. Some schools with a qualified teaching staff also have a set of competent and well-qualified Leading Teachers while in other schools with a relatively high proportion of untrained teachers the qualification and capabilities of the Leading Teachers are inadequate. Aminiya School, with a well-qualified teaching staff, has 16 Leading Teachers (5 with masters level qualifications, 8 with degree level qualifications and 3 with diploma level qualifications. In HDh. Atoll Education Centre where almost all of its 54 teachers are well qualified, has 7 Leading Teachers (5 with degree level and 2 with masters level qualifications). In contrast to the above 2 examples, Noomara School has 17 teaching staff (8 of whom are contract teachers and some in need of professional training) but has no Leading Teacher to mentor and provide professional support to its untrained OL standard teachers; Naivaadhoo School with a teaching staff of 21 (of whom 8 are temporary and need professional support) has no Leading Teacher to mentor and provide professional support to its untrained teachers; Ghazee Bandaarain School with 20 on its teaching staff (of whom 6 are on contract and need

professional support and training) has 2 Leading Teachers of diploma level and both, according to the school review report, need professional training. This situation points to some schools facing the double disadvantage of not having enough qualified teaching staff along with the absence or capable Leading Teachers to help the untrained teaching staff.

One school review report highlighted that the school (Maalhos School) with 23 teachers did not have Leading Teachers. The school has temporarily assigned 3 regular teachers to undertake Leading Teacher roles and responsibilities. The report indicates that the tasks related to these roles and responsibilities have been undertaken very satisfactorily and teaching and learning assessment in Key Stage 1-2 classes are also very satisfactory.

Some Leading Teachers have not made any attempts to discharge the roles and duties assigned to them as Leading Teachers (e.g. AA. Atoll School). The teaching and learning situation in this school including in Key Stage 1-2 classes, is far from satisfactory.

**Box 6**

**Uligamu School**

Eight teachers in the school are not trained, i.e. they have no formal teaching qualification. According to SIF, seven of those who do not have training have GCE OL standard while the other one has GCE AL standard. They are not monitored and supervised in their teaching and preparation for teaching. They need professional help from the Leading Teacher especially in regard to Key Stage 1-2 matters. However, the Leading Teacher has so far performed a role that was essentially limited to doing time tabling.

External review reports mention that in some schools not all Leading Teachers are capable of discharging their assigned duties. In Lhohi School, for example, QAD reviewers deemed only 2 of the 3 Leading Teachers to be competent enough to handle their assigned tasks. The only Leading Teacher in Vashafaru School was reported to be in need of training and not discharging his Leading Teacher duties as was also the case with Isdhookalhaidhoo School.

Some schools did not have Leading Teachers. Dhanbidhoo School, for example, which had 20 teachers that included many temporary teachers needed the mentoring and professional support from Leading Teachers.

### **3.2 Leadership and Management**

External review reports point to varying levels of competence and capability among Principals and acting heads of schools. Most Principals (63% from 2017 SRRs) are deemed capable leaders both in terms of instruction and management (e.g. Hidhaayaa School, Sh. Funadhoo School, Makunudhoo School, Kinolhahu School, Fainu School, Maaungoodhoo School, Noomaraa School, Ba. Atoll School, Ghazee Bandaarain School, Nolvivaram School). Some (31% from 2017 SRRs) are deemed capable as an instructional leader or in management (e.g. Feevah School, Kudafari School, Hanimaadhoo School). A few review reports mention that the Principal lacked capacity both as an instructional leader as well as a manager (e.g. Landhoo School, Maroshi School).

The importance of school leadership and the principal's role in school improvement is directly or indirectly referred to in many external review reports along with the need for training.

Instances where a head of school has not been appointed for a considerably long period are also highlighted in some SRRs. It is understood that finding staff for the more remote islands appears to be more challenging than for other islands. In spite of repeated announcements, there are no candidates applying for the post at some schools. As such some Leading Teachers have been appointed as Acting Heads.

#### **Box 7**

#### **Shaheed Ali Thakurufaanu School**

The school has been without a Principal for 4 years. Currently, the Leading Teacher is the Acting Head of school. He is a capable leader.

Research makes a compelling case that school leadership matter in ensuring that all students have access to high-quality schools. The key to understanding how a good principal supports high levels of teaching and learning is about working well together with teachers: “it is neither teachers alone nor principals alone who improve schools, but teachers and, principals working together” (Schmidt-Davis & Bottoms, 2011, p. 2). School heads are increasingly expected to lead their schools within a framework of collaboration and shared decision making with teachers and other staff members. Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal (Louis, Leithwood, Wahlstrom, and Anderson (2010). “Leadership is second only to classroom instruction as an influence on student learning. Why is leadership crucial? One explanation is that leaders have the potential to unleash latent capacities in organizations” (Louis, Leithwood, Wahlstrom, and Anderson (2010, p. 9).

Education is highly valued in the Maldives. As in most other countries there is a climate of heightened expectations by parents and the community from the principals of many schools in the Maldives. Principals are in the hot seat to improve teaching and learning. They are expected to be educational visionaries; instructional and curriculum leaders; assessment experts; disciplinarians; community builders; public relations experts; budget analysts; facility managers; special program administrators; and expert overseers of many co-curricular activities. They are expected to broker the often-conflicting interests of parents, teachers, island/government officials, teacher organizations etc., and they need to be sensitive to the widening range of student needs. Although that job description sounds overwhelming, at least it signals that the field has begun to give overdue recognition to the indispensable role of and mounting demands on principals (DeVita, as cited in Davis, Darling-Hammond, LaPointe, & Meyerson, 2005, p. i). Many external review reports have pointed out the urgent need for further training of school heads

Some review reports highlight the effectiveness of the role played by school Principals in working satisfactorily with limited resources and facilities (e.g. Olhuvelifushi School).

A few point to the success of some Principals in their public relations and community building roles:

**Box 8**

**Veymandoo School**

The school has very good relations with the island community. The Principal works hard and has succeeded in establishing a very cordial relationship with parents.

Another review report highlights the work of a hardworking head of a school (Dhonfanu School) but mentions the limitation he faces due to lack of training.

One report calls for urgent changes in the senior management team and replacement or appointment of a school head in order to bring a quick turnaround to an undesirable school situation that is undermining the trust among senior staff as well as the teaching and learning situation in the school.

**Box 9**

**Omadhoo School (Th.)**

Relations between the Leading Teacher and a senior teacher in the SMT was tense due to a longstanding and unresolved conflict which was adversely affecting the learning environment of the school. These SMT members were clearly not carrying out their responsibilities. As such, appropriate measures must be taken in accordance with the Civil Service Regulations. Relations between parents and the Principal was also weak. Parents expressed clear dissatisfaction with the school Principal. They wanted the Leading Teacher and a senior Teacher to be removed from the SMT for the good of the school. The Principal is not competent. His immediate transfer is needed.

This urgent recommendation by the external review reports recognizes the role of leadership in leading needed change at a time the school faced a very difficult and tense situation that affected its learning environment. Leadership effects are usually largest where and when they are needed most. While the evidence shows small but significant effects of leadership actions on student learning across the spectrum of schools, existing research also shows that demonstrated effects of successful

leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a capable leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst. (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 5). Tailoring the training to the specific needs of leadership and management challenges principals face in Maldivian school is crucial.

Research findings and new understanding of the principal's impact on learning should motivate policymakers and others with a stake in student learning to advocate for effective, ongoing training and development of school principals. Everyone shares a common aspiration for all students to attend high-quality schools. Yet, as the research definitively illustrates, that goal will remain out of reach without a similar commitment to high-quality principal leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

### 3.3 School Environment

Based on the overall impression from the external review reports, school environments are safe and clean. In some reports external reviewers highlighted the need to ensure a safe physical environment for the children and others in school.



#### Box 10

#### Huvadhoo School

The school is just 30 feet away from the island (Fares-Maathoda) power house. The heat, smoke and the constant loud noise from the generator/s make the school's physical environment unsuitable for learning. The effect of the heat and smoke adversely affects the roof of some school buildings as well as growth of trees in the school open area as well as the roof of some school buildings.

**Box 11****Muraidhoo School**

The open area in the school needs to be made safe for the children and others who use the area. The ground on this area is uneven, bumpy and patchy making it unsafe for students as they move around the school. A second concern about students' safety arises due to spare desks that are stacked one on top of the other in a classroom and thereby constituting a potential risk of a desk falling onto a student. Should a student accidentally run into a stack, desks could fall and injure students.

It was also a matter of concern from a safety perspective that empty bottles that had contained cleaning liquids were left in front of the toilet.

**Box 12****Bodufolhudhoo School**

Safety of students was adversely affected by inadequate safety measures including proper separation of a construction area in the school through which students needed to walk. The same school had chemicals stored in one of its regular classrooms. These constitute risks for students' safety.

Old and rusted ceiling fans that had not been properly disposed of but left in the school open area was noted by one report as constituting a physical risk to the students (Sultan Mohamed School). Similarly, the fallen boundary wall of Finey School and Gaadhiffushi School represented a security issue and an unsafe physical school environment.

**Box 13****Maduvvaree School (R.)**

Balcony railing in the first-floor classroom of the Foundation Stage class is unsafe. The space between the vertical iron bars was too wide to ensure safety of the children.

### 3.4 Resources

There is some evidence that school libraries and the creation of new schools leads to improved learning and enrollment (Cuesta, Glewwe and Krause, 2016). The literature also provides some evidence that safe toilets contributes to quality learning, and that laboratories and drinking water facilities help increase enrollment. This evidence comes from a review of both the economics literature and the education literature published from 1990 to 2012 to assess the extent to which specific types of school infrastructure have a causal impact on student learning and enrollment (Cuesta, Glewwe and Krause, 2016).

School facilities affect learning. Spatial configurations, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform. Empirical studies still continue focusing on fine-tuning the acceptable ranges of these variables for optimal



academic outcomes. But we already know what is needed: clean air, good light, and a quiet, comfortable, and safe learning environment (Hanushek, 2007). This can be, and generally has been, achieved within the limits of existing knowledge, technology, and materials. It requires adequate funding and competent design, construction, and maintenance.

When the Education for All movement was launched in 2000, its key document, *The Dakar Framework of Action*, stated that “to offer education of good quality, educational institutions and programmes should be adequately and equitably resourced, with the key requirements of safe, environmentally friendly and easily accessible facilities...books, other learning materials and technologies that are context-specific, cost effective and available to all learners” (UNESCO, 2000).

According to SRRs a large number of schools across the country are in need of additional buildings/classrooms. Reasons cited for needing additional rooms are for

purposes that range from running the Foundation Stage class, BTech class or the SEN class, to house a library (which currently may be racks or shelves with books located in a room used for other purposes as well (e.g. staffroom/A/V room, computer room where some space was available), an audio-visual room, for providing health services, to relieve a very cramped situation where too many staff members are compelled to share a disproportionately small and inadequately ventilated room. It should be noted that these issues are not generally linked to overcrowded classrooms for students or about having to refuse students due to lack of space in existing classrooms. The issues are more about space issues linked to decisions to increase options such as subject groupings or streams and those linked to provision of space for libraries, audio-visual rooms, health rooms, laboratories and possibly the number of school sessions per day. In the current reality school leadership would very likely make the most pragmatic decisions and compromises in the use of available space and rooms.

**Box 14**

**Innamaadhoo School**

A relatively small room serves as a library, meeting room, A/V room as well as English listening room. More up-to-date reference books are needed for the library. A computer is needed for teachers' use in the staff room. A lockable cupboard for storage of stock is needed for the school.

In Dhaandhoo School a single room served as the SEN classroom, the library and the health room. In Nilandhoo School an 18 by 10 feet room served as the BTech classroom, the library and the A/V room. In Lhohi School the A/V room had provision to seat 6 students. QAD Reviewers reported that some schools had classrooms that were too hot for students to be comfortable enough to learn (e.g. Ukulhahu School).

A few days prior to the opening of the 2018 academic year a senior MoE official informed, at a meeting with the press, that over 400 classrooms have been constructed over the past 4 years. In spite of such efforts many Maldivian schools are facing space problems in order to provide new services (e.g. laboratories, health and counseling

services, BTech class, Foundation Stage class, SEN class etc.) as well as to accommodate new teachers and administrative personnel who have joined the school over the years. Having done so without apparently creating sufficient additional workspace over the years has now led to cramped working condition for teachers, administrative staff and, occasionally, even for the head of school. Some schools that had libraries have had to sacrifice library space to serve as classrooms (e.g. Kanduhulhudhoo School). Some school halls can no longer serve as places for large school gatherings or Parent-Teacher Meetings as classroom shortages have compelled them to be partitioned to serve as classrooms (e.g. Addu High School).

**Box 15**

**Addu High School**

The school faces an acute shortage of space. Not having a school hall pose many challenges including the difficulties in holding meetings with parents. Inadequate number of classrooms and a lack of space in the library is another challenge. Moreover, the toilets for student use are old and dilapidated.

**Box 16**

**Madifushi School**

The school was using a container block (that had been brought for use during the post-tsunami recovery work) as the school's administrative office.

**Box 17**

**Dhan'bidhoo School**

Due to classroom space constraints, some classes are temporarily conducted outside the school in the shaded area near the island jetty/harbor.

**Box 18**

**Kunhandhoo School**

The Principal and the administrative staff use the same room that provides services of the library and AV facilities.

Some of the space shortages may have arisen due to the need to respond to the introduction of new initiatives to the education system or the addition of a new subject stream at the secondary level. It is also important to investigate if the issue of lack of

space and classrooms has any links with the decision on the number of school sessions to be conducted on each school day.

**Box 19**

**Mukurimagu School**

This school is experiencing an acute shortage of space and has very limited resources. The Principal, administration and finance staff work in a small room that also serves as the school stock room. Partitions in the school hall to divide it into classrooms are old and broken in some parts. Furniture for teachers in the staff room and in the office are not sufficient. The school does not have sufficient teaching/learning materials

**Box 20**

**Olhuvelifushi School**

The school Principal, Leading Teacher, and the administrative staff all work in one room. The 2 bookshelves that serve as the library for students are also located in this room.

Facilities are limited with only 1 toilet for the staff. One room serves as staff room, health room and storage for chemicals.

**Box 21**

**Maarandhoo School**

The school library is located in the computer laboratory. But as Grade 5 classes are also held in the computer lab space availability for the library (shelves, reading area) is reduced. Since 2015 no books have been issued to students. The inventory of the library has not been up-dated. Dust has collected on the shelves and books of the library.

**Box 22**

**Muraidhoo School**

The library is located within the computer lab. A Grade 9 class is also conducted in this room. The school awaits the completion of a new classroom block which will allow the operation of the library in a separate room.

When asked to indicate what improvements are needed in the school, parents and students often indicate: science laboratory, counseling services, health services, library services. Many review reports indicate that the services mentioned above are often unavailable in schools or only partially available. This is particularly the case in schools operating in the more remote and disadvantaged islands highlighting disparities and inequities in the provision of educational services.

Toilet issues are raised as a matter of concern in a number of external review reports for reasons ranging from needing a separate toilet suitable for Foundation Stage children (Dhiyamigili School), shortages in view of the number of staff (Lh. AEC, Olhuvelifushi School) or the number of children who use them.

**Box 23****L. Atoll Education Centre**

None of the toilets for students is safe to use.

**Box 24****Mathiveri School**

The student toilets are not in a usable condition. Toilets for students in the Foundation Stage and Key Stage 1 are not safe for them.

**Box 25****AA. Atoll School**

Toilets for Foundation Stage students are not safe for them. The toilets for staff and students are not in proper usable condition.

A few reports also highlighted the issue of unavailability of safe drinking water in some schools both for staff as well as students (e.g. Dhiyamigili School, Mathiveri School, AA. Atoll School).

### **3.5 Staffing**

After prepared and motivated learners, trained and motivated teachers are the most fundamental ingredients of learning.

According to the external supervisors' reports most teachers in the Maldivian school system are trained. Trained teachers, however, are not evenly distributed across the schools in the country. This is clearly indicated in the columns on teachers in the 2 tables below that use information based on external school review data.

A disproportionate number of untrained teachers serve with little or no mentoring and professional support in the more remote and disadvantaged islands. On the other hand schools in the capital, Male', greater Male' and in the more populated islands appear to have a higher proportion of trained teachers who receive better mentoring and professional support. This glaring disparity and inequity in the availability of trained teachers and professional support between the more advantaged and the disadvantaged islands may result in different impact on the quality of learning of students in these two categories of islands. This is the kind of issue that the Government of Maldives and the United Nations system in the country seek to address through the current United Nations Development Assistance Framework (UNDAF),

## Comparison of school size and selected indicators - 2016 SRRs

**Table 13 A: Ten Schools with the Smallest Enrolment, 2016**

#	Name of School	Enrolment			SEN Enrolment			Below Grade Level Literacy		Teachers									Students per Teacher	Unit Cost (MVR)
		F	M	Total	F	M	Total	Dhivehi	English	Local	Expat	Total	% of Expat	Total Trained	Local Trained	Local Contract/Untrained	Expat with No Teaching Qual	Expat with Teaching Qual	S/T	(Based on 2015 data)
1	Molhadhoo School	25	27	52	0	0	0	2	2	11	7	18	38.9%	15	8	3	0	7	3	73,100
2	Hirimaradhoo School	30	35	65	3	0	3	1	1	10	10	20	50.0%	16	6	4	0	10	3	65,360
3	Finney School	43	24	67	0	0	0	0	0	10	9	19	47.4%	15	6	4	0	9	4	48,991
4	V. Atoll School	35	32	67	2	0	2	2	2	12	8	20	40.0%	20	12	0	0	8	3	68,897
5	Angolhitheem School	32	37	69	0	1	1	0	0	11	6	17	35.3%	13	7	4	0	6	4	69,337
6	Shaheed Ali Thakurufan School	38	33	71	0	0	0	0	0	9	7	16	43.8%	14	7	2	0	7	4	55,841
7	Uligamu School	36	39	75	0	0	0	5	15	10	8	18	44.4%	9	2	8	1	7	4	52,022
8	Maduwaree School	31	45	76	0	0	0	2	2	13	6	19	31.6%	15	9	4	5	1	4	64,514
9	Kamadhoo School	37	44	81	0	0	0	1	10	10	8	18	44.4%	16	8	2	0	8	5	56,149
10	Sulthan Mohamed School	36	45	81	0	2	2	5	6	10	9	19	47.4%	16	7	3	6	3	4	63,868
	Total/Average	343	361	704	5	3	8	18	38	106	78	184	42.4%	149	72	34	12	66	4	61,808

**Table 13 B: Ten Schools with the Largest Enrolment, 2016**

#	Name of School	Total Enrolment			SEN Enrolment			Below Grade Level Literacy		Teachers										Students per Teacher	Unit Cost (MVR)
		F	M	Total	F	M	Total	Dhivehi	English	Local	Expat	Total	% of Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	S/T	(Based on 2015 data)	
1	Kaafu Atoll School	211	259	470	1	5	6	0	0	29	14	43	32.6%	36	22	7	0	14	11	26,346	
2	Jalaaluddin School	221	254	475	0	0	0	0	0	35	21	56	37.5%	56	35	0	0	21	8	26,382	
3	Aboobakuru School	265	243	508	0	4	4	88	113	37	0	37	0.0%	37	37	0	0	0	14	21,955	
4	Lh. AEC	296	268	564	3	1	4	51	53	40	14	54	25.9%	50	36	4	0	14	10	25,887	
5	Muhyiddin School	344	350	694	7	16	23	97	124	52	7	59	11.9%	59	52	0	0	7	12	19,676	
6	Hiriya School	637	409	1046	4	16	20	0	0	70	12	82	14.6%	82	70	0	0	12	13	18,578	
7	Ghaazee School	508	540	1048	5	9	14	19	15	64	26	90	28.9%	89	63	1	0	26	12	22,493	
8	Centre For Higher Sec Education	630	491	1121	0	0	0	0	0	50	52	102	51.0%	102	50	0	0	52	11	17,957	
9	Sharafuddin School	520	603	1123	11	24	35	0	0	70	22	92	23.9%	79	67	3	12	10	12	24,204	
10	Majeediya School	367	967	1334	0	0	0	0	0	86	20	106	18.9%	105	86	0	1	19	13	20,533	
Total/Average		3999	4384	8383	31	75	106	255	305	533	188	721	26.1%	695	518	15	13	175	12	22,401	

In comparing selected indicators across 10 schools with the smallest enrolment and 10 schools with the largest enrolment (Table 13 A and 13 B) the following are highlighted:

1. Provision of educational service for SEN appears inconsistent across schools and the number of children receiving special assistance across schools seem highly variable. In fact only 4 of the 10 schools in the group of small schools catered for children with special educational needs. Three of the ten schools in the large schools group did not cater to children with special needs. This needs looking into as the situation may indicate ineffective implementation of an important policy in education that focuses on inclusion and leaving no child behind. Schools in Male' (with the exception of few), Vilimale' and Hulhumale', provide educational services for students with special needs.
2. Teacher–Student ratio across the 10 schools with the lowest enrolments are significantly well above those for the 10 schools with largest enrolments. Every one of the small schools except Kamadhoo School, has only 3 or 4 students per teacher with the lowest (Molhadhoo School, Hirimaradhoo School, and V. Atoll School) at 3 students per teacher and the other 5 small schools in the group at

- 4 students per teacher. Teacher-student ratio for the large schools group range between 8 students per teacher and 13 students per teacher.
3. As would be expected unit cost per student in the group of schools with smaller enrolment is higher than for the group with the larger enrolment. Unit cost for the group with smaller enrolment range from MVR 48,991 to MVR 73,100. For the group with the largest enrolment, unit costs range between MVR 17,957 (as the lowest in CHSE) to MVR 26,382. It must be noted that the difference in unit costs between the 2 groups is significant. The need to look into the provision of educational services to smaller schools in a more cost-effective manner looms as a major issue. This might include exploring the possibilities for investing in Multi-Grade Teaching in smaller schools with appropriate use of technology for greater efficiency as well as for better learning. This will also call for investing in trained and experienced teachers in such schools often located on islands with multiple disadvantages.
  4. The number of students with Dhivehi language literacy (reading, writing, and understanding) levels or English language literacy levels below their grade levels vary considerably across schools in both enrolment groups. In the smaller enrolment group 3 schools have not identified any as being below the grade level for either Dhivehi or English Language literacy level! In the larger enrolment group 6 schools have not identified any as being below the grade level for either Dhivehi or English Language literacy level. This may also signify a lack of attention to diagnosing basic literacy skills in Dhivehi and English language. Where schools have reported identifying students of literacy levels below their grade level, the numbers mentioned are significant in the smaller enrolment group since the total enrolment of each school is relatively small. Hence it should be a matter of serious concern that Uligamu School (with an enrolment of 75 students) has 15 students (20 % of all enrolled students) with literacy level in English Language below the grade level. Two schools in the larger enrolment group (Aboobakuru School and Muhyiddin School) are facing similar issues.

5. An examination of teaching staff across the two school groups reveals a number of features. Firstly, the group of schools with smaller enrolments have a relatively larger percentage of local teachers who are untrained and on contract. Secondly, these smaller schools also tend to have a much higher proportion of expatriate teachers among the total teaching staff when compared to schools in the group with larger enrolments. It is also appropriate to recall from external review reports that a number of school principals in island schools have stated that the quality of expatriate teachers in their schools are not satisfactory (e.g ADh. Atoll School, Ifthithaah School). This seems to point to a difference in the quality of expatriate teachers serving in the capital, Male', and the larger schools in population centres as against the quality of expatriate teachers in the smaller island schools.

Compared with schools with the smallest and schools with the largest enrolment, the ten schools with a medium-size enrolment (Table 14) shows the following.

**Table 14: Ten Schools with Medium Size Enrolment, 2016**

#	Name of School	Enrolment			SEN Enrolment			Below Grade Level Literacy		Teachers										Students per Teacher	Unit Cost (MVR)
		F	M	Total	F	M	Total														
1	Dhiyamigili School	74	77	151	0	0	0	0	0	15	8	23	34.8%	20	12	3	0	8	7	36,943	
2	Bodufulhadhoo School	69	88	157	1	1	2	0	0	14	8	22	36.4%	19	11	3	0	8	7	45,590	
3	Dhabidhoo School	71	95	166	2	4	6	20	24	12	8	20	40.0%	12	4	8	0	8	8	26,030	
4	Feydhoo School	84	89	173	0	0	0	22	47	15	9	24	37.5%	20	11	4	0	9	7	23,592	
5	Maarandhoo School	81	106	187	0	0	0	0	18	9	12	21	57.1%	21	9	0	0	12	9	27,722	
6	Nadella School	102	89	191	0	1	1	27	13	10	10	20	50.0%	13	3	7	1	9	10	26,029	
7	Meemu Atoll School	90	102	192	0	0	0	3	0	19	5	24	20.8%	21	19	0	2	3	8	34,300	
8	Hiithadhoo School	88	115	203	0	2	2	0	0	14	10	24	41.7%	21	11	3	0	10	8	32,589	
9	Madifushi School	104	100	204	0	0	0	0	0	13	11	24	45.8%	24	13	0	0	11	9	30,632	
10	Maamendhoo School (L)	113	101	214	4	2	6	3	0	16	9	25	36.0%	21	12	4	0	9	9	20,019	
Total/Average		876	962	1838	7	10	17	75	102	137	90	227	39.6%	192	105	32	3	87	8	30,345	

1. Enrolment in the mid-size schools ranged from 151 to 214. The SEN enrolment was 17 or less than 1% of the total enrolment in these 10 schools, while the SEN enrolment in both the schools with the smallest and the largest enrolment were more than 1% of the total student enrolment in the respective groups.
2. In this group of schools, 4 schools have not identified any students as being below the respective grade level for either Dhivehi or English Language Literacy. Where schools have reported students of literacy levels below their grade level, the numbers mentioned are significant in most schools (e.g. Dhan'bidhoo School, Sh. Feydhoo School, Nadella School). According to the reports of these three schools, the number of students with below grade level literacy in Dhivehi is over 12% of all enrolled students. This percentage varies from 14% to 27% in these three schools for English Language literacy.
3. The average unit cost of the 10 medium size schools varies from MVR 20, 019 to MVR 45,590, while the average unit cost is MVR 30,345. This average unit cost compared with the schools with the smallest enrolment is nearly half, while the difference between the 10 schools with the largest enrolment is not too significant.
4. Similar to the schools with the smallest enrolment, the medium size schools too have a relatively high proportion of expatriate teachers (nearly 40%), compared with the 10 schools with the largest enrolment which is 26%.

## Comparison of school size and selected indicators – 2017 SRRs

**Table 15 A: Ten Schools with the Smallest Enrolment, 2017**

#	Name of School	Enrolment			Grades	Total SEN Enrolment	Below Grade Level Literacy		Teachers										Students per Teacher	Unit Cost
		M	F	Total			Dhivehi	English	Local	Expat	Total	% Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	S/T		
1	Fulhadhoo School	17	20	37	F-6	2	0	0	3	3	6	50.0%	4	1	2.00	0	3	6	44,528	
2	Gaadhifushi School	21	28	49	F-10	0	38	20	8	8	16	50.0%	10	2	6.00	0	8	3	61,562	
3	Mundoo School	21	34	55	F-10	1	0	0	9	7	16	43.8%	13	6	3.00	0	7	3	N/A	
4	Rinbudhoo School	27	34	61	F-10	0	0	2	13	7	20	35.0%	8	6	6.00	3	4	3	58,880	
5	Vandhoo School	35	34	69	F-10	2	2	2	10	7	17	41.2%	13	3	7.00	0	7	4	44,351	
6	Munahvara School	56	22	78	F-10	1	0	0	12	7	19	36.8%	19	7	2.00	0	7	4	41,949	
7	Naavaidhoo School	35	56	91	F-10	4	2	3	13	8	21	38.1%	13	5	8.00	0	8	4	49,079	
8	Noomara School	47	47	94	F-10	0	29	41	10	7	17	41.2%	9	2	8.00	0	7	6	33,413	
9	Maalhohu School	49	45	94	F-10	2	0	0	16	6	22	27.3%	18	12	9.00	0	6	4	48,583	
10	Fainu School	42	54	96	F-10	2	1	8	18	7	25	28.0%	22	15	3.00	0	7	4	48,248	
	TOTAL/Average	350	374	724		14	72	76	112	67	179	37.4%	129	59	54	3	64	4	47,844	

**Table 15 B: Ten Schools with the Largest Enrolment, 2017**

#	Name of School	Enrolment			Grades	Total SEN Enrolment	Below Grade Level Literacy		Teachers										Students per Teacher	Unit Cost
		M	F	Total			Dhivehi	English	Local	Expat	Total	% Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	S/T	MVR	
1	Nolhivaram School	321	336	657	F-10	13	86	106	29	12	41	29.3%	41	29	10.00	0	12	16	17,744	
2	L. AEC	305	362	667	F-12	0	0	0	47	4	51	7.8%	40	36	11.00	0	4	13	20,044	
3	Dh. AEC	418	367	785	F-12	27	0	0	48	14	62	22.6%	62	48	12.00	0	14	13	19,813	
4	Ba. AEC	440	426	866	F-12	7	11	31	48	23	71	32.4%	71	48	9.00	0	23	12	23,285	
5	Arabiya School	460	431	891	Gr.1-12	0	0	0	99	19	118	16.1%	38	68	24.00	19	0	8	23,933	
6	Ilfithihah School	477	481	958	F-12	11	30	59	53	18	71	25.4%	60	43	2.00	0	18	13	18,918	
7	Dharumavantha School	278	693	971	Gr.1-10	0	0	0	64	16	80	20.0%	80	64	6.00	0	16	12	22,105	
8	S. Hithadhoo School	530	567	1097	F-10	27	110	132	57	18	75	24.0%	75	57	14.00	0	18	15	24,689	
9	HDh. AEC	543	629	1172	F-7	0	0	0	51	3	54	5.6%	54	51	21.00	0	3	22	15,281	
10	Aminya School	1432	672	2104	Gr.1-10	85	151	266	110	25	135	18.5%	97	72	40.00	0	25	16	15,446	
	TOTAL	5,204	4,964	10,168		170	388	594	606	152	758	20.1%	618	516	149	19	133	14	20,126	

In comparing selected indicators across 10 schools with the smallest enrolment and 10 schools with the largest enrolment from the 2017 SRRs, the following are highlighted:

1. Student-Teacher ratios across the 10 schools with the lowest enrolments are significantly well above those for the 10 schools with largest enrolments. Every one of the small schools has a ratio in single digits with the lowest (Gaadhiffushi School, Mundoo School and Rinbudhoo School) at 3 students per teacher and highest (Fulhadhoo School and Noomara School) at 6 students per teacher. Teacher-

Student ratio for the large schools group range between 8 students per teacher (Arabiyya School) and 22 students per teacher in H Dh. AEC.

2. Provision of SEN appears inconsistent across schools and the number of children receiving special assistance across schools, especially in the group with larger enrolments seem highly variable. In fact, 4 schools with enrolments of 667 students, 891 students, 971 students and 1172 students report no SEN students. Three schools in the small enrolment group also have no SEN students. This variability implies lack of systematic attention to SEN. This needs looking into as the issue may indicate ineffective implementation of an important education policy in education that focuses on inclusion and leaving no child behind. Aminiya School's SEN enrolment is well above those of other schools indicating special attention to inclusion of children with special education needs.
3. The number of students with Dhivehi language literacy (reading, writing, and understanding) levels or English language literacy levels below their grade levels also vary considerably across schools in both enrolment groups. In the smaller enrolment group 4 schools have not identified any as being below the grade level for either Dhivehi or English Language literacy level. In the larger enrolment group 5 schools have not identified any as being below the grade level for either Dhivehi or English Language literacy level. This may also signify a lack of attention to diagnosing basic literacy skills in Dhivehi and English language. Where schools have reported having identifying or diagnosing issues of literacy levels being below the grade level, the numbers mentioned are significant in the smaller enrolment group as the total enrolment of each school is relatively small. Hence, it should be a matter of serious concern that Gaadhiffushi School (with an enrolment of 49 students) has 20 students (41 % of all enrolled students) with literacy level in Dhivehi Language below the grade level and 38 students (78% of all enrolled students) with English Language literacy level below the grade level. Similarly, Noomara School (with an enrolment of 94) has 29 students (30% of all enrolled students) whose English language literacy level is below that of the grade level. Four schools in the larger enrolment group are facing similar issues but on a smaller scale. Without the support of trained teachers these students without an adequate

level of basic skills may continue to be pushed to higher grades but learn very little and experience failure from the schooling they receive.

4. As would be expected unit cost per student in the group of schools with smaller enrolment is higher than for the group with the larger enrolment in this sample of SRRs from 2017. Unit cost for the group with smaller enrolment range from MVR 33,413 to MVR 61,562. For the group with the larger enrolment unit costs range between MVR 15,281 to MVR 24,689. It must be noted that the difference in unit costs between the 2 groups is significant. The need to look into the provision of educational services to smaller schools in a more cost-effective manner looms as a major issue. This might include exploring the possibilities for investing in Multi-Grade Teaching in smaller schools with appropriate use of technology for greater efficiency as well as better learning. This will also call for investing in trained and experienced teachers in such schools.
5. An examination of teaching staff across the two school groups reveals a number of features. Firstly, the group of schools with smaller enrolments have a larger percentage of local teachers who are on contract. It is understood that most of the contract staff are untrained. Secondly, these smaller schools also tend to have a much higher proportion of expatriate teachers among the total teaching staff when compared to schools in the group with larger enrolments. External review reports mention that a number of school principals in island schools have expressed dissatisfaction about the quality of expatriate teachers in their schools (e.g. Ifthithaah School). This seems to point to a difference in the quality of expatriate teachers serving in the capital Male' and the larger schools in population centres as against the quality of expatriate teachers in the smaller island schools.

Compared with schools with the smallest and schools with the largest enrolment, the ten schools with a medium-size enrolment (Table 14) shows the following.

**Table 16: Ten Schools with Medium Size Enrolment, 2017**

#	Name of School	Enrolment			Grades	Total SEN Enrolment	Below Grade Level Literacy		Teachers		Total	% Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	Students per Teacher	Unit Cost
		M	F	Total			Dhivehi	English	Local	Expat									
1	Kudafaree School	64	89	153	F-10	1	0	0	14	9	23	39.1%	14	5	9	0	9	7	42,204
2	Maaenboodhoo School	85	69	154	F-10	3	0	0	20	5	25	20.0%	23	18	4	0	5	6	27,984
3	Vaadhoo Jamaaluddin School	73	87	160	F-10	0	9	37	13	7	20	35.0%	16	9	4	0	7	8	27,847
4	L. Atoll School	74	94	168	F-10	5	0	0	17	7	24	29.2%	24	7	5	0	7	7	31,796
5	Ba. Atoll School	82	90	172	F-10	6	18	19	17	8	25	32.0%	19	11	6	0	8	7	24,325
6	Himmafushi School	83	89	172	F-10	1	0	0	16	10	26	38.5%	20	10	6	0	10	7	28,408
7	Keyodhoo School	77	95	172	F-10	8	13	13	15	8	23	34.8%	19	11	4	0	8	7	34,591
8	Bandidhoo School	82	92	174	F-10	0	0	0	20	3	23	13.0%	22	19	1	0	3	8	26,963
9	Mathiveri School	88	87	175	F-10	11	1	1	17	6	23	26.1%	21	15	2	0	6	8	30,592
10	Feevaku School	98	84	182	F-10	1	0	0	11	10	21	47.6%	13	8	3	5	5	9	34,496
	<b>TOTAL/Average</b>	<b>806</b>	<b>876</b>	<b>1682</b>		<b>36</b>	<b>41</b>	<b>70</b>	<b>160</b>	<b>73</b>	<b>233</b>	<b>31.3%</b>	<b>191</b>	<b>113</b>	<b>44</b>	<b>5</b>	<b>68</b>	<b>7</b>	<b>30,921</b>

1. The enrolment in the mid-size schools in the 2017 set of schools ranged from 153 to 182. The SEN enrolment was 36 or 2.14% of the total enrolment in these 10 schools, while the SEN enrolment in both the schools with the smallest and the largest enrolment were 1.93% and 1.64% respectively of the total student enrolment in the respective groups.
2. In this group of schools, 5 schools have not identified any students as being below the respective grade level for either Dhivehi or English Language Literacy (Kudafaree School, Maaenboodhoo School, L. Atoll School, Himmafushi School and Ban'didhoo School). Where schools have reported students of literacy levels below their grade level, the numbers mentioned are significant in one school, Ba. Atoll School, where the number of students with below grade level literacy in Dhivehi is over 10% of all enrolled students. This percentage varies from 13% to 23% in three schools for English Language (Keyodhoo School, Ba. Atoll School, and L. Atoll School).
3. The unit cost of the 10 medium size schools varies from MVR 24,325 to MVR 42,204, while the average unit cost is MVR 30,921. This average unit cost compared with the schools with the smallest enrolment is significantly less.

4. The medium size schools have a relatively high proportion of expatriate teachers (31%), compared with the 10 schools with the largest enrolment (26%).

### **3.6 Special Programmes**

An important part of the external school review in 2017 involved looking into compliance with the Ministry of Education requirements as well as progress made in moving ahead with special programmes including BTech, Dhasvaaru, Life Skills and 10 Plus.

#### **BTech**

According to external school reviews BTech programme is functioning well in some schools. For example, in Aminiya School, all administrative arrangements (such as designation of the BTech team with access to and use of Google Drive, BTech registration with Ufaa done within the time limit of 30 days, preparation of necessary files, handbooks, guides,) are in place. Four compulsory subjects as well as one BTech subject are timetabled and regularly taught to students. Necessary facilities and materials are available to BTech students. The school ensures that assignments are completed by students in accordance with the schedule. BTech students, teachers and parents meet at least once every term. A coordination meeting with BTech students is held every week. The school arranges relevant field trips to BTech students. Lessons on Life Skills are conducted. BTech students' assessments are done and results recorded. BTech students participate in other school activities. Aminiya School shows full compliance with the requirements for the BTech programme.

Many other schools (e.g. Hanimaadhoo School, Makunudhoo School, Maaugoodhoo School, Kudafaree School, N. Atoll School, Ba. AEC, Ba. Atoll School, Maafushi School, Ukulhahu School, Kinbidhoo School, L. AEC, Hamad Bin Khalifa Al Thani School, GA. AEC, Gn. AEC, also show progress in implementing the BTech programme. Most requirements are in place with the exception of conducting a Life Skills class every week. Some schools have not been holding regular weekly co-ordination meetings.

Some schools where a number of BTech administrative arrangements have been made appear to be facing difficulties in moving ahead with the programme. In Ifthithaah School, students are not taken on regular field trips. According to the school BTech Team only one tourist resort was responsive to the school's request for arranging a field trip. No assessment of BTech students have been done. No Life Skills classes have been conducted for BTech students. While classes in the compulsory subjects are taught, no BTech subjects are taught.

Another school struggling to move ahead with the BTech programme is A Dh. Atoll School in Maamigili island. BTech students are not taken regularly on field trips. Regular weekly coordination meetings are not held, no weekly Life Skills class is conducted for BTech students and programme files and Internal Verification files have not been prepared. Both Ifthithaah School and A Dh. Atoll School show only partial compliance with the requirements for the BTech programme. Difficulties these schools have in arranging field visits may need to be investigated with a view to helping these schools to move ahead with the BTech programme.

### **Dhasvaaru**

The Dhasvaaru programme too is functioning well in some schools. For example, in Aminiya School all administrative arrangements (such as designation of the Dhasvaaru Coordinator who serves as the link between the school and parents; checking on student attendance at the workplace; students maintain a log book regarding the course they are doing; TVET authority's standards are shared with the company to which students are attached for internships; Life Skills lessons are conducted for Dhasvaaru students). External review report of this school alerted the fact that Aminiya School was not offering computer literacy classes to Dhasvaaru students. Overall, this school is in compliance with the Dhasvaaru programme requirements.

In Keyodhoo School there are no students in the Dhasvaaru programme in 2017. Students who were enrolled in the Dhasvaaru programme the previous year are continuing their programme in compliance with the requirements of the Ministry of Education.

In A Dh. Atoll School in Maamigili all administrative arrangements were in place with the exception that no support skills (Life Skills, Computer Literacy skills) were taught to Dhasvaaru students.

Some schools were struggling to move ahead with the Dhasvaaru programme. In Ukulhahu School apart from assigning a coordinator of the Dhasvaaru programme and providing this information to students and parents, nothing else about this programme is going ahead. In Ifthithaah School, the 2017 Dhasvaaru programme has not started despite having collected and filed application forms. According to the school's Dhasvaaru Coordinator the photography company that had agreed to cooperate with the school is not yet ready to commence work. Dhasvaaru students are provided the opportunity to study in GCE O/L classes and take part in other school activities. Support skills (Computer Literacy Skills, Life Skills) are not taught in this school to Dhasvaaru students as required. Issues linked to the difficulty in finding a suitable private sector workplace or partner where students can be attached to and learn the necessary skills will need to be looked into with a view to assisting such schools to overcome these difficulties. Schools in outer islands where industrial activities are not conducted and where appropriate private sector workplace is difficult to find are likely to face considerable challenges in finding appropriate partnerships and arrange internships for students.

### **Life Skills**

The external review report of Aminiya School highlights that the school's Life Skills programme is functioning well and is in compliance with requirements of the Life Skills programme. The school has an action plan for implementing a Life Skills programme. Facilitators take assigned classes. Facilitators record sheets are regularly updated in Google Drive. Regular meetings are held with parents and others concerned.

Keyodhoo School has a Life Skills action plan with at least one Life Skills facilitator providing regular instruction. Information on Life Skills facilitators is regularly updated in Google Drive. Student attendance and records are kept. Information to parents, teachers and other relevant people on the island are provided.

Life Skills programme are not going well in some schools. Report of an external review of one school (Ukulhahu School) highlighted that while 3 have been trained as facilitators of the Life Skills programme, no activities under this programme are going ahead. Another school reviewed by QAD Reviewers, Ifthithaah School, has 6 trained facilitators but only 2 of them take scheduled Life Skills lessons. Facilitators records are not updated on Google Drive. Information on Life Skills are shared with parents, teachers and concerned others on the island. The external review of A Dh. Atoll School report that the school has trained Life Skills facilitators but no Life Skills classes have been held in 2017. Information meetings on Life Skills among parents, teachers and other concerned people of the island are held.

It is important to find out possible reasons why trained Life Skills facilitators in some schools are not conducting Life Skills classes with a view to ensuring that such classes are regularly conducted.

## **10-Plus**

Overall, most schools are in compliance with the requirement of the 10 Plus programme. A school focal person is assigned. Information on 10 Plus is given to concerned parents and students. Before the end of each year information on Grade 10 students are entered in Google Drive. This information is updated every 3 months until the student reaches 18 years. A few schools need to give greater attention to the 3-monthly updating of student information.

## **4. Key Findings and Recommendations**

The school system has done remarkably well to improve Maldivian children's access to education. A procedure is in place to monitor non-attendance in the school system and to take follow-up action. Regular attendance is an important factor for quality learning. The analysis of 136 reports from the 2016 and 2017 school review reports indicates that ensuring that access to schooling is also for success (quality learning) for every child remains a challenge. Further progress and advancement is possible through greater attention to improving the quality of education and reducing disparities within the school system along with a sharper focus on addressing issues of access to education for out-of school children of which children with disabilities/special needs represent a key group. UNDAF 2016-2020 Republic of Maldives had highlighted this issue and stated that "only 52 out of 219 schools across the country provide some form of education for children with special needs" (Government of Maldives and UN System in the Maldives, 2015). More schools currently provide education for children with special education needs and SEN enrolment has increased.

Policies to address remaining and the more challenging issues of inclusion (including of children with disabilities) are in place. The current status from external school review reports is one that calls for greater attention to operationalizing existing policies, plans and strategies. Translating these ambitions into reality will require further efforts including through the school system.

Reforms and interventions are gradually helping to improve the quality of education offered through the school system. Further attention to, and a deeper analysis of, the results of recent initiative such as the National Assessment of Learning Outcomes (NALO) and ensuring through the school system that students moving up the grade levels have a good command of basic skills in reading, writing (in Dhivehi and English language) and Mathematics are essential to expedite progress. The NALO assessment of learning outcomes in English and Mathematics found that "the national average of grade 4 and 7 English and Mathematics results are low compared to many other countries" and recommended the development of strategies to increase academic scores in these subjects and providing special attention to low performing atolls and

schools (MoE, QAD, 2017, p.53). Follow-up diagnostic and remedial work from the useful system level information about learning outcomes that NALO reveals will need to be an MoE priority issue.

If students complete the Maldivian school system with a good general education built on solid foundation skills in reading, writing and mathematics they are likely to become trainable and to be prepared to successfully seize opportunities they will encounter in life as well as contribute to Maldivian society.

The analysis of the external school review reports confirms the relatively high per capita cost of education service delivery to widely dispersed islands with small populations. Effective multigrade teaching and appropriate application of technology (such as the virtual classroom established at Iskandharu School in Male' during 2017) may help to address this issue. Learning from what has worked or not worked in other countries in the application of appropriate technology to help students learn better and more cost effectively is of considerable importance.

An initiative, such as a special project/programme targeting schools identified through school reviews to be most in need of quality improvement, may serve as an effective intervention to reduce current disparities including in quality of education within the school system. Such an initiative would also resonate well with the current UNDAF priorities.

#### **4.1 QAD's External School Reviews**

In terms of prior external supervision/inspection coverage in the Maldives, a remarkably high number of schools have been visited and reviewed by QAD's external school review teams each ranging from 5 to 10 members in 2016 and 2017. The reports of the whole school reviews offer a large and rich sample of school reviews that has the potential for QAD to undertake an analysis of the review reports and obtain a useful snapshot on the extent to which Maldivian schools are living up to quality standards.

The external “whole school” reviews have not been closely linked to school self-evaluations and, hence, they do not yet serve a purpose of externally validating the school self-evaluation. At the same time, it needs to be highlighted that many schools, without further support for building capacity for setting up school-based mechanisms for self-evaluations, may not yet be ready to carry out school self-evaluations. If QAD’s short term aim is to achieve synergy between school self-evaluation and external school reviews through better alignment of internal and external evaluations, attention needs to be given to training on school self-evaluation and the preparation of school development plan. A thorough understanding of the underlying principles of the quality standards and indicators would be an important part of this training.

If a key aim of the external reviews is to help continuous improvement of schools there is a need to be concerned about the QAD external school review impact on the improvement of schools. In this context it is especially important to provide sufficient support to underperforming schools.

In the early years of conducting external “whole school” reviews, issues that could arise include: variability in the quality of inspection/review teams, reliability of inspection judgments, the tight inspection framework which may not leave much room to think outside the box/checklist or think in innovative ways in unique contexts. Solving these issues will involve reflection and frank discussions on issues faced by review teams, identifying specific training needs followed by providing the necessary training.

It is also important to question the degree of fit between the QAD review framework and wider direction of school policy. For example, review reports make recommendations, but may not often offer sufficient or detailed guidance on how to implement the recommendations. This issue would be especially important in areas where schools face multiple disadvantages. Sufficient consideration needs to be given during reviews to the contexts and challenges facing schools serving islands that are facing multiple disadvantages.

Research on the factors which link inspection to impact is complicated both by the position of inspection within an accountability framework which may include national testing and school self-evaluation and by numerous other variables. As well as positive

effects, research shows that inspection, as part of a high stakes external accountability system, may have unintended negative consequences.

International research on school inspection shows a trend towards aligning external evaluation of schools with internal school evaluations. Such an alignment also resonates well with the SIQAA framework. Partly as a result of this strengthened school autonomy, the role of external evaluation has undergone significant change. Achieving a much closer alignment between self-evaluation and external evaluation can serve the needs of accountability as well as add to the rigour and depth of the evaluation. At the same time, it helps to gain greater confidence of parents and the authorities the schools report to. The involvement of externality in school evaluation is more a tool for managing development than for challenging assumptions or for arriving at conclusions which threaten key functionaries in the school's hierarchy. The involvement of externality in school evaluation, therefore, both provides that element of distance from the internal dynamics of the school and gives the kind of perspective and challenge to assumptions and to the interpretation of evidence. This can lead to greater rigour in the process.

## **Recommendations**

- 1. External school reviews need to be better aligned to internal school self-reviews and help to validate school self-reviews. They should complement each other and dovetail closely using related or common framework, criteria and data sources. More schools should be provided support and training to have the capacity to determine their current status against the indicators, identify their own strengths and areas in need of improvement, establish priorities and develop strategies for school improvement. External reviews have much to offer in developing and improving the quality of school self-reviews.*
- 2. Schools that can serve as examples of effective practice (e.g. Kinbidhoo School) in setting up practical mechanism for, and undertaking school self-reviews, may be encouraged to share their experiences with other appropriate schools.*
- 3. Determine skill gaps/professional training needs for external school review team members and undertake such training to increase their expertise as well as boost confidence to think outside the box/checklist when required. This is likely to help them make more context-specific and effective recommendations for schools in need of improvement.*

4. *Organize regular training and retraining of external evaluators to improve their skills in observation, evidence collection with the ability to quickly identify disparities including those related to gender and location, and skills in report writing so as to enhance the quality of evaluation.*
5. *QAD External Reviewers need to give greater emphasis to data verification and reporting. It would be also useful if gender-wise data is collected for teachers.*
6. *QAD may consider preparing a code of practice for its External Reviewers to follow in this important professional work.*
7. *QAD may consider obtaining feedback from the Head of school after the completion of review regarding the review exercise. Such feedback can help assess the quality and usefulness as well as the integrity of the external review.*
8. *School review reports need to be analysed on an annual basis. Hence, it would be important to set up appropriate systems and/or tools to commence this work as soon as reports are finalized and received at QAD. Obtaining relevant knowledge and information from countries using effective practice in such analytical work would be a part of the initial effort to establish such a system.*

## **4.2 Teaching and Learning: Preparation for Teaching**

Schools that were highlighted in external review reports for good preparatory work for teaching were in the minority. Many schools were found to be in need of greater attention to the development of schemes of work by subjects, to the preparation of detailed lesson plans, checking and approval of lesson plans by Leading Teachers and regular, meaningful and effective co-ordination meetings among teachers where issues relevant to their teaching are discussed.

### **Recommendations**

9. *Identify main reasons for the lack of detailed lesson preparations at the school level and provide necessary support/mentoring if needed.*
10. *Provide school-based and if necessary, centrally organized training for teachers to help them gain generic skills in contextualization of content/specific topics.*

- 11. MoE/NIE may create a web-based platform /data-base that provides examples of good practice in lesson planning by lesson topic and include activity-centred and contextualized examples.*

### **4.3 Teaching and Learning: Key Stage 1 and 2 classes and Assessing Learning**

External school reviews point to the need for some specific teaching skills across many schools. An overwhelmingly large number of review reports point to inadequacies in questioning skills with many teachers failing to ask more challenging and higher order questions to help students deepen their learning and understanding. External reviews also report that multi-grade teaching in a number of schools were not conducted satisfactorily. The situation of teaching staff in these schools reveals that many are untrained and, without further training, will face difficulties in using a multi-grade teaching approach. While the review reports highlighted some schools where learner-centred teaching was well conducted, many teachers observed by the external reviewers seemed to be at the lower end of the continuum for learner-centred teaching and learning.

Curriculum reform is often a slow process. It has been slow to take effect in the many small and remote islands where many local teachers are untrained and some expatriate teachers with knowledge of subject matter lack teaching skills. There is need for many teachers to gain a better understanding of curriculum reform being implemented including in the use of Assessment Learning Checklist as instructed by the MoE. Schools need to inform NIE the specific areas of the new curriculum in which teachers need further orientation and a better understanding so as to allow for tailored and targeted interventions/training.

External review teams need more training in analysis and reporting of academic results of schools to provide a useful and broader picture of academic progress in schools.

Teachers need to take proactive measures to screen, identify and arrange appropriate remedial measures to help students at risk of not succeeding in school.

### **Recommendations**

- 12. Raise the issue of external school review findings on the overall unsatisfactory questioning skills of teachers with relevant teacher training institutions with a*

*view to taking action to improve pre and in-service teacher education courses which in turn will help improve the quality of teaching in the school system.*

*13. Ensure through training, that:*

- teachers understand that questions are among the most powerful teaching tools and adopting best practices in questioning can significantly enhance the quality of instruction,*
- teachers have an understanding of the taxonomy of questions and best practice strategies to help teachers formulate a wide range of questions that not only stimulate the recall of important factual, conceptual and procedural knowledge but also requires learners to analyze, evaluate, and create, and*
- teachers understand that by encouraging greater attention to the students' own thought process and his/her personal responses through effective questions can lead students to deeper insights.*

*14. Provide training including at the school level on ways of improving the practice of learner-centred pedagogy with a special focus on effective use of group work, greater participation of learners and on how to be an effective facilitator of learning as well as on the creation of a friendly learning environment. This training must be linked to strengthening the ability to implement the new curriculum.*

*15. Support schools with multi-grade classes with better trained teachers with multi-grade teaching skills along with appropriate technology.*

*16. Encourage schools to place a greater focus on the implementation of the “No child left behind” policy especially through system-wide programmes to screen/identify children at risk of falling behind along with a diagnosis of the problems and taking appropriate remedial measures to ensure these children remain in school, learn and succeed.*

#### **4.4 Foundation Stage Classes**

The overall picture of early childhood education provision is encouraging especially in terms of compliance with MoE requirements. Learners participate actively in class activities and respond positively to questions raised during lessons as a result of frequent and effective use of learning materials. A major factor behind the encouraging status of ECE may be the well-planned and timely implementation of a very large scale and successful effort of the Ministry of Education in the smooth incorporation of many Foundation Stage classes into government schools. No major issues are raised in

regard to Foundation Stage Classes in the external review reports. They do not mention issues of language of instruction or health and nutrition issues of children with the exception of a few references to type of food children eat during the interval. While most teachers in Foundation Stage classes have Primary Teaching qualifications (and not ECCE qualifications) this does not appear to be a major issue and is not raised in the external review reports.

#### **4.5 Leading Teachers**

As with qualified and experienced teachers the school system is experiencing a serious imbalance in the distribution of well-qualified Leading Teachers across schools in the country. Some schools with a qualified teaching staff also have a set of competent and well-qualified Leading Teachers while in other schools with a relatively high proportion of untrained teachers the qualification and capabilities of the Leading Teachers are inadequate. This situation points to a glaring disparity among groups of small and larger schools with some schools facing the double disadvantage of not having enough qualified teaching staff along with the absence of capable Leading Teachers to help the untrained teaching staff.

#### **Recommendation**

- 17. MoE needs to review the disparities arising from the imbalance in the distribution of trained teachers and the qualified Leading Teachers. Such disparities, when examined from the point of view of students in affected schools, are often linked to issues of inequity including inequity in learning outcomes. These children have access to school but do not receive the quality of education other children receive in schools with better teachers and Leading Teachers. The situation calls for urgent attention to reducing disparities through a special system level intervention (perhaps in the form of a project) targeting a selected number of small schools facing multiple disadvantages.*
- 18. Ministry of Education needs to give consideration to undertake a teacher demand and supply study to fully comprehend the situation of teachers, teacher distribution and allocation, training and continued professional development needs of teachers.*

#### **4.6 SEN Students**

It is encouraging to see increasing access to education to SEN students in the school system as indicated by the slight increase in percentage of SEN students from 2016 to 2017. A systematic and consistent pattern in the provision of education in schools to

SEN students is yet to emerge. The current picture from external school review reports is one that is in need of greater attention, better planning and professional support. Of the 42,222 students in the 136 Government schools from where review reports are analysed, the number of SEN students is 603 (1.43% of the number of students from SRRs). A disproportionate share (68%) of SEN students are boys. Such a significant gender disparity warrants further investigation.

## **Recommendations**

- 19. Conduct a rapid review of the status of SEN classes in the school system with a view to identifying key issues and addressing them.*
- 20. Share effective practice in conducting SEN classes (e.g. lessons from Aminiya school's successful experience may be worth sharing across other schools that conduct/are interested in conducting SEN classes).*

## **4.7 Leadership and Management**

Leadership in some schools had clear vision and mission statements publicly shared and used to drive improvement. Others worked satisfactorily with limited resources. A few were outstanding in their public relations and community building roles. Management in many schools effectively delegate duties to senior staff. External review reports highlighted one or two schools that needed immediate change of leadership to bring about a quick turnaround to an unacceptable and tense situation that was undermining the learning environment of the entire school. While relations with parents in most schools were satisfactory it was important for leadership in some schools to sensitize parents to attend school activities in order to contribute effectively to school development and improvement. External School review teams highlighted the importance of training and continuous development of Principals.

## **Recommendations**

- 21. Leadership in all schools should be trained in all aspects of school self-assessment as well as in school development planning for improvement.*
- 22. Management should analyse results of both internal and external examinations as well as NALO results that apply to the school to identify subjects for improvement. It is important to diagnose factors behind persistent low pass rates in key subjects with a view to improving the situation.*

#### **4.8 Recommendations for Action for Quality Improvement from Other Findings**

- 23. Ensure clean drinking water and clean usable toilets are available in all schools with due attention to regular maintenance and proper use.*
- 24. Provide library and laboratory facilities for schools that need them to enhance and support teaching and learning.*
- 25. Provide health and counseling services as is appropriate with factors such as size of enrolment and age group of students.*
- 26. Review use of space/classrooms in schools to ascertain the reasons why many schools are in need of additional classrooms/space. The number of school sessions per day, number of subject streams offered in the school as well as the introduction of new programmes requiring additional rooms will need to be included among aspects to be reviewed.*
- 27. Enable more students to participate in co-curricular activities to help them to develop talents, skills including leadership skills.*
- 28. MoE may consider preparing a list of basic resources for schools that could be used as a minimum standard in terms of provision of resources to all schools. This adequacy level should be reviewed periodically, and appropriate adjustments made. In this regard, the Ministry of Education may give consideration to the development of a special project targeting the most under-served 10 percent of schools in the country which aims to uplift them along the main quality indicators over a period of 2-3 years. Such a project addressing disparity reduction would align with the priorities of the current United Nations Development Assistance Framework agreed by the Government of Maldives and the UN system in the country.*

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## Annex 2: List of School Review Reports Provided for this Analytical Report

### 2016 Reports

#	Atoll / Region	Name of School /Name used in Report
1	HA. Atoll	Maarandhoo Madharsa (Maarandhoo School)
2	HA. Atoll	Molhadhoo School
3	HA. Atoll	Muraidhoo School
4	HA. Atoll	Madharsathul Shaheed Ali Thakurufan (Shaheed Ali Thakurufaanu School)
5	HA. Atoll	Uligamu Madharsaa (Uligamu School)
6	HA. Atoll	Vashafaru School
7	HDh. Atoll	Finey School
8	HDh. Atoll	Hirimaradhoo School
9	HDh. Atoll	Jalaaluddin School
10	HDh. Atoll	Neykurendhoo School
11	Sh. Atoll	Bilehfahi School
12	Sh. Atoll	Feydhoo School
13	Sh. Atoll	Foakaidhoo School
14	Sh. Atoll	Goidhoo School
15	Sh. Atoll	Narudhoo School
16	N. Atoll	Lhohee School
17	N. Atoll	Maafaru School
18	R. Atoll	Angolhitheem School
19	R. Atoll	Innamaadhoo School
20	R. Atoll	Maduvvaree School
21	R. Atoll	Ugoofaaru School
22	Ba. Atoll	Hithaadhoo School
23	Ba. Atoll	Dhonfanu School
24	Ba. Atoll	Kamadhoo School
25	Ba. Atoll	Thulhaadhoo School
26	Lh. Atoll	Lh. Atoll Education Centre
27	Lh. Atoll	Olhuvelifushi School
28	K. Atoll	K. Atholhu Madharusa (K. Atoll School)
29	K. Atoll	Dhiffushi School
30	AA. Atoll	AA. Atholhu Thauleemee Markaz (AA. Atoll Education Centre[AEC])
31	AA. Atoll	Bodufulhadhoo School
32	V. Atoll	V. Atholhu Thauleemee Markaz (V. AEC)
33	V. Atoll	V. Atholhu Madharusa (V. Atoll School)
34	M. Atoll	M. Atholhu Madharusa (M. Atoll School)
35	M. Atoll	Maduvvaree School
36	F. Atoll	Magoodhoo School
37	F. Atoll	Dharaboodhoo School
38	Th.Atoll	Dhiyamigili School
39	Th.Atoll	Madifushi School

40	Th.Atoll	Omadhoo School
41	Th.Atoll	Veymandoo School
42	L. Atoll	Isdhookalaidhoo School
43	L. Atoll	Dhabidhoo School
44	L. Atoll	Hithadhoo School
45	L. Atoll	Kunahandhoo School
46	L. Atoll	Maamendhoo School
47	GA. Atoll	Nilandhoo School
48	GA. Atoll	Maamendhoo School
49	GA. Atoll	Dhaandhoo School
50	GA. Atoll	Madharsathul Sulthan Mohamed (Sulthan Mohamed School)
51	GDh. Atoll	Aboobakuru School
52	GDh. Atoll	Huvadhoo School
53	GDh. Atoll	Nadella School
54	GDh. Atoll	GDh. Atholhu Madharusa (GDh. Atoll School)
55	S. Atoll	Maradhoo School
56	S. Atoll	Sharafuddin School
57	Male'	Hiriya School
58	Male'	Majeediya School
59	Male'	Muhyiddin School
60	Male'	Centre For Higher Education (CHSE)
61	Male'	Ghaazee School

## **2017 Reports**

#	Atoll / Region	Name of School
1	HA. Atoll	Ghazee Bandarain School
2	HA. Atoll	Madhrasathul Sabaah (Sabaah School)
3	HDh. Atoll	Hanimaadhoo School
4	HDh. Atoll	Makunudhoo School
5	HDh. Atoll	Kurinbee School
6	HDh. Atoll	Nolhivaram School
7	HDh. Atoll	Naavaidhoo School
8	HDh. Atoll	HDh. Atholhu Thauleemee Marukaz (HDh. AEC)
9	HDh. Atoll	Kumundhoo School
10	Sh. Atoll	Madharusathul Munahvara (Munahvara School)
11	Sh. Atoll	Maaungoodhoo School
12	Sh. Atoll	Funadhoo School
13	Sh. Atoll	Feevaku School
14	Sh. Atoll	Noomara School
15	N. Atoll	N. Atholhu Madharusa (N. Atoll School)
16	N. Atoll	Hidhaya School
17	N. Atoll	Kudafaree School
18	N. Atoll	Landhoo School

19	R. Atoll	Dhuvaafaru Primary School
20	R. Atoll	R. Atholhu Madharusa (R. Atoll School)
21	R. Atoll	Fainu School
22	R. Atoll	Kinolhahu School
23	R. Atoll	Rasgatheemu School
24	Ba. Atoll	Kendhoo School
25	Ba. Atoll	Fulhadhoo School
26	Ba. Atoll	Goidhoo School
27	Ba. Atoll	Ba. Atholhu Thauleemee Marukaz (Ba. A.E.C)
28	Ba. Atoll	Ba. Atholhu Madharusa (Ba. Atoll School)
29	Lh. Atoll	Madharusathul Ifthithah (Ifthithaahu School)
30	K. Atoll	Gulhee School
31	K. Atoll	Himmafushi School
32	K. Atoll	Huraa School
33	K. Atoll	Maafushi School
34	AA. Atoll	Thoddoo School
35	AA. Atoll	Maalhohu School
36	AA. Atoll	Ukulhahu School
37	AA. Atoll	AA. Atholhu Madharusa (AA. Atoll School)
38	AA. Atoll	Mathiveri School
39	ADh. Atoll	A Dh. Atholhu Madharusa (ADh. Atoll School)
40	ADh. Atoll	Dhangethi School
41	V. Atoll	Keyodhoo School
42	M. Atoll	Dhiggaru School
43	F. Atoll	F. Atoll School
44	F. Atoll	Bilehdhoo School
45	Dh. Atoll	Bandidhoo School
46	Dh. Atoll	Rinbudhoo School
47	Dh. Atoll	Dh. Atholhu Thauleemee Marukaz (Dh. AEC)
48	Dh. Atoll	Maaenboodhoo School
49	Th. Atoll	Gaadhifushi School
50	Th. Atoll	Hirilandhoo School
51	Th. Atoll	Kandhoodhoo School
52	Th. Atoll	Kibidhoo School
53	Th. Atoll	Vandhoo School
54	L. Atoll	Hamad Bin Khalifa Al Thani School
55	L. Atoll	L. Atholhu Thauleemee Marukaz (L. AEC)
56	L. Atoll	Mundoo School
57	L. Atoll	L. Atholhu Madharusa (L. Atoll School)
58	L. Atoll	Mukurimagu School
59	GA. Atoll	Ga. Atoll Education Centre
60	GA. Atoll	Ga. Atoll School
61	GA. Atoll	Gemanafushi School
62	GA. Atoll	Kan'duhulhudhoo
63	GDh. Atoll	Hoa'dehdhoo School
64	GDh. Atoll	Thinadhoo School

<b>65</b>	GDh. Atoll	Rathafandhoo School
<b>66</b>	GDh. Atoll	Vaadhoo Jamaaluddin School
<b>67</b>	Gn. Atoll	Fuvahmulaku School
<b>68</b>	Gn. Atoll	Gn. Atoll Education Centre
<b>69</b>	S. Atoll	Addu High School
<b>70</b>	S. Atoll	Hithadhoo School
<b>71</b>	S. Atoll	Hulhudhoo School
<b>72</b>	S. Atoll	Shamsuddin School
<b>73</b>	Male'	Aminya School
<b>74</b>	Male'	Al-Madharusathul Arabiyyathul Islamiyya (Arabiyya School)
<b>75</b>	Male'	Dharumavantha School

## Annex 3: Statistical Summaries

List of Schools and Enrolment from 2016 SRRs Analysed (in ascending order of enrolment)

#	Atoll	Name of School	Enrolment			SEN Enrolment			Total Enrolment of School - as per reports			Total Enrolment (Published MoE Stats)	Enrolment Difference (K-J)	No of students at below grade level Literacy in Dhivehi				No of students at below grade level Literacy in English				Grades Offered
			F	M	Total	F	M	Total	F	M	Total			F	M	Total	% of Total Enrolment	F	M	Total	% of Total Enrolment	
1	Haa Alif	Molhadhoo School	25	27	52	0	0	0	25	27	52	53	1	0	2	2	3.85	0	2	2	3.85	F-10
2	Haa Dhaal	Hirimaradhoo School	27	35	62	3	0	3	30	35	65	67	2	0	1	1	1.54	0	1	1	1.54	F-10
3	Haa Dhaal	Finney School	43	24	67	0	0	0	43	24	67	84	17	0	0	0	0.00	0	0	0	0.00	F-10
4	V. Atoll	V. Atoll School	33	32	65	2	0	2	35	32	67	63	-4	0	2	2	2.99	0	2	2	2.99	F-10
5	R. Atoll	Angolhitheem School	32	36	68	0	1	1	32	37	69	67	-2			0	0.00			0	0.00	F-10
6	Haa Alif	Madharsathul Shaheed Ali Thakurufan	38	33	71	0	0	0	38	33	71	68	-3	0	0	0	0.00	0	0	0	0.00	F-10
7	Haa Alif	Uligamu Madharsaa	36	39	75	0	0	0	36	39	75	76	1	0	5	5	6.67	8	7	15	20.00	F-10
8	M. Atoll	Maduvvaree School	31	45	76	0	0	0	31	45	76	79	3	0	2	2	2.63	0	2	2	2.63	F-10
9	BAA Atoll	Kamadhoo School	37	44	81	0	0	0	37	44	81	80	-1	0	1	1	1.23	2	8	10	12.35	F-10
10	Ga. Atoll	Madharsathul Sulthan Mohamed	36	43	79	0	2	2	36	45	81	87	6	1	4	5	6.17	2	4	6	7.41	F-10
11	Sh.	Bilehfahi School	40	54	94	0	0	0	40	54	94	94	0	0	0	0	0.00	0	1	1	1.06	F-10
12	BAA Atoll	Dhonfanu School	50	44	94	1	0	1	51	44	95	92	-3	3	2	5	5.26	4	2	6	6.32	F-10
13	N. Atoll	Lhohee School	51	48	99	0	0	0	51	48	99	132	33	0	0	0	0.00	0	0	0	0.00	F-10
14	Haa Alif	Vashafaru School	56	49	105	0	0	0	56	49	105	117	12	0	1	1	0.95	0	3	3	2.86	F-10
15	F. Atoll	Dharaboodhoo School	46	60	106	0	0	0	46	60	106	105	-1			0	0.00			0	0.00	F-10
16	R. Atoll	Innamaadhoo School	55	52	107	0	0	0	55	52	107	136	29	1	2	3	2.80	1	2	3	2.80	F-10
17	V. Atoll	V. Atoll Education Centre	55	56	111	0	0	0	55	56	111	110	-1	0	2	2	1.80	1	2	3	2.70	F-10
18	Haa Alif	Muraiddhoo School	55	65	120	0	0	0	55	65	120	121	1	0	0	0	0.00	0	0	0	0.00	F-10
19	Th. Atoll	Omadhoo School	55	65	120	0	0	0	55	65	120	123	3	2	4	6	5.00	17	19	36	30.00	F-10
20	L. Atoll	Kunahandhoo School	55	68	123	0	0	0	55	68	123	149	26	0	0	0	0.00	0	0	0	0.00	F-10
21	Haa Dhaal	Neykurendhoo School	58	68	126	0	3	3	58	71	129	157	28	0	1	1	0.78	0	1	1	0.78	F-10
22	Sh.	Goidhoo School	56	70	126	1	3	4	57	73	130	125	-5			0	0.00			0	0.00	F-10
23	Sh.	Narudhoo School	58	79	137	0	0	0	58	79	137	137	0			0	0.00			0	0.00	F-10
24	Lh Atoll	Olhuvelfushi School	75	56	131	3	3	6	78	59	137	132	-5	0	0	0	0.00	2	1	3	2.19	F-10
25	F. Atoll	Magoodhoo School	64	73	137	0	0	0	64	73	137	137	0			0	0.00			0	0.00	F-10
26	Ga. Atoll	Nilandhoo School	72	63	135	2	0	2	74	63	137	135	-2	2	0	2	1.46	2	0	2	1.46	F-10
27	N. Atoll	Maafaru School	74	66	140	2	0	2	76	66	142	175	33	0	0	0	0.00	0	0	0	0.00	F-10
28	L. Atoll	Isdhookalaidhoo School	77	71	148	0	0	0	77	71	148	149	1	0	0	0	0.00	0	0	0	0.00	F-10
29	Th. Atoll	Dhiyamigili School	74	77	151	0	0	0	74	77	151	151	0	0	0	0	0.00	0	0	0	0.00	F-10
30	Aa. Atoll	Bodufulhadhoo School	68	87	155	1	1	2	69	88	157	154	-3	0	0	0	0.00	0	0	0	0.00	F-10
31	L. Atoll	Dhabidhoo School	69	91	160	2	4	6	71	95	166	159	-7	7	13	20	12.05	9	15	24	14.46	F-10
32	Sh.	Feydhoo School	84	89	173	0	0	0	84	89	173	122	-51	9	13	22	12.72	20	27	47	27.17	F-10
33	Haa Alif	Maarandhoo Madharsa	81	106	187	0	0	0	81	106	187	191	4	0	0	0	0.00	2	16	18	9.63	F-12
34	G.Dh Atoll	Nadella School	102	88	190	0	1	1	102	89	191	199	8	6	21	27	14.14	5	8	13	6.81	F-10
35	M. Atoll	Meemu Atoll School	90	102	192	0	0	0	90	102	192	193	1	2	1	3	1.56	0	0	0	0.00	F-10
36	BAA Atoll	Hithaadhoo School	88	113	201	0	2	2	88	115	203	209	6	0	0	0	0.00	0	0	0	0.00	F-10
37	Th. Atoll	Madifushi School	104	100	204	0	0	0	104	100	204	204	0	0	0	0	0.00	0	0	0	0.00	F-10
38	L. Atoll	Maamendhoo School	109	99	208	4	2	6	113	101	214	211	-3	3	0	3	1.40	1	0	0	0.00	F-10
39	Aa. Atoll	Aa. Atoll Education Centre	109	107	216	0	1	1	109	108	217	215	-2			0	0.00			0	0.00	F-10
40	L. Atoll	Hithadhoo School	129	123	252	0	0	0	129	123	252	289	37	0	0	0	0.00	0	0	0	0.00	F-10
41	G.Dh Atoll	Huvadhoo School	127	123	250	5	2	7	132	125	257	245	-12	0	0	0	0.00	0	0	0	0.00	F-10
42	K. Atoll	Dhiffushi School	119	138	257	0	5	5	119	143	262	257	-5	2	6	8	3.05	2	7	9	3.44	F-10
43	G.Dh Atoll	G.Dh Atoll School	137	165	302	0	0	0	137	165	302	303	1	0	0	0	0.00	0	0	0	0.00	F-10
44	S. Atoll	Maradhoo School	160	137	297	1	6	7	161	143	304	304	0	0	0	0	0.00	0	0	0	0.00	Gr.1-7
45	Ga. Atoll	Dhaandhoo School	138	166	304	2	13	15	140	179	319	316	-3	4	17	21	6.58	21	50	71	22.26	F-10
46	Th. Atoll	Veymandoo School	145	173	318	1	5	6	146	178	324	313	-11	3	6	9	2.78	9	14	23	7.10	F-10
47	Ga. Atoll	Maamendhoo School	135	186	321	1	4	5	136	190	326	300	-26	0	12	12	3.68	2	13	15	4.60	F-12
48	Sh.	Foakaidhoo School	164	176	340	0	0	0	164	176	340	415	75	0	0	0	0.00	0	0	0	0.00	F-10
49	BAA Atoll	Thulhaadhoo School	152	190	342	0	0	0	152	190	342	344	2	1	0	1	0.29	0	0	0	0.00	F-10
50	R. Atoll	Maduvvaree School	182	222	404	0	0	0	182	222	404	362	-42	0	0	0	0.00	0	0	0	0.00	F-10
51	R. Atoll	Ugoofaaruu School	201	219	420	4	5	9	205	224	429	438	9	12	0	12	2.80	1	11	12	2.80	F-12
52	K. Atoll	Kaafu Atoll School	210	254	464	1	5	6	211	259	470	472	2	0	0	0	0.00	0	0	0	0.00	F-10
53	Haa Dhaal	Jalaaluddin School	221	254	475	0	0	0	221	254	475	485	10	0	0	0	0.00	0	0	0	0.00	Gr.8-12
54	G.Dh Atoll	Aboobakuru School	265	239	504	0	4	4	265	243	508	471	-37	30	58	88	17.32	44	69	113	22.24	F-10
55	Lh Atoll	Lh. Atoll Education Centre	293	267	560	3	1	4	296	268	564	586	22	18	33	51	9.04	18	35	53	9.40	F-12
56	Male'	Muhyiddin School	337	334	671	7	16	23	344	350	694	701	7	47	50	97	13.98	53	71	124	17.87	Gr.1-10
57	Male'	Hiriya School	633	393	1026	4	16	20	637	409	1046	1007	-39	0	0	0	0.00	0	0	0	0.00	Gr.1-6 & 8-10
58	Male'	Ghaazee School	503	531	1034	5	9	14	508	540	1048	1070	22	11	8	19	1.81	1	14	15	1.43	Gr.1-12
59	Male'	Centre For Higher Sec Education	630	491	1121	0	0	0	630	491	1121	1121	0	0	0	0	0.00	0	0	0	0.00	Gr.11-12
60	S. Atoll	Sharafuddin School	509	579	1088	11	24	35	520	603	1123	1098	-25	0	0	0	0.00	0	0	0	0.00	Gr.1-10
61	Male'	Majeediya School	367	967	1334	0	0	0	367	967	1334	1338	4	0	0	0	0.00	0	0	0	0.00	Gr.1-10

## Techers and Unit Cost of Schools from 2016 SRRs Analysed

#	Atoll	Name of School	Enrolment - as per SRRs			Teachers								Students per Teacher	No in SMT	Unit Cost (MVR)
			F	M	Total	Local	Expat	Total	Trained Total	L Trained	L Contract/ Untrained	Expat with No Teaching Qual	Expat with Teaching Qual			
1	HA.	Molhadhoo School	25	27	52	11	7	18	15	8	3	0	12	3	2	73,100.42
2	H Dh.	Hirimaradhoo School	30	35	65	10	10	20	16	6	4	0	7	3	3	65,360.22
3	H Dh.	Finey School	43	24	67	10	9	19	15	6	4	0	7	4	2	48,991.04
4	V.	V. Atoll School	35	32	67	12	8	20	20	12	0	0	7	3	3	68,896.87
5	R.	Angolhitheem School	32	37	69	11	6	17	13	7	4	0	7	4	3	69,336.82
6	HA.	Madharsathul Shaheed Ali Thakurufan	38	33	71	9	7	16	14	7	2	0	11	4	2	55,840.79
7	HA.	Uligamu Madharsaa	36	39	75	10	8	18	9	2	8	1	9	4	2	52,021.88
8	M.	Maduvvaree School	31	45	76	13	6	19	15	9	4	5	10	4	1	64,513.75
9	B.	Kamadhoo School	37	44	81	10	8	18	16	8	2	0	21	5	4	56,149.07
10	GA.	Madharsathul Sulthan Mohamed	36	45	81	10	9	19	16	7	3	6	9	4	3	63,868.25
11	Sh.	Bilehfahi School	40	54	94	16	7	23	17	10	6	0	7	4	1	59,628.12
12	B.	Dhonfanu School	51	44	95	10	7	17	13	6	4	0	9	6	2	57,270.98
13	N.	Lhohee School	51	48	99	19	7	26	25	18	1	0	8	4	3	46,571.68
14	HA.	Vashafaru School	56	49	105	15	11	26	19	8	7	0	8	4	3	11,729.21
15	F.	Dharaboodhoo School	46	60	106	15	4	19	14	10	5	0	8	6	2	68,527.86
16	R.	Innamaadhoo School	55	52	107	15	8	23	20	13	2	1	7	5	2	40,131.67
17	V.	V. Atoll Education Centre	55	56	111	16	6	22	16	12	4	3	5	5	3	51,993.86
18	HA	Muraidhoo School	55	65	120	15	7	22	11	4	11	0	6	5	2	39,709.42
19	Th.	Omadhoo School	55	65	120	13	9	22	17	8	5	0	7	5	2	72,005.52
20	L.	Kunahandhoo School	55	68	123	14	10	24	19	9	5	0	13	5	2	34,812.96
21	H Dh.	Neykurendhoo School	58	71	129	12	9	21	18	10	2	0	19	6	2	37,279.86
22	Sh.	Goidhoo School	57	73	130	16	8	24	15	7	9	0	10	5	1	0.00
23	Sh.	Narudhoo School	58	79	137	15	8	23	23	15	0	0	7	6	2	0.00
24	Lh.	Olhuvelfushi School	78	59	137	15	8	23	11	3	12	0	8	6	3	34,671.69
25	F.	Magoodhoo School	64	73	137	16	9	25	20	11	5	0	7	5	3	50,432.43
26	GA.	Nilandhoo School	74	63	137	10	10	20	17	7	3	0	14	7	2	42,682.72
27	N.	Maafaru School	76	66	142	24	5	29	19	14	10	0	8	5	3	31,370.65
28	L.	Isdhookalaidhoo School	77	71	148	12	10	22	19	9	3	0	14	7	3	32,507.04
29	Th.	Dhiyamigili School	74	77	151	15	8	23	20	12	3	0	7	7	3	36,943.07
30	AA.	Bodufulhadhoo School	69	88	157	14	8	22	19	11	3	0	12	7	3	45,589.52
31	L.	Dhabidhoo School	71	95	166	12	8	20	12	4	8	0	8	8	1	26,029.68
32	Sh.	Feydhoo School	84	89	173	15	9	24	20	11	4	0	3	7	4	23,592.45
33	HA.	Maarandhoo Madharsa	81	106	187	9	12	21	21	9	0	0	8	9	4	27,721.69
34	G.Dh	Nadella School	102	89	191	10	10	20	13	3	7	1	3	10	2	26,028.57
35	M.	Meemu Atoll School	90	102	192	19	5	24	21	19	0	2	1	8	3	34,299.74
36	B.	Hithaadhoo School	88	115	203	14	10	24	21	11	3	0	9	8	2	32,589.30
37	Th.	Madifushi School	104	100	204	13	11	24	24	13	0	0	4	9	3	30,632.37
38	L.	Maamendhoo School	113	101	214	16	9	25	21	12	4	0	8	9	4	20,019.44
39	AA.	Aa. Atoll Education Centre	109	108	217	8	12	20	15	3	5	0	11	11	4	30,257.51
40	L.	Hithadhoo School	129	123	252	16	9	25	25	16	0	0	9	10	4	19,129.31
41	G.Dh	Huvadhoo School	132	125	257	9	20	29	29	9	0	0	5	9	4	26,071.83
42	K.	Dhiffushi School	119	143	262	15	7	22	21	14	1	0	10	12	2	21,580.76
43	G.Dh	G.Dh Atoll School	137	165	302	19	11	30	30	19	0	0	8	10	6	25,685.76
44	S.	Maradhoo School	161	143	304	32	1	33	33	28	4	0	9	9	6	22,393.28
45	GA.	Dhaandhoo School	140	179	319	20	11	31	21	15	5	5	10	10	5	20,028.11
46	Th.	Veymandoo School	146	178	324	21	10	31	19	14	7	5	9	10	6	27,239.87
47	GA.	Maamendhoo School	136	190	326	17	14	31	25	14	3	3	10	11	5	25,883.54
48	Sh.	Foakaidhoo School	164	176	340	25	8	33	31	23	2	0	11	10	7	21,482.08
49	B.	Thulhaadhoo School	152	190	342	21	13	34	26	19	2	6	6	10	6	29,877.75
50	R.	Maduvvaree School	182	222	404	32	13	45	41	28	4	0	3	9	9	27,662.15
51	R.	Ugoofaaru School	205	224	429	27	19	46	39	20	7	0	0	9	8	6,057.84
52	K.	Kaafu Atoll School	211	259	470	29	14	43	36	22	7	0	20	11	9	26,345.51
53	H Dh.	Jalaaluddin School	221	254	475	35	21	56	56	35	0	0	9	8	7	26,382.20
54	G Dh.	Aboobakuru School	265	243	508	37	0	37	37	37	0	0	11	14	5	21,954.70
55	Lh.	Lh. Atoll Education Centre	296	268	564	40	14	54	50	36	4	0	1	10	5	25,886.57
56	Male'	Muhyiddin School	344	350	694	52	7	59	59	52	0	0	10	12	10	19,676.13
57	Male'	Hiriya School	637	409	1046	70	12	82	82	70	0	0	12	13	11	18,577.54
58	Male'	Ghaazee School	508	540	1048	64	26	90	89	63	1	0	19	12	15	22,493.19
59	Male'	Centre For Higher Sec Education	630	491	1121	50	52	102	102	50	0	0	7	11	14	17,957.34
60	S.	Sharafuddin School	520	603	1123	70	22	92	79	67	3	12	52	12	14	24,203.88
61	Male'	Majeediya School	367	967	1334	86	20	106	105	86	0	1	26	13	16	20,533.23

## Teachers and Qualifications of Leading Teachers in Ten Schools with the Smallest Enrolment, 2016

#	Name of School	Enrolment			Teachers									Students per Teacher	Unit Cost (MVR)	# of Leading Teachers	Qual of LTs
		F	M	Total	Local	Expat	Total	% of Expat	Total Trained	Local Trained	Local Contract/ Untrained	Expat with No Teaching Qual	Expat with Teaching Qual	S/T	(Based on 2015 data)	Primary & Secondary	
1	Molhadhoo School	25	27	52	11	7	18	38.9%	15	8	3	0	7	3	73,100	1	Not stated
2	Hirimaradhoo School	30	35	65	10	10	20	50.0%	16	6	4	0	10	3	65,360	2	Dip in Pr Teaching, Dip Sec Dhivehi
3	Finey School	43	24	67	10	9	19	47.4%	15	6	4	0	9	4	48,991	1	Diploma
4	V. Atoll School	35	32	67	12	8	20	40.0%	20	12	0	0	8	3	68,897	1	Diploma
5	Angolhitheem School	32	37	69	11	6	17	35.3%	13	7	4	0	6	4	69,337	2	Dip in Pr Teaching, Dip in Teaching Islam & Quran
6	Shaheed Ali Thakurufan School	38	33	71	9	7	16	43.8%	14	7	2	0	7	4	55,841	1	Dip of T Middle School
7	Uligamu School	36	39	75	10	8	18	44.4%	9	2	8	1	7	4	52,022	1	Diploma
8	Maduwaree School	31	45	76	13	6	19	31.6%	15	9	4	5	1	4	64,514	1	Diploma (Pr or Sec??)
9	Kamadhoo School	37	44	81	10	8	18	44.4%	16	8	2	0	8	5	56,149	1	Dip in Teaching Islam & Dhivehi
10	Sulthan Mohamed School	36	45	81	10	9	19	47.4%	16	7	3	6	3	4	63,868	2	PG Dip in Ed x 2

## Teachers and Qualifications of Leading Teachers in Ten Schools with the Largest Enrolment, 2016

#	Name of School	Total Enrolment			Teachers									Students per Teacher	Unit Cost (MVR)	# of Leading Teachers	Qual of LTs
		F	M	Total	Local	Expat	Total	% of Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	S/T	(Based on 2015 data)	Primary & Secondary	
	Kaafu Atoll 1 School	211	259	470	29	14	43	32.6%	36	22	7	0	14	11	26,346	8	Dip in T Dhi, Dip in T Dhi, Islam & Q; D in T Middle S; Dip in T Sec; Dip in T in Incl Ed; B T inSec; PG in T
	Jalaaluddin 2 School	221	254	475	35	21	56	37.5%	56	35	0	0	21	8	26,382	5	PGCE x 3; Adv Dip Sec T; B Ed
	Aboobakuru 3 School	265	243	508	37	0	37	0.0%	37	37	0	0	0	14	21,955	4	Dip in Pr T; B of Teaching x 3
	4 Lh. AEC	296	268	564	40	14	54	25.9%	50	36	4	0	14	10	25,887	3	(H Sec 1); Dip od T Islam, Dip of t Sec; M Comm
	5 Muhiyydin School	344	350	694	52	7	59	11.9%	59	52	0	0	7	12	19,676	8	Dip in Pr Teaching, Dip; Dip of T Sec x 3; Dip in Ed; B of T Sec; B Ed; B Arts
	6 Hiriya School	637	409	1046	70	12	82	14.6%	82	70	0	0	12	13	18,578	8	Dip of T Pr; Pr T Cert; BADh Lang; BSc; B Bus; M Ed x 2; M A Shariah;
	7 Ghaazee School	508	540	1048	64	26	90	28.9%	89	63	1	0	26	12	22,493	9	B T Sec x2; B T Dh Lang; Dip of T; M Ed
	Centre For Higher 8 Sec Education	630	491	1121	50	52	102	51.0%	102	50	0	0	52	11	17,957	11	No info. SIF not in report
	Sharafuddin 9 School	520	603	1123	70	22	92	23.9%	79	67	3	12	10	12	24,204	11	Adv Cet in T; Dip in T Pr; D of t Middle S x 2; Dip in Sec Dhi; Dip in T ESL x 2; B Ed; B Teach; BA Is Theology; Bch in Is Sharia & Culture
	10 Maieediya School	367	967	1334	86	20	106	18.9%	105	86	0	1	19	13	20,533	13	LTs not identified. Assume all are Dip & above, mostly Bch Deg & above

## Teachers and Qualifications of Leading Teachers in Ten Schools with Medium Size Enrolment, 2016

#	Name of School	Enrolment			Teachers									Students per Teacher	Unit Cost (MVR)	# of Leading Teachers	Qual of LTs
		F	M	Total	Local	Expat	Total	% of Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	S/T	(Based on 2015 data)	Primary & Secondary	
1	Dhiyamigili School	74	77	151	15	8	23	34.8%	20	12	3	0	8	7	36,943	2	LTs not identified.
2	Bodufulhadhoo School	69	88	157	14	8	22	36.4%	19	11	3	0	8	7	45,590	2	Dip of Teaching Islam, Dip of T. Sec
3	Dhabidhoo School	71	95	166	12	8	20	40.0%	12	4	8	0	8	8	26,030	0	-
4	Feydhoo School	84	89	173	15	9	24	37.5%	20	11	4	0	9	7	23,592	3	Adv Cert; Diploma x 2
5	Maarandhoo School	81	106	187	9	12	21	57.1%	21	9	0	0	12	9	27,722	2	(H Sec 1). Dip x 3
6	Nadella School	102	89	191	10	10	20	50.0%	13	3	7	1	9	10	26,029	1	Dip of Teaching Primary
7	Meemu Atoll School	90	102	192	19	5	24	20.8%	21	19	0	2	3	8	34,300	2	Dip in T Dhi, Islam & Qur'an; PG Dip Ed
8	Hithadhoo School	88	115	203	14	10	24	41.7%	21	11	3	0	10	8	32,589	1	Diploma of Pr Teaching
9	Maamendhoo School	104	100	204	13	11	24	45.8%	24	13	0	0	11	9	30,632	2	Dip in Dhivehi x 2
10	Maamendhoo School (L)	113	101	214	16	9	25	36.0%	21	12	4	0	9	9	20,019	3	Dip of Pr Teaching; PG Dip in Ed

## List of Schools and Enrolment from 2017 SRRs Analysed (in ascending order of enrolment)

#	Atoll / Reg	Name of School	Enrolment			SEN Enrolment			Total Enrolment of School (as per SRRS)			Total Enrolment (Published MoE Stats)	Enrolment Difference	No of students at below grade level Literacy in Dhivehi				No of students at below grade level Literacy in English				Grades Offered
			F	M	Total	F	M	Total	F	M	Total			F	M	Total	% of Total Enrolment	F	M	Total	% of Total Enrolment	
1 B.		Fulhadhoo School	16	19	35	1	1	2	17	20	37	34	-3.00	0	0	0	0.00	0	0	0	0.00	F-6
2 Th.		Gaadhifushi School	21	28	49	0	0	0	21	28	49	78	29.00	17	21	38	77.55	9	11	20	40.82	F-10
3 L.		Mundoo School	20	34	54	1	0	1	21	34	55	56	1.00	0	0	0	0.00	0	0	0	0.00	F-10
4 Dh.		Rimbudhoo School	27	34	61	0	0	0	27	34	61	61	0.00	0	0	0	0.00	1	1	2	3.28	F-10
5 Th.		Vandhoo School	35	32	67	0	2	2	35	34	69	67	-2.00	1	1	2	2.90	1	1	2	2.90	F-10
6 Sh.		Munahara School	56	21	77	0	1	1	56	22	78	101	23.00	0	0	0	0.00	0	0	0	0.00	F-10
7 HDh.		Naavaidhoo School	35	52	87	0	4	4	35	56	91	89	-2.00	0	2	2	2.20	0	3	3	3.30	F-10
8 Sh.		Noomara School	47	47	94	0	0	0	47	47	94	93	-1.00	10	19	29	30.85	15	26	41	43.62	F-10
9 AA		Maalihu School	48	44	92	1	1	2	49	45	94	91	-3.00	0	0	0	0.00	0	0	0	0.00	F-10
10 R.		Fainu School	42	52	94	0	2	2	42	54	96	99	3.00	0	1	1	1.04	3	5	8	8.33	F-10
11 GDh.		Rathafandhoo School	49	51	100	0	0	0	49	51	100	100	0.00	0	1	1	1.00	0	2	2	2.00	F-10
12 AA		AA Atoll School	43	55	98	0	4	4	43	59	102	97	-5.00	0	0	0	0.00	0	0	0	0.00	F-10
13 Th.		Kandhoodhoo School	51	52	103	1	0	1	52	52	104	101	-3.00	0	4	4	3.85	0	6	6	5.77	F-10
14 HA		Madhrasathul Sabah	64	60	124	0	0	0	64	60	124	127	3.00	0	1	1	0.81	0	1	1	0.81	F-10
15 HDh.		Kurinbee School	57	66	123	0	1	1	57	67	124	122	-2.00	1	2	3	2.42	4	9	13	10.48	F-10
16 L.		Mukurimagu School	55	60	115	4	6	10	59	66	125	115	-10.00	4	7	11	8.80	5	7	12	9.60	F-10
17 GA		Kan'duhuludhoo	63	66	129	0	1	1	63	67	130	154	24.00	0	0	0	0.00	0	0	0	0.00	F-10
18 R.		Rasgatheemu School	71	61	132	1	6	7	72	67	139	132	-7.00	2	4	6	4.32	3	8	11	7.91	F-10
19 R.		Kinolhah School	69	72	141	0	0	0	69	72	141	138	-3.00	0	0	0	0.00	1	4	5	3.55	F-10
20 B.		Goidhoo School	60	81	141	0	0	0	60	81	141	141	0.00	0	0	0	0.00	0	0	0	0.00	F-10
21 ADh.		Dhangethi School	76	65	141	1	3	4	77	68	145	143	-2.00	0	4	4	2.76	2	6	8	5.52	F-10
22 HA		Ghaze Bandarain	78	69	147	1	1	2	79	70	149	171	22.00	0	0	0	0.00	0	0	0	0.00	F-10
23 N.		Kudafaree School	63	89	152	1	0	1	64	89	153	141	-12.00	0	0	0	0.00	0	0	0	0.00	F-10
24 Dh.		Maenboodhoo School	83	68	151	2	1	3	85	69	154	151	-3.00	0	0	0	0.00	0	0	0	0.00	F-10
25 GDh.		Vaadhoo Jamaaluddin Sch	73	87	160	0	0	0	73	87	160	157	-3.00	3	6	9	5.63	13	24	37	23.13	F-10
26 L.		L. Atoll School	74	89	163	0	5	5	74	94	168	161	-7.00	0	0	0	0.00	0	0	0	0.00	F-10
27 B.		B. Atoll School	76	90	166	6	0	6	82	90	172	167	-5.00	3	15	18	10.47	3	16	19	11.05	F-10
28 K.		Himmafushi School	82	89	171	1	0	1	83	89	172	173	1.00	0	0	0	0.00	0	0	0	0.00	F-10
29 V.		Keyodhoo School	76	88	164	1	7	8	77	95	172	165	-7.00	4	9	13	7.56	4	9	13	7.56	F-10
30 Dh.		Bandidhoo School	82	92	174	0	0	0	82	92	174	197	23.00	0	0	0	0.00	0	0	0	0.00	F-10
31 AA		Mathiveri School	87	77	164	1	10	11	88	87	175	181	6.00	0	1	1	0.57	0	1	1	0.57	F-10
32 Sh.		Feevaku School	98	83	181	0	1	1	98	84	182	163	-19.00	0	0	0	0.00	0	0	0	0.00	F-10
33 N.		Landhoo School	103	80	183	1	1	2	104	81	185	162	-23.00	0	0	0	0.00	0	0	0	0.00	F-10
34 K.		Huraa School	94	94	188	0	0	0	94	94	188	190	2.00	0	0	0	0.00	0	0	0	0.00	F-10
35 GA		Ga. Atoll School	86	112	198	1	1	2	87	113	200	202	2.00	0	0	0	0.00	0	0	0	0.00	F-10
36 K.		Gulhee School	104	104	208	2	1	3	106	105	211	209	-2.00	10	15	25	11.85	4	10	14	6.64	F-10
37 S.		Hulidhoo School	94	107	201	3	10	13	97	117	214	208	-6.00	0	0	0	0.00	0	0	0	0.00	F-7
38 Th.		Kibidhoo School	104	108	212	5	8	13	109	116	225	235	10.00	0	0	0	0.00	0	0	0	0.00	F-10
39 F.		F. Atoll School	120	106	226	0	0	0	120	106	226	280	54.00	0	0	0	0.00	0	0	0	0.00	F-10
40 B.		Kendhoo School	100	124	224	1	4	5	101	128	229	224	-5.00	0	0	0	0.00	0	0	0	0.00	F-10
41 M.		Dhiggaru School	113	116	229	0	0	0	113	116	229	228	-1.00	0	0	0	0.00	0	0	0	0.00	F-12
42 HDh.		Kumundhoo School	119	122	241	3	1	4	122	123	245	235	-10.00	9	11	20	8.16	10	23	33	13.47	F-10
43 GDh.		Hoa'dehdhoo School	115	126	241	1	4	5	116	130	246	241	-5.00	3	16	19	7.72	3	8	11	4.47	F-10
44 Sh.		Maalungoodhoo School	123	128	251	1	0	1	124	128	252	240	-12.00	0	0	0	0.00	0	0	0	0.00	F-12
45 N.		Hidhaya School	134	121	255	0	0	0	134	121	255	267	12.00	0	0	0	0.00	0	0	0	0.00	F-10
46 Th.		Hirilandhoo School	113	148	261	0	3	3	113	151	264	264	0.00	0	6	6	2.27	0	7	7	2.65	F-10
47 S.		Addu High School	150	130	280	0	0	0	150	130	280	414	134.00	0	0	0	0.00	0	0	0	0.00	Gr.11&12
48 S.		Shamsuddin School	130	159	289	0	0	0	130	159	289	286	-3.00	0	0	0	0.00	0	0	0	0.00	F-7
49 F.		Bilehdhoo School	149	143	292	0	2	2	149	145	294	293	-1.00	0	0	0	0.00	0	0	0	0.00	F-12
50 R.		R. Atoll School	141	157	298	0	0	0	141	157	298	298	0.00	0	0	0	0.00	0	0	0	0.00	Gr.7-12
51 Gn.		Fuvahmulak School	143	146	289	2	10	12	145	156	301	290	-11.00	4	23	27	8.97	7	26	33	10.96	F-7
52 AA		Ukulhah School	146	171	317	5	4	9	151	175	326	333	7.00	5	7	12	3.68	8	12	20	6.13	F-12
53 ADh.		A. Dh Atoll School	199	121	320	2	6	8	201	127	328	534	206.00	29	45	74	22.56	49	69	118	35.98	F-10
54 HDh.		Makunudhoo School	163	173	336	0	4	4	163	177	340	336	-4.00	8	9	17	5.00	11	15	26	7.65	F-12
55 GA		Gemanafushi School	178	158	336	4	4	8	182	162	344	335	-9.00	7	14	21	6.10	10	17	27	7.85	F-10
56 N.		N. Atoll School	167	180	347	4	0	4	171	180	351	343	-8.00	0	0	0	0.00	0	0	0	0.00	F-10
57 K.		Maafushi School	171	186	357	3	7	10	174	193	367	366	-1.00	2	13	15	4.09	29	16	45	12.26	F-12
58 AA		Thoddo School	176	186	362	1	6	7	177	192	369	362	-7.00	0	0	0	0.00	0	0	0	0.00	F-10
59 HDh.		Hanimaadhoo School	248	209	457	7	2	9	255	211	466	447	-19.00	3	11	14	3.00	2	11	13	2.79	F-12
60 GDh.		Thinadhoo School	208	263	471	0	0	0	208	263	471	474										

## Techers and Unit Cost of Schools from 2017 SRRs Analysed

#	Atoll /Reg	Name of School	Total Enrolment of School (as per SRRS)			Teachers										Students per Teacher	No in SMT	Recurrent Exp. (2016)	Unit Cost = Recurrent /Total Enrolment
			F	M	Total	Local	Expat	Total	% Expat T	Total Trained	L Trained	L Contract/ Untrained	Expat with No Teaching Qual	Expat with Teaching Qual	S/T		MVR	MVR	
1	B.	Fulhadhoo School	17	20	37	3	3	6	50.0%	4	1	2	0	3	6	2	1,469,428.82	44,528	
2	Th.	Gaadhifushi School	21	28	49	8	8	16	50.0%	10	2	6	0	8	3	3	2,893,422.30	61,562	
3	L.	Mundoo School	21	34	55	9	7	16	43.8%	13	6	3	0	7	3	1	N/A	0	
4	Dh.	Rinbudhoo School	27	34	61	13	7	20	35.0%	8	6	6	3	4	3	2	3,532,804.41	58,880	
5	Th.	Vandhoo School	35	34	69	10	7	17	41.2%	13	3	7	0	7	4	2	2,927,153.55	44,351	
6	Sh.	Munahvara School	56	22	78	12	7	19	36.8%	19	7	2	0	7	4	2	4,236,823.15	41,949	
7	HDh.	Naavaidhoo School	35	56	91	13	8	21	38.1%	13	5	8	0	8	4	2	4,269,867.52	49,079	
8	Sh.	Noomara School	47	47	94	10	7	17	41.2%	9	2	8	0	7	6	1	3,107,439.71	33,413	
9	AA	Maalhohu School	49	45	94	16	6	22	27.3%	18	12	9	0	6	4	1	4,372,437.06	48,583	
10	R.	Fainu School	42	54	96	18	7	25	28.0%	22	15	3	0	7	4	3	4,487,077.17	48,248	
11	GDh.	Rathafandhoo School	49	51	100	16	8	24	33.3%	20	13	7	1	7	4	3	4,673,217.85	38,622	
12	AA	AA Atoll School	43	59	102	12	6	18	33.3%	15	9	3	0	6	6	2	3,878,105.85	48,476	
13	Th.	Kandhoodhoo School	52	52	104	13	9	22	40.9%	22	13	0	0	9	5	3	4,362,592.61	45,444	
14	HA	Madhrasathul Sabaah	64	60	124	12	8	20	40.0%	16	8	4	0	8	6	3	4,436,354.10	35,777	
15	HDh.	Kurinbee School	57	67	124	13	9	22	40.9%	18	9	5	0	9	6	3	4,454,346.67	36,511	
16	L.	Mukurimagu School	59	66	125	8	1	9	11.1%	10	8	2	0	1	14	3	2,509,080.82	25,091	
17	GA	Kan'duhulhudhoo	63	67	130	13	10	23	43.5%	17	7	6	0	10	6	2	4,913,354.40	32,325	
18	R.	Rasgatheemu School	72	67	139	15	6	21	28.6%	15	9	7	0	6	7	3	5,282,553.72	36,431	
19	R.	Kinolhahu School	69	72	141	11	7	18	38.9%	17	10	4	0	7	8	3	4,649,391.56	33,937	
20	B.	Goidhoo School	60	81	141	16	8	24	33.3%	20	12	7	0	8	6	3	5,120,153.51	37,373	
21	ADh.	Dhangethi School	77	68	145	15	9	24	37.5%	19	10	5	0	9	6	2	0.00	0	
22	HA	Ghazee Bandarain	79	70	149	12	8	20	40.0%	14	6	6	0	8	7	3	4,774,866.59	30,413	
23	N.	Kudafaree School	64	89	153	14	9	23	39.1%	14	5	9	0	9	7	3	5,739,784.45	42,204	
24	Dh.	Maaenboodhoo School	85	69	154	20	5	25	20.0%	23	18	4	0	5	6	3	4,757,303.56	27,984	
25	GDh.	Vaadhoo Jamaaluddin School	73	87	160	13	7	20	35.0%	16	9	4	0	7	8	3	4,427,612.32	27,847	
26	L.	L. Atoll School	74	94	168	17	7	24	29.2%	24	7	5	0	7	7	3	5,182,726.73	31,796	
27	B.	B. Atoll School	82	90	172	17	8	25	32.0%	19	11	6	0	8	7	4	3,867,713.00	24,325	
28	K.	Himmafushi School	83	89	172	16	10	26	38.5%	20	10	6	0	10	7	3	5,653,244.95	28,408	
29	V.	Keyodhoo School	77	95	172	15	8	23	34.8%	19	11	4	0	8	7	3	5,396,181.63	34,591	
30	Dh.	Bandidhoo School	82	92	174	20	3	23	13.0%	22	19	1	0	3	8	4	5,527,385.74	26,963	
31	AA	Mathiveri School	88	87	175	17	6	23	26.1%	21	15	2	0	6	8	5	5,414,724.00	30,592	
32	Sh.	Feevaku School	98	84	182	11	10	21	47.6%	13	8	3	5	5	9	3	5,622,888.35	34,496	
33	N.	Landhoo School	104	81	185	17	6	23	26.1%	20	15	2	1	5	8	3	5,960,076.42	34,253	
34	K.	Huraa School	94	94	188	21	4	25	16.0%	24	21	4	1	3	8	4	5,137,606.24	27,183	
35	GA	Ga. Atoll School	87	113	200	19	7	26	26.9%	21	14	5	0	7	8	4	6,681,234.57	36,311	
36	K.	Gulhee School	106	105	211	12	7	19	36.8%	11	7	8	3	4	11	4	4,876,478.53	23,332	
37	S.	Hulhudhoo School	97	117	214	14	3	17	17.6%	17	14	2	0	3	13	3	4,121,390.99	28,621	
38	Th.	Kibidhoo School	109	116	225	14	6	20	30.0%	20	14	3	1	5	11	4	6,263,949.65	26,319	
39	F.	F. Atoll School	120	106	226	11	9	20	45.0%	19	10	5	0	9	11	4	6,083,746.47	22,367	

## Techers and Unit Cost of Schools from 2016 SRRs Analysed (Continued)

#	Atoll /Reg	Name of School	Total Enrolment of School (as per SRRS)			Teachers										Students per Teacher	No in SMT	Recurrent Exp. (2016)	Unit Cost = Recurrent /Total Enrolment
			F	M	Total	Local	Expat	Total	% Expat T	Total Trained	L Trained	L Contract/ Untrained	Expat with No Teaching Qual	Expat with Teaching Qual	S/T		MVR	MVR	
40	B.	Kendhoo School	101	128	229	24	3	27	11.1%	27	24	6	0	3	8	5	5,991,952.98	25,283	
41	M.	Dhiggaru School	113	116	229	22	12	34	35.3%	25	20	4	7	5	7	5	7,353,579.90	32,976	
42	HDh.	Kumundhoo School	122	123	245	8	10	18	55.6%	17	8	4	0	10	14	4	5,757,820.59	23,695	
43	GDh.	Hoa'dehdhoo School	116	130	246	18	11	29	37.9%	26	15	3	0	11	8	4	5,993,139.80	24,562	
44	Sh.	Maaungoodhoo School	124	128	252	11	9	20	45.0%	20	11	4	0	9	13	5	5,569,399.05	23,206	
45	N.	Hidhaya School	134	121	255	15	9	24	37.5%	22	13	2	0	9	11	5	5,985,229.50	23,846	
46	Th.	Hirilandhoo School	113	151	264	22	3	25	12.0%	23	20	5	0	3	11	5	6,585,195.21	24,664	
47	S.	Addu High School	150	130	280	24	7	31	22.6%	31	24	1	0	7	9	9	15,914,551.99	46,670	
48	S.	Shamsuddin School	130	159	289	22	3	25	12.0%	25	22	2	0	3	12	4	4,634,407.57	18,763	
49	F.	Bilehdhoo School	149	145	294	26	7	33	21.2%	33	26	6	0	7	9	5	7,265,773.56	24,139	
50	R.	R. Atoll School	141	157	298	6	24	30	80.0%	28	4	2	0	24	10	6	7,867,188.31	36,254	
51	Gn.	Fuvahmulak School	145	156	301	23	2	25	8.0%	25	23	5	0	2	12	8	6,407,390.90	21,077	
52	AA	Ukulhahu School	151	175	326	24	7	31	22.6%	25	18	9	0	7	11	8	7,514,538.94	23,780	
53	ADh.	A. Dh Atoll School	201	127	328	29	11	40	27.5%	29	18	11	0	11	8	7	8,973,013.17	17,910	
54	HDh.	Makunudhoo School	163	177	340	13	5	18	27.8%	18	13	7	0	5	19	6	6,401,943.26	20,132	
55	GA	Gemanafushi School	182	162	344	22	4	26	15.4%	22	22	7	0	4	13	8	8,197,570.59	25,538	
56	N.	N. Atoll School	171	180	351	26	11	37	29.7%	37	25	0	0	11	9	6	8,532,649.86	25,547	
57	K.	Maafushi School	174	193	367	23	15	38	39.5%	34	19	4	0	15	10	6	9,351,298.36	52,535	
58	AA	Thoddoo School	177	192	369	21	11	32	34.4%	26	15	6	0	11	12	9	8,493,083.58	23,333	
59	HDh.	Hanimaadhoo School	255	211	466	21	16	37	43.2%	18	13	5	11	5	13	7	9,096,266.45	20,259	
60	GDh.	Thinadhoo School	208	263	471	31	5	36	13.9%	24	24	1	0	5	13	8	9,663,256.09	21,191	
61	L.	Hamad Bin Khalifa Al Thani School	270	233	503	30	21	51	41.2%	51	30	3	0	21	10	9	27,286,209.75	66,390	
62	GA	GA Atoll Education Centre	302	294	596	43	17	60	28.3%	60	43	7	0	17	10	10	14,751,713.33	25,131	
63	R.	Dhuvaafaru Primary School	278	329	607	40	0	40	0.0%	20	20	20	0	0	15	7	9,723,423.40	13,812	
64	Sh.	Funadhoo School	301	312	613	31	20	51	39.2%	30	30	8	9	11	12	8	12,562,144.09	20,902	
65	Gn.	Gn. Atoll Education Centre	338	294	632	45	10	55	18.2%	55	45	0	0	10	11	9	15,617,352.44	26,381	
66	HDh.	Nolhivaram School	321	336	657	29	12	41	29.3%	41	29	10	0	12	16	9	11,231,750.24	17,744	
67	L.	L. Atoll Education Centre	305	362	667	47	4	51	7.8%	40	36	11	0	4	13	9	12,708,075.62	20,044	
68	Dh.	Dh. AEC	418	367	785	48	14	62	22.6%	62	48	12	0	14	13	10	13,730,151.57	19,813	
69	B.	Baa. A.E.C.	440	426	866	48	23	71	32.4%	71	48	9	0	23	12	11	19,140,498.00	23,285	
70	Male'	Arabiyyathul School	460	431	891	99	19	118	16.1%	38	68	24	19	0	8	20	23,382,584.05	23,933	
71	Lh.	Ifthithah School	477	481	958	53	18	71	25.4%	60	43	2	0	18	13	14	18,425,934.00	18,918	
72	Male'	Dharumavantha School	278	693	971	64	16	80	20.0%	80	64	6	0	16	12	12	19,806,141.49	22,105	
73	S.	Hiithadhoo School	530	567	1097	57	18	75	24.0%	75	57	14	0	18	15	13	18,615,876.98	24,689	
74	HDh.	HDh. AEC	543	629	1172	51	3	54	5.6%	54	51	21	0	3	22	9	16,442,018.80	15,281	
75	Male'	Aminya School	1432	672	2104	110	25	135	18.5%	97	72	40	0	25	16	20	28,126,307.00	15,446	

## Teachers and Qualifications of Leading Teachers in Ten Schools with the Smallest Enrolment, 2017

#	Name of School	Enrolment			Teachers										Students per Teacher	Unit Cost (MVR)	No in SMT	# of Leading Teachers	Qualifications of LTs
		M	F	Total	Local	Expat	Total	% Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual	S/T					
1	Fulhadhoo School	17	20	37	3	3	6	50.0%	4	1	2.00	0	3	6	44,528	2	1	Dip in Teaching Primary	
2	Gaadhifushi School	21	28	49	8	8	16	50.0%	10	2	6.00	0	8	3	61,562	3	1	Dip	
3	Mundoo School	21	34	55	9	7	16	43.8%	13	6	3.00	0	7	3	N/A	1	0	-	
4	Rinbudhoo School	27	34	61	13	7	20	35.0%	8	6	6.00	3	4	3	58,880	2	1	Dip of T Sec.	
5	Vandhoo School	35	34	69	10	7	17	41.2%	13	3	7.00	0	7	4	44,351	2	1	Dip	
6	Munahvara School	56	22	78	12	7	19	36.8%	19	7	2.00	0	7	4	41,949	2	1	BA in Dhivehi	
7	Naavaidhoo School	35	56	91	13	8	21	38.1%	13	5	8.00	0	8	4	49,079	2	0	-	
8	Noomara School	47	47	94	10	7	17	41.2%	9	2	8.00	0	7	6	33,413	1	0	-	
9	Maalhohu School	49	45	94	16	6	22	27.3%	18	12	9.00	0	6	4	48,583	1	0	-	
10	Fainu School	42	54	96	18	7	25	28.0%	22	15	3.00	0	7	4	48,248	3	1	Dip in Teaching Primary	

## Teachers and Qualifications of Leading Teachers in Ten Schools with the Largest Enrolment, 2017

#	Name of School	Enrolment			Teachers									Students per Teacher	Unit Cost (MVR)	# of Leading Teachers	No in SMT	Qualifications of LTs
		M	F	Total	Local	Expat	Total	% Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual					
1	Nolhivaram School	321	336	657	29	12	41	29.3%	41	29	10.00	0	12	16	17,744	6	9	Dip in T x 3; PG C E x 2; PGDE
2	L. AEC	305	362	667	47	4	51	7.8%	40	36	11.00	0	4	13	20,044	8	9	Dip of T Pr; Dip in T Islam; Bch in T Islamic Studies; B Ed (Admin) x 2; PGDE; M Ed x 2.
3	Dh. AEC	418	367	785	48	14	62	22.6%	62	48	12.00	0	14	13	19,813	7	10	Dip x 2; Bax 2; BSc; MA x 2
4	Ba. AEC	440	426	866	48	23	71	32.4%	71	48	9.00	0	23	12	23,285	8	11	Dip of T Pr x 3; Dip of Sec T; B Ed; B T Sec; B Islam Theology; M Ed
5	Arabiyya School	460	431	891	99	19	118	16.1%	38	68	24.00	19	0	8	23,933	16	20	B in Sharia Islamiyya; PGCE; PGD x4; Di on HRM x2; B Ed x 2; M Ed x 3; M of Sharia; PhD
6	Hithah School	477	481	958	53	18	71	25.4%	60	43	2.00	0	18	13	18,918	10	14	Dip x 4; Bch x 4; Masters; PhD
7	Dharumavantha School	278	693	971	64	16	80	20.0%	80	64	6.00	0	16	12	22,105	9	12	No given. Assume all are are either Dip or Bachelor Deg
8	S. Hithadhoo School	530	567	1097	57	18	75	24.0%	75	57	14.00	0	18	15	24,689	10	13	Dip of Pr Teaching x 3; B T Pr x 4; B Comm; B A; BA TEFL
9	HDh. AEC	543	629	1172	51	3	54	5.6%	54	51	21.00	0	3	22	15,281	9	9	B of T Pr x 5; BA Dhi Lang; M Ed x 3.
10	Aminya School	1432	672	2104	110	25	135	18.5%	97	72	40.00	0	25	16	15,446	16	20	Dip in T Sec Dhivehi; Bch in T Arabic; Bch of T Islamic St Hon; Dip in Ed Pr; BA Dhiv; B Teach Sec; BSc with Sec T Dip; Bch of T Sec; M Ed with T Dip x 3; B Ed; MBA with B Ed; Dip in Sp Ed; B Ed with Dip in Learning Disabilities

## Teachers and Qualifications of Leading Teachers in Ten Schools with Medium Size Enrolment, 2016

#	Name of School	Enrolment			Teachers									Student s per Teacher	Unit Cost (MVR)	No in SMT	# of Leading Teachers	Qualifications of LTs
		M	F	Total	Local	Expat	Total	% Expat	Total Trained	Local Trained	Local Contract	Expat with No Teaching Qual	Expat with Teaching Qual					
1	Kudafaree School	64	89	153	14	9	23	39.1%	14	5	9	0	9	7	42,204	3	2	Dip in T Pr; Dip in T Sec
2	Maaenboodhoo School	85	69	154	20	5	25	20.0%	23	18	4	0	5	6	27,984	3	2	Dip in Dhi; Dip Primary
3	Jamaaluddin School	73	87	160	13	7	20	35.0%	16	9	4	0	7	8	27,847	3	1	Dip
4	L. Atoll School	74	94	168	17	7	24	29.2%	24	7	5	0	7	7	31,796	3	2	Dip T Pr x 2
5	B. Atoll School	82	90	172	17	8	25	32.0%	19	11	6	0	8	7	24,325	4	2	Dip in T Pr; Bch of T Pr
6	Himmafushi School	83	89	172	16	10	26	38.5%	20	10	6	0	10	7	28,408	3	1	Dip in T Pr.
7	Keyodhoo School	77	95	172	15	8	23	34.8%	19	11	4	0	8	7	34,591	3	2	Dip x2
8	Bandidhoo School	82	92	174	20	3	23	13.0%	22	19	1	0	3	8	26,963	4	3	Dip of T; Bach Honours
9	Mathiveri School	88	87	175	17	6	23	26.1%	21	15	2	0	6	8	30,592	5	3	Dip in T Math; Dip in T Dhi; B Ed (Hon, Math)
10	Feevaku School	98	84	182	11	10	21	47.6%	13	8	3	5	5	9	34,496	3	2	Dip in T Pr x 2