

Republic of the Seychelles



Ministry of Education

Education Sector Medium-Term Strategic Plan

2013-2017 and Beyond



A Road Map for the Further Transformation of the Education Process to Achieve Quality Lifelong Education for All and Improve National Sustainable Development

November 2014

Foreword



The publication of the 'Education Sector Medium-Term Strategy 2013-2017 and Beyond' marks a major milestone in the further development of our education sector. Education is a critical investment in our country's future growth and development. This is emphasized through the broad-based priorities that are encompassed in this Strategy and that will inform and guide the implementation of our education and training programmes, policies, and initiatives over the coming years.

This Strategy is ambitious, but ensures that the investments that we are making in our children today support our national priorities and goals. It is focused on addressing challenges, achieving results and providing our children with the knowledge and skills they need to become future productive members of our society and active participants in our economic development. In essence, the concept of quality education and training provision that are relevant to our national needs underpin this Strategy and will remain the ultimate goal of our education sector.

The Medium-Term Strategy provides an important frame of reference for the various education stakeholders and all those with an interest in our education and training system, ranging from the learners and their parents, and their communities, to the education and training providers, partners and the wider interest groups.

It takes into account the priorities and commitments of the Government expressed through the National Development Strategy 2015-2019 as well as a range of other approved Government policies and strategies.

There will be challenges during the period of implementation of this Education Sector Strategy as we strive to respond to the wider global changes that impact directly on the education and training environments. These will include meeting the economic development needs, enhancing the quality of education and training experiences for the diverse learner populations, and addressing the diverse social issues impacting on learners so as to better prepare them for life, work and global citizenship.

The Ministry of Education itself is being further transformed in line with various Government policies, including the institutionalization of results-based management, the implementation of programme performance-based budgeting and the ongoing Public Sector Reform Agenda.

As we undergo this necessary organizational and operational transformation, a strong focus across our education sector will be imperative for sustaining progress already made while enhancing the quality of our services at all levels.

The 'Education Sector Medium-Term Strategy 2013-2017 and Beyond' is the outcome of an elaborate and comprehensive process of consultation with stakeholders both within and outside the Ministry of Education and with our international partners.

I express my gratitude to all the staff of the Ministry of Education and the local stakeholders for their invaluable contributions and their committed efforts during the development stage of this Strategy.

I sincerely thank the technical experts from the UNESCO International Institute of Educational Planning (IIEP), whose invaluable international experience and guidance have been crucial throughout.

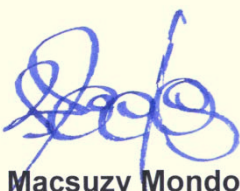
I am also grateful to the European Union for financially supporting the development of the Strategy.

The spirit of partnership, collective engagement and hard work that has characterized the development process of the Strategy will be essential in the delivery of the agenda set to be accomplished in the quest for an improved education and training system.

We have a lot of work ahead of us. In implementing this Strategy, we will not be working alone. We will seek to work in close collaboration with our stakeholders and partners as the implementation of this Strategy will require the involvement of the entire stakeholder community. We will find more ways to secure the expert advice of many with our projects and programmes.

The publication of the Strategy signals only the first step in a long journey. Progress in the delivery of the priorities and outcomes elaborated in this Strategy will to a large extent depend on the level of financial resources available for investment and service provision to the education sector.

I look forward to engaging with all who are dedicated and committed to deliver on the important agenda set out in this Strategy, and the further development and enhancement of the education and training system in Seychelles.



Macsuzy Mondon
Minister for Education

Executive Summary

The Ministry of Education's (MTS) follows a recommendation from the Education Reform Plan 2009-2010, one of the most comprehensive reform plans since 1978, and the successful implementation of many aspects of that plan during the period 2009 to 2013.

The formulation of the MTS derives from a Financial Agreement between the Government of Seychelles and the European Union, and a technical cooperation between the Ministry of Education and the UNESCO International Institute of Education Planning (IIEP). Alongside this technical partnership, external technical assistance was also received through the World Bank within the context of the recent Public Expenditure Review (PER) and the related financial analysis approach (BOOST). UNESCO also provided expertise within the context of the recently developed General Education Quality Assurance Framework (GEQAF).

The MTS is the first comprehensive strategic planning exercise carried out by the Ministry of Education based on a systematic situation analysis of the education system. It is the result of a series of wide-ranging consultations on the development of education and training, as part of the ongoing National Education Reform Programme.

Comprising eight chapters, the MTS is an ambitious strategic plan, providing an overarching framework that consolidates separate policies and plans into one common, comprehensive and widely shared education strategy that will guide the development of the Seychelles education sector over the next five years, and beyond.

The MTS defines the Government's priorities within the Education Sector and provides a framework for decisions about the allocation of national resources and external assistance needs. Laying out the Education Sector's goals for the transformation of the education and training system, it identifies the main areas for action in the short and medium term in order to realize these goals.

The background, methodology and purpose of the MTS are set out in **Chapter 1**. Acknowledging the transformation of the education and training system initiated through a series of reform initiatives over the last thirty years or so, and more recently through Education Reform Plan 2009-2010, the purpose of the MTS is to define the Government's priorities within the Education Sector for the further transformation of the education and training system, with a view to further improving the level of achievement of all learners in a cost-effective and sustainable manner. Moreover, it provides an overall strategic direction based on a broad consensus of major key stakeholders, and constitutes a framework for decisions about the allocation of limited national and external resources in a cost-effective and sustainable manner, aimed at leading and supporting a knowledge- and innovation-based society, and lifelong learning. Encompassing and seeking to link together 13 inter-related components of the education and service delivery that impact on the educational journey of every learner as they progress through the education and training system, the MTS focuses on the entire Education sector.

The country profile presented in **Chapter 2** examines emerging challenges and opportunities for sustaining National Development and Implications for the Education policies, strategies and programmes of the Medium-Term Strategy 2013-2017. This chapter also discusses critical enabling conditions for the successful implementation of the MTS, and identifies a number of key assumptions on which the achievement of the goals and the successful implementation of the MTS are premised. The sustained availability of sufficient quality teachers is identified as a critical condition for the successful implementation of the MTS.

Following a brief consideration of the Vision, Mission, Goals, Principles and Values underpinning Education in Seychelles, **Chapter 3** affirms that, in the pursuit of the stated mission, and conscious of the various policy framework and development plans at Government and other stakeholders' levels, the MTS emphasizes that the Ministry of Education's statement of goals, in continuing the transformation process of the education system initiated through the Education Reform Plan 2009-2010, will be guided by five over-arching goals and related strategies and interventions, to be realized in the medium term through a number of strategic actions organized into 13 sub-sectors, and covering the entire education and training system.

An overview of the Seychelles Education and Training system is presented in **Chapter 4**, describing the stages of the education and training system, progression and articulation between the stages, and the financing and management of education.

A major chapter in the MTS is **Chapter 5**, which sets out a detailed analysis of the current situation in respect of each of the sub-sectors of Early Childhood and Primary Education, Secondary Education, and Post-Secondary / Tertiary Education. Following the detailed analysis of each sub-sector, a list of conclusions and recommended actions is presented.

Chapter 6 focuses on five of the Priority Programmes governing Crèche and Primary Education, Secondary Education, Post-Secondary and Tertiary Education, Sustainability, Risk and Disaster Management. The fifth priority programme focuses on the Strategic management of the Education sector. Under the heading *System Management Reform: Transforming the Ministry of Education*, which sets out a range of priority interventions, the overall goal of this important cross-cutting theme is to further develop the Education sector into an efficient, effective, accountable public institution that exemplifies commendable practices. In the context of the main challenges identified, the expected outcomes and targets of each priority programme are set out in considerable detail. A priority programme matrix is devised for each sub-programme, within the parameters of a 2013 budget baseline and the year 2017 for the various targets and indicators.

Scenarios and financial implications are presented in **Chapter 7**, explaining how the MTS will be aligned to the budgeting process, which will be based on the Programme Performance Based Budgeting (PPBB) approach, in line both with the Result Based Management (RBM) and the Strategic Planning approaches adopted for the MTS.

The implementation, monitoring and evaluation framework of the MTS is set out in **Chapter 8**, which emphasizes that the successful implementation of the Medium-Term Strategy will, to a large measure, depend on the effective collaboration and interventions of key stakeholders. It stresses further that the implementation of the MTS will need to be characterized by strong Government commitment and leadership; effective communication; coherent synchronized, coordinated, timely and sustained external support; strengthened financial and procurement management procedures; and effective decentralized planning and implementation.

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List of acronyms

| | |
|--------|--|
| AAT | Advanced Accounting Technician |
| ACCA | Association of Chartered Certified Accountants |
| ADEL | Advanced Diploma in Education Leadership |
| ALDEC | Adult Learning and Distance Education Centre |
| CBA | Competency-based approach |
| CCATS | Centre for Curriculum and Assessment and Teacher Support |
| DCATS | Division for Curriculum, Assessment and Teacher Support |
| DICT | Division for Information and Communication Technologies |
| DPPR | Division for Policy, Planning and Research |
| DRDM | Division of Risk and Disaster Management |
| ECCE | Early childhood care and education |
| ECE | Early childhood education |
| EDP | Emergency and disaster preparedness |
| EDM | Emergency and disaster management |
| EMIS | Education Management Information System |
| GEQAF | General Education System Quality Analysis/Diagnosis Framework |
| HOD | Head of Department |
| IECD | Institute for Early Childhood Development |
| IGCSE | Cambridge International General Certificate of Secondary Education |
| IIEP | UNESCO International Institute for Educational Planning |
| IMO | International Maritime Organization |
| KSA | Key stage assessment |
| M&E | Monitoring and Evaluation |
| MoF | Ministry of Finance |
| MoE | Ministry of Health |
| MTC | Maritime Training Centre |
| MTS | Medium-Term Strategic Plan |
| NCF | National Curriculum Framework |
| NFETPB | National Further Education and Training Placement Board |
| NHRDC | National Human Resources Development Council |
| NIE | National Institute of Education |
| NIHSS | National Institute of Health and Social Studies |
| PAPS | Public Administration and Public Service |
| PC | Professional centres |
| PPBB | Programme performance-based budgeting |
| PSI | Post-secondary institutions |
| PTA | Parents Teachers Association |
| RBM | Results-based management |

| | |
|--------|---|
| RDM | Risk and disaster management |
| SAHTC | Seychelles Agricultural and Horticultural Training Centre |
| SALS | School of Advanced Level Studies |
| SBSA | School of Business Studies and Accounting |
| SER | Self-evaluation report |
| SENCO | Special Educational Needs Coordinator |
| SCDIV | Schools Division |
| SIT | Seychelles Institute of Technology |
| SITE | Seychelles Institute of Teacher Education |
| SLAC | School Leavers Attendance Certificate |
| SMS | Senior Management of the School |
| SNE | Special Needs Education |
| SOP | Standard operating procedures |
| SPA | Seychelles Police Academy |
| SPC | Secretariat for Professional Centres |
| SQA | Seychelles Qualifications Authority |
| SSO | Student Support Officer |
| STA | Seychelles Tourism Academy |
| SVA | School of Visual Arts |
| TE | Technology and enterprise |
| TEA | Tertiary Education Act |
| TEC | Tertiary Education Commission |
| TFE | Technical and Further Education |
| TVET | Technical Vocational Education and Training |
| UAE | United Arab Emirates |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UniSey | University of Seychelles |
| USAIM | University of Seychelles-American Institute of Medicine |
| WB | World Bank |

Chapter 1: Methodology, background and purpose of the Medium-Term Strategic Plan

1.1 Methodological approach

The development of the Seychelles Education Sector Medium-Term Strategic Plan (MTS) for the period 2013-2017 is based on the combination of three complementary approaches: strategic planning, results-based management (RBM) and programme performance-based budgeting (PPBB).

1.1.1 Strategic planning

Under the leadership of the Minister, the Ministry of Education (MoE) consulted with a variety of stakeholders to establish a strategic plan to support decision-makers. The design and preparation of the plan was characterized by the following aims:

- Establish a clear vision and strategic direction for the future;
- Open a large consultation process taking into consideration the expressed needs of the different sectors and actors involved;
- Define clearly the responsibilities of contributors both inside and outside the education system;
- Emphasize plan implementation and expected results rather than plan preparation;
- Give adequate consideration to the changing environment and sustainability;
- Rely on a strong and comprehensive situation analysis for evidence-based decisions.

1.1.2 Results-based management (RBM)

The results-based management approach was an integral part of the planning process for the Medium-Term Strategic Plan, and focused principally on the following objectives:

- Define priorities and focus resources on established priorities;
- Establish a monitoring and evaluation framework to assess effectiveness and efficiency in achieving results generally, measured by performance indicators;
- Increase transparency and accountability, in particular through a broad consultation process;

- Adjust policies, programmes and internal management systems based on the results obtained.

1.1.3 Programme performance-based budgeting (PPBB)

Programme performance-based budgeting was adopted in line with the RBM and strategic planning approaches. Further harmonization between programming and budgeting forms the fourth dimension of the MoE's move towards more reactive and strategic management of the education system, as proposed in this Priority Programme of the MTS 2013-2017.

These changes are embedded within the wider Public Administration and Public Service (PAPS) reform – part of a second generation of reforms introduced by the Government of the Seychelles,¹ which includes the implementation of results-based management (RBM) in line ministries. The second component of this overarching RMB effort at government level is programme performance-based budgeting, which the MoE piloted from 2013 with the support of the World Bank.

The key objective of the introduction of PPBB is to “ensure that budget information and decisions are structured according to the objectives of Government, allowing budgetary decision-makers to allocate resources to priority objectives and compare the costs and benefits of funding different priorities.”²

The MTS 2013-2017 document provides the basis for MoE participation in the RBM/PPBB exercise and therefore for implementation of PAPS.

It should be noted that the World Bank provided technical support to the MoE in the form of a Public Expenditure Tracking Survey based on an analysis tool (BOOST), which permitted a number of financial analyses across the education sector. The World Bank document was not finalized at the time of drafting of the MTS, but nevertheless yielded important analyses that should guide policy-making and allocation of resources. Those elements will be taken into consideration when the MTS yearly operational plans are designed and implemented.

1.2 Background and purpose of the Medium-Term Strategic Plan

The development of the Education Sector Medium Term Strategic Plan for the period 2013-2017 follows on from a recommendation of the Education Reform Plan 2009-2010. It lays out the goals of the Ministry of Education for the further transformation of the education system, and identifies the main areas of

¹ MoE, Institutionalizing RBM in Government – Component 1 Strategic Planning, Information Note, 2013.

² Ibid.

action in the short and medium term to realize these goals.

The MTS defines the Government's priorities within the Education Sector, and provides a framework for decisions about the allocation of national resources and external assistance needs.

The Education Reform Plan 2009-2010 emphasized the need to transform the education system to better meet emerging individual and national development needs. It gave substance and focus to this process through five priority areas and 11 themes, shown below.

| Priority areas | | Themes | |
|----------------|--|--------|---|
| 1.0 | Providing for the diversity of educational needs and national development priorities | 1.1 | Reform the structure and curriculum of secondary schools to better meet the diverse needs of students and the national economy. |
| | | 1.2 | Review the Early Childhood Curriculum to increase focus on literacy, numeracy and life skills taking into account the economic and social advantages of trilingualism. |
| | | 1.3 | Rationalize Higher Education and Training Provision (in collaboration with relevant partners) to make them more responsive to the needs of the labour market, and ensure coherence and optimal use of resources within a higher education framework. |
| | | 1.4 | Undertake an overhaul of the government scholarship scheme to take into consideration the emerging demands of the labour market, the rationalization of further education, higher education, and the creation of the Seychelles University to ensure equitable access and participation in higher education. |
| 2.0 | Guaranteeing quality education in schools | 2.1 | Establish a school support and evaluation system at Education headquarters to ensure that the quality and standards of education are maintained within a framework for continuous improvement. Support shall be given to schools to prepare for school inspection. |
| 3.0 | Improving quality of teachers | 3.1 | Reinforce the National Institute of Education (within the context of the University of Seychelles) and refocus its role to develop a coherent (pre-and-in-service) teacher training and professional development programme, which empowers teachers to meet the ever-changing demands of the profession and emerging trends in education. |
| | | 3.2 | Reinforce the Teacher Scheme of Service in collaboration with teacher associations and other relevant professional groups, for the recognition of good practitioners in educational institutions. |
| 4.0 | Improving the governance of educational institutions | 4.1 | Restructure and downsize the HQ administration to focus on: (i) strategy, policy and planning; (ii) quality, curriculum development and assessment; and (iii) resources, infrastructure and support services. Two statutory authorities will support this process: the Seychelles Qualifications Authority and a Further and Higher Education Authority (under which all higher education institutions would be regulated). |
| | | 4.2 | Provide greater autonomy to schools with a view to them becoming more result-oriented with a transparent and accountable framework. |
| 5.0 | Creating responsible and empowered students | 5.1 | Review and strengthen the pastoral care system of schools and post-secondary institutions to foster self-development, and empower students and others to become responsible, caring and cooperative members of their schools, homes and society. |
| | | 5.2 | Review and strengthen the citizenship education programme in all educational institutions to promote social cohesion, the spirit and practice of volunteerism, national unity, and international understanding and peace. |

These priority areas and themes remain valid for the Medium-Term Strategic Plan 2013-2017, with a strengthened emphasis on improving the quality of student achievement. In addition, the MTS focuses on increased efforts in the areas of efficiency, accountability and value for money. Furthermore, it takes into consideration new developments in particular at the level of tertiary education, new national financing strategies and the impact of the ongoing public sector reforms nationally on the governance structure of the Ministry.

During implementation of the Education Reform Plan 2009-2010, considerable progress was made with regard to these priorities and themes, although in the majority of cases the impact of the reform plan has yet to be felt. As such, the Education Reform Plan 2009-2010 provided a valuable foundation for the development of the Medium-Term Strategic Plan 2013-2017.

The Education Reform Plan 2009-2010 was in essence one of the most comprehensive Reform Plans implemented since 1978. Furthermore, given the context in which it was initiated, developed and financed, it experienced a number of challenges. These included:

- The enhanced profile and expectations of education.
- From the latter part of 2008, the media publicity surrounding the Consultancy Report, which led to the development of the Education Reform Plan 2009-2010, resulted in enhanced attention to education among Cabinet Ministers and the broader public.
- The enhanced profile of education also greatly raised expectations of educational outcomes.
- The reduced timeframe for implementation. The Education Reform Action Plan was to be implemented over a two-year period: 2009-2010 (24 months). However, due to the late approval and endorsement of the Action Plan and Implementation Plan, it could only be implemented over a 27-month period.
- Delayed implementation of the institutional mechanism to monitor and report on the Education Reform Plan. This important mechanism, provided for in the Education Reform Plan and Monitoring Committee (ERMEC), was not established until the first quarter of 2010.
- Impact of the downsizing of headquarters on the capacity of the Ministry to effectively implement a major education reform programme alongside day-to-day administrative responsibilities. An already depleted Department of Education due to the departure/transfer of several key administrative personnel with teaching expertise from headquarters to other departmental areas, namely at school level, as well as the public and private sector, was required to further downsize by 20% in the context of the 2008 Economic Reform Agenda.
- Additionally, a number of personnel remaining at headquarters were engaged as part-time teachers to meet the teacher shortfall at school level.
- These significant developments led to a review of the Department's administrative structure in April 2009, following which the Department's organigram was revised to enable it to cope effectively with the implementation of the Education Reform Programme.
- The unresolved cases of many personnel affected by the structural adjustments impacted negatively on the enthusiasm of many individuals engaged in the Education Reform Programme.
- Underestimation of the scope of the Education Reform Programme and the Department of Education's readiness to undertake the Reform Agenda.
- In the light of the recent downsizing, inadequate time and attention was given in planning the Education Reform Action and Implementation Plan to how the Ministry should be restructured and resourced to allow it to successfully implement, evaluate and monitor one of the most comprehensive Education Reform Programmes since 1978, alongside the day-to-day administrative activities of the Ministry.
- Furthermore, the planning process did not adequately take into account the necessary lead-time required to stabilize the Ministry before such a major and challenging undertaking.

In spite of the challenges, the Department/Ministry of Education recorded commendable accomplishments with regard to the planned actions and interventions by the end of 2010. These are summarized in Annex 1. The implementation of the Education Reform Plan 2009-2010 programmes benefitted from two evaluations prepared for the development of the Medium-Term Strategic Plan 2013-2017:

- Assessment Report on the Implementation of Education Reform Action Plan 2009-2010 in preparation for the Development of a Medium-Term Education Sector Strategy 2011-2015 for Seychelles (prepared by an International Consultant).
- School Questionnaire Survey (2011) to collect and analyse data on relevant dimensions of the Reform Programmes (prepared by personnel of the then-called Education Planning Division).

Although the two evaluations differed in aims, focus and scope, they both recognized that:

- It was too early to realistically establish the significant impacts of the reform actions on the performance of the education and training system.
- The various reform actions require different types of timely and sustained interventions and support during implementation to achieve the desired outcomes.
- The Ministry needs to be better prepared in a number of areas to undertake the next phase of the Education Reform, as part of the ongoing transformation of the education and training system.

1.2.1 *Process of formulation of the Medium-Term Strategic Plan 2013-2017*

The formulation of the Medium-Term Strategic Plan 2013-2017 was undertaken within the context of a Financial Agreement between the Government of Seychelles and the European Union (EU), and through a Cooperation Programme established between the Ministry of Education and the UNESCO International Institute of Education Planning (IIEP).

The European Union's financial assistance towards the development and implementation of the Education Medium-Term Strategic Plan 2013-2017 forms part of overall EU goals to financially assist Seychelles with its human resources requirements within the context of its National Development Strategy 2013-2017.

The Financial Agreement was signed on 16 October 2012. This was followed by the endorsement of the Cooperation Programme between the Ministry of Education and IIEP on 26 October 2012.

The original timeframe for formulation of the Medium-Term Strategic Plan 2013-2017 was November/December 2012 to June 2013.³

The provision of technical assistance to the Ministry of Education in the formulation of the Medium-Term Strategic Plan is one of four main components of the Cooperation Programme. This was undertaken through a predominantly participatory approach, involving and relying on selected members of staff within the Ministry of Education with a view to better facilitating engagement and ownership of MoE and other stakeholders.

The working collaboration between the Ministry of Education-based teams and the IIEP technical experts took the form of on-site and distance collaborations in Seychelles. Alongside this Cooperation Programme, external technical assistance was also received from the following organizations:

- The **World Bank** provided expertise within the context of the recent Public Expenditure

Review (PER), Framework for Seychelles and the related Financing Programme (BOOST).

- **UNESCO** provided expertise within the context of the recently developed General Education Quality Assurance Framework (GEQAF).

1.2.2 *Preparation for the formulation of the Medium-Term Strategic Plan 2013-2017*

A major element of preparations undertaken for the MTS was the staffing of the Policy, Planning and Research Division with five newly appointed personnel. These staff comprised mainly teachers drawn from schools, given the Division's role in the planning process and as the Secretariat of the Medium-Term Strategic Plan.

1.2.3 *Mechanism for formulating the Medium-Term Strategic Plan 2013-2017*

The collaborative model presented in Annex 2 was agreed upon between the team of experts from IIEP and the Steering Team from the Ministry of Education. The model aimed to ensure the participatory process and adequate sharing of relevant information between the different sub-groups. It comprised an Oversight Committee, a Steering Team and a Planning Team, which also functioned as the Secretariat for the process, and a number of Technical Working Teams.

Agreement was also reached on a number of other relevant issues pertinent to the formulation process, including the following: the template for presentation of the Medium-Term Strategic Plan, areas for consideration as part of the Situation Analyses and the main sub-sectors of the strategy.

1.2.4 *Technical cooperation with the UNESCO International Institute for Educational Planning (IIEP)*

A total of seven on-site missions and distance collaborations were undertaken by IIEP as part of a cooperation programme between the two institutions. The technical partnership is founded on the principle of capacity development of MoE staff during and for the formulation of the MTS. This programme has been funded by the European Union. IIEP staff worked closely with MoE management, a dedicated Planning Team and an extended team of MoE staff from different MoE entities and institutions, as summarized in Annex 3.

1.2.5 *National visibility for the formulation process of the Medium-Term Strategic Plan*

During formulation of the Medium-Term Strategic Plan 2013-2017, national awareness was promoted in the media through two press releases followed by an article in the national paper, as summarized in

³ The timeframe of the MTS was later adjusted to 2013-2017

Annex 4. The press releases were also accompanied by TV interviews involving a representative from the Planning Team and technical experts from IIEP.

1.2.6 *Challenges to the formulation process*

A number of significant challenges were encountered during the formulation process.

Limited time and late start to the process

Due to several administrative matters at the level of the European Union and IIEP, the process started late. The first on-site working mission began in February 2013, some two to three months after the scheduled commencement period.

Resignation of personnel key to the formulation process

During consolidation of the institutional mechanism to prepare for the formulation process, a key experienced member of the Policy Planning and Research Division, the coordinator for Education Management Information System (EMIS) resigned, creating serious challenges with regards to access to relevant information/data needed. Because of this “data gap”, considerable time had to be spent to collect data at the level of institutions as part of the formulation process.

Additionally, the newly appointed Director General for the Policy Planning and Research Division resigned after barely one month in the position, threatening the leadership of the Planning Team, which was crucial to the formulation process.

Shortage of experience in the process of developing an Education Sector Strategy

Many of the personnel engaged in the formulation process had only limited experience in such an exercise. Additionally, the process was led by a newly appointed team of five persons at the Policy Planning and Research Division – the Secretariat for the process.

Insufficient time for Working Teams to meet and work collectively on the tasks

Given the daily engagements of those involved in the process, many of whom hold senior responsibilities, the issue of time to meet collectively to attend to the necessary tasks proved highly challenging. As such, considerable work had to be undertaken by distance, especially for certain Technical Working Teams.

During formalization of the Medium-Term Strategic Plan 2013-2017, members of the Oversight Committee were not able to meet face to face.

1.2.7 *Purpose of the Education Sector Medium-Term Strategic Plan 2013-2017*

The MTS defines the Government’s priorities within the Education Sector for the further transformation of the education and training system. The transformation was initiated through a series of reform initiatives over the last 30 years or so, most recently through

the Education Reform Plan 2009-2010, with a view to further improving the level of achievement of all learners in a cost-effective and sustainable manner.

It provides an overall strategic direction based on a broad consensus of major key stakeholders and constitutes a framework for decisions about the allocation of limited national and external resources in a cost-effective and sustainable manner.

Furthermore, it represents a statement of the intention and commitment to engage in the continued transformation process of the education and training system over the next five years and beyond.

1.2.8 *Components and sub-components of the Education Sector Strategic Plan 2013-2017*

The MTS focuses on the entire Education Sector. As such, it encompasses and seeks to link together 13 interrelated components of education and service delivery, summarized below, that impact on the educational journey of every learner as they progress through the educational and training system.

1. Early Childhood Care and Education (ECCE) sub-sector – building a solid foundation for learning

In line with the goals mentioned in **Education for a Learning Society (2000)**, the overall goal for planned interventions in this sub-sector for 2013-2017 is to further facilitate, in partnership with the private sector, the provision of a safe and stimulating environment for children of this age category, and to empower their parents and caregivers to play a more dynamic role in the holistic development of each child through quality and cost-effective education and support services. This will provide children with better qualitative opportunities to develop their individual intellectual, socio-emotional and psycho-motor skills, in order to build confidence and self-esteem in learning that will not only prepare them for the primary level of education, but more importantly, lay the foundation for learning that will support them throughout their lifetime.

Priority interventions through appropriate programmes and sub-programmes include:

- Reviewing, improving, monitoring and enforcing legal frameworks governing the operation of Early Childhood Centres within the parameters of prescribed legislation and minimum standards;
- Instituting mechanism and processes designed to improve harmonization among the different dimensions of Early Childhood Care and Education;
- Revisiting and reviewing existing curriculum and assessment in Early Childhood Care and Education;
- Providing ongoing training for providers of Early Childhood Care and Education

to enhance quality teaching and learning experience;

- Organizing and implementing relevant interventions programmes for parents of children of this sub-sector;
- Expanding access to Early Childhood Care and Education;
- Expanding parent/community/private sector partnerships in Early Childhood Care and Education;
- Fostering research and development in Early Childhood Care and Education;
- Improving the quality of learning environments in this sub-sector.

2. The Primary Education sub-sector – reinforcing confidence in learning and achievement

In line with the goals mentioned in **Education for a Learning Society (2000)**, the overall goal for planned interventions in this sub-sector for 2013-2017 is to sustain equitable access to quality education, ensuring that all learners attain a high level of achievement in competencies related to literacy, numeracy, ICT and essential life skills as the basis for both personal development and lifelong learning, so as to enable them to function meaningfully as useful and productive citizens in an ever-changing environment.

Priority interventions through appropriate programmes and sub-programmes include:

- Reinforcing the screening process of learners on entry for possible disorders and nutrition levels that may impede learning;
- Undertaking appropriate diagnoses of relevant skills (literacy, numeracy, etc.) and implementing appropriate remediation services to address specific individual needs (including the needs of gifted learners);
- Improving all aspects of quality education through measurable learning outcomes;
- Providing optimum opportunity for learning for all learners;
- Reviewing, adapting and developing curricula together with procedures for qualitative continuous assessment of learners and evaluation of programmes;
- Encouraging and supporting the inclusion of learners with special needs;
- Improving equity and equality of access to teaching and learning opportunities, and enhancing the performance of boys;
- Consolidating the new decentralized management and delivery system and promoting greater system accountability by enhancing greater community engagement through existing and improved mechanisms;

- Enhancing behaviour management mechanisms to improve learner behaviour and comportment;
- Embedding ICT at the level of the sub-sector;
- Implementing effective quality assurance measures to secure internal efficiency and quality teaching and learning;
- Implementing professional development programmes for personnel of the sub-sector.

3. The Secondary Education sub-sector – establishing a strong transition through adolescence to adulthood

In line with the goals mentioned in **Education for a Learning Society (2000)**, the overall goal for planned interventions in this sub-sector for 2013-2017 is to ensure that as many students as possible are given the opportunity to successfully complete secondary education and embark on tertiary education programmes at professional centre or university level in preparation for employability with the required competencies, attitudes, maturity and confidence.

Priority interventions through appropriate programmes and sub-programmes include:

- Improving the completion rate at upper secondary and minimizing wastage within the sub-sector;
- Improving all aspects of quality education through measurable learning outcomes;
- Undertaking regular review of teaching and learning programmes to adequately respond to the emerging needs of the economy and society;
- Ensuring that students obtain optimal opportunities for academic, technical/ vocational and self-development as per their diversity of needs;
- Increasing quality access to secondary education to children with special education needs;
- Consolidating the decentralized management and delivery system with the greater support of the community and promoting greater accountability and efficiency in service delivery;
- Enhancing quality assuring and monitoring of the service to secure Internet efficiency and quality of teaching and learning;
- Instituting continuous relevant capacity-building interventions for teachers, management teams and other personnel;
- Introducing ICT as a learning and management tool.

4. Tertiary Education sub-sector⁴ – enhancing relevance and responsiveness to national human resource needs

In line with the Tertiary Education Act (2011) and the National Employment Policy and Strategies (2014), the overall goal of the tertiary education sub-sector is to contribute, particularly through the non-university dimension (currently referred to as post-secondary centres) to the building of competencies, skills, intellectual capacity and attitudes needed by the country through a more accessible, comprehensive, flexible and improved collaborative environment, qualitative training and a more timely and efficient response to the needs of clients, and economic, social and other human resource-related challenges in the changing national and global landscape.

Priority interventions through appropriate programmes and sub-programmes include:

- Establishing the new governance mechanism for non-university tertiary education institutions (professional centres);
- Consolidating the Tertiary Education Commission (TEC) to improve its capacity to lead the development of the university tertiary education and training landscape;
- Rationalizing the provision of non-university tertiary education and training to ensure the financial sustainability of the sub-sector;
- Establishing the institutional mechanism at the level of the Ministry to support and facilitate the development of the non-university tertiary education and training sub-sector;
- Establishing quality assurance mechanisms for the non-university tertiary education and training sub-sector;
- Consolidating the competency-based approach to training;
- Establishing collaborative mechanisms and enhancing partnership with the secondary education sub-sector, private sector and other sectors in programme review development and delivery;
- Implementing capacity development intervention programmes for staff and other personnel;
- Developing and implementing the necessary legal frameworks to facilitate the further development of the sub-sector.

5. The Technical and Vocational Education and Training sub-sector – fostering lifelong skills development and employability

The overall goal of this sub-sector or cross-cutting theme is to provide an efficient and effective Technical

and Vocational Education and Training system that is responsive to the economic climate. This will be achieved by providing opportunities for the development of a multi-skilled and flexible workforce with a sound educational background and appropriate employment-related skills/competencies and attitudes acquired through meaningful learning/training pathways, in particular between the secondary and tertiary sub-sectors, which will benefit from continuous employment opportunities and contribute to sustainable development.

Priority interventions through appropriate programmes and sub-programmes include:

- Developing a Technical and Vocational Education and Training policy;
- Consolidating the competency-based approach to Technical and Vocational Education and Training experiences at the secondary and tertiary education sub-sectors;
- Enhancing the quality and relevance of Technical and Vocational Education and Training System through appropriate quality assurance interventions;
- Consolidating careers guidance interventions within the secondary and tertiary education sub-sector in the promotion of Technical and Vocational Education and Training;
- Establishing effective institutional mechanisms for the proper marketing and coordination of the Technical and Vocational Education and Training System between main partners, including the private sector;
- Strengthening the management, curriculum and assessment capacity of Technical and Vocational Education and Training at key levels of the education system;
- Reviewing the learning options at secondary and tertiary education sub-sectors to ensure expansion of access to and meaningful articulation of Technical and Vocational Education and Training experiences;
- Institutionalizing professional development interventions to better promote qualitative development of the Technical and Vocational Education and Training system at all levels;
- Sustaining financial resources for Technical and Vocational Education and Training and ensuring the accountable use of resources.

6. Lifelong Learning and Open and Distance Education sub-sector – fostering a culture of continuous training and lifelong learning for employability and increasing productivity

The overall goal of this creative and competent human resource base is to engender learning and training throughout life at the individual, organizational and national level, so as to facilitate timely adaptation to changing economic and social environments.

⁴ As per the Tertiary Education Act (2011), in force since 2012, tertiary education refers to all education and training after secondary and includes both non-university and university-level education and training.

Priority interventions through appropriate programmes and sub-programmes include:

- Revising and strengthening the policy and legal framework for lifelong learning and open and distance education;
- Providing relevant and responsive learning/training programmes to the needs of a learning society;
- Providing access to high-quality lifelong learning and training opportunities;
- Strengthening the quality assurance systems in place for lifelong and open and distance education and training;
- Improving the quality of the information management system on which the provision of open and distance education depends;
- Institutionalizing professional development interventions to better provide qualitative open and distance education at critical levels, including curriculum development, assessment and management;
- Strengthening management at key aspects of open and distance education and training;
- Exploring modalities that better promote the financial sustainability and affordability of quality open and distance education and training experiences.

7. Information and Communication Technology (ICT)

The overall goal of this sub-sector or cross-cutting theme is to enhance the role of ICT as a tool in management and the delivery of curricula and learning across all levels with a view to improving educational delivery, student performance and system management performance.

Priority interventions through appropriate programmes and sub-programmes include:

- Developing and implementing an ICT policy for the Education Sector;
- Strengthening ICT education and assessment in the National Curriculum and Assessment Frameworks (2013);
- Strengthening ICT-based management support;
- Acquiring, deploying and improving the use of ICT software and hardware for all levels of the sector;
- Building human resource capacity in the use and maintenance of ICT-related resources and services;
- Building partnerships for improving Information Technology Services and infrastructure;
- Monitoring and evaluating ICT resources and services.

8. Curriculum and Assessment sub-sector – preparing individuals to better respond to the realities and challenges of a changing world

The overall goal of this sub-sector or cross-cutting theme is to ensure that curriculum and assessment experiences at all levels are guided by the perspectives of learning to learn, learning to do and learning to be together, and that individual learners have different capacities to perform these perspectives of learning.

Priority interventions through appropriate programmes and sub-programmes include:

- Promoting fundamental values among learners;
- Motivating and preparing learners for lifelong learning;
- Enabling learners to live a full and productive life in society;
- Preparing learners for effective and productive participation in the world of work;
- Promoting diversity in curriculum and assessment experiences;
- Promoting student-centred learning;
- Adopting a competency-based curriculum and assessment framework across sub-sectors;
- Defining key competencies necessary for personal fulfilment, active citizenship, social cohesion and employability in an evolving globalized environment;
- Defining key competencies for assessment practices that harmonize with those of the defined curriculum competencies;
- Strengthening assessment of key competencies;
- Ensuring that assessment practices are fair, reliable, valid, learner-centred and take into consideration learner diversity;
- Developing and implementing professional development interventions at all levels to improve their pedagogical competence to support effective implementation of competency-based curriculum and assessment practices;
- Establishing institutional mechanism at the level of Ministry headquarters to engage critical stakeholders to provide leadership in the development of curriculum and assessment practices for learners.

9. Teacher recruitment, deployment, development and retention – supporting the teaching profession for better student learning outcomes

The overall goal of this sub-sector or cross-cutting theme is to enhance the professional development, deployment and support of adequately remunerated and highly motivated teachers, so as to ensure an

adequate supply of suitably qualified and experienced teachers with sound pedagogical and classroom management competencies, skills and attitude to attend to the pedagogical and para-schooling features, as well as encouraging the development of a strong community of practice within educational institutions with a view to improving curriculum and assessment interventions, practices and the performance of all learners.

Priority interventions through appropriate programmes and sub-programmes include:

- Developing and implementing a comprehensive teacher development policy that addresses issues of gender, recruitment, training and deployment of teachers, including part-time teachers;
- Redesigning recruitment systems to facilitate the recruitment of the best candidates into teaching;
- Defining the competencies and qualities required by teachers through a Teacher Competency Framework;
- Ensuring systematic induction support for new teachers;
- Reviewing in-service learning provisions to ensure that teachers take part in validated career-long collaborative professional learning;
- Implementing the Teacher Appraisal Policy and ensuring that teacher development interventions are based on regular feedback on their performance;
- Reinforcing collaboration between key stakeholders in all phases of teacher development;
- Developing and implementing a competency profile for teacher educators;
- Establishing the Teacher's Council to assist in teacher professional development;
- Strengthening the institutional mechanism at the level of the Ministry's Organigram to provide leadership in advocacy and marketing of the teaching profession;
- Establishing the Institute for Teacher Development as a Professional Centre for the development of teachers;
- Reviewing the Teacher Scheme of Service to ensure that teachers are adequately compensated for their services;
- Maximizing the services offered by expatriate teachers and improving their welfare in line with existing protocols.

10. Risk and Disaster Preparedness and Management – developing and maintaining a culture of safety and disaster preparedness with a view to building resilience to disasters within school communities and nationally

The overall goal of this sub-sector or crosscutting theme is to promote resilience in the population by developing a culture of safety and mitigation of risks and preparedness for vulnerabilities through different levels of systematic interventions, including policy frameworks, plans and programmes at different levels of the Education Sector in harmony with the National Disaster Preparedness and Management Plan.

Priority interventions through appropriate programmes and sub-programmes include:

- Ensuring that disaster risk reduction is a priority with a strong institutional basis within the sector;
- Identifying, assessing and monitoring disaster risks to educational institutions and enhancing early warning system for these institutions;
- Using information and educational experiences to build a culture of safety preparedness and resilience through curriculum and co-curricular activities at the level of educational institutions;
- Strengthening disaster preparedness for effective response in educational institutions.

11. Governance, Management and Quality Assurance – enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in a context of reduced resources

The overall goal of this sub-sector or crosscutting theme is to further develop the collaborative model of school management introduced through the Education Reform Plan 2009-2010, so as to help attain the agreed decentralization of authority, decision-making and responsibility, and to improve financial administration and accountability in a small island context with a view to further enhancing student performance.

Priority interventions through appropriate programmes and sub-programmes include:

- Consolidating the collaborative school management model by further clarifying the roles and functions of collaborative partners and the development of clear procedures and guidelines for engagement;
- Improving capacity for decentralized financial management;
- Building planning and decision-making capacity and expertise at decentralized levels;
- Reviewing the Ministry of Education's organizational structure to better support the strengthening process for the collaborative model of management;
- Enhancing the quality assurance service through greater harmonization and rationalization of the Inspectorate and

Seychelles Qualification Authority's services in a context of limited human resources availability;

- Improving the leadership capacity of School Councils as a critical stakeholder in the collaborative model of management;
- Defining the competencies and qualities required for school leadership and reinforcing recruitment and retention of school leaders;
- Ensuring systemic induction support for new school leaders;
- Developing partnerships and networks and professional exchanges to support school leadership;
- Institutionalizing appropriate capacity-building opportunities in collaborative leadership and management for stakeholders of the collaborative model.

12. Infrastructure Quality and Standards and Maintenance – ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all

The overall goal of this sub-sector or crosscutting theme is to implement a comprehensive, financially sustainable Infrastructure Development and Management Plan incorporating renewable energy initiatives and an awareness of gender and special needs, with a view to facilitating quality teaching and learning.

Priority interventions through appropriate programmes and sub-programmes include:

- Establishing and updating a comprehensive Infrastructure Development and Management Plan for educational institutions;
- Renovating and updating existing educational institutions in line with existing norms and standards for educational infrastructures;
- Updating and reviewing norms and standards for educational infrastructures;
- Ensuring ongoing safety and security of educational institutions;
- Improving the office facilities for headquarters-based members of staff;
- Providing new educational infrastructure on a needs basis;
- Securing adequate financing through the Public Sector Investment Programme (PSIP) for education infrastructure development and management;
- Engaging school management in infrastructure development and management decision-making related to their institutions;

- Consolidating partnerships to provide safe, secure and cost-effective up-to-standard educational infrastructure to satisfy the diversity of learner needs.

13. System management reform – transforming the Ministry of Education

The overall goal of this crosscutting theme is to further develop the Education Sector into an efficient, effective accountable public institution that exemplifies commendable practices at all sub-sectors in terms of management of its human, physical and financial resources.

Priority interventions through appropriate programmes and sub-programmes include:

- Strengthening the human resources and capacity development dimensions of the sector;
- Strengthening links between policy analysis, planning and budgeting, including through the consolidation of the Policy Planning Division and the improvement of its capacity in the areas of planning and budgeting, policy development, monitoring and evaluation, and the Education Management Information System (EMIS);
- Capitalizing on ICT to transform education management;
- Ensuring quality assurance for education and training programmes;
- Developing an organizational and institutional structure that can better support the Sector/Ministry over the period of the strategy and beyond;
- Facilitating further devolution of management responsibility of resources and programme output to the level of individual institutions to improve service delivery;
- Ensuring that staff at all levels builds the necessary capacity including in the areas of strategic planning, management, policy development, procurement procedures, financial management analysis and reporting;
- Strengthening internal control and auditing;
- Placing a high premium on the principles of good standards and quality at all levels;
- Maximizing efficiency and accountability of the use of public funds for the provision of quality education and the broadening of the Public Private Partnership (PPP) financing mechanism and encouraging greater private and community participation;
- Improving communication and awareness of the Sector's engagement with the strategy and its partners with a view to:

- Better providing information on related developments on a regular and sustainable basis to all stakeholders and the community at large;
- Securing the participation of stakeholders and ensuring ownership;
- Obtaining regular feedback and accommodating this to implement changes and undertake reviews where appropriate.

Chapter 2: Setting the scene

2.1 Country profile

The Republic of Seychelles is an archipelago situated in the Western Indian Ocean, 55.6 degrees east of the Greenwich Meridian and 4 degrees south of the Equator. It consists of 123 islands, including a number of new islands on the eastern coast artificially reclaimed to meet the increasing demand for land for emerging and present development needs. These are currently used for human settlements, high-end tourism accommodation and renewable energy-related infrastructure (wind turbines). The islands have an estimated landmass of some 459 km² but are spread over an Exclusive Economic Zone (EEZ) of 1,374,000 km².

The population of Seychelles is estimated at 90,000 – the smallest in Africa and the twelfth smallest in the world. The majority of the population (estimated at 90 percent) reside on the main island, Mahé.

Seychelles has undergone three main political governance systems following independence in 1976. The First Republic (1976) was characterized by a multi-party governance system; the Second Republic (1977) was characterized by a one-party governance system; and the Third Republic (1993) was characterized by the re-introduction of a multi-party governance system.

The Third Republic saw the adoption of a new Constitution (1993), whose executive, legislative and judiciary provisions guarantee the nation its fundamental rights. Today, the high level of political stability in Seychelles has consolidated and reinforced national aspirations, unity and pride.

Seychelles was ranked fourth on the **Mo Ibrahim Index** of African countries, and in 2013 was ranked 46th worldwide and 1st in Africa for human resource development.

Seychelles is a member of various regional and international organizations including the United Nations (UN), the Commonwealth, the African Union (AU), the Common Market for Eastern and Southern Africa (COMESA), the Southern African Development Cooperation (SADC) and the Indian Ocean Commission (IOC). Discussions are ongoing with regards to membership of other organizations, including the World Trade Organisation (WTO), approved in December 2014. Seychelles is therefore party to a number of conventions, protocols and instruments.

Seychelles continues to demonstrate strong political commitment, engagement and leadership in the area of sustainable development at national, regional and international levels. The **Seychelles Sustainable**

Development Strategy 2011-2020 is a key national framework guiding development in this area.

Seychelles is characterized as a Small Island Development State (SIDS) by various international organizations and, since mid-1994, as an upper-middle-income country by the United Nations Development Programme on the basis of its per capita income, estimated in 2013 at US\$ 25,600 GDP per capita for 2012. Both categorizations impact negatively on Seychelles ongoing efforts to achieve sustainable development for its population.

2.2 Challenges and opportunities

2.2.1 *The changing social, demographic, political and economic environment and sustainable education transformation*

Education is acknowledged as a critical driver of economic success and social progress in modern societies. Additionally, there is growing worldwide recognition that the provision of quality education and training is central to the creation of a highly skilled knowledge and innovation-based economy, which itself underpins ongoing and sustainable prosperity.

Education and training are also vital to building a society where all citizens have the opportunity and incentive to participate fully in the social and economic life of the country.

Central to future economic and social success is the further development of quality and inclusiveness in education. This objective must be an integral part of any strategy to support lifelong learning with the aim of improving knowledge skills and competencies and promoting personnel fulfilment.

The attainment of these goals and objectives will require that the Ministry further ensure access, progression and completion of education, and the achievement of high standards for all learners irrespective of their background.

Furthermore, the attainment of these goals and objectives constitutes a major challenge given the numerous development limitations Seychelles faces as a Small Island Developing State (SIDS), which arise from its small physical size and population, its remoteness from major markets and its limited land resource base.

These factors tend to lead to forced specialization and heavy reliance on external resources, including human resources, rendering the economy and development efforts highly vulnerable to external shocks and exigencies.

Additionally, financing for further development continues to pose a major hurdle to sustainable development efforts.

This situation is being compounded by more recent challenges that include the following emerging threats:

- Regional and international piracy
- National security issues related to the increase in crime and use of illicit drugs
- Global pandemics that threaten all aspects of the social fabric.

Despite these challenges, Seychelles has made remarkable progress over the relatively short period since independence (1976), both in national and international comparative terms, in transforming and expanding its education system while maintaining high standards.

This accomplishment has been due in large measure to the strong political vision and commitment to education of successive governments, expressed through a series of reform initiatives, reviews of legal frameworks (education laws and policies), and the implementation of education sector development plans.

Today, Seychelles is among the small family of developing countries that has achieved the desirable goals of universal primary and secondary education.

As Seychelles journeys into the 21st century and repositions itself to better take advantage of the opportunities of regionalization and globalization, the Government through the Ministry of Education remains committed to sustaining the transformation of the education system through:

- Improving on the gains already made through a comprehensive education system;
- Expanding access to quality education and training beyond the secondary stage.

This process calls for the further implementation of reform initiatives, a review of legal frameworks (laws and policies), and the sustainable development and implementation of education sector plans.

Additionally, the process calls for recognition of the fact that Seychelles as a Small Island Developing State has its own peculiarities and ecology that must not be overlooked in choosing strategies to ensure the sustainable transformation of education.

Further to the outlook and trends mentioned in the Education for All National Action Plan (2001-2015), due consideration must be given to the following areas:

The personal and social roles of learning

- The role of education and learning in promoting values of tolerance, civic participation and social cohesion, as well as personal and economic goals;
- Growing awareness of the importance of families and communities in providing encouragement and the right settings for effective learning;

- Growing awareness of equality and inclusion issues and, in particular, educational disadvantage;
- Meeting the diverse educational needs of an increasingly multicultural society;
- Increased emphasis on individual learning needs, as well as values of self-expression and individual rights and responsibilities, and accountabilities;
- Growth in retention after the secondary stage of education.

Supporting a knowledge and innovation-based society and lifelong learning

- Increased emphasis on a much wider range of competencies and personal qualities, particularly flexibility, teamwork and communication, and the rapidly changing economic and social environment;
- The development and implementation of school self-evaluation and external evaluation so as to improve standards in schools;
- Appropriate updating of the school curriculum and assessment;
- The development of quality early childhood education;
- Providing the motivation to learn and “learning to learn” at all stages of formal education and beyond school;
- The urgent need for investment in science and research to support a knowledge and innovation-based society, essential to economic competitiveness and continuing prosperity;
- Improved choice and flexibility in learning opportunities and pathways;
- New opportunities for learning at all levels through developments in information and communications technologies.

The changing teaching environment

- The changing face of delivery of education, including changes in the practice and profession of teaching to reflect today’s information age;
- The role of the teacher as less focused on the provision of knowledge and more concerned with the teaching of learning skills;
- The changing environment, which requires ongoing training, support and development.

Changing legal circumstances and demands

- The evolving legislative framework for delivery of education in Seychelles;
- Increased awareness of the legal rights and responsibilities of all those involved in education;

- The need to work towards common policies in matters identified for cooperation under regional and international agreements.

The nature of government responses to crosscutting issues

- Greater recognition that many issues of national importance require a coordinated response from Government ministries, departments and agencies.

A broader context for cooperation

- Greater awareness of cultural diversity and the roles of Seychellois and other cultures and languages in promoting identity in an international context;
- Greater personal mobility and transfer of ideas, knowledge and education services across State boundaries;
- A substantial immigrant population and returning emigrants, providing opportunities for greater diversity and enrichment of education, and a requirement to make provision for specific needs of these groups;
- Enhanced cooperation at regional and international levels, particularly in the context of the “concrete future objectives of education and training systems”.

2.2.2 *The changing government policy environment context and sustainable education transformation*

For the past three years or so, the transformation of education has been spearheaded by two main agendas:

- The Public Administration and Public Sector Reform Policies (2009) related to the Education sector;
- The Education Reform Action Plan 2009-2010, approved in 2009, focusing on five priority areas and 13 themes developed in line with the chapter on Education in Government Policy “Seychelles Strategy 2017”.

The implementation of the Plan of Action 2009-2010 and follow-up plans is having an impact on the lives of all those engaged in the education sector, and will also seek to further promote the high-quality human resources required to achieve the Government’s social, cultural and economic goals and objectives.

Looking ahead, education will remain a key priority for the Government. In formulating the Medium-Term Strategic Plan 2013-2017, due attention has been paid to the education dimensions of current and emerging Government policy documents. In that context, a number of Government policy documents will be instrumental in determining the focus of the Education

Sector Medium-Term Strategic Plan 2013-2017. The seven most relevant documents are listed below.

The Seychelles Medium-Term National Development Strategy 2013-2017 replaces the Seychelles Strategy 2017 and focuses on the following five priority areas:

- Climate change, renewable energy and water
- Human resource development
- Economic infrastructure including transport and ICT
- Food security, trade and diversification
- Development of national statistics.

The National Employment Policy and Strategy 2013 focuses on the following 12 policy goals, some of which have direct implications for education development and transformation:

- Prudent economic management, sound economic policies and a stable political environment
- Human resources and skills development and employability
- Active labour market policy employment services and labour market information systems
- Sectoral development, small medium enterprise development and promotion of the formalization of informal employment
- Migration, foreign labour and localization
- Youth employment
- Vulnerable groups
- Elimination of discrimination at work and working conditions
- Social protection
- Social dialogue.

The Public Sector Monitoring and Evaluation Plan 2013-2015 is being prepared within the context of Phase Two of the Public Sector Reforms, introduced in 2009, guided by an overall policy objective which commits the Government to redefining the role of the civil service, reducing the size of Government and increasing the responsibility and accountability of its employees to provide for an efficient, transparent, sustainable and long-term viable service within an affordable expenditure framework.

The Seychelles Sustainable Development Strategy Plan 2011-2020 focuses on the following three main goals:

- Influence behaviour and consumption patterns so as to improve the quality of life and the sustainable use of natural resources;
- Develop the necessary structures and policy framework to integrate social development and sustainable use of resources;

- Significantly minimize the potential impact of environmental health threats both from infectious and non-communicable diseases.

The Seychelles National Action Plan on Human Rights 2013-2018 focuses on the following seven pillars and overall priorities and some 39 related objectives:

Pillar 1. International and regional treaty obligations

Priority Area: Demonstrating greater commitment and action in relation to international and regional human rights obligations

Pillar 2. Human rights institutions

Priority Area: Strengthening institutions that promote and protect human rights especially the Human Rights Commission

Pillar 3. Human rights awareness, education and training

Priority Area: Developing and Implementing national mechanisms, policies and programmes for human rights awareness, education and training

Pillar 4. Vulnerable groups

Priority Area: Strengthening and safeguarding the rights of vulnerable groups

Pillar 5. Civil and political rights

Priority Area: Strengthening and safeguarding civil and political rights

Pillar 6. Economic, social and cultural rights

Priority Area: Strengthening and safeguarding economic social and cultural rights

Pillar 7. Environmental rights

Priority Area: Realizing environmental rights and championing the collective rights to exist as a Small Island Developing State

Further to the above-mentioned National Policy Frameworks, a number of Education Sector-level plans of actions currently being implemented alongside the Education Reform Plan 2009-2010 should be taken into consideration in formulating the Medium-Term Strategic Plan 2013-2017:

The Education for All (EFA) Action Plan 2001-2015 focuses on the Education Sector's plans and targets for the six Education for All Goals below:

- Expanding and improving comprehensive Early Childhood Care and Education;
- Ensuring that by 2015 all children have access to and complete free and compulsory primary and secondary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programme;

- Achieving 50% improvement in levels of adults' literacy by 2015 and equitable access to basic and continuing education;
- Eliminating gender disparities in primary and secondary education by 2010 and achieving gender equality in education by 2015 by ensuring full and equal access to and achievement for both genders at primary and secondary levels of education;
- Improving all aspects of the quality of education and ensuring that recognized and measurable learning outcomes are achievable by all especially in literacy, numeracy and essential life skills.

The Ministry of Education's **Plans and Targets 2011-2015** are a response to the President's post-election directive to Ministers of the new Cabinet to present their sector's Plans and Targets for the next five years (2011-2015). The Plans and Targets (2011-2015) attempt to build on the priorities and themes of the Education Reform Plan 2009-2010, while undertaking efforts to incorporate new and emerging priorities.

The 16 focus areas of the Plans and Targets (2011-2015) are summarized below:

- Implement a framework for Early Childhood Care Education.
- Provide a support system for the behaviourally challenged.
- Establish a comprehensive Teacher Development and Management system.
- Establish a comprehensive Staff Management and Development system.
- Establish a comprehensive Infrastructure Management and Development plan.
- Establish a comprehensive System for the Resourcing of Education Institutions.
- Improve efficiency in service delivery.
- Establish effective communication.
- Undertake a comprehensive renovation and upgrading of school infrastructures.
- Transform schools into accountable, productive and result-oriented institutions.
- Establish the Centre for Curriculum, Assessment and Teacher Support (CCATS).
- Plan, design and develop the National Curriculum.
- Develop and implement a high-quality school-leaving certification system to cater for the diverse needs of learners.
- Improve the effectiveness of post-secondary institutions.
- Enact and Implement the Tertiary Education Act (2011).
- Promote sensitization and education to discourage substance abuse among students.

2.3 Emerging macro-economic and other sector trends

In addition to policy direction from critical government, political and strategic documents, the development of the Medium-Term Strategic Plan will need to be adequately informed by emerging trends and outlooks in key dimensions of sustainable development for the medium to long term. A summary of these trends and outlook can be found in **Annex 5**.

2.4 Critical enabling conditions for successful implementation of the Medium-Term Strategic Plan 2013-2017

2.4.1 Assumptions

Achievement of the main goals and successful implementation of the Medium-Term Strategic Plan 2013-2017 is premised on key assumptions, including the following:

- Continued peaceful and political stability of the country;
- Improved and sustained positive economic growth;
- Sustained commitment and engagement of the Government to the vision and mission of education;
- Sustained strong leadership and direction at the level of the Ministry of Education coupled with broad participation and engagement at the local level (communities, schools, parents) to improve quality education for all, in particular, the commitment of school management and teachers to the provision of quality education;
- Sustained commitment and engagement of external cooperating partners in terms of financial and technical assistance for effective planning, provided through effectively coordinated and harmonized procedures;
- An adequate level of financial and human resources sufficient to meet the scale and complexity of the changing education landscape within which the Strategy will be implemented;
- Sustained commitment and engagement on the part of local cooperating partners including other Government sectors and non-governmental agencies.

2.4.2 Opportunities and strengths

Implementation of the Medium-Term Strategic Plan 2013-2017 should benefit from key opportunities and strengths, including:

- Momentum, energy and optimism — the Ministry of Education is at an advanced stage in the implementation of the extensive programme of restructuring and transformation initiated through the Education Reform Plan 2009-2010. This sense of momentum needs to be maintained to ensure the continuation of this process through the Medium-Term Strategic Plan 2013-2017.
- The shared vision of Government and public and cooperating partners – the Government continues to invest great efforts in establishing the critical role of education and its centrality to personal and national development. This engagement is receiving the support of external cooperating partners at both regional and international levels. The valued position of education can generate commitment and engagement by all in support of the programmes and sub-programmes of the Medium-Term Strategic Plan 2013-2017.

2.4.3 Risks and threats

The Education Sector Medium-Term Strategic Plan 2013-2017 is ambitious. The uneven success of its predecessor, the Education Reform Plan 2009-2010, was attributed to a number of risks (highlighted by the two evaluation reports mentioned earlier), which may endanger its successful implementation. These risks should be effectively monitored and where necessary appropriate adjustments made to the strategy. Examples of risks include the following:

Insufficient internal and external flows of financial resources

Implementation of all programmes and sub-programmes of the MTS and achievement of its goals calls for substantial financial investment. The emergence of a significant shortfall or funding gap will require necessary adjustments to the programmes and sub-programmes of the MTS. For the MTS to be implemented and attain its objectives, harmonized, stable and predictable long-term funding commitments on the part of the Government and external development partners will be necessary.

Sustained progress in public sector reform in the Education Sector

Weak institutional mechanisms, delayed reforms and failure to strengthen institutional capacity and human resources at all levels of the Education Sector could compromise the success of the strategy. Reform of organizational structures, mandates and procedures, accompanied by in-service capacity-building initiatives that focus on the preparation of plans, the management of implementation processes including monitoring and evaluation, administration of human resources and financial management already underway, must be

sustained as a priority at key levels of the Education Sector.

Unnecessary delays in the decentralization of identified functions

The shift of responsibility to educational institutions initiated through the Education Reform Plan 2009-2010 is a critical enabling factor that should be sustained. As greater decision-making and accountability is shifted to the beneficiaries, it is anticipated that education services will become more effective as they come to better reflect local conditions, priorities and needs, and improve ownership. Delays in these processes are likely to impede progress.

Sustainability of achievements and results

Consideration needs to be given to the basic principle of financial planning regarding the demands on recurrent budgets imposed by capital expenditure of new fixed assets. This has been clearly demonstrated in the case of ICT, where the capital cost of hardware acquisition has often turned out to be significantly lower than the new recurrent cost necessary to support its effective use. Sustainability is compromised unless capital and recurrent budget planning processes are closely integrated for project type interventions or programmes and sub-programmes.

Impact of the HIV/AIDS pandemic

HIV/AIDS remains a threat to achieving quality education and completion for all and has the potential to significantly compromise many of the anticipated achievements of the strategy.

Social ills

The increase in social ills within communities is impacting negatively on the provision of quality education and training.

Supply of quality teachers

The sustained availability of sufficient quality teachers is a critical condition for the success of implementation of the strategy. The increasing dependence on expatriate teachers as a result of inadequately qualified teachers is compromising education quality and the financial efficiency of the education system. Expansion of the system will put increasing pressure on the personnel emolument component of the Education Sector budget, which may further weaken factors encouraging the retention of trained and experienced teachers in the system.

Chapter 3: Vision, mission, goals, principles and values of education

3.1 Philosophy of education

Since the Second Republic, the Ministry of Education under the leadership of successive governments has envisioned education as a lifelong process and a contributor to both individual and national development needs.

At the individual level, the education process positions learners at the core of the process with a view to enabling all learners to achieve their full individual potential. At the national level, the education process is seen as a major contributor to economic growth, global competitiveness, social and cultural cohesiveness, and democratic governance.

The Government's vision of education as a lifelong process with regards to the individual learner is premised on a number of principles, including the following:

- The education process as a **basic human right**, as enshrined in Article 33 of the Constitution (1993), should provide individual learners with adequate opportunities to acquire broad-based knowledge, selective attitudes, values, communication, and information gathering and processing competencies as a basis for continuous learning, so that they can respond to new opportunities, adjust to social and cultural changes, technology and scarce resources, find workable solutions to life's problems, and be capable of participating in human development in the context of a globalized environment.
- The education process as a means that can initiate, facilitate, accelerate and sustain peaceful development should, as a priority, be concerned with the intellectual skill and competencies development of future human resources at all levels, so as to effectively manage information, capital, technology and scarce resources, and offer high-quality services in every sector of the economy. The benefits to the learner, their families and fellow citizens should lead to sustainable social harmony, political stability and economic wellbeing.
- The education process as a major force in the transmission of a common culture and a common standard of citizenship and the promotion of the orderly progress of all citizens recognizes that the development of

democratic values and culture requires an educated and informed electorate.

The education process needs to focus on the transmission of communal values, beliefs and culture, and in so doing will contribute to the emergence and consolidation of national identity.

Furthermore, since the Second Republic the Government's vision of the education process, with regard to individual and national development, has been expressed through two key policy documents:

Education for a New Society (1985) and Education for a Learning Society (2000). The Government's philosophy of education as expressed in these documents is premised on certain fundamental beliefs, including the following:

- Every individual has an equal right to education.
- Every individual has the ability to learn
- The education process must be innovative and responsive to the needs of the learner and wider society.
- Teaching should be centred on the needs and interests of the learner.
- There is a basic set of competencies and skills that all students must acquire, including reading, writing, communicating in a foreign language, and information and communication technology.
- Knowledge without application is of limited value.
- The learner's total development must be attended to, including spiritual, intellectual, emotional and personal development.
- Learning is cumulative and every developmental stage is important, but the formative years are critical.
- Parents and community are essential partners in the education process.

The Government's philosophy and beliefs regarding the education process are in harmony with the perspectives of education outlined by **UNESCO's** International Commission on Education for the 21st Century, which identifies four major challenges for education:

- **Learning how to learn:** education must provide the capacity for continuous learning so that the individual and collective knowledge can be renewed and updated.
- **Learning to do:** learning must be practical, facilitate personal growth and foster the development of community and society; and knowledge must function as a useful tool for individual and collective empowerment.
- **Learning to live together:** education and learning must contribute to the growth of tolerance, strengthen understanding, and promote social harmony and the

appreciation and respect for diversity and difference in society.

- **Learning to be:** learning must enable the individual learner to become a better and more integrated person. Education should facilitate a better understanding of the self as a basis for understanding and appreciating others.

3.2 Vision statement

The vision of education draws on the above philosophy of education and several national documents, and can be summarized as: **To empower future citizens to contribute positively to the process of building a sustainable, peaceful and harmonious Seychelles society, while safeguarding and promoting our unique traditions and cultural values.**

3.3 Mission statement

The mission of education, which is elaborated in the Policy Statement **Education for a Learning Society (2000)** and enshrined in the **Education Act (2004)**, is to: **Build a coherent and comprehensive system of quality education and training reflecting universal and national values that will promote the integrated development of the person and empower him/her to participate fully in social and economic development.**

3.4 Mandate and goals of education

The Ministry of Education's primary mandate with regards to education is derived from Article 33 of the Constitution (1993) on the **Right to Education:** "The State recognizes the right of every citizen to education, and with a view to ensuring the effective realization of this right undertakes:

- To provide compulsory education which shall be free in state schools for not less than ten years, as may be prescribed by law;
- To ensure that educational programmes in all schools are aimed at the complete development of the person;
- To offer on the basis of intellectual ability to every citizen equal access to educational opportunities and facilities beyond the period of compulsory education;
- To allow any person organization or institution to establish and maintain a private school, subject to reasonable restrictions, supervision and conditions as are necessary in a democratic society; and
- To respect the right of parents to choose whether to send their children to a State or private school."

This Constitutional provision was translated into the Education Act (2004). In line with its vision and mission, the mandate of education is: To play a key role in

shaping a high-quality education system that meet the needs of all learners, supports their participations in communities and in society, promotes and enhances lifelong learning and contributes to the development of a knowledge-based society in Seychelles.

3.5 Guiding principles and values

The pursuit of this mandate through the organization, promotion and further development of the education system is underpinned by certain key principles and values reflected in the Policy Statement of Education, **"Education for a Learning Society" (2000):**

- The overall concern to achieve economic prosperity, social well-being and good quality of life within a democratically structured society and within the broad principles of the promotion of fundamental rights enshrined in the Seychelles Constitution (1993);
- The overall responsibility to protect the rights of individuals and to safeguard the common good. Education is a constitutional right for each individual (Article 33 of Seychelles Constitution 1993) and a means to enhancing wellbeing and quality of life for the entire society;
- The responsibility to create, promote and support the conditions within which education can realize its potential in society. The democratic pursuit of Seychelles society requires education to embrace the diverse traditions, beliefs and values of its people as elaborated in the Constitution (1993);
- The duty to recognize and respect the legitimate interests of various partners in education in line with the principles and rights upon which the building of a democratic society is based;
- The realization and belief that the development of education and the competencies of people are a source of wealth as important as the accumulation of more traditional forms of capital. This belief is supported by regional and international bodies that never cease to call for the recognition of the central role of education and training as one of the critical sources of economic and social well-being in modern society;
- The realization and belief in the centrality of knowledge and competencies and skills has become outdated;
- Consequently, government expenditure on education and training is essentially an investment in sustaining economic growth and improved social cohesion;
- The belief in the importance of links between education and the economy at national, regional and international levels

by successive governments, which has placed education at centre stage as part of more broadly based economic and social policies. Government's concern with this key dimension of education complements and reinforces the fundamental contribution of education to individual and social development;

- The realization that enhancing the contribution of education and training to economic prosperity requires the co-existence of state and private engagements within a dynamic education and training system, which is systematically linked to economic planning progress;
- Government's realization and conviction that economic activity is increasingly dependent on the quality of knowledge, competencies and skills of people and their capacity to learn continually throughout their lives. Consequently, sustainable investment in education remains a crucial concern and obligation for Government to enhance the country's capacity to compete effectively in a rapidly changing national, regional and international landscape.

3.6 Statement of goals

In the pursuit of the stated mission, and conscious of the various policy frameworks and development plans at Government and other stakeholder levels, the Ministry of Education will continue the transformation process of the education system initiated through the **Education Reform Plan 2009-2010**, guided by the following five over-arching goals and related strategies and interventions:

1. Meet the needs of the individual through the delivery of education that is relevant to personal, social, cultural and economic needs by:
 - Supporting the development and provision of quality early childhood education;
 - Enabling primary, secondary and other educational institutions to deliver quality education by providing a comprehensive range of provisions (financial, staffing, curricular), improvement to organizational structure, service delivery and other supports;
 - Providing for a range of supports and services for children with special needs.
2. Support a socially inclusive society with equal opportunities for all by:
 - Providing and reviewing targeted support programmes for children experiencing or at risk of educational disadvantage and early school leaving;
 - Promoting the development of a high-quality inclusive lifelong education and technical vocational training system, which is relevant to social and economic needs;
3. Contributing to economic prosperity, development and international competitiveness by:
 - Promoting the personal and social development of learners with regard to the needs of those experiencing social and economic disadvantage;
 - Promoting greater equity of access to tertiary education particularly for disadvantaged and mature students and students with disabilities, through improved targeting of student support/access initiatives;
 - Promoting gender equality in services, actions, programmes and measures for learners at all levels of education.
4. Improving the standard and quality of education and promoting best practice in classrooms, schools and other centres for education by:
 - Promoting the contribution of tertiary education to economic and social development in the context of changing needs, and preparing adequately qualified and skilled personnel to support the competitiveness and economic and social development of Seychelles;
 - Promoting the use of information and communications technology in schools and encouraging learners to achieve computer literacy and acquire the necessary skills and competencies for participation in the information society;
 - Cooperating in decision-making with regional and international organizations and bi-laterally, and through participation in programmes and initiatives in education, scientific and training areas at these levels;
 - Developing Seychelles as a leading knowledge-based economy in selected areas.
5. Promoting regular inspections, evaluation and planning;
 - Supporting the further development and implementation of the National Qualifications Framework (NQF);
 - Supporting excellence in the quality of teaching and learning in tertiary education;
 - Promoting teaching as a profession and maintaining and improving the quality of teaching;
 - Contributing in the context of international and regional cooperation in the field of education and the development of cooperation, in particular with regards to education in Small Island Development States contexts.

- Planning for the provision of suitable cost-effective accommodation to underpin the delivery of quality education.
5. Developing capacity to deliver education through quality planning, policy formulation and customer service by:
- Creating greater capacity within the Ministry to concentrate on core functions, especially strategic planning;
 - Recruiting, deploying, developing and supporting staff to enable them to contribute to their fullest in a well-managed, performance-driven culture and in a more open and positive working environment;
 - Supporting managers and staff to effectively deliver high-quality services within a strategic, value-for-money framework;
 - Providing IT services that support policy formulation, policy evaluation and modern, effective service delivery to our clients;
 - Providing a range of financial functions and supports to underpin improved financial management in the provision of educational services, including monitoring and reporting on progress in relation to educational measures financed by external partners;
 - Promoting good working relationships with partners throughout the education sector and encouraging and supporting the modernization of the sector through a sustainable partnership process;
 - Supporting improved administration and forward planning by developing policy and legislative proposals and by collecting and analysing relevant education statistics;
 - Implementing the decentralization of relevant services to educational institutions in the context of relevant frameworks;
 - In the context of achieving better value for money, promoting procurement management reform to develop policies, process and priorities in support of a more strategic approach to procurement within the Ministry and the bodies for which it is responsible.
- Early childhood care and education: Building solid foundations for learning
 - Primary education: Reinforcing confidence in learning and achievement
 - Secondary education: Establishing a strong transition through adolescence to adulthood
 - Tertiary education: Enhancing relevance and responsiveness to national human resources needs
 - Technical and Vocational Education and Training: Fostering lifelong skills development and employability
 - Lifelong learning and open and distance education: Fostering a culture of continuous training and lifelong learning for employability and production
 - ICT: Enhancing the role of ICT as a tool for completing teaching and learning and strengthening management
 - Curriculum and assessment: Preparing individuals to better respond to the realities and challenges of a changing world
 - Teacher recruitment, development and training: Facilitating professional development for enhancing efficiency and the quality of teaching and learning
 - Disaster management and education sector preparedness: Developing and maintaining a culture of safety and disaster preparedness with a view to build resilience to disasters in school communities and nationally
 - Governance, management and quality assurance: Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in an environment of reduced resources
 - Infrastructure quality and standards and maintenance: Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all
 - Reform of education system management: Transforming the Ministry of Education.

In furthering the stated goals and strategies, priority consideration will be given to official documents and plans currently available at national and sectoral levels.

3.7 Priorities for action in the medium term

The realization of these over-arching goals in the medium term will be accomplished through a number of strategic actions organized into the following 13 sub-sectors and covering the entire education and training system:

Chapter 4: Overview of the education and training system

Following adjustments over the last three decades, the present comprehensive, integrated, inclusive and co-educational education and training system includes the following characteristics:

- The system accommodates both compulsory/non-compulsory and fee-paying/non-fee paying dimensions, and falls predominantly under the responsibility of the state, supplemented by private initiatives at all levels from early childhood to tertiary education.
- The system provides for education from early childhood through to secondary level, free of direct charge at point-of-use to all Seychellois children for a period of 13 years (nominally from 3+ to 16+ years of age) and makes tertiary education and training opportunities available through cost-sharing mechanisms to all Seychellois who meet the selection criteria appropriate to the particular course of study or training for which the learner qualifies.
- The system provides 10 years of compulsory education from primary 1 to secondary 4.
- The system makes it possible for learners who wish not to continue beyond the end of compulsory education (secondary 4), to either continue their education and training at the level of tertiary institutions, should they meet the entry criteria for relevant courses offered by these institutions, or to discontinue secondary education and seek employment.⁵
- As of 2012, two legal frameworks govern the system: the Education Act (2004) and the Tertiary Education Act (2011).

4.1 Stages of the education and training system

In line with Section II of the Education Act (2004),⁶ the education and training system is organized into five stages, described in the following sections.

4.1.1 Formal early childhood or crèche education

Formal early childhood education lasts for two years and is available for children aged 3½ to 5½ years free

⁵ The Minimum employment age as per the current Employment Act adopted in the late 1990s is 15 years.

⁶ The Tertiary Education Act (2011) defines tertiary education as education after the secondary stage and includes university level education.

of charge by the state in all districts. Although this stage is non-compulsory, almost all children in this age group attend. Early childhood education classes are attached or adjacent to district primary schools and are administered by primary school head teachers. Fee-paying private providers registered with the Ministry of Education also provide formal early childhood education. At present, there are 32 state and five private fee-paying registered crèches offering formal early childhood education.

4.1.2 Primary education

Primary education lasts for six years (Primary 1 – Primary 6) and is compulsory for all children. A system of zoning⁷ in line with **Section 56 of the Education Act (2004)** makes it compulsory for children to attend state primary school in their parent's or guardian's district of residence.

For curriculum purposes, the primary stage is organized into lower, middle and upper primary. Both state and fee-paying private providers offer primary education. There are currently 24 public primary schools and four registered private schools offering primary education.

4.1.3 Secondary education⁸

As with primary education, provision of secondary education by the state is non-fee paying. Secondary education (S1-S5) is compulsory up to Secondary 4 and is delivered in regional secondary schools at the state level. On completion of Secondary 4, a small number of students choose to enter training/apprenticeship schemes at the level of tertiary/non-university education and training. Regionalization means that secondary-age students are concentrated in fewer regional centres, rather than remaining in relatively small district primary schools.

For curriculum purposes, this stage is sub-categorized as lower, middle and upper secondary. Both state and fee-paying private providers offer secondary education. As of 2013, there are 10 regional secondary schools and three fee-paying registered private schools offering secondary education.

4.1.4 Post-secondary or non-university tertiary education and training⁹

Full-time post-secondary or non-university tertiary education and training (one to two years) are offered

⁷ Where justifiable, requests for exemption from zoning by parents may be approved by the Principal Secretary.

⁸ The Cabinet has recently approved a Memorandum to include the School of Advanced Level Studies (SALS) as part of the secondary stage of education with effect from 2014.

⁹ With the enactment of the Tertiary Education Act (2011), the development of this stage of education now falls under this new legislative framework.

by a number of post-secondary institutions. Over the years, the responsibility and management of post-secondary institutions has shifted between the Ministry of Education and other parent ministries.

Currently, the following nine non-university tertiary institutions are in operation. With the exception of the Seychelles Tourism Academy (STA), which falls under the responsibility of the Seychelles Tourism Board, and the Seychelles Police Academy (SPA), which falls under the Ministry of Internal Affairs, all institutions falls under the responsibility and management of the Ministry of Education.

- School of Business Studies and Accounting (SBSA)
- Seychelles Institute of Technology (SIT)
- Maritime Training Centre (MTC)
- School of Advanced Level Studies (SALS)¹⁰
- Seychelles Agriculture and Horticultural Centre (SAHTC)
- National Institute of Health and Social Studies (NIHSS)¹¹
- Seychelles Tourism Academy (STA)
- School of Visual Arts (SVA)
- Seychelles Police Academy (SPA)

4.1.5 University tertiary education and training

Tertiary education and training at university level, which constitutes the fifth stage of education and training as per **Section 11 of the Education Act (2004)**, is in its infancy in Seychelles and falls under the Tertiary Education Act (2011).

From 2000 to 2009, the University of Seychelles-American Institute of Medicine (USAIM) was the only (private) university established in Seychelles,¹² registered under the Education Act (2004), specifically the regulations on private schools.¹³ In September 2009, a new public university, the University of Seychelles (UniSey), came into operation.

Traditionally, university-level education and training has been accessed overseas through government sponsored/approved scholarships in key fields matching the human resource needs of the country. The level of self-financed or privately sponsored university education and training has generally been insignificant. Additionally, a few non-university tertiary education institutions have operated partnership courses for a number of years with selected overseas universities and/or Institutes of Higher Learning.

10 With the enactment of the Tertiary Education Act (2011), as of 2014, the School of Advanced Level (SALS) will become an upper secondary institution registered under the Education Act (2004).

11 Transferred to the Ministry of Health in January 2014.

12 USAIM ceased operation in Seychelles in December 2010.

13 S.I.43 of 2005 – Education (Private Educational Institutions) Regulation, 2005.

4.1.6 Additional features of the education and training system

Non-formal early childhood (day care) education

In line with **Section 11(2) of the Education Act (2004)** and the related regulations **S.I.44 of 2005-Education (Non-Formal Early Childhood Education Centre) Regulations 2005**, provision is made for the operation of private, fee-paying, non-compulsory non-formal early childhood education (**day care**) catering for children aged 0-3 years.

The Ministry of Education is responsible for monitoring the quality of non-formal early childhood education and provides guidance for the development of this service. There are presently 22 registered private non-formal early childhood education centres (see **Annex 6**).

Adult Learning and Distance Education Centre (ALDEC)

In line with **Section 11(2) of the Education Act 2004**, Adult Learning and Distance Education and Training is provided by the Adult Learning and Distance Education Centre (ALDEC) as part of the National Education and Training System. ALDEC has traditionally been categorized as a post-secondary institution or non-university tertiary education and training centre.

Private education and training

The Constitution (1993) under the **Right to Education and Part Three of the Education Act 2004, Private Education Institutions**, and the related regulations **S.I.45 of 2005 – Education (Private Educational Institutions) Regulations 2005**, provide for the establishment, operation and coordination of the development of fee-paying private education and training alongside the state system.

As of 2013, there are 14 registered, private fee-paying education and training institutions in operation offering limited to more comprehensive learning experiences (see **Annex 7**).

4.2 Progression and articulation between stages of education

Progression and articulation between early childhood, primary and secondary stages of education is automatic and non-selective. Results of assessment where applicable are used essentially for orienting learners into appropriate courses of study.

Progression from secondary to tertiary is competitive and selective depending on the interrelationship between the quota system, student performance (based usually on international examinations) and availability of places.

Almost 100% of students proceed from primary to the secondary stage of education. On average, around 90% of the secondary student cohort progresses to the tertiary stage annually, the large majority joining non-university tertiary institutions.

Figure 1 presents a summary of the interrelated dimensions of the National Education System.

supplement them through other sources according to the **Policy on Donations (2009)**.

Figure 1: Stages of education and other related parameters

| AGE | Stages, Assessment | NQF Level | Progression between stages |
|------------------------------|--|-----------|---|
| 18 | TERTIARY UNIVERSITY EDUCATION & TRAINING 01 State | 7-10 | Selective/ Dependent on Student Performance in International Examinations |
| 17 | International Examinations | 3-6 | Selective/ Dependent on quota and Student performance in Assessment/ Examinations |
| | TERTIARY NON-UNIVERSITY EDUCATION & TRAINING 10 State 03 Private | | |
| 16 | Internationals Examinations & Records of Achievement (RoA) | 2 | Selective/Dependent on Quota/international examinations (S5 → A-Levels) Non-Selective Not dependent on Student performance in Assessment/Examinations |
| 15 14 13 12 | 2 years (S6–S7) in single institution SECONDARY EDUCATION 5 years (S1 to S5) In regional schools 10 State 04 Private | | |
| 11 10 9 8 7 6 | National Examinations | 1 | Non-Selective Not dependent on Student performance in Assessment/Examinations |
| | PRIMARY EDUCATION 6 years (P1 to P6) In district schools 24 State 04 Private | | |
| 5 4 | EARLY CHILDHOOD (CRECHE) 29 State 04 Private | 0 | Non Selective Not dependent on student performance in Assessment/Examinations |
| 0-3 | NON-FORMAL EARLY CHILDHOOD (Day Cares) 22 Registered Private Day Cares | | |

4.3 Financing and management of education

4.3.1 Financing

Government remains the main funder of state education through recurrent and capital projects as part of the education sector annual budget, which is presented as a component of Government’s annual budget approved yearly by the National Assembly. Traditionally, education has received the largest share of the Government’s annual budget.

Institutions manage their allocated budget in line with existing financial guidelines and regulations, and can

To ensure that the financial status of learners and/or their families do not become a barrier to access beyond the secondary stage of education, the **National Welfare Agency**, established through the National Welfare Agency Act (2008), has put in place mechanisms to facilitate access by these categories of learners. This system is covered by the policy framework on **Bursary and Maintenance Allowances in Post-Secondary Institutions of Learning (2010)**.

Appropriate procedures and guidelines also cover subsidized accommodation and allowances for students from islands other than the mainland (Mahé) where all tertiary education institutions are located.

In line with the relevant sections of the VAT Act (2010), provision exists for registered private educational institutions to benefit from tax exemptions on imported materials up to a certain value, namely in regards to construction and teaching materials.

A review of the financing of education was recently undertaken in line with the **Policy on Integrated Results-Based Management for Public Service**, approved by Cabinet in March 2013. This took place within the context of the second generation of reforms and in line with the **Memorandum of Action of the Public Administration and Public Sector Reform Programme**, and the adoption of the Performance Based Budgeting Policy.

4.3.2 Management

The current management structure of the Ministry of Education is presented in the MoE's Organizational and Functions Manual (2012), and was influenced by the **Memorandum of Action of the Public Administration and Public Sector Reform Programme (2009)**, which required line Ministries to:

- Formulate policies and guidelines within their respective sectors;
- Provide technical supervision, set standards and inspect services to ensure appropriate quality;
- Monitor and evaluate implementation and ascertain the efficiency of delivery of services;
- Provide for administrative, personnel and logistical support to its executive agencies.

These key areas of focus are reflected in the following priorities and themes of the Education Reform Plan 2009-2010.

Priority area: Improving the governance of educational institutions

Restructure and downsize administration at headquarters by focusing on:

- Strategy, policy and planning
- Quality, curriculum development and assessment
- Resources, infrastructure and support services.

The management structure is supported by two statutory bodies:

- The Seychelles Qualifications Authority (SQA)
- A Further and Higher Education Authority¹⁴ under which higher education institutions would be resourced and regulated.

Seychelles Public Services are presently undergoing a second generation of reforms, as prescribed by the policy objectives of the above-mentioned Memorandum, which call on the Government to redefine the role of the civil service, reduce its size, secure the most efficient use of resources, and increase the responsibility and accountability of its employees to provide for a transparent, efficient, and sustainable and long-term viable service within an affordable expenditure framework.

With the above in mind, the Ministry's management structure is presently undergoing further review, and a first draft of the new management structure is under discussion. The adoption of a new management structure will undoubtedly have implications for the different levels of education service.

14 The Higher Education Authority became the Tertiary Education Commission under the Tertiary Education Act (2011).

Chapter 5: Situation analysis of the education sub-sectors

5.1 Early childhood and primary education sub-sector

Early childhood refers to the beginning of formal education from crèche up to Primary 2, by which time children should have learned to read and acquired the basics of numeracy (Education Policy Statement, 2000). Primary education means full-time education suited to the requirements of primary students (Education Act, 2004). Students are therefore required to attend school from Primary 1 through to Primary 6 to be eligible to enter secondary education.

The situational analysis provides a snapshot of the early childhood and primary education sub-sector in its current state. It addresses different aspects of education, notably access and coverage, equity, internal efficiency, and quality. It is based on different information sources including Ministry of Education (MoE) policies such as the early Childhood Care and Education National Action Plan 2013, data from the rapid survey carried out in all Seychelles primary

schools, and the use of analytical tools from the UNESCO General Education Quality Assessment Framework (GEQAF). These data are utilized with a view to providing a detailed overview of the early and primary education sub-sector with analyses conducted for policy and planning purposes.

5.1.1 Access and coverage

The Constitution makes provision for free compulsory education from the ages of 6 to 15, specifically governed under the Education Act (2004). The Ministry of Education provides educational services for children from the age of 3 years and 3 months. Although the first two years of early childhood education (crèche) is not compulsory, and hence not subjected to zoning, all districts have one or two state crèches and 98% of pupils are enrolled. All state crèches are administered by district primary schools. Formal early childhood education starts at crèche year 1 and ends in Primary 2 (MoE Policy Statement, 2000; Education Act, 2004). Primary education continues in Primary 3 through to Primary 6. Children attend primary education in their district primary school as per zoning policy.

In March 2013, there were 10,871 pupils including 5,396 girls and 5,475 boys with an average of 13 pupils per teacher (**Table 1**). Both genders are fully integrated into the school system and distribution for the last two years has remained constant. However, exemption from zoning is one of the main factors contributing to overcrowded classrooms in some town schools.

Table 1: Distribution of primary pupils by level and gender

| | 2012 | | | | 2013 | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | F Amount | F % | M Amount | M % | F Amount | F % | M Amount | M % |
| CY1 | 650 | 12% | 613 | 12% | 686 | 13% | 691 | 13% |
| CY2 | 700 | 13% | 677 | 13% | 686 | 13% | 656 | 12% |
| P1/P2 | 1277 | 24% | 1318 | 25% | 1363 | 25% | 1403 | 26% |
| P3-P6 | 2603 | 50% | 2698 | 51% | 2661 | 49% | 2725 | 50% |
| Grand Total | 5230 | 100% | 5306 | 100% | 5396 | 100% | 5475 | 100% |

Source: EMIS Database, May 2013.

Pupil profiling and transition

As pupils progress through the different levels, schools make use of profiling systems that provide pertinent information on attitude, behaviour and academic performance; however, this system is currently not used systematically for early childhood education. Similarly, end of term reports do not adequately report on pupil performance.

Pupil absenteeism

The MoE has put in place mechanisms to reduce absenteeism in primary schools. A pupil who is absent for 11 consecutive days without valid reason should

be referred to a social worker, who can then visit the parent's home to ascertain the reason for absenteeism. Furthermore, the Education Act (2004) states that it is the duty of every parent who has children of school age to ensure that they attend school regularly. A parent who neglects or refuses to do so is committing an offence, is liable to be prosecuted, and can be fined up to SR 20,000 if found guilty (Education Act, 2004). However, several primary schools currently experience an unacceptable level of student absenteeism.

5.1.2 Equity

In Seychelles, equity has largely been achieved in terms of equality of access to schools and programmes of education and training. The concept of equity is now being extended with programmes that enhance conditions for optimum achievement for all groups including the gifted, slow learners and those with learning disabilities (Education for a learning society, 2003).

There are 26 district primary schools, which vary in size. One of these is the School for the Exceptional Child (SEC), designed for children with special needs including autism, Down syndrome, visual impairment

or physical disabilities. One of the primary schools on Praslin has a centre for children with such disabilities and one on Mahé has a special class for those with hearing impairments (Table 2). The MoE and the Ministry of Health are jointly responsible for placement. Although the centre on Praslin is operational, it is currently underutilized given present enrolment and the available facilities and resources. Early intervention for children with certain impairments is anticipated. However, the system is not well-equipped with professionals and specialists to cater for the diverse needs of all children. It is to be noted however, that some parents on Praslin prefer to keep their disabled children at home in spite of the provision of free, specialized transportation.

Table 2: Student enrolment in special schools

| School | Total boys | Total girls | Total |
|------------------------------------|------------|-------------|-------|
| School for the Exceptional Child | 35 | 23 | 58 |
| Baie Ste. Anne Centre | 2 | 1 | 3 |
| Au Cap Centre (Hearing impairment) | 6 | 4 | 10 |

Source: EMIS Database, May 2013

5.1.3 Internal efficiency

Primary education lays the foundation for future development. It is also essential for the holistic development of children. Hence, different sectors work collaboratively with primary schools to ensure proper development of children at different stages of their development.

Automatic promotion

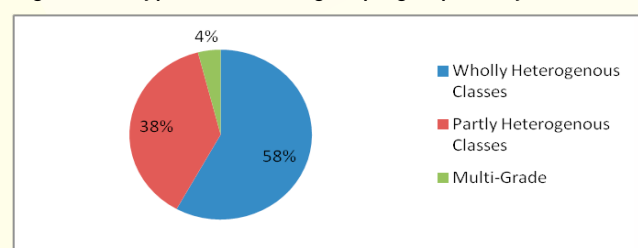
Automatic promotion has been institutionalized since 1982. Pupils are therefore promoted throughout the primary education cycle irrespective of their performance. Class repetition takes place in rare and exceptional cases following the agreement of parents and psychological assessment by the MoE. Such practice results in some students exiting primary with inadequate mastery of basic skills in numeracy and literacy.

Student grouping practice

A policy stating that schools should not stream children at primary level was introduced in 2000 to better meet the diverse needs of pupils. However, implementation of this policy was not closely monitored as a number

of schools continue to practice streaming covertly, mainly at P5 and P6 levels. Figure 2 illustrates the types of grouping in primary schools.

Figure 2: Types of student grouping in primary schools



Source: Schools Division, 2013.

5.1.4 Quality of education

Over the past two decades, educational goals have focused on the enhancement of quality through policies aimed at enabling schools to better cater for the wide range of abilities characteristic of comprehensive school systems. The MoE's vision is to transform schools into real communities of learners in which teachers look beyond individual classrooms and work collaboratively towards the improvement of their institution as a whole.

5.1.5 Human resources

The driving force behind this ongoing quest for quality education will be competent professionals able to critically evaluate their own practice. Constant re-examination of teaching methods and strategies in the light of advances in educational technology will be one of the trademarks of teachers committed to lifelong professional development (Education for a learning society, 2002).

Teaching staff

There are 786 teaching staff at primary level, all of whom are Seychellois nationals (Table 3). There are altogether 786 teachers, out of which 707 are female and 79 are male. Early childhood has in addition a total of 236 teacher assistants – 232 female and 3 male. This amounts to a grand total of 1,022 instructional staff at primary level.

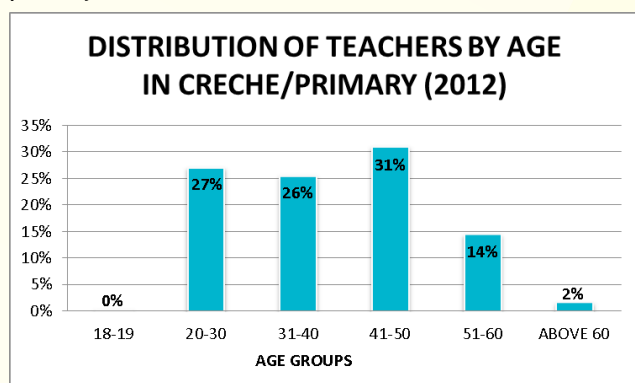
Table 3: Teacher population by gender

| Teacher | | | Teacher Assistant | | | Grand total |
|---------|----|-------|-------------------|---|-------|-------------|
| F | M | Total | F | M | Total | |
| 707 | 79 | 786 | 232 | 3 | 235 | 1,022 |

Source: EMIS Database, May 2013.

Figure 3 portrays the distribution of teachers in early childhood education by age and shows that a significant proportion of teachers are aged between 41 and 61. The largest share of primary education teachers (31%) comprises those aged 41 to 50 years old and the percentage of teachers aged between 51 and 60 is 14%. Furthermore, there is evidence that existing teachers at early childhood level are of retirement age.

Figure 3: Distribution of teachers by age in crèches and primary schools, 2012



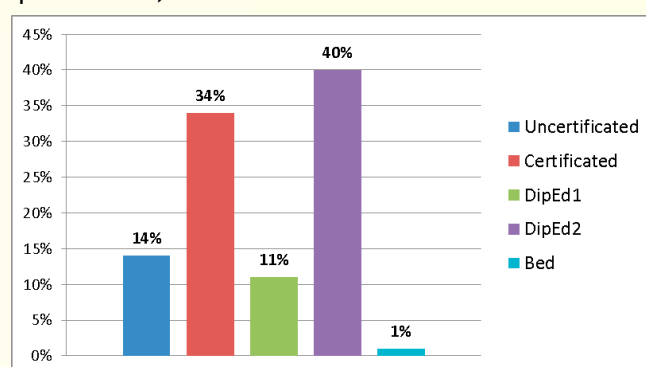
Source: EMIS Database, May 2013.

Un-certified teachers

The most recent research and international reports (UNESCO, 2006; OECD, 2005) assert that improvement

in education access, quality, equity and efficiency depend mainly on attracting competent people to the teaching profession. At present, there are 107 (14%) teachers who are un-certified in the pre-primary and primary sub-sector (Figure 4). These teachers, known as “supply teachers”, for the large part lack proper pedagogical training, and their use by the MoE is the result of difficulties in finding qualified teachers in sufficient numbers. At present, un-certified teachers who represent a non-negligible share of the total number of crèche and primary teachers are not sufficiently prepared before they start teaching. This situation obviously represents a threat to the quality of education services delivered at crèche and primary level.

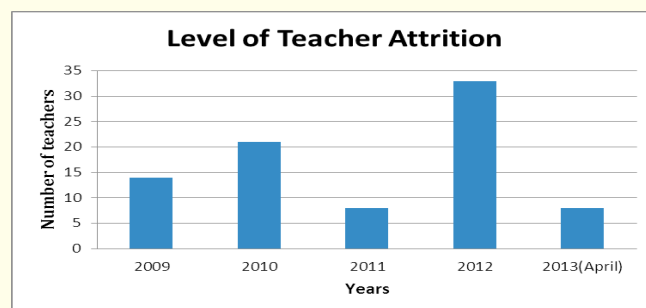
Figure 4: Distribution of primary teachers by qualifications, 2012



Source: EMIS Database, 2013.

The problem is also compounded by the fact that qualified teachers, notably holders of Level 2 diplomas, are resigning at an alarming rate in primary schools. More than 30 teachers resigned in 2012 (Figure 5).

Figure 5: Level of teacher attrition



Source: Schools Division, 2013.

Teacher assistants at early childhood level

Ministry of Education policy asserts that, at early childhood level, a class teacher must have one teacher assistant to support teaching of literacy and numeracy. Currently, 25 classes lack teacher assistants (Table 4). The need is felt most at Crèche Year 1 where 11 out of 75 classes lack a teacher assistant (14.6%), thereby impeding this critical phase of learning development.

Table 4: Distribution of teacher assistants at early childhood level, April 2013

| Early childhood level | Number of classes | Number of teacher assistants | Number of unavailable teacher assistants |
|-----------------------|-------------------|------------------------------|--|
| Crèche Year 1 | 75 | 64 | 11 |
| Crèche Year 2 | 73 | 68 | 5 |
| Primary 1 | 58 | 50 | 8 |
| Primary 2 | 55 | 54 | 1 |
| Total | 261 | 236 | 25 |

Source: EMIS Database, May 2013.

5.1.6 Teacher training

The Ministry of Education has invested heavily in teacher training, but returns in terms of aggregate scores for P6 National Examinations over the last three years have not reached expected standards. The MoE itself provided teacher training until 2010, after which point the University of Seychelles (UniSey) took over responsibility until 2012. Work is now in progress to establish a new Teacher Education Centre following the Cabinet decision to de-link the School of Education from UniSey. The new training programme has been developed for early childhood education and will span a period of four years. The diploma programme also covers crèche teaching to a certain degree, but does not equip crèche teachers with effective child-centred approaches. Similarly, only one cohort of teacher assistants received training in 2005. Consequently, the quality of support and assistance to teachers in literacy and numeracy is not to the expected standard.

5.1.7 Teaching conditions

MoE has recently conducted meetings for all teachers in state schools to gauge their views on factors contributing to discontent and attrition. According to the summary of findings, teachers complained strongly that they were working under tremendous pressure. They pointed out that the amount of paperwork was becoming increasingly burdensome, preventing them from supporting learners effectively. Teacher remuneration and coverage of classes as a result of teacher shortages are also negatively impacting the teaching process (Report of meeting with teachers, 2013).

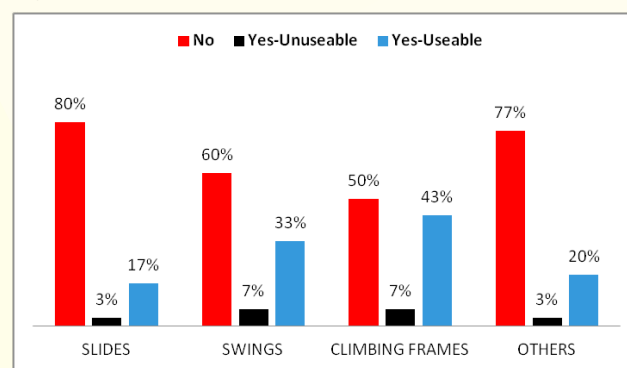
5.1.8 Learning environment

It is important for students to feel safe and nurtured as individuals and as part of society, hence the need for an environment that is both physically and psycho-socially

conducive to learning (UNESCO, 2012). The focus on early childhood and primary education emphasizes that children are agents of their own learning. The role of the teacher is to organize and draw out this learning which takes place through play, peer interaction and the manipulation of objects. This is of crucial importance for the total growth and development of the child (Education for a learning society, 2000).

Recreational facilities

Recreational facilities provide young children with opportunities to develop motor skills. At present, there is a lack of such facilities in crèches and only 20% of existing facilities are usable (Figure 6).

Figure 6: Recreational facilities in crèches

Source: EMIS Database, May 2013.

5.1.9 Early childhood care and education grants

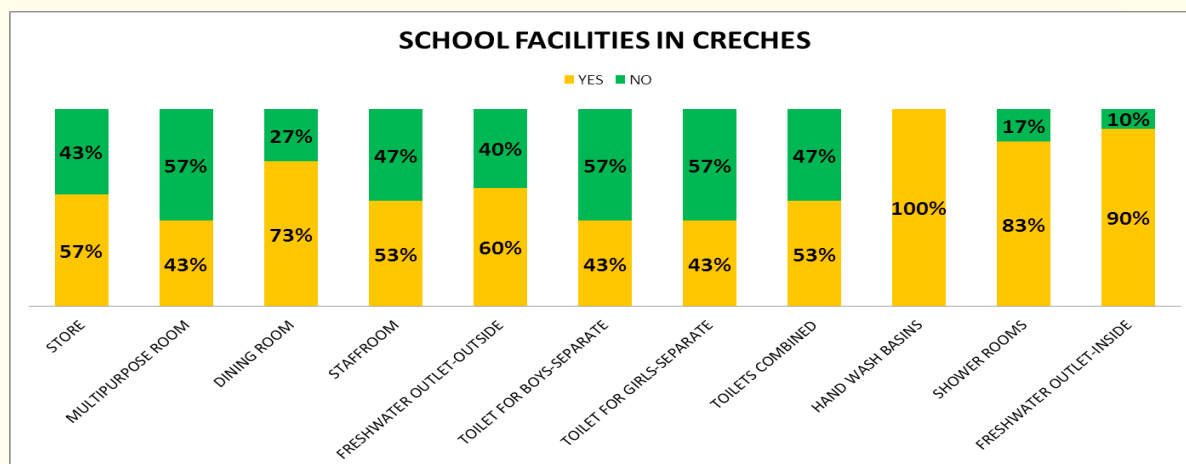
While the Ministry of Education is responsible for providing all state schools with educational resources, schools can also apply for a grant from the Early Childhood Care and Education (ECCE) Trust Fund, which totals SR 1,000,000 per year. However, 25% of the sum must be contributed by the school in order to qualify for the grant (ECCE Trust Fund, 2013). Since the establishment of this fund, only 12% of primary schools have availed themselves of the opportunity to implement early childhood care-related projects.

5.1.10 School facilities

Relevant and adequate facilities contribute significantly towards pupil wellbeing and the smooth running

of crèches. However, not all crèches are equipped with proper rest rooms, dining rooms, appropriate toilet facilities and suitable playing fields for outdoor activities as per established standards (Figure 7).

Figure 7: Availability of selected school facilities

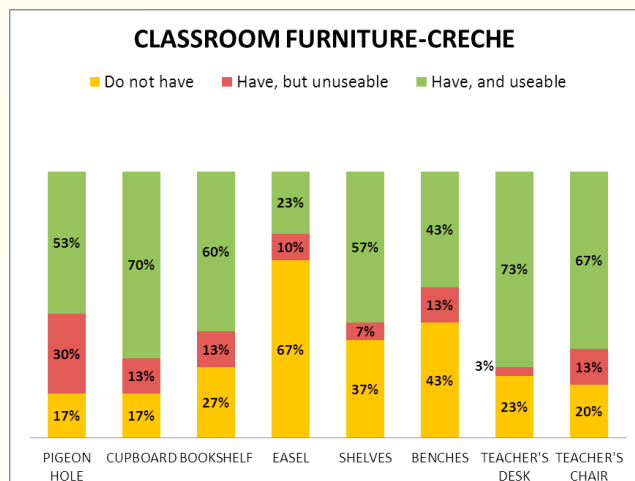


Source: EMIS Database, May 2013.

Conducive and well-ventilated classrooms, coupled with appropriate furniture, are of great importance at this stage of child development. However, evidence shows that crèches are lacking considerably in this regard (Figure 8).

administration) and French (which historically remains very much part of Seychellois culture). A wide range of subjects are also taught including Mathematics and Science, Social Studies, some aspects of the Arts, Physical Education and Personal and Social Education (SAQMEC Report, 2012).

Figure 8: Classroom furniture in crèches



Source: EMIS Database, May 2013.

At present, at crèche level, the curriculum is considered to be too close to the formal education curriculum of primary education, whereas it should focus on the acquisition of preparatory skills for primary education (pre-writing, pre-reading, etc.). In addition, it may not provide enough room for play-based activities for the pupils. As per the current pre-primary curriculum, teachers have to follow a relatively rigid timetable and do not have much leeway to improve relevance for the needs of learners by using more child-centred (as opposed to teacher-centred) pedagogical approaches, which promote discovery learning. At primary level, a number of curriculum challenges ranging from availability of materials, teacher subject and pedagogical knowledge have been reported. A new National Curriculum Framework was launched in July 2013 and it is anticipated that its effective implementation will address these issues.

5.1.11 Curriculum

The Ministry of Education's overriding objective is to deliver a curriculum that will produce flexible, adaptable students, whose education is up to international standard as part of the human resource development strategies of a small island state. The curriculum at primary school level focuses on communication skills, broad academic skills and personal/social skills. The three languages taught are Creole (the mother tongue), English (the language of business and

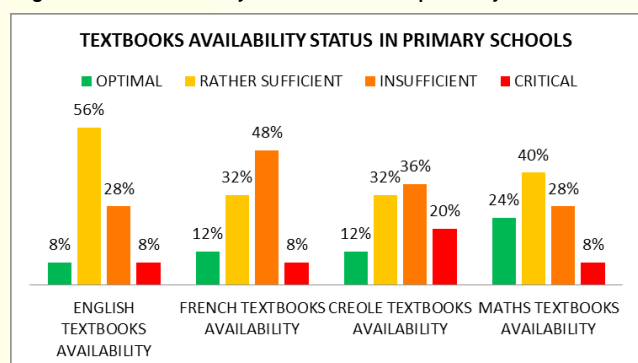
There is a need for a common understanding and definition of learning to drive all stakeholders in the same direction, in line with implementation of the new curriculum framework (UNESCO GEQAF National Report, 2013).

Textbooks

It is desirable for each pupil to have sole use of a textbook (especially for core subjects, such as Reading, Mathematics, and Science), because research evidence has shown that sole use of textbooks is essential for effective teaching and learning in the classroom. Sole use of textbooks is also preferable because it enables pupils to undertake academic activities at home, such

as homework and revising schoolwork (SAQMEC Report, 2012). The findings in **Figure 9** show that the amount of textbooks is insufficient for English, French, Creole and Mathematics.

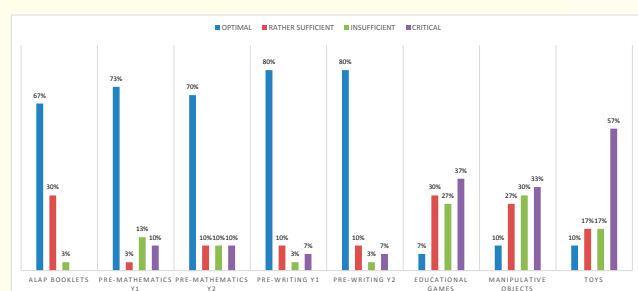
Figure 9: Availability of textbooks in primary schools¹⁵



Source: EMIS Database, May 2013.

With regards to crèches, textbooks are sufficient but as indicated in **Figure 10** the amount of toys, educational games and manipulative objects are largely insufficient, a state of affair which is seriously impeding on pupils' cognitive development.

Figure 10: Status of textbooks and pedagogical materials in crèches



Source: EMIS Database, May 2013.

ICT

In an effort to promote ICT in primary schools, the country received a donation of PC classmates from the United Arab Emirates. However, there is a need for further training and development for effective IT integration. Among the persistent challenges to be addressed are Internet access, maintenance of ICT equipment and programmes for students with learning difficulties.

Medium of instruction

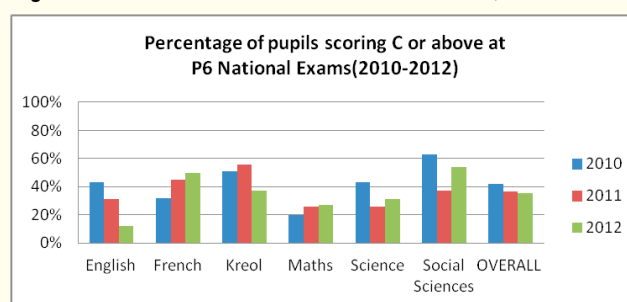
While Creole is the medium of instruction in Crèche P1 and P2, English is the language of instruction throughout the school system from P3 onwards. Emphasis is placed on English as a key language in learning and teaching. However, the prescribed

medium of instruction has to be respected by teachers and greater emphasis has to be placed on more effective curriculum implementation. This is due to the fact that 80% of inspectorate reports revealed a high degree of code-mixing during the delivery of lessons.

5.1.12 Special needs

Currently, all primary schools have one Special Educational Needs Coordinator (SENCO) working alongside teachers and assisting pupils with learning difficulties on a one-to-one basis. The fact that only 35% of pupils scored a grade C and above in P6 National Examinations in 2012 (Figure 11) might indicate that their needs, especially those experiencing learning difficulties, are not being catered for effectively throughout their primary education cycle. In addition, gifted and talented pupils are also not adequately catered for, and due consideration needs to be given equally to vulnerable groups. At present, only 44% of SENCOs have received training in special needs education.

Figure 11: P6 National Examinations Results, 2010-2012



Source: CCATS Database, 2013.

There is also a need to design alternative programmes in the form of Individualized Education Programmes based on the national curriculum, and to make available dedicated special needs equipment to improve student performance.

Principles of inclusive education are embedded in a recent MoE policy document entitled "Education for a learning society". In 2013, a Special Needs Unit was reintroduced to help equip children to participate fully in social and economic development as responsible citizens. A policy on inclusive education is currently being finalized to help achieve this aim. The proper establishment of the Special Needs Unit will play a pivotal role in the successful implementation of this policy.

¹⁵ Optimal: Each child has all the booklets; Rather sufficient: Most children have all the booklets; Insufficient: Most children do not have all the booklets; Critical: Severe lack of booklets.

5.1.13 Learner assessment

End-of-cycle tests take place at the end of P2 for Mathematics, English and Creole and at the end of P4 for Mathematics, English, Creole and Science. All results should be systematically reported. At the end of P6 children sit a national examination in the following subjects: English, French, Creole, Mathematics, Science and Social Science.

The type of interventions employed to raise academic standards merits a review given the fact that only 35% of pupils scored a grade C or better in the P6 National Examinations for 2012 (Figure 11). Furthermore, the quality of formative assessment is questionable (inspectorate Reports, 2012 and 2013), and schools currently employ only the written mode of assessment. This situation could be attributed to a lack of knowledge and skills in assessment processes among teachers. It is expected that these deficiencies will be addressed with the implementation of the new National Assessment Framework.

5.1.14 Leadership and management

The main responsibility of head teachers is to ensure effective implementation of the curriculum. However, according to Inspectorate Reports (2010, 2011 and 2012) most spend much of their time on administrative duties despite having office managers. Consequently, effective monitoring of teaching and learning is not taking place.

The downsizing of the Ministry of Education as part of the 2008 National Economic Reform agenda resulted in the phasing out of the Primary School Section of Schools Division. This section has been reintroduced with new roles and functions including the provision of strategic direction, guidance and professional leadership to all primary schools, to help them better respond to the goals of primary education. However, there remains a need for an effective mentorship programme for head teachers.

School Councils

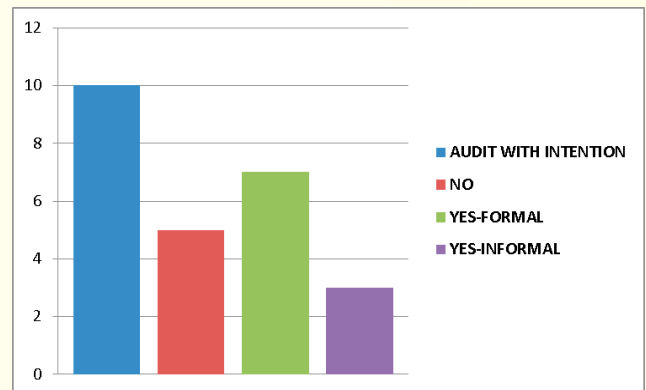
The School Council was introduced in 2010 with a view to supporting school management in the implementation of national plans, policies and procedures (Improving the governance of schools, 2010). This is a new concept for Seychelles, which still needs to be consolidated.

Health and safety

As part of their risk and disaster management plan, schools are required to develop an evacuation plan and thereafter test its effectiveness and efficiency through appropriate drills (Fire Safety in Schools, 2005; Purvis, 2011). According to the rapid school survey carried out by EMIS in April 2013, only five schools have yet to take action, seven have a formal plan, three have

an informal plan and 10 have carried out an audit (Figure 12).

Figure 12: Status of School Disaster Management Plan



Source: EMIS Database, May 2013.

5.1.15 Conclusion and recommended actions

While Seychelles has made great strides in the promotion of equity and ensuring access and coverage, improving quality of learning in state schools remains a key priority for the Ministry of Education. Furthermore, a number of challenges remain to enhancing overall quality of primary education, including school leadership and management and improvement of infrastructure and facilities. In the light of the situation analysis the following actions are recommended for the development of priority programmes.

Training and capacity building

- Equip the system with professionals and specialists to cater for the diverse needs of all children;
- Ensure crèche teachers are adequately and equipped with effective child-centred approaches;
- Transform schools into real communities of learners by encouraging teachers to look beyond their individual classrooms and work collaboratively towards the improvement of their institution;
- Assess the effectiveness of teacher assistants at early childhood level;
- Train teachers, middle leaders and head teachers in assessment processes;
- Train newly appointed head teachers and middle management in instructional leadership;
- Train teachers in ICT.

Special needs education

- Assess implementation of the de-streaming policy to ensure adherence to and promotion of equity;
- Develop alternative programmes for SEN based on the National Curriculum;
- Develop ICT programmes for students with learning difficulties.

Curriculum and assessment

- Review the crèche curriculum and timetables;
- Monitor the use of English as a medium of instruction;
- Provide sufficient textbooks for primary pupils;
- Disseminate the Key Stage Assessment results to all stakeholders;
- Set up a proper monitoring system for effective assessment.

Facilities and equipment

- Provide special needs equipment to improve attainment;
- Re-evaluate the adequacy of existing infrastructure for students with disabilities;
- Provide more recreational equipment, educational games and interactive objects at crèche level;
- Equip and refurbish crèches with proper facilities such as proper restrooms, dining rooms, toilets and suitable playing fields for outdoor activities;
- Provide more computers to meet the demands of the teacher population and improve internet access;
- Maintain ICT equipment.

Policy framework and guidelines

- Take measures to reduce teacher attrition and boost the aging workforce;
- Put in place effective induction and mentorship programmes to support uncertified teachers;
- Put in place mechanisms for early identification of students with special learning difficulties;
- Review policies to address the number of cases of absenteeism;
- Develop mentorship programmes for head teachers;
- Strengthen the implementation of zoning policy;
- Implement evacuation plans.

5.2 Secondary education sub-sector

5.2.1 Access and coverage

Secondary education lasts from 11+ to around 16+ years of age (MoE Policy Statement, 2000). Under the Seychelles education system, secondary education “means the full time education suited to the requirements of students of secondary school age who have completed primary education” (Education Act, 2004, p. 368). This is clearly stipulated in Article 51.1 of the Act, which states that “no child shall be admitted to a State secondary school unless the child has completed primary school”.

School is compulsory for children between the ages of 6 and 16 years. Secondary education is compulsory up to secondary 4 (S4) and is followed in ten secondary schools, each hosting students from three or four districts’ within a region (MoE Policy Statement, 2000). However, there is also provision for Secondary 5 (S5), which the majority of students attend (**Table 5**) to complete the secondary education cycle. Access to education is free of charge in all state secondary schools.

All secondary schools receive students from primary feeder schools within their region as per the zoning policy. Provision for exemption to zoning depends on the procedures in place. In 2013, 69 requests for exemption from S1 to S5 were approved (Schools Division, 2013).

Student enrolment

The secondary enrolment rate for 2013 was 6,318 students, slightly above that of 2012 at 6,310 (**Figure 5**). The enrolment trend remained stable with an increase of two girls and six boys.

Table 5: Student enrolment rates for secondary schools by level and gender, 2012-2013

Table 5(a)

| YEAR LEVEL | 2012 | | | 2013 | | |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | F | M | Total | F | M | Total |
| S1 | 648 | 615 | 1263 | 653 | 621 | 1274 |
| S2 | 582 | 677 | 1259 | 664 | 634 | 1298 |
| S3 | 601 | 621 | 1222 | 591 | 692 | 1283 |
| S1-S3 | 1831 | 1913 | 3744 | 1908 | 1947 | 3855 |
| S4 | 621 | 593 | 1214 | 558 | 532 | 1090 |
| S4TVET | 22 | 90 | 112 | 32 | 100 | 132 |
| S5 | 634 | 539 | 1173 | 597 | 545 | 1142 |
| S5TVET | 7 | 60 | 67 | 22 | 77 | 99 |
| S4-S5 | 1284 | 1282 | 2566 | 1209 | 1254 | 2463 |
| Total | 3115 | 3195 | 6310 | 3117 | 3201 | 6318 |

Table 5(b)

| YEAR LEVEL | 2012 | | | 2013 | | |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | F | M | Total | F | M | Total |
| S1 | 20.8% | 19.2% | 20.0% | 20.9% | 19.4% | 20.2% |
| S2 | 18.7% | 21.2% | 20.0% | 21.3% | 19.8% | 20.5% |
| S3 | 19.3% | 19.4% | 19.4% | 19.0% | 21.6% | 20.3% |
| S1-S3 | 58.8% | 59.9% | 59.3% | 61.2% | 60.8% | 61.0% |
| S4 | 19.9% | 18.6% | 19.2% | 17.9% | 16.6% | 17.3% |
| S4TVET | 0.7% | 2.8% | 1.8% | 1.0% | 3.1% | 2.1% |
| S5 | 20.4% | 16.9% | 18.6% | 19.2% | 17.0% | 18.1% |
| S5TVET | 0.2% | 1.9% | 1.1% | 0.7% | 2.4% | 1.6% |
| S4-S5 | 41.2% | 40.1% | 40.7% | 38.8% | 39.2% | 39.0% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Source: EMIS Database, May 2013.

Secondary 1 enrolment by gender and by age 2013

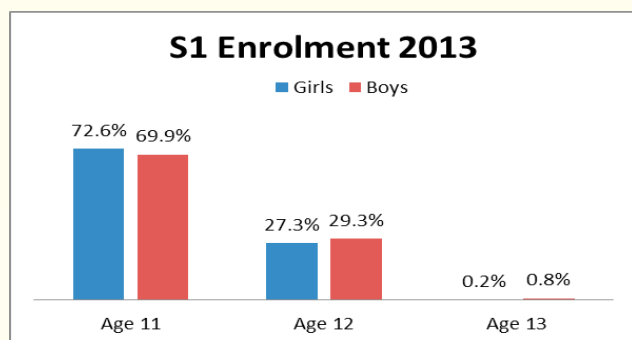
Enrolment of students in secondary 1 for 2013 comprised 653 girls and 621 boys, with an equitable distribution across gender. The majority of the S1 population for 2013 were 11 years of age (Table 6 and Figure 13).

Table 6: Enrolment in secondary 1 by gender and age, 2013

| AGE | Female | | Male | |
|--------------|------------|---------------|------------|---------------|
| | Amount | % | Amount | % |
| 11 | 474 | 72.6% | 434 | 69.9% |
| 12 | 178 | 27.3% | 182 | 29.3% |
| 13 | 1 | 0.2% | 5 | 0.8% |
| Total | 653 | 100.0% | 621 | 100.0% |

Source: EMIS Database, May 2013.

Figure 13: Enrolment in secondary 1 by gender and age, 2013



Student absenteeism

Under the Education Act (2004) “every child shall attend school from the beginning of the school calendar in the school year [January] until the child has completed the compulsory school age” (Article 49.1). Secondary education is therefore mandatory until the end of secondary 4, which marks the end of 10 years compulsory education. However, it is felt that student absenteeism in secondary state schools remains a cause for concern.

Available data from three schools, from 2010 to the present, list 16 cases of students who prematurely discontinued their studies for a variety of reasons, including pregnancy (Schools Division, 2013). However, the Ministry’s Teenage Pregnancy Policy (2005, revised draft 2011) makes provision for pregnant students to continue their education at secondary level and beyond.

The Education Act (2004) includes provision for a School Attendance Officer (Article 59) with a mandate to ensure that children of compulsory school age attend school. The Act also stipulates that “It is the duty of the parent of every child of compulsory school age to cause the child to attend school regularly” (Article 57).

The Education Reforms of 2009/2010 introduced the “Dedicated Fund” to help parents provide school

necessities for their children with the aim of decreasing absenteeism due to lack of bus fare, snacks, lunch, stationery or uniforms and accessories. The situation has apparently improved with more students attending school regularly. The programme needs to be maintained, but proper vetting is required to improve efficiency and prevent abuses by parents. However, the impact of the programme on student performance is yet to be assessed (Public Expenditure Review Final Report, 2014).

Transition to secondary

To ensure a smooth transition from primary to secondary education, and adaptation into secondary schooling, all secondary schools have transition plans, which are implemented within primary 6 up to secondary 1. Such programmes have never been evaluated (S1-S3 Deputy Heads: Transition Workshop Report, 2012); hence, it is difficult to gauge their impact.

Student grouping for learning

All students at lower secondary level follow the National Curriculum Programme. Until January 2013, grouping in state schools was streamed, organized by mixed ability or banded. This model has now been replaced with “Cross-Level Subject Setting” (Minister of Education pronouncement, 2013), which groups students of similar academic abilities together in lower secondary (S1 to S3) for main subjects such as Mathematics, languages, sciences and social sciences. The S4 and S5 levels follow the Cambridge International General Certificate of Secondary Education (IGCSE) programme, DELF Scolaire, and the Technical Vocational Education and Training (TVET) programme. The latter was introduced in 2011 under the Education Reform Plan 2009-2010 Priority Area relating to the restructuring of secondary education.

5.2.2 Internal efficiency

Repetition

Under the Seychelles education system, students in state secondary schools progress from one level to the next based on the principle of automatic promotion. Repetition exists but only in exceptionally rare cases, and this involves assessment of the student and the agreement of parents. Therefore, the number of repeaters at secondary level in state schools is minimal. In private schools, however, provision exists for students to repeat a year as a means of improving performance to the required standard. This may be one policy area to review in primary education, to ensure that students entering secondary have the necessary basic numeracy and literacy skills.

Exiting and progression

At secondary level, students can exit at the end of compulsory school age (upon completing S4) or at the end of S5. Table 6 and Table 7 present the number of

students who exited at the end of S4 for 2012-2013, including those exiting from TVET Phase One and those progressing from S4 to S5 and S4 TVET to S5 TVET.

Table 7: Exit rates from secondary schools for S4 and S4 TVET Phase One students, 2012-2013

| LEVEL | Female | | Male | |
|------------------|--------|-----|--------|--------|
| | % | % | Amount | Amount |
| S4 to S5 | 4% | 8% | 24 | 48 |
| S4TVET to S5TVET | 0% | 14% | 0 | 13 |

Source: EMIS Database, May 2013.

Table 8: Progression rates from S4 to S5, and S4 TVET Phase One to S5 TVET Phase One, 2012-2013

| LEVEL | Female | | Male | TOTAL |
|------------------|--------|------|------|-------|
| | % | % | % | % |
| S4 to S5 | 92% | 96% | 94% | 94% |
| S4TVET to S5TVET | 85% | 100% | 88% | 88% |

Source: EMIS Database, May 2013.

Certification of students

Upon exiting secondary education all students receive a School Leavers Attendance Certificate (SLAC). Those exiting at the end of compulsory school age (S4) receive a letter of reference upon request. No provision is made for secondary certification for those students who exit at S4. The law specifies that secondary education is compulsory up to S4; but, in fact, there is strong encouragement/counselling to continue into S5. Students who exit at S4 have the opportunity to apply for courses at post-secondary institutions or under Apprenticeship Schemes offered by the Ministry of Employment and Human Resource Development. All students who sit international examinations offered by the Cambridge Syndicate receive a certificate indicating the grade awarded for the subjects examined. A national examination for S5 students not taking IGCSE and DELF Scolaire was introduced in 2013.

Student performance

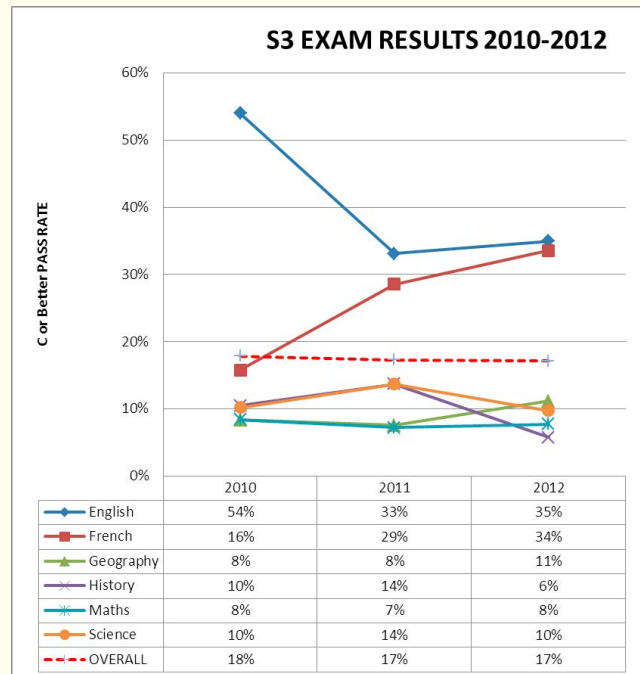
Several examinations are administered at secondary level. These include end-of-cycle 4 (S3) tests in all examinable subjects, and IGCSE and DELF Scolaire at the end of S5. In 2013, students at S5 took the National Examination and S4 students had the opportunity to sit for their IGCSE in English as a Second Language and the DELF Scolaire (Minister of Education pronouncement, 2012).

S3 coordinated examinations

Student performance in these examinations has shown that for most subjects only a small percentage of students pass with a grade C or above (Figure 14). For the past three years, the percentage of principal passes for English and French has remained better than in other subjects. In addition, there is still no

provision for assessment in other subject areas, such as Technology and Enterprise, Personal and Social Education, Physical Education and Religious Education.

Figure 14: S3 coordinated examination results by subject, 2010-2012



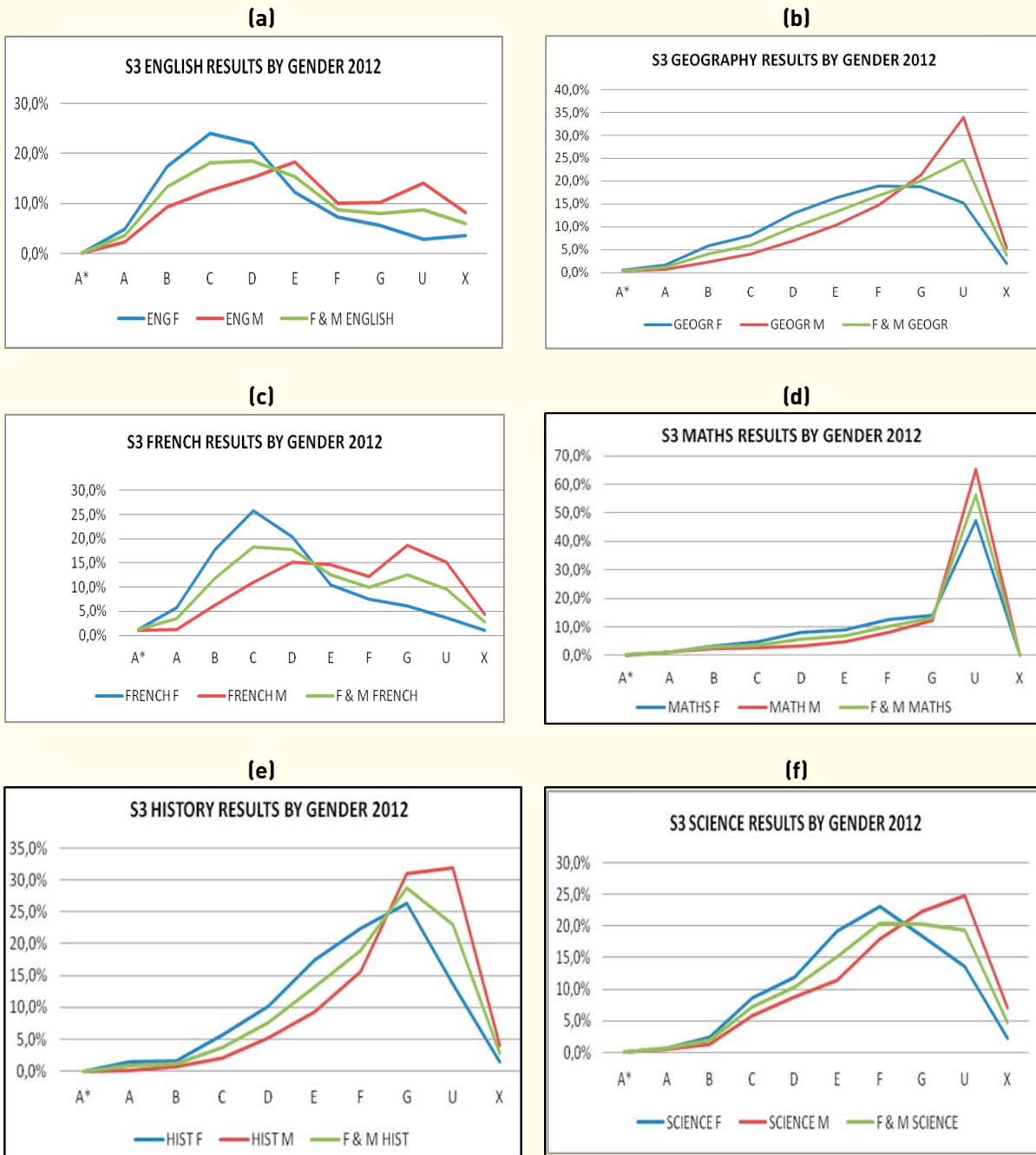
Source: EMIS Database, May 2013.

The percentage of principal passes for S3 coordinated examinations increased in 2012 for French and Geography, but remained way below expected standards for all other subjects. Science and History both decreased in 2012. Mathematics has remained the weakest for the last three years in terms of the percentages of passes from A* to C grades (Figure 14). S3 coordinated examination performance by subject and gender

Figure 15 provides a detailed picture of the performance of boys and girls in the S3 coordinated examinations administered in all state secondary schools towards the end of the second term for 2012. The performance of both girls and boys for 2012 shifted to the far-right end of most graphs indicating a significant number of students scoring G and U grades in subjects like History, Geography, Mathematics and Science. Performance in English and French is more satisfactory with the majority of students scoring B, C and D grades.

The graphs clearly show that girls are outperforming boys in all subjects examined, with more significant differences found in French and English languages, where girls' grades fall into the B to E range, while boys range from E to U.

Figure 15: S3 coordinated examination performance by subject and gender, 2012

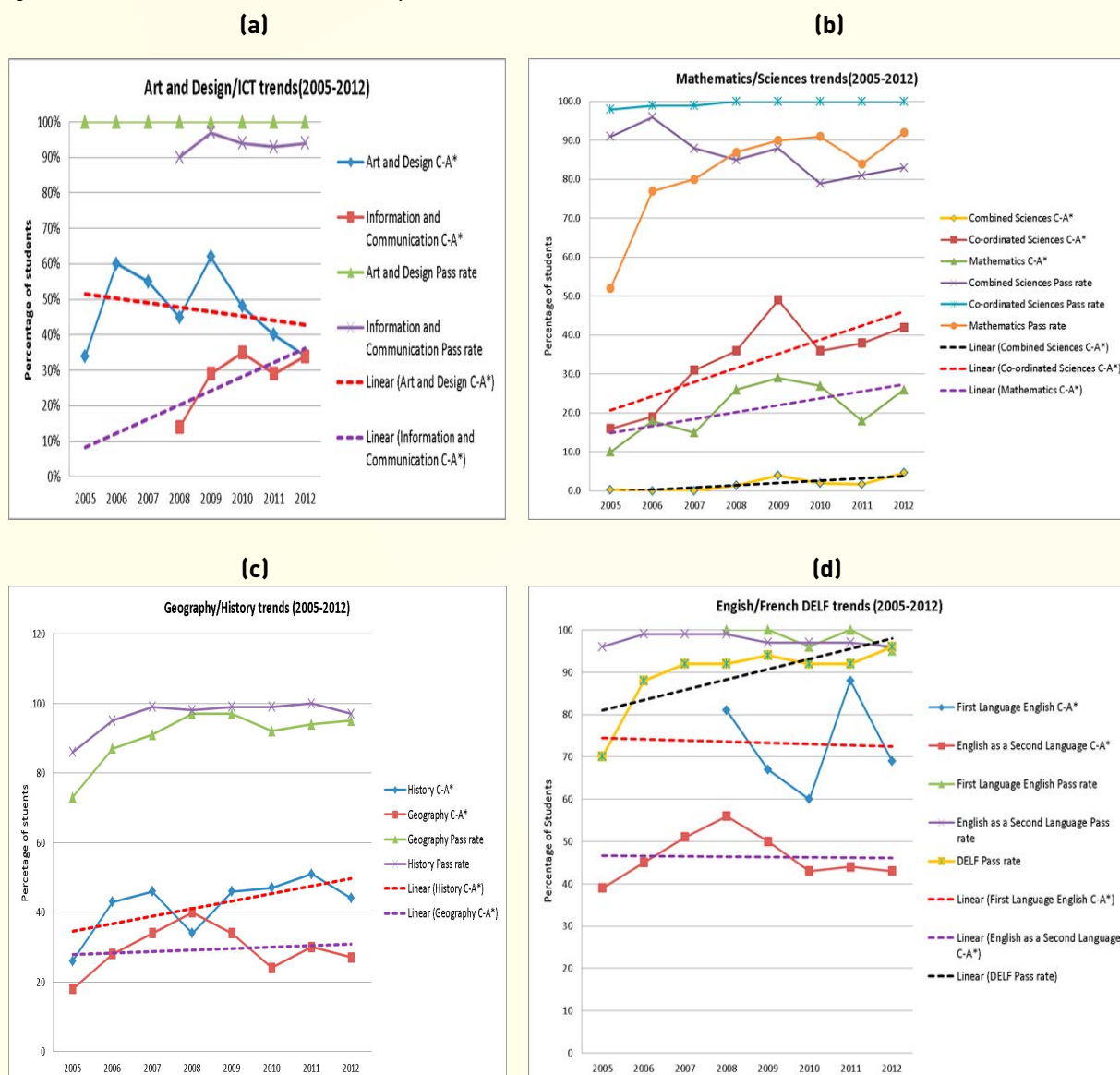


S5 International examinations (IGCSE and DELF Scolaire)

The pass rates for IGCSE examinations (Figure 16) were quite good from 2005 to 2012 (81% to 94%), but the rate of principal passes (A to C grades in all

subjects) is below 50%. These results are significant because of the selection of a number of students who are registered for each of the subjects. The lowest rate of A to C grades is found in Combined Science, which has remained below 5% since 2005.

Figure 16: S5 international examination performance, 2005-2012



Source: CCATS.

Art and Design saw a substantial decline in the principal pass rate, while ICT, History, Mathematics and Coordinated Sciences principal pass rates enjoyed an upward trend. The French DELF only has data for overall pass rates, which show an upward trend, as does Mathematics (Figure 16).

5.2.3 Quality of education

Learners

Learners are conceptualized as “the ultimate producers” of learning outcomes, since competencies have to be acquired by them (GEQAF UNESCO, 2011). In the Seychelles context, there are indications that the needs of diverse learners are not being adequately met (Nolan, 2008). The Reform Initiatives of 2009/10 make provision for the re-structuring of the curriculum and assessment for secondary schools to better meet the diverse needs of all learners. The curriculum and

assessment frameworks, both newly reviewed, include provisions for engaging the diverse needs of learners.

Special needs

Feedback from secondary schools highlights the issue of some secondary 1 students who apparently have not mastered basic skills in numeracy and literacy. The central issue is the lack of provision for Special Education Needs in secondary schools. The classroom conditions of these groups (low-ability groups) are also less conducive to learning and some teachers are reluctant to take these classes due to lack of motivation and behavioural issues that challenge their teaching. In the majority of secondary schools, low-performing students are also those with behavioural problems, and have the tendency to be noisy, over-reactive and defensive.

There is a growing belief that the curriculum is not adapted to low performers and that there is an urgent

need to provide structures to support diversification, in particular the introduction of SENCOs in secondary schools (Inclusive Education Policy Draft, 2013). Conversely, high-performing students are not challenged enough. In both cases, there is no available training for teachers to teach children with special needs (gifted children and children with difficulties). There is also no established mechanism to allow gifted students to accelerate learning opportunities across levels.

Low performers are spread across all schools, with at least one class of low performers at each level. The Phase One of the Technical Vocational Education and Training (TVET), introduced in 2011 for S4, provides an alternative learning pathway for some such students who lie at the lower end of the performance scale. However, there is still reluctance on the part of some teachers to take those classes. Training is essential to manage and teach such students, and management teams must be better equipped to monitor the provision of SEN in secondary schools.

Technical and Vocational Education and Training (TVET)

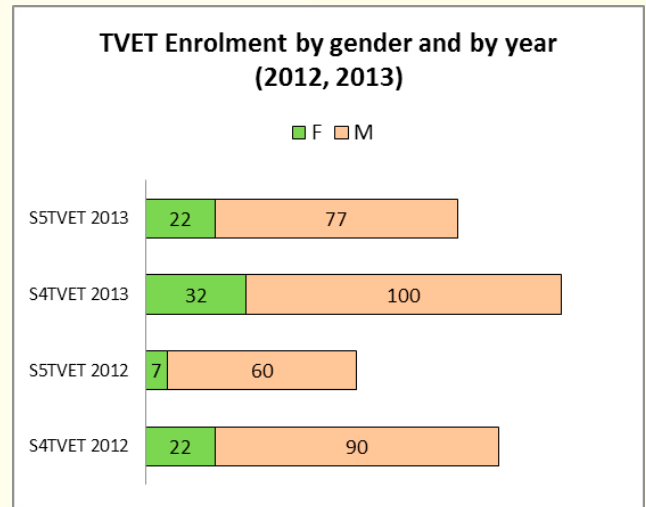
Phase One of the TVET programme is designed for students who have completed lower secondary and for various reasons are unable to follow the IGCSE and DELF programmes (TVET Curriculum Framework, 2010). The criteria for enrolment suit Profile A (low performers). The programme aims to address the criticism that the secondary school curriculum is too “academic and not comprehensive, thus failing to provide sufficient choice in the vocational, technological areas” that the majority of students will be engaged in after leaving school (Nolan, 2008: 87). Under the TVET programme S4 students spend three days in school and two days in a work place. Those in S5 spend two days in school and three days in a work place. The initial student intake at S4 level in the TVET programme was 139 (TVET Statistics, 2011). Out of the 91 students who successfully completed the TVET programme, 88 were admitted to post-secondary institutions. This figure represents 97% of programme graduates, but only 63 percent of the initial intake.

The TVET curriculum should eventually be offered to all students, not just to Profile A (low performers). However, the question of whether TVET remains a training offer targeting low performers is a policy issue. According to the Education Reform 2009/10, TVET will also eventually be offered to better-performing students.

Schools should be given a say in which students attend the programme, even if the criteria of low grades (0-10) remains.

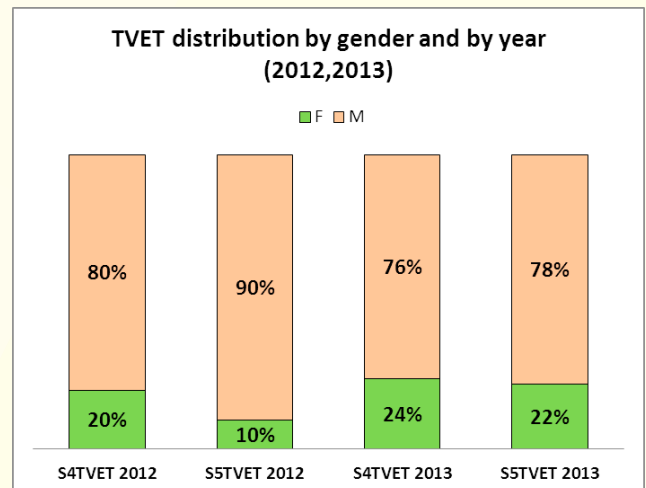
Enrolment in the TVET Phase One Programme increased from 2012 to 2013 and the gap between enrolment rates for genders reduced (**Figure 17**).

Figure 17: Enrolment in the TVET Phase One programme (a): TVET Phase One enrolment, 2012-2013



Source: EMIS Database, May 2013.

(b): TVET distribution by gender and year, 2012-2013



Source: EMIS Database, May 2013.

Table 9 shows that the percentage of the student population in S4 and S5 enrolled in the TVET Phase

One programme increased slightly during 2012-2013.

Table 9: Proportion of students in S4 and S5 following the TVET Phase One Programme, 2012-2013

| | 2012 | | | 2013 | | |
|-----------------|-------|--------|-------|-------|--------|--------|
| | F | M | Total | F | M | Total |
| Total S4 | 643 | 683 | 1326 | 590 | 632 | 1222 |
| % S4TVET | 3.40% | 13.20% | 8.40% | 5.40% | 15.80% | 10.80% |
| Total S5 | 641 | 599 | 1240 | 619 | 622 | 1241 |
| % S5TVET | 1.10% | 10.00% | 5.40% | 3.60% | 12.40% | 8.00% |

Source: EMIS Database, May 2013.

One of the main challenges facing this programme is the inability of schools to provide adequate facilities, such as classrooms for the delivery of their basic academic programme. Although much equipment has been made available, the challenge of insecure facilities remains.

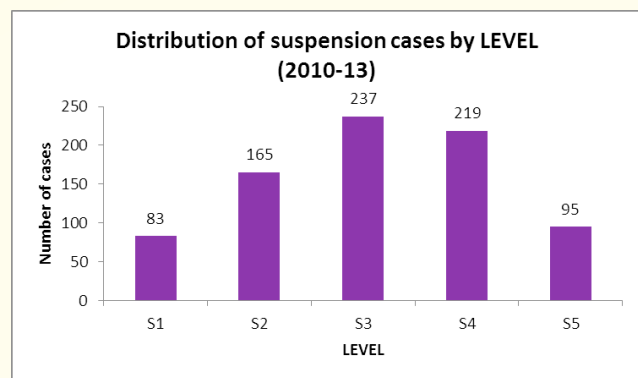
Pastoral care and student behaviour

With regard to the provision of an enabling psychosocial learning environment, learner protection is ensured through the implementation of the Pastoral Care System and its components, such as a Code of Conduct for students and zero tolerance policies on alcohol, drugs and bullying. The Pastoral Care System was introduced in 2010 as part of the Education Reform. The main component of the system is the Whole School Behaviour Management Policy, alongside the Code of Conduct.

At present, implementation of the policy in schools is still slow (Minister for Education, 2013), as in many cases the required structures are not present. There is also a tendency to apply consequences rather than preventive measures and education programmes, although there is evidence of the adoption of "living values". Teacher Retention Meetings Reports indicate a lack of appropriate consequences (mostly suspensions), in particular for students with conduct disorders. In some cases, procedures are applied inconsistently and implementation of the system is ineffective. Some teachers are de-motivated by such unruly and disruptive behaviour. "Aspiration 2013" also calls for compliance with rules and the Code of Conduct by all students.

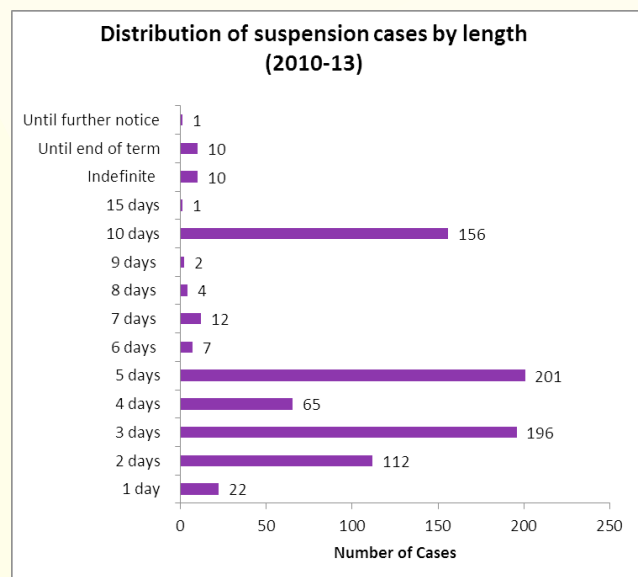
Suspension occurs at all five levels of secondary education with most occurrences at S3 and S4 levels (**Figure 18**). Suspension lasts from one to 15 days and in a few cases was indefinite (**Figure 19**).

Figure 18: Suspension cases by level



Source: Schools Division, April 2013.

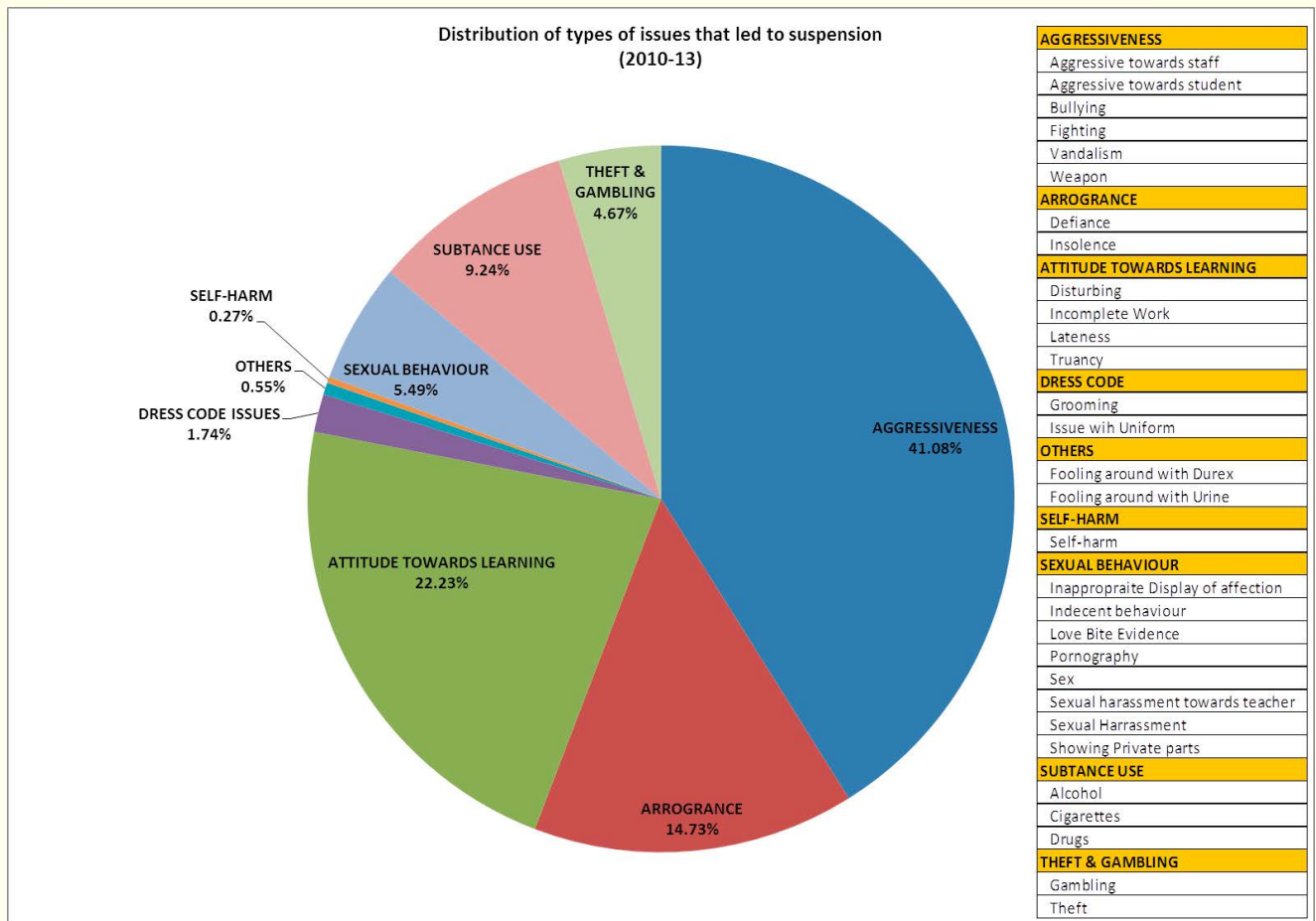
Figure 19: Length of suspension cases by level, 2010-2013



Source: Schools Division, April 2013.

Most suspension cases were the consequence of aggressive behaviour, including fighting, vandalism and possession of weapons (**Figure 20**). Student attitudes towards their learning also account for a large share of reasons for suspension in the case of repeat offences.

Figure 20: Types of issues that led to suspension, 2010-2013



Source: Schools Division, April 2013; EMIS, May 2013.

There is provision for counselling by the Student Welfare Section whose mandate entails providing psychological support to all secondary students through counsellors, conducting psycho-educational assessment of students, and liaising with other agencies regarding interventions and follow-up actions following school referrals. All secondary schools have a school counsellor.

5.2.4 Learning environment

It is important for students to feel safe and nurtured as individuals and as part of society, hence the need for an environment that is both physically and psycho-socially conducive to learning (UNESCO, 2012).

Infrastructure

The MoE has shown a high level of commitment to ensuring favourable conditions for learning, although its minimum standards policy does not match present circumstances. A number of projects were carried out in 2012 with renovation work in two secondary schools and major maintenance in three more. Renovation, expansion and upgrading in six schools were further planned for 2013 (MoE Plans and Targets, 2011-2015). School buildings close to the sea suffer noticeably

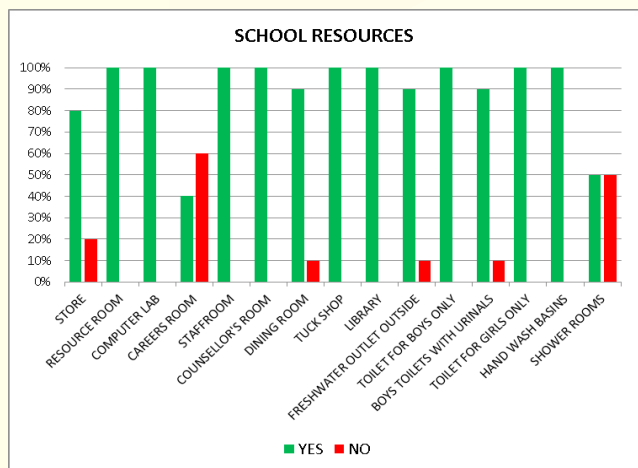
greater damage than those further inland with metal roof structures and balustrades badly rusted (Purvis, 2011).

Vandalism by both students and intruders also causes a fair amount of damages to infrastructure. In many cases the urgency of the situation in various schools is not adequately communicated, presumably because of lengthy bureaucratic procedures, including the tendering process, and funding. Furthermore, the quality of repair work is not always up to standard (Purvis, 2011).

It is to be noted that secondary schools are equipped with basic facilities in terms of appropriate rooms, but their state sometimes gives cause for concern as many were built over 20 years ago.

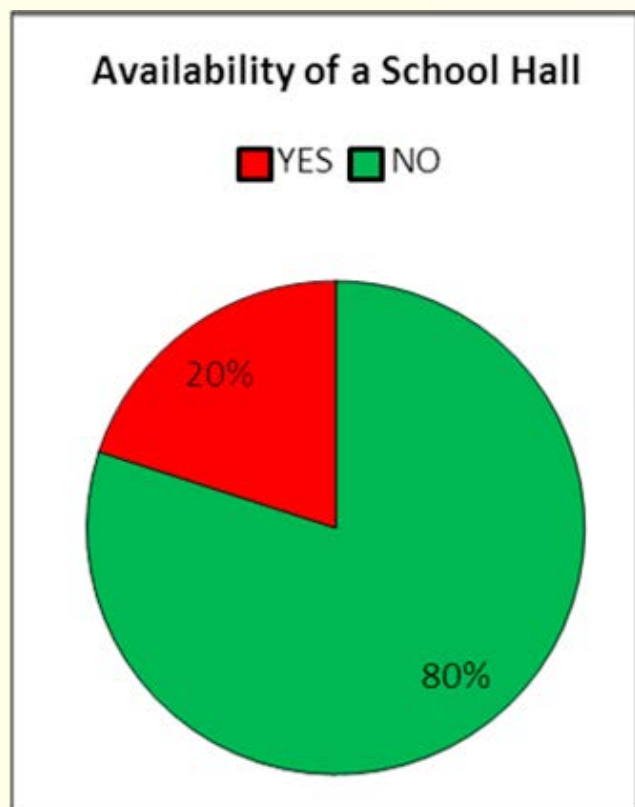
Figure 21 shows the distribution of facilities in secondary schools. Not all secondary schools have a designated careers room and shower facilities. Most schools (80%) do not have an appropriate school hall (Figure 22) for physical education and/or other related school activities such as assemblies and extra-curricular activities during rainy weather.

Figure 21: Resource facilities



Source: EMIS Database, May 2013.

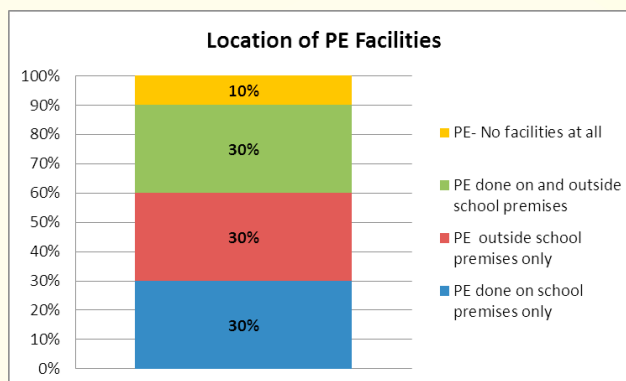
Figure 22: School hall



Source: EMIS Database, May 2013.

Recreational facilities in a few schools are non-existent; hence physical education cannot be undertaken on the premises. **Figure 23** shows that 30% of schools conduct physical education outside the school premises.

Figure 23: Location of physical education facilities in secondary schools



Source: EMIS Database, May 2013.

Furniture

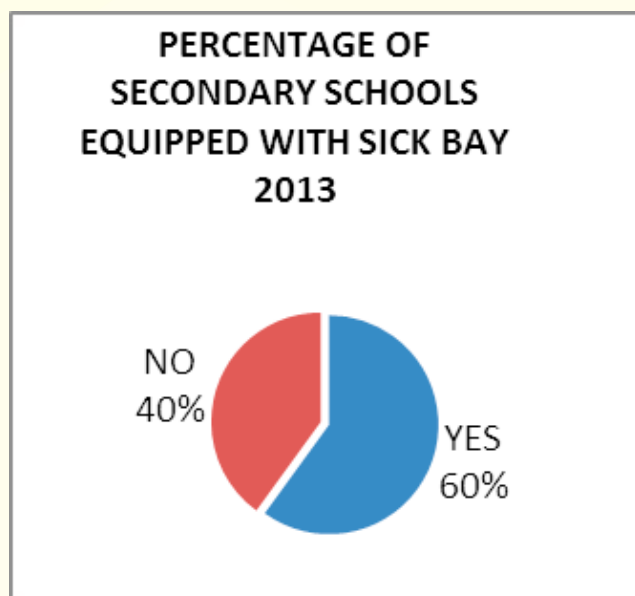
In terms of basic furniture, all students benefited from the 2012/13 programme, which provided each student with a chair. However, some student's desks still need to be replaced due to their age, wear and tear, and mismanagement. Other pieces of furniture are still lacking, such as teacher's desks and chairs, cupboards, lockers and shelves.

5.2.5 Health and safety

In relation to health issues, the Ministry of Education recently appointed a Coordinator for Health Promotion. School nurses are attached to state schools and students are offered dental programmes. The National School Nutrition Policy (2008) encourages school tuck-shops to sell healthy foods during break and lunch times; however, a recent inspectorate report showed that the majority of tuck-shop owners fail to respect this policy. Provision of school meals has been outsourced with students paying a small fee of 2 rupees per meal. The central kitchen delivers meals during the lunch hour at 12.30 pm for secondary students and at 11.35 am for primary schools. Although the service is apparently satisfactory, only a very limited number of students at secondary level avail themselves of this service.

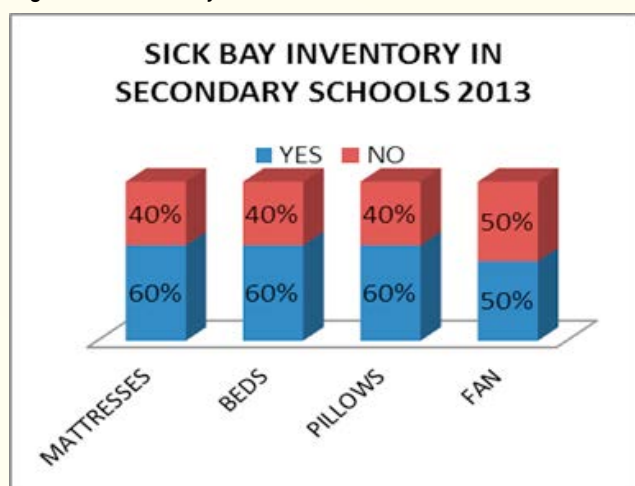
Concerning health facilities, 60% of secondary schools have a sick/health bay (**Figure 24** and **Figure 25**). Many of these were converted from standard rooms and 50% lack adequate ventilation.

Figure 24: Sick bay availability



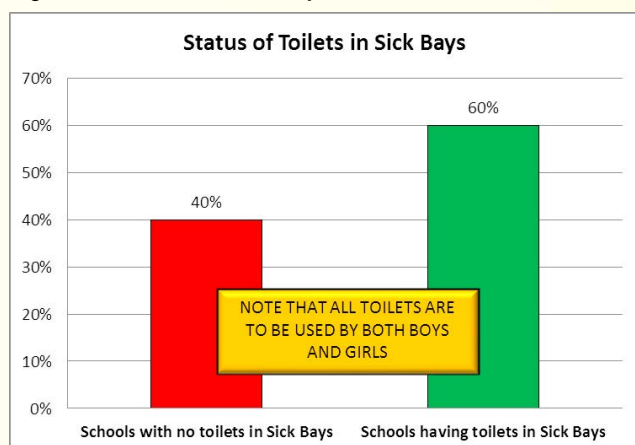
Source: EMIS Database, May 2013.

Figure 25: Sick bay facilities



Source: EMIS Database, May 2013.

Figure 26: Toilets in sick bays



Source: EMIS Database, May 2013.

In six schools, sanitation facilities in sick bays are combined for both girls and boys (**Figure 26**). These facilities and the lack of ventilation have been a constant point of contention among a few secondary schools (Health Inspection Reports, 2012/2013).

5.2.6 Security

The Ministry of Education has outsourced school security to private security firms. However, the firms in question have yet to prove their effectiveness with regard to trespassing, vandalism and theft on school premises outside school hours. Some firms install security equipment while others operate routine surveillance. Security personnel are physically present at all times at school. There is a need to establish the cost-effectiveness of these firms in terms of the type of services provided.

5.2.7 Teachers

Teacher shortages persist at secondary level with corresponding concerns that some teachers have to teach additional classes. Although several issues regarding teacher retention have been raised (Teacher Retention Report, 2004), a number of recommendations have yet to be adequately addressed. Retention of teachers is a persistent concern. Other pertinent issues relate to recruitment and retention difficulties, mainly in specialized subjects such as Mathematics and Sciences where attrition is high, apparently due to workload, conditions of work and stress (Exit interviews, Schools Division, 2010-2013). **Table 10** presents the number of teachers that have resigned and vacancies that exist as of July 2013. With an average of about three vacancies (for 10 secondary schools) the situation is worsening by an average of three resignations per school.

Table 10: Resignations and vacancies at secondary level (by subject), 2013

| Subject | Resignations | Vacancies |
|--|--------------|-----------|
| ICT | 2 | 1 |
| English | 5 | 4 |
| French | 2 | 1 |
| Social Sciences: (Geography and History) | 8 | 3 |
| Mathematics | 2 | 7 |

| | | |
|---|----|----|
| Technology and Enterprise (TE) | 2 | 2 |
| Science: Biology, Chemistry and Physics | 1 | 5 |
| Religion, PSE and Careers | 1 | 5 |
| Physical Education (PE) | 0 | 1 |
| Management | 2 | 0 |
| Total | 25 | 29 |

Source: Schools Division, 2013.

Mathematics vacancies remain the hardest to fill, while Religion, Personal and Social Education (PSE), and Careers vacancies are also presenting difficulties. Recruitment is carried out through local advertisements and at regional level (overseas). The integration of the National Institute of Education (NIE) into the School of Education of UniSey did not bring more trained teachers into the system, and the first cohort of new graduate teachers will be available for placement in 2016.

The 2012 Cabinet decision to transform the School of Education of UniSey into the Seychelles Institute of Teacher Education (SITE), under the auspices of the Ministry of Education, provided new perspectives for teacher education. More appropriate strategies are being designed to respond to the needs of the country and to overcome existing challenges. In January 2013, measures were taken to re-introduce the Diploma in Education. A group of Advanced Subsidiary students was recruited to join the programme with the aim of injecting teachers into the system with the shortest delay without compromising the quality of the training programme. In view of their academic standing, the first cohort of Diploma Primary students is expected to join the teaching force in 2015.

Enticing new candidates to the teaching profession remains a challenge. As new and more complex roles are ascribed to teachers (UNESCO GEQAF National Report, 2011), preparation and continuous professional development strategies must readapt to remain relevant.

Attractiveness of the teaching profession

The Teachers’ Scheme of Service was last revised in 2010 with the aim of attracting more teachers to the system. However, teacher attrition remains at a worrying level, due to factors such as working conditions, ethos, discipline, and attitudes of both students and teachers. Other factors include job

opportunities with better conditions and more attractive salary packages on the labour market.

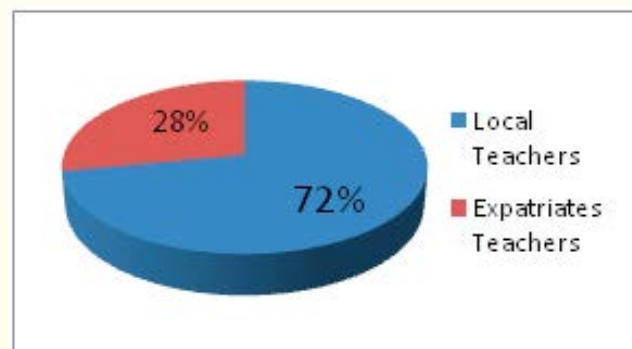
Teaching load

The statutory workload is 30 periods of 40 minutes per week for secondary teachers. This workload was contested in the Teacher Retention Report (2004) and the Teacher Forum Report (2010). In reality, each class at secondary level is 40 periods per week. There are few flexible hours available to teachers, as they must remain in school during non-teaching and contact hours, which last from 8 am to 3 pm with the exception of lunch breaks.

Expatriate teachers

The recruitment of expatriate teachers (Figure 27) has allowed the MoE to fill the majority of vacancies in secondary schools, even if behavioural issues with students pose a challenge to classroom management (Teachers’ Meeting Report, 2013). Induction programmes to prepare them to teach in the Seychellois context need to be reinforced. The sustainability of continued dependence on expatriate teachers remains a concern and needs to be seriously assessed and compared with the benefits of recruiting more Seychellois nationals from a long-term perspective.

Figure 27: Percentage of expatriate teachers at secondary level



Source: Schools Division, 2013.

5.2.8 Curriculum

The curriculum plays an important role in forging lifelong learning competencies as well as social attitude and skills (UNESCO GEQAF, 2011). In the context of Seychelles, the Ministry of Education’s overriding objective is to deliver a curriculum that will enable learners to develop their thinking skills, positive attitudes and values, and acquire relevant knowledge required in daily life and careers. The curriculum in secondary school offers a wide range of subjects, including languages (English and French), Mathematics, Sciences, History, Geography, Personal and Social Education (including Careers Education and Religious Education), Citizenship Education, Physical Education, Information Technology, the Arts, and Technology and Enterprise.

The main concern is that the curriculum does not cater for the diverse needs of learners. A significant number of students exit secondary education with only limited skills and attitudes necessary for further training and studies and/or the world of work.

It is anticipated, however, that implementation of the National Curriculum Framework 2013 will lead to an improvement in provision in secondary schools, which will cater better to student needs.

5.2.9 Teaching

The kind of teaching required to shape learners into citizens of the 21st century depends on the learning environment, the teacher and the teaching culture (UNESCO GEQAF, 2011).

In the Seychelles context, effectiveness of teaching and learning remains a cause for concern. Observations by Officers of the Centre for Curriculum, Assessment and Teacher Support (CCATS) and the Inspectorate reveal that teaching of many subjects tends towards a teacher-centred, traditional approach with excessive note giving by the teacher.

Observations made by the Inspectorate also indicate a problem with command of English among teachers of Technology and Enterprise (TE), as there is a high tendency in this area to use Creole as the language of instruction. This tendency also exists to a lesser extent among academic subjects. TE teachers are diploma holders and there is apparently little incentive for them to use English as the subject is not examined (and some are not sufficiently proficient in the language). There is also a belief opinion that TE is not sufficiently championed at the MoE level, indicating a need to appoint a CCATS curriculum specialist in the field of TE.

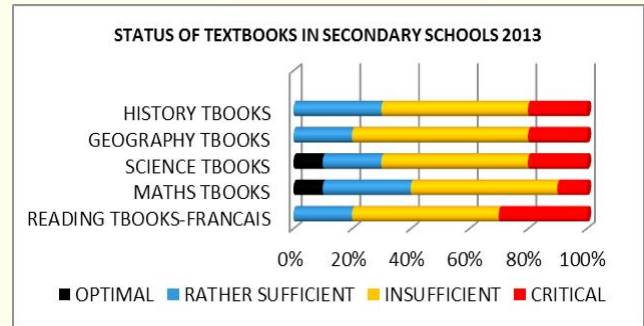
Another issue that requires attention is monitoring and teacher support. Although monitoring and support structures exist at the school and MoE level, there is a need to strengthen capacity building in curriculum leadership.

5.2.10 Teacher and learning resources

Each secondary school has a budget line with the budget managed by the head teacher. Secondary school heads are also responsible for managing a school fund. The school obtains extra funding from the rental of tuck-shops, fundraising activities and donations.

Figure 28 highlights the status of textbook provision in secondary schools, which remains quite problematic in terms of sufficiency.

Figure 28: Status of textbooks in secondary schools, 2013

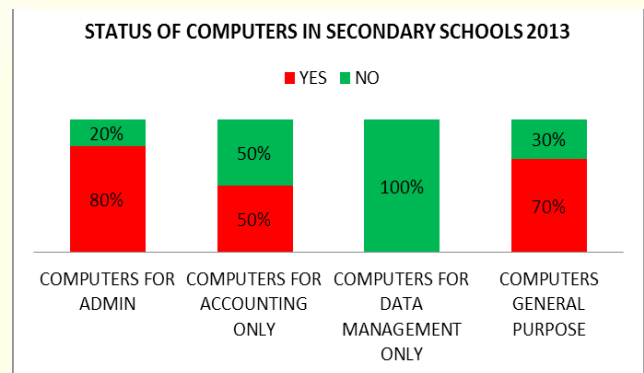


Note: Optimal: Each child has all the booklets; **Rather sufficient:** Most children have all the booklets; **Insufficient:** Most children do not have all the booklets; **Critical:** Severe lack of booklets.

Source: EMIS Database, May 2013.

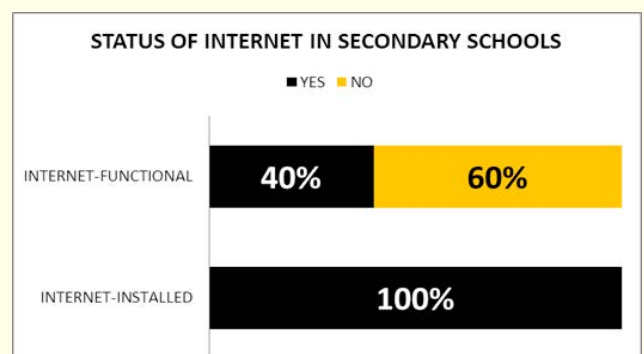
In terms of ICT facilities at secondary school level, computers are available for teaching and learning, school libraries and administration purposes, however their quantity and quality gives cause for concern (Figure 29). Problems with Internet access (Figure 30) and maintenance of ICT equipment also persist in schools. In secondary 5, students are offered ICT as an IGCSE subject, but access to facilities for teaching and preparation in terms of learning experiences, new information, knowledge and practice for examinations is tedious and limited due to unreliable Internet availability.

Figure 29: Status of computers, 2013



Source: EMIS Database, May 2013.

Figure 30: Internet connectivity, 2013



Source: EMIS Database, May 2013.

5.2.11 Governance and management

Strategic leadership

Every secondary school has a three-year school development plan consisting of five main key areas: Teaching and learning; Support, guidance and student welfare; Ethos, liaison and community links; Resource development and management; and Management, leadership and quality assurance. Evidence from Inspectorate reports points to ineffective leadership regarding school improvement.

At the end of each school calendar year, all secondary schools have to submit a Self-Evaluation Report (SER) to the Inspectorate Unit of the Ministry of Education. This incorporates progress on implementation of the school development plan. Feedback from the inspectorate unit on the SER is forwarded to the Schools Division for consultative purposes and monitoring to ensure that inspectorate recommendations are planned for and implemented.

School management and leadership

Secondary schools used to have two deputy heads with one responsible for curriculum and one for pastoral care. Under the Whole School Behaviour Management Policy, introduced as part of the Education Reform 2009-2010 initiatives, schools now have one deputy head for lower secondary (S1-S3) and one for upper secondary (S4-S5). Although all secondary school heads are trained in educational leadership, the Inspectorate reports concluded that some leadership skills (instructional and learning) were lacking, limiting progress towards the creation of results-oriented institutions. Some deputies and middle leaders are not properly trained, which makes it difficult for them to play their role with regards to provision of pedagogical support to teachers. Monitoring of teaching and learning was considered to be less effective than it should, and may have contributed to the low performance of students. There is a need to consider strategies to enhance the capacity of school management and leadership.

Head teachers and deputy heads are encouraged to also teach classes. However, the majority of head teachers and deputies do not appear on school timetables. In the absence of an attendance officer, school heads assist with cases related to social issues, absenteeism of students and counselling. Overall, the senior management of the school (SMS) spends more time dealing with administrative matters and less time on monitoring teaching and learning.

School Councils

School Councils were introduced in 2010 with the aim of improving the governance of schools. The Council consists of staff representatives, parents from the Parents Teachers Association (PTA) and other community members. The Minister of

Education nominates the Chairperson and the head teacher performs the role of Secretary. Some School Councils play an active role in raising funds for the implementation of school projects and strengthening links with the private sector and the community at large. However, the aim is for the Council to play a more active and leading role in encouraging parental involvement in teaching and learning, thereby enhancing support for students through community contributions.

Documentation of data and reporting

Article 76(d) of the Education Act (2004) states that schools are to "maintain records and furnish returns as required by or under this Act". It has been noted (reports of school visits) that such provision, as dictated by the Act, lacks consistency in its implementation or that records vital to the administration, as well as student and staff information for statistical or planning purposes, are lacking. The Inspectorate Unit also reports deficiencies in records pertaining to school improvement. School leaders should be familiar with policies and guidelines being implemented. In particular, there is a need for greater awareness regarding vital student/staff information or statistical data and to introduce more systematic documentation and record-keeping strategies.

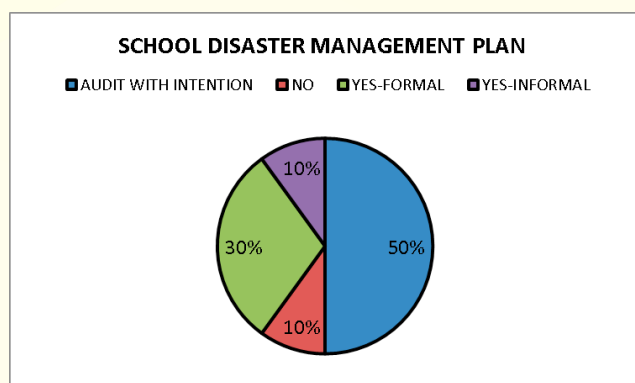
5.2.12 Risk and disaster management

The avoidance of risks and the safety and wellbeing of all students and school staff are referred to in the Ministry of Education's overall policy statement – "Education for a Learning Society" (2000) and more recently in the "Handbook for School Leadership and Management" (2010). The MoE has also provided specific guidelines on "Fire Safety in Schools" (2005) (Purvis, 2011).

A recent rapid survey of all schools and institutions, carried out by the MoE in May 2013 (**Figure 31**), showed that only 17% of state secondary schools have a formal risk and disaster management (RDM) plan, while 11% have informal ones. Adding the proportion of secondary schools with no RDM plan to that of schools which lack a RDM but intend to prepare one, gives a large proportion of secondary schools (60%) that lack a risk and disaster management plan at present.

While not having a formal plan does not necessarily mean that no measures exist to ensure safety in secondary schools, this figure is nevertheless a signal that no standard operating procedures are in place in most secondary schools and that, in the event of a sudden disaster, evacuation and protection of lives could be difficult.

Figure 31: Summary of school disaster management plans, 2013



Source: EMIS Database, May 2013.

Schools are supposed to be equipped with properly functioning fire-fighting equipment in appropriate places, including fire alarm systems, fire extinguishers and fire blankets in labs, pantries and canteens, as well as fire hoses on every floor and on every block (Purvis, 2011). Such equipment is apparently inadequate and in some cases non-functional.

5.2.13 Conclusion and recommended actions

With the over-arching goal of establishing a strong transition through adolescence to adulthood, the secondary sub-sector is reinforcing its actions to continuously improve the quality of education. Consequently, the system has seen the initiation of Technical Vocational Education and Training as an alternative to meeting student needs. Greater emphasis has been placed on resource provision, including teacher retention, and a well-formulated infrastructure upgrading and maintenance plan.

Furthermore, quality education depends largely on the welfare and wellbeing of the students benefitting from it. Hence, more thinking and emphasis needs to be placed on appropriate implementation of the existing pastoral care system.

The following recommendations have been drawn up for the development of priority programmes:

Teacher conditions

- Development of an effective Teacher Training Programme;
- An increase in the number of qualified teachers in secondary education;
- Adequate teacher training and professional development activities enhanced by the use of information technology;
- Strengthened induction programme for both local and expatriate teachers;
- Promotion of teaching and marketing of the profession.

Learning achievements

- Improvement in student performance in examinations;
- Strengthen Careers Education and Guidance Programmes from S1 to S5;
- Reduce gender gaps in examination results.

Learning resources/materials

- Provide adequate and appropriate textbooks;
- Ensure access to a greater range of adequate and quality resources.

Technical Vocational Education and Training (TVET)

- Improve the implementation of TVET at all levels;
- Increase student and teacher exposure to workplaces.

Special educational needs

- Improve the capacity of secondary schools to address the academic, technical, vocational and social needs of students.

Pastoral care and student discipline

- Review the implementation of pastoral care structures;
- Develop more effective Personal and Social Education programme and counselling;
- Reinforce the teaching of Personal and Social Education in schools.

5.3 Post-secondary/tertiary education sub-sector

For the last decade and a half, the Technical and Further Education (TFE) Division of the Ministry of Education has provided leadership and ensured the overall planning and coordination of further education and training programmes in line with government policies and the economic needs of the country. In 2014, the Secretariat for Professional Centres (SPC) was created to supersede the TFE Division in line with the structural reform of the Ministry of Education and the emergence of the tertiary education landscape. A major function of the SPC is to provide support to post-secondary institutions (PSIs) in the development and implementation of their Charters and Strategic and Business Plans, to enable them to transition comfortably to the new tertiary education landscape as Professional Centres.

Presently, the SPC in the Ministry of Education oversees the following PSIs: the Seychelles Institute of Technology (SIT); the Seychelles Agricultural and Horticultural Training Centre (SAHTC); the Maritime Training Centre (MTC); the School of Business Studies and Accounting (SBSA); the School of Visual Arts (SVA); the School of Advanced Level Studies; and the National Institute of Teacher Education (SITE).

Post-secondary institutions not under the responsibility of the SPC include the National Institute of Health and Social Studies (NIHSS), the Seychelles Police Academy (SPA), the Seychelles Tourism Academy (STA), and the Adult Learning and Distance Education Centre (ALDEC). Most PSIs offer courses ranging from Certificate to Advanced Diploma (Levels 3-6 of the National Qualifications Framework). Upon successful completion of their courses, graduates can secure employment in the public and private sectors, while a few pursue further studies at the University of Seychelles or other universities outside Seychelles.

Furthermore, the Adult Learning and Distance Education Centre (ALDEC) has the national mandate to provide continuing education and lifelong learning to meet national and international standards. It also delivers a wide range of long-term academic, craft and technical courses as well as professional short courses.

The University of Seychelles (UniSey), established in September 2009, offers a progressive academic and professional environment to its students. The university is a key partner in transforming the Seychelles into a knowledge-based society. It offers Diploma, undergraduate and post-graduate programmes in fields such as Business, ICT, Economics, Education, Environmental Science, English, Finance, French and Tourism.

The Tertiary Education Act (TEA), which came into force in 2011, gave rise to the establishment of a

Tertiary Education Commission (TEC) in 2012. The main functions of the Commission involve regulation, making recommendations and advising all tertiary institutions in Seychelles. A Board consisting of public and private sector representatives administers the Commission. The parent ministry of TEC is the Ministry of Education.

5.3.1 Access and coverage

The majority of S5 leavers are absorbed into PSIs with a few absorbed into UniSey. In addition, student intake outside S5 (external candidates or mature students) can represent up to 10% of the intake quota. With regard to external candidates, demand is not the same for all PSIs. For some PSIs where demand is higher, a 10% quota limits access for these applicants. This poses a problem for external candidates who wish to take certain courses in PSIs where placement is not available.

Some applicants who do not meet the entry requirements prefer to wait until the following year and are termed S6 students. Those candidates commit to spending the year improving their academic performance, and some re-sit their IGCSE exams. S6 students also include students from overseas (returning Seychellois). On the other hand, a few students, who do not quite meet the entry requirements, are absorbed into their selected PSI on condition that they re-sit the IGCSE exams in which they did not meet requirements during the first year of their course.

Table 11: Number of S5 students enrolled in Year 1 of post-secondary institutions, 2010-2012

| Institution | 2010 | | | 2011 | | | 2012 | | | 2013 | | |
|-------------|------|-----|-------|------|-----|-------|------|-----|-------|------|-----|-------|
| | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| MTC | 60 | 23 | 83 | 81 | 35 | 116 | 86 | 42 | 128 | 116 | 27 | 143 |
| NIHSS | 6 | 41 | 47 | 6 | 85 | 91 | 10 | 61 | 71 | 9 | 83 | 92 |
| SAHTC | 28 | 48 | 76 | 31 | 16 | 47 | 19 | 34 | 53 | 19 | 14 | 33 |
| SBSA | 20 | 103 | 123 | 31 | 78 | 109 | 39 | 106 | 145 | 32 | 97 | 129 |
| SVA | 0 | 0 | 0 | 28 | 57 | 85 | 35 | 69 | 104 | 18 | 47 | 65 |
| SIT | 306 | 34 | 340 | 290 | 26 | 316 | 258 | 17 | 275 | 306 | 15 | 321 |
| SALS | 63 | 83 | 146 | 57 | 97 | 154 | 75 | 113 | 188 | 67 | 118 | 185 |
| TOTAL | 483 | 332 | 815 | 524 | 394 | 918 | 522 | 442 | 964 | 567 | 401 | 968 |

Source: EMIS Database, May 2013.

The number of students who apply for certain courses at the Seychelles Institute of Technology (e.g. Carpentry, Masonry) has declined over the years. This has also been the case at the National Institute of Health and Social Studies, where job opportunities are high. However, the number of students who apply for Business Studies and Accounting and Graphic Design is relatively high compared to other courses. With regard to Advanced Level Studies (SALS), the number of students applying for languages (English and French) has declined considerably. With the unbalanced nature of student intake for certain courses in PSIs, there is a need to provide better information for S4/S5 students through Careers Guidance Teachers in their respective secondary schools.

Apprenticeship Programme

S4 and S5 school leavers may apply for apprenticeship courses offered in four PSIs, namely: the Maritime Training Centre, the Seychelles Agriculture and Horticulture Training Centre, the Seychelles Institute of Technology, and the Seychelles Tourism Academy. The courses last from 18 months to 2 years and students spend four days per week on work attachment and one day in the training institution. A contract is signed between students, employers and training institutions, stipulating the conditions of the apprenticeship programme. Students receive SR 1,300 per month from the Government for the first year and SR 1,500 per month for the second year. In the

event that the employer accommodates two or more apprentices, the cost is shared on a 1:1 basis (the first student by the Government and the second by the employer). Students graduate from the Apprenticeship Programme with certificate level qualifications. Upon successful completion, students may progress to an Advanced Certificate Course.

The Apprenticeship Programme is effective as it provides employment opportunities for these students. However, the institutions face a number of challenges regarding student placement, in particular where:

- work places are not well structured to accommodate students;
- work places do not have a policy in place to cater for student needs;
- working times stipulated in the contract contradict work place operating hours;
- employers are reluctant to take on apprentices.

In-service and tailor-made programmes

Post-secondary institutions offer both in-service and tailor-made courses. Programmes range from full qualifications to modules. Certification covers a full Certificate, Advanced Certificate, Diploma, Advanced Diploma and unit credits towards a qualification. Participants are either integrated into regular full-time programmes or are enrolled as separate cohorts. Programme costs are borne by participants or their organizations.

Recruitment/selection process

The recruitment process occurs during the year prior to a selection process. Normally, in August S5 students (and S4 students wishing to exit secondary schooling) apply for courses at PSIs and other education and training institutions. They can apply for a maximum of three full-time courses and two apprenticeship courses. Institutions inform the National Further Education and Training Placement Board (NFETPB) of their enrolment capacity for each course.

The selection process, coordinated by the NFETPB, starts in late January after the IGCSE results (Cambridge) have been received and the student results entered into the selection database. The selection process is centralized and takes place at MoE Headquarters. The Ministry' policy is to ensure that all students who meet entry criteria for a course of their choice receive placement.

There is provision for students to appeal a placement decision, for example, in instances where they have been placed on a course of their choice but wish to be considered for another course, or where they have not secured placement. On average, about 25% of students yearly choose to appeal.

Review of selection criteria

The selection process is quota-driven and the purpose is to ensure that students with the potential to undertake studies at post-secondary level are afforded the opportunity to do so, and that there is a viable cohort for each course. In the light of this selection panels may be required to review the entry criteria for some of their courses.

5.3.2 Internal efficiency

Drivers of dropout/termination of studies

Most PSIs have students who discontinue their studies in all years of the courses. The reasons vary for each year of a course and for each PSI, and include the following:

- **Inappropriate career decisions:** Students join a course that was not their first choice since they failed to meet the entry requirements for their first choice. As a result, they become disengaged and eventually opt to discontinue their studies.
- **Transfers:** A number of students transfer to other PSIs mainly due to the fact that they did not secure their first choice. They use the first year in a PSI to re-sit the necessary IGCSE(s) for entry into their first choice of course.
- **Employment opportunities:** A number of Diploma students discontinue their studies in the third year because they secure employment while on work attachment.
- **Social problems:** These include problems associated with behaviour, substance abuse and medical conditions.
- **Pregnancy:** Some female students become pregnant during their studies. Students in this situation may decide to defer their studies and then resume them the following year. Others decide to permanently discontinue their studies, while some are unable to resume due to unavailability of the same course the following year.
- **Termination of studies:** Some students are terminated on grounds of poor attendance, unacceptable behaviour or poor performance.

Figure 32 illustrates the dropout rates as well as the graduation rates for all post-secondary institutions from 2009 to 2012 for the different courses. The majority of dropouts cases occurred at the Seychelles

Agricultural and Horticultural Training Centre (SAHTC) and to some degree at the National Institute of Health and Social Services (NIHSS).

Figure 32: Dropout and graduation rates for post-secondary institutions by course (averaged over several years)



Source: EMIS Database, May 2013.

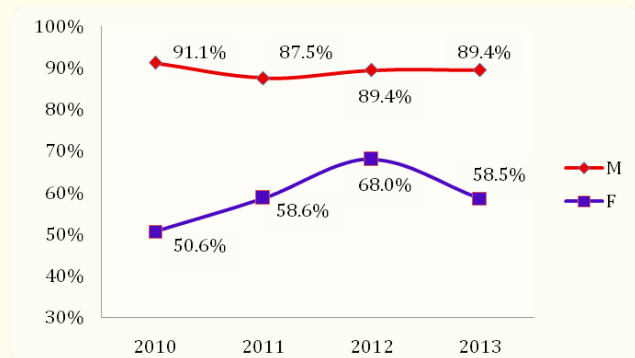
5.3.3 Equity

The system for attaining a place at a PSI is not gender biased. However, gender stereotyping remains an important issue to address, in order to achieve gender balance. There is a need for proper training of Careers Guidance counsellors in secondary schools to enable them to advise students better and mitigate gender

stereotyping in career choices. **Figure 33** shows the trend in the transition rate of S5 students to PSIs for the last four years. It has been observed that the number of male students admitted remains high at around 90% from 2010 to 2013, whereas for female students the trend is lower. In 2010, only 51% of female students from S5 were admitted to the different PSIs. There

was a slight upward trend from 2010 to 2012, reaching nearly 70%. In 2013, the trend dropped to 59%.

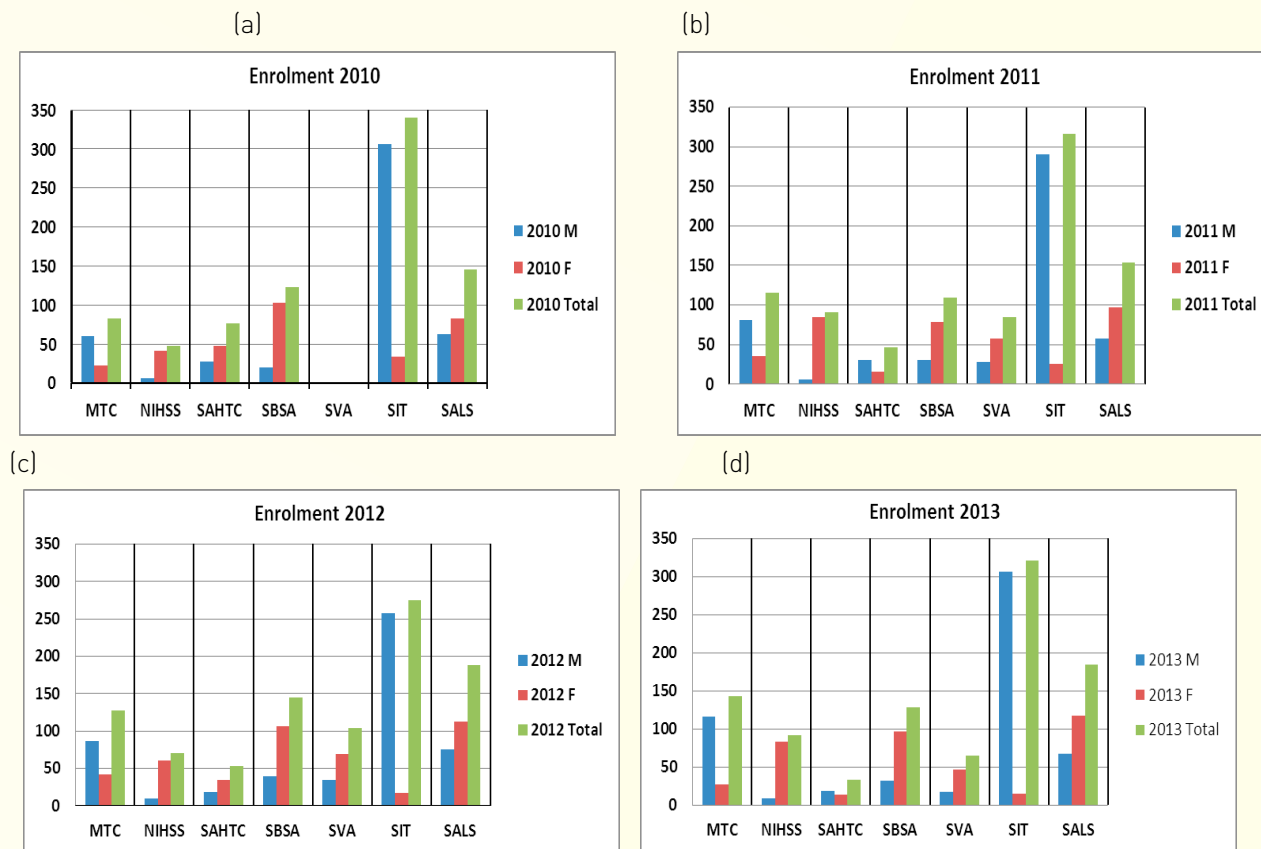
Figure 33: Trend in transition rate from secondary 5 to post-secondary institutions by gender, 2010-2013



Source: EMIS Database, May 2013.

A more in-depth investigation (**Figure 34**) shows that certain institutions tend to favour a certain gender. NIHSS, SBSA, SALS and SVA tend to enrol more females, while SIT and MTC tend to enrol more males.

Figure 34: Student enrolment by gender and year for post-secondary institutions, 2010-2013



In recent years it has been observed that even with the low number of female students joining courses in PSIs where male students tend to be more overrepresented (e.g. SIT), they are scoring better results. Moreover, their performance is stronger than that of male students with regard to courses that attract more female students, especially in academic courses at SALS and SBSA.

As **Figure 34** illustrates, some PSIs show an apparent increase in student intake, which might be linked to new courses on offer (e.g. MTC and SALS). MTC had a positive trend for both genders until 2013 when the

trend for female students decreased slightly while the trend for male students kept rising. At SALS there has been a stable increase in enrolment across both genders. The rate at SAHTC showed a steady decrease while its enrolment ratios between genders switched from year to year. Once again, this fluctuation might be linked to the courses on offer each year.

Inclusion

Post-secondary institutions are not adequately equipped (equipment, stairs, facilities, etc.) to welcome students with disabilities. This is to some degree linked to the fact that there is inadequate legislation

on employment of people with disabilities, either in the private sector or in the public sector – an apparent contradiction with the law on combating discrimination. Only one post-secondary institution (MTC) is equipped with a disabled toilet; however, they are unable to accept students with any physical disability due to risk management issues associated with the profession. Moreover, trainers in PSIs are not equipped with the skills to cope with students with special needs and the Ministry does not have the requisite mechanisms in place for PSIs to follow.

For some PSIs there are further limitations on the issue of inclusion due to the specificity of the courses on offer (e.g. nursing, MTC, SAHTC).

5.3.4 Quality

Teachers and lecturers in post-secondary institutions

All post-secondary institutions currently experience staff-related problems and are understaffed in terms of both teaching and non-teaching positions. **Table 11** shows that there were 16 vacant posts for lecturers as of May 2013. Additionally, staff turnover is quite high in PSIs and they have to rely on expatriate and part-time lecturers. SIT remains the institution requiring the most teaching staff, whereas SALS relies heavily on part-time lecturers.

Table 12: Teaching staff per post-secondary institution, May 2013

| PSI | Teaching staff | | Vacant Posts | Part-time |
|--------------|----------------|-------------|--------------|-----------|
| | Local | Expatriates | | |
| MTC | 9 | 3 | 0 | 7 |
| SAHTC | 6 | 2 | 0 | 0 |
| SIT | 34 | 7 | 9 | 7 |
| SBSA | 6 | 7 | 2 | 4 |
| SVA | 17 | 1 | 0 | 1 |
| NIHSS | 16 | 3 | 3 | 17 |
| SALS | 16 | 15 | 2 | 2 |
| TOTAL | 104 | 38 | 16 | 38 |

Source: EMIS Database, May 2013

Table 13: Student-teacher ratio, 2012 and 2013

| Institution | 2012 | 2013 |
|-------------|------|------|
| MTC | 19:1 | 12:1 |
| NIHSS | 6:1 | 6:1 |
| SAHTC | 9:1 | 4:1 |
| SALS | 5:1 | 6:1 |
| SBSA | 8:1 | 10:1 |
| SIT | 15:1 | 9:1 |
| SVA | 8:1 | 4:1 |

Source: EMIS Database, May 2013

The student-teacher ratio (**Table 12**) for PSIs was quite high for MTC and SIT in 2012, but dropped considerably in 2013. At SALS and SBSA the ratios have increased but have decreased for all other post-secondary institutions. The underlying reason is the decrease in student enrolment for both MTC and SIT.

Qualifications of teachers

SALS is the institution where the most staff have a degree, followed by SBSA with 14 staff. Out of total staff for post-secondary institutions, 69% have a degree and only 17% have a Master's degree.

Teacher attrition

There is a strong element of discontent among staff for a variety of reasons (salary and benefits, unmotivated students, lack of a proper transparent training structure to ensure continuous professional development), all of which leads to a high attrition rate (**Table 15**).

Table 14: Qualification of teaching staff per post-secondary institution, December 2012

| PSIs | ADVANCED DIPLOMA | DEGREE | MASTERS | TOTAL |
|--------------|------------------|-----------|-----------|------------|
| SALS | - | 32 | 6 | 38 |
| MTC | 4 | 2 | 1 | 7 |
| SIT | 4 | 10 | 5 | 19 |
| SBSA | 2 | 14 | 3 | 19 |
| SAHTC | 2 | 5 | - | 6 |
| SVA | 5 | 9 | - | 14 |
| NIHSS | - | 7 | 5 | 12 |
| TOTAL | 17 | 79 | 20 | 115 |

Source: EMIS Database, May 2013.

Table 15: Number of teaching staff per post-secondary institution, December 2012

| Institution | F | M | Total |
|--------------|-----------|-----------|------------|
| MTC | 2 | 10 | 12 |
| NIHSS | 10 | 6 | 16 |
| SAHTC | 4 | 5 | 9 |
| SALS | 12 | 19 | 31 |
| SBSA | 8 | 6 | 14 |
| SIT | 5 | 31 | 36 |
| SVA | 11 | 9 | 20 |
| Total | 52 | 86 | 138 |

Source: EMIS Database, May 2013.

Expatriate lecturers

There is a need to rely on expatriate lecturers due to the fact that the current conditions of service (Teachers Scheme of Service) are not attractive to local lecturers, especially when compared with competitive salaries in the private sector. The recruitment process of external candidates is often delayed unnecessarily due to lengthy human resources processes. Additionally, there is insufficient preparation of expatriate teachers prior to joining post-secondary institutions. Finally, the sustainability of continued dependence on expatriate teachers remains a concern.

Non-teaching staff

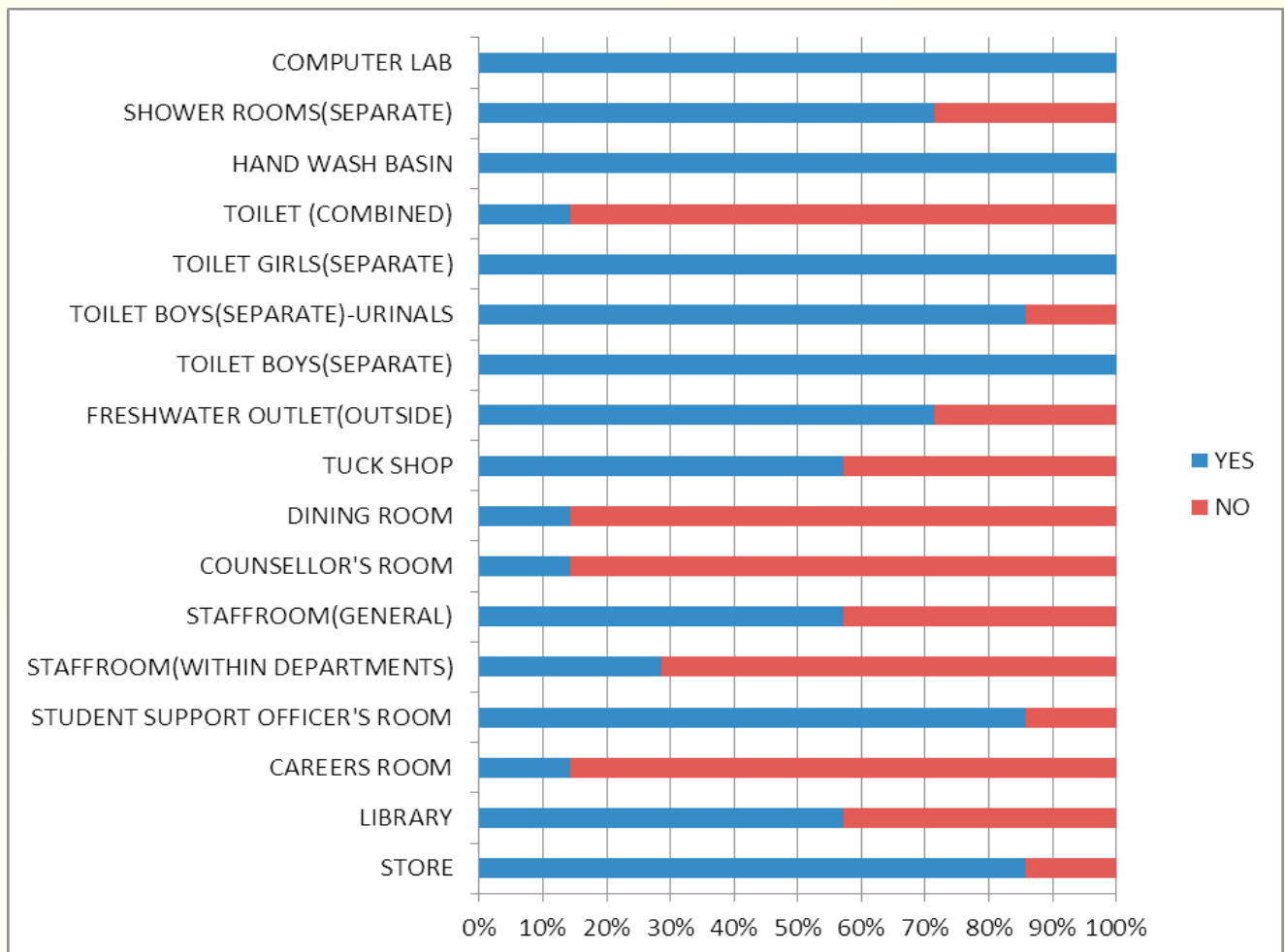
Aside from teaching staff, some institutions are experiencing shortages in support staff.

5.3.5 Conditions and resources in post-secondary institutions

The facilities of most institutions require renovation. Only two out of the seven PSIs are newly built (MTC and SIT) and four are in need of upgrading (SALS, SBSA, SAHTC, SVA). NIHSS has recently moved to new premises. Some PSIs also need more rooms and funding is not readily available.

Resources are in general inadequate in some PSIs with regard to IT, books and libraries. **Figure 35** illustrates the availability (or lack) of some basic resources in PSIs. All post-secondary institutions are equipped with computer labs and have separate toilets for male and female students. However, very few (about 12%) have a counsellor's room and a dining room.

Figure 35: Summary of available resources and facilities at post-secondary institutions, 2013



Source: EMIS Database, May 2013.

5.3.6 Support to students

The following support mechanisms are in place in all post-secondary institutions:

- Bursary and maintenance
- Student bus pass

- Hostel facilities with additional allowance (for students from other islands)
- Mature student allowance – however, there is no clear policy as to whether mature students who enrol in full-time programmes should retain the salary they had at their work place;

- Apprenticeship allowance
- Student Support Officer (SSO) – professional development required
- Life skills and additional support – offered by relevant outside agencies.

The above support mechanisms have had a positive impact on retention and completion.

5.3.7 *Quality assurance (QA)*

Post-secondary institutions have to abide by numerous regulations related to quality assurance (emanating from the Seychelles Qualifications Authority (SQA) and the Tertiary Education Commission (TEC)); however, they are not adequately equipped or supported to comply with these requirements. Currently, none of the PSIs have a post, job description or supporting management structure for a Quality Assurance Officer.

Programmes are developed using the competency-based approach (CBA) while SQA provides some support as part of the validation process, which indirectly assists with programme development. In the reconfigured landscape, programme development will be the responsibility of TFE in partnership with TEC. The competency-based approach is clearly established in PSIs, but one weakness is the involvement of stakeholders. Employers do not give sufficient feedback and reporting is inadequate. Proper reporting and monitoring mechanisms therefore need to be developed.

SQA (Seychelles Qualifications Authority) is the accrediting body for post-secondary institutions. Memoranda of Understanding (MoUs) have been signed with the Seychelles Nursing and Midwifery Council, the Seychelles Maritime Safety Administration, the Association of Accountants and the Farmers Association.

Only four PSIs have been awarded provisional accreditation from SQA. However, MTC is working on ISO certification leading to International Maritime Organization recognition.

5.3.8 *External efficiency*

Under the Tertiary Education Act 2011 (TEA) each Professional Centre will have a governing board. This will allow better interaction with the industry in question. A major challenge is that of determining external efficiency. Post-secondary institutions rely almost entirely on destination surveys, the results of which have minimal impact on decision-making and policy formulation since they are not validated or used in a systematic manner.

Management

Currently, the Coordinator of Further Education Development oversees the operation of PSIs by providing leadership and ensuring the overall planning of further education and training programmes in the

country. It is worth noting that, following the TEA 2011, the mandate for a new body to supersede the TFE Division is currently being conceived to delineate the responsibilities of the Tertiary Education Commission (TEC) and those of TFE. This constitutes the initial phase of the rationalization of the post-secondary training landscape.

The Tertiary Education Act (2011) makes provision for a governing body (Professional Centre Board) for each of the seven PSIs; however, such boards do not yet exist. Each PSI has a Director leading the institution in a collegial way with a management team, and reports to the Ministry of Education's TFE Division. This mechanism has been under review since 2012 with a view to increasing the autonomy of PSIs, which would allow them to become more responsive to their needs – in particular with regard to aligning their curriculum and training offer to the requirements of the labour markets.

From a financial standpoint, PSIs receive their budget from the Ministry of Education. While they do not charge fees to Seychellois students, some generate income from short duration in-service courses and the sale of products such as agricultural and fish products, or handicrafts and textiles. Foreign students, however, have to pay a student fee of SR 10,000 per year.

Institutional strategic plans

The Tertiary Education Act 2011 states that, "subject to the charter, the Board of each Professional Centre shall prepare the strategic plan of the Professional Centre". In addition to this statement, as per the Plans and Targets 2012-2015 for Post-Secondary Training Institutions under the goal "improve effectiveness of post-secondary institution", one of the objectives is to "establish structures and mechanisms for improvement in the post-secondary institution". One of the targets of this objective is the preparation of a strategic plan for each institution. To fulfil this requirement, each PSI started to prepare their strategic plan in 2012. Currently, the Seychelles Institute of Technology (SIT), the National Institute of Health and Social Studies (NIHSS) and the School of Visual Arts (SVA) have submitted first drafts. The Ministry of Education will eventually endorse the plans after validation by its stakeholders including the Tertiary Education Commission. The other PSIs are still in the process of producing strategic plans.

Budget management

Post-secondary institutions receive their budget from the Ministry of Education on a yearly basis. In principle, they are responsible for their own budget management under the financial/procurement regulations of the Ministry of Education and the Ministry of Finance. In practice, PSIs are highly dependent on the central services of the Ministry of Education for daily management of their budget. With the exception of small amounts, PSIs have to submit

requests for procurement of goods and services to MoE. This procedure is slow and inefficient and causes delays and difficulties. Although each post-secondary institution makes an annual budget proposal, these are not always entertained, which limits their proper and efficient functioning. Often the final budget is not sufficient to buy equipment or provide the required human resources to maintain it in a good state.

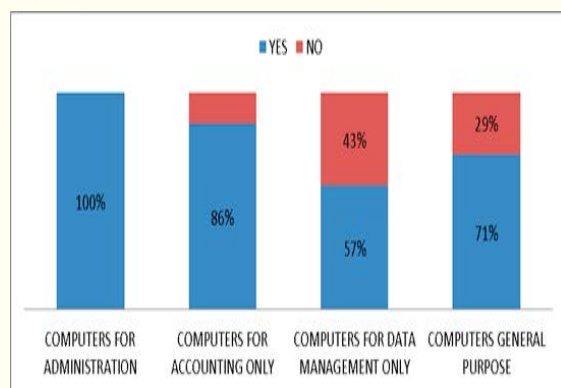
5.3.9 Staffing issues

There is a shortage of finance personnel (e.g. Office Managers) and some positions have been vacant for extended periods. The financial package associated with such posts makes recruitment difficult.

5.3.10 Facilities and equipment

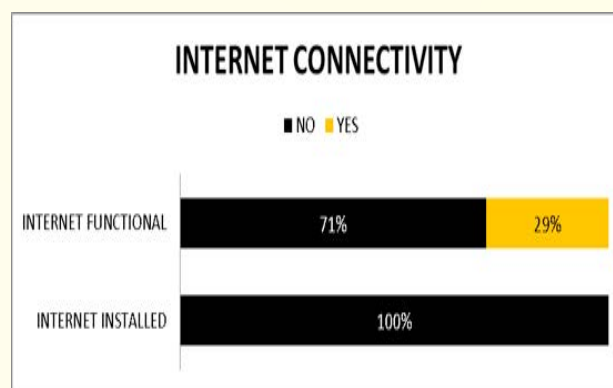
There is a shortage of computers dedicated exclusively to the management of post-secondary institutions. According to a survey carried out during the preparation of the MTS 2013-2017, it appears that all PSIs are equipped with computers for administration purposes (Figure 36). When it comes to computers available solely for data management, this percentage drops to 57%. These figures tend to indicate that, while PSIs are in general not short of computers, they seem to be underequipped when it comes to collecting, entering, managing and maintaining data which they need to monitor and strategically manage themselves. Moreover, Internet connections are often unreliable at all PSIs (Figures 36 and 37) and there is a shortage of trained IT personnel to take care of ICT facilities.

Figure 36: Computer status at post-secondary institutions



Source: EMIS Database, May 2013.

Figure 37: Internet connectivity at post-secondary institutions



Source: EMIS Database, May 2013.

5.3.11 Scholarships and further training

At present, the majority of students who undertake further studies first complete the School of Advanced Level Studies (SALS), the main feeder institution to tertiary-level studies (Table 16). Graduates from SBSA who have achieved Advanced Accounting Technician (AAT) qualifications also get an opportunity to attend further training with the Association of Chartered Certified Accountants (ACCA) through the ex-Seychelles Institute of Management (now under UniSey management).

SALS also uses the 18-point system, which enables students to qualify for overseas scholarships. From 2010 to 2012, there was an increase in the number of students qualifying for scholarships to pursue overseas studies. However, there are no equitable opportunities for the other PSI graduates.

Table 16: Scholarships for SALS students, 2010-2012

| Year | No. of students who sat for A-level exams | No. of students who qualified for scholarships to pursue further studies | No. of scholarship achievers as a % of the total exam cohort |
|------|---|--|--|
| 2010 | 157 | 32 | 20% |
| 2011 | 141 | 42 | 30% |
| 2012 | 129 | 43 | 33% |

Source: EMIS database, 2013.

Chapter 6: Priority programmes

6.1 Priority programme 1: Crèche and primary education

GOAL: To prepare students for secondary education through quality instruction and holistic learning experiences.

6.1.1 Main challenges identified

Pupil performance:

- Only 35% of pupils scored grade C and above at the P6 examination in 2012.

Teachers and teacher assistants:

- 14% of primary education teachers are uncertified teachers (with no initial pedagogical training).
- The level of teacher attrition is high (30 plus per year).
- Separate training is not available to crèche and primary teachers.
- The population of early childhood teachers is aging.
- Only 13 crèches have a teacher in charge.
- Teachers are not trained in IT integration
- There is lack of teacher assistants in schools, as several have not been replaced.
- Teacher assistants who were recruited after 2005 have not received training.

Special needs:

- There is a lack of specialized professionals in special schools such as the School for the Exceptional Child.
- Special Education Needs Coordinators (SENCOs) are insufficiently trained to cater for the diverse needs of pupils.
- Schools are adopting different kinds of groupings, which are not meeting the needs of students.
- There is no alternative programme for SEN students.
- Learning needs are not identified at the beginning of key stages, as there is no diagnostic assessment tool.
- There are no educational psychologists to support schools.

Pastoral care and discipline:

- The pastoral care system is not effectively implemented, resulting in an increase in disciplinary cases.
- There are no proper transition programmes at key stages.

Curriculum and assessment:

- Pupils in crèches do not have time to play, interact or discover for themselves. Pedagogy is too teacher-centred and the timetable is over-loaded.
- There is a lack of pedagogical resources.
- Assessments are not meeting the diverse needs of students.
- English is not respected as the medium of instruction.
- Leadership for curriculum implementation is ineffective.
- Girls persistently out-perform boys.

Leadership and management:

- Qualifications in leadership and management for middle-level managers are inadequate.
- There is no mentorship programme for newly appointed head teachers.
- School councils are not functioning effectively.
- Curriculum implementation capacity is inadequate.
- No accountability system is in place to report on school performance.
- Recruitment, induction and leadership development programmes need to be strengthened.

Facilities:

- There is a lack of recreational equipment in crèches.
- Basic facilities for students are inappropriate and not well maintained.
- Schools lack facilities to cater for disabled students.
- Internet bandwidth is too low.

6.1.2 Priority programme expected outcomes

- Pupils leaving P6 have acquired the fundamental competencies set out in the national curriculum.
- Schools are functioning in an efficient way.
- Head teachers, middle leaders, teaching and non-teaching staff have the right competencies to address the needs of students.

- All staff are adequately trained in inclusive education.
- All crèches are equipped with a trained senior teacher.
- All schools are equipped with trained SENCOs.

6.1.3 Priority programme targets

By 2017, 50% of P6 students will score between A and C at the P6 examination.

This overall target will be achieved through realization of the following specific targets:

- By 2016, 16 crèche teachers in charge will be recruited and trained.
- By 2017, all crèches will be provided with a trained teacher in charge.
- By 2016, a more flexible and child-centred teaching and learning programme will be implemented.
- By 2017, the teacher-assistant/teacher ratio will be 1:1 for early childhood.
- By 2017, all crèches will have adequate recreational and pedagogical equipment.
- By 2015, all schools will receive and make use of new Mathematics and Social Studies textbooks.
- By 2015, the pastoral care system will be reviewed and structures strengthened.
- By 2016, an effective transition programme will be implemented for different key stages.
- By 2015, an accountability system will be in place to report on schools performance.
- By 2016, all head teachers will monitor teaching and learning in a consistent manner.
- By 2017, 35% of uncertified (supply) teachers will be trained to diploma level.
- By 2016, there will be an increase in the number of candidates joining the teaching profession.
- By 2017, all teachers (including supply teachers) will attend at least one in-service teacher-training session yearly.
- By 2017, all SENCOs will be trained.
- By 2017, the textbook/pupil ratio will be 1:1 in all subject matters.
- By 2015, all teachers will make effective use of English as a medium of instruction.
- By 2017, pupil-profiling systems will be developed for early childhood and primary education.
- By 2017, gender gaps will be reduced by 10%.

- By 2015, a new appraisal system for teachers will be implemented.
- By 2015, a mentorship programme for newly appointed head teachers will be in place.
- By 2016, all school councils will function effectively.

6.1.4 Priority programme strategies

The strategies to be implemented for early childhood and primary will cover five main areas, namely: teachers, curriculum, special needs, facilities, and leadership and management.

Early childhood education

The training of teachers will play a pivotal role in the successful implementation of the plan. Firstly, the Ministry of Education will have to ensure that ECE training, notably for crèche teachers, is geared towards the holistic development of the child. Furthermore, the recruitment and posting of teacher assistants must be done in a timely manner to ensure that schools receive adequate support to improve mastery of pre-subjects.

Primary education

Uncertified teachers will receive initial pedagogical training to better promote learner-centred education. Continuous professional development for teacher assistants will be organized.

The National Curriculum Framework makes provision for learning areas to meet the diverse needs of students. These will be accompanied by the implementation of a comprehensive monitoring and evaluation system run by CCATS, the Schools Division and the Inspectorate Unit within the Ministry of Education.

The assessment framework recognizes that learner achievement and progress should be reported by measuring achievement and progress against established curriculum standards and performance indicators. Therefore, operational guidelines are essential to ensure that expected standards are met in different learning areas at different stages.

To improve the quality of learning, basic primary school facilities will be built or enhanced (e.g. administrative offices, sick bays, dining halls, toilets, multi-purpose halls, etc.). Schools will also be provided with Internet facilities, ICT equipment and proper specialist rooms for Technology and Enterprise, and the Arts.

SENCOs will be equipped with the necessary skills and knowledge to support teachers in the classroom, so as to meet pupil needs.

Finally, to make leadership and management more efficient, training for school managers will be provided as required.

6.1.5 Priority programme matrix

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|--|---|
| Sub-programme 1.1: Improving the quality of learning in early childhood education | | |
| Component 1. Teacher training | | |
| Recruit and train crèche teachers in charge | Only 13 of crèches have a teacher in charge | By 2016, all crèches will have a teacher in charge |
| Recruit early childhood teacher assistants | 236 teacher assistants are in service | By 2017, all early childhood classes will have teacher assistants |
| Review training courses and train teacher assistants | 43% of teacher assistants followed ancillary training in 2005 | <ul style="list-style-type: none"> ■ By mid-2015, the Assistant Teacher Training Course will be reviewed ■ By 2016, all teacher assistants will be trained in classroom support |
| Conduct continuous professional development sessions for teacher assistants | There is no provision for continuous professional development for teacher assistants | By 2016, six hours of professional development will be instituted per term |
| Develop a training programme for early childhood teachers distinguishing between crèche and primary education | Training is too general | By 2017, all early childhood teachers will be trained to apply a child-centred approach |
| Conduct training for implementation of the new National Curriculum Framework and Assessment Framework | There is, on average, only one week of in-service training for specific groups of teachers | By 2017, all teachers will receive three one-week in-service training sessions per year |
| Conduct refresher courses for crèche to P2 teachers based on needs analysis | Refresher courses based on needs are rarely organized | By 2016, all teachers will follow refresher courses based on needs |
| Component 2: Curriculum and pedagogical materials | | |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|--|---|
| Revise the crèche curriculum to make it more flexible and adapted to children of 3+ to 5+ years | The crèche programme is outdated | By 2016, a comprehensive crèche curriculum that covers all learning areas will be formulated |
| Develop and implement a pupil-profiling system for crèche, P1 and P2 | - The current profiling system for crèche is too compact - There is no profiling system for P1 and P2 | - By 2015, a pupil-profiling system will be developed and implemented for crèche - By 2016, a pupil-profiling system will be developed and implemented for P1 and P2 |
| Revise and align the P1/P2 curriculum to ensure continuity | The P1/P2 curriculum does not ensure continuity for crèche pupils | By 2015, the P1/P2 curriculum will be revised and aligned |
| Put in place mechanisms to reduce gender disparity | Girls persistently out-perform boys | By 2017, gender gaps will be reduced by 10% |
| Review the early childhood timetable (learning through play) | The timetable is too rigid | By 2015, the early childhood timetable will be reviewed |
| Define standards for pedagogical materials for early childhood | No defined standards are available for pedagogical materials | By mid-2015, the standard for pedagogical materials will be defined |
| Procure pedagogical materials and textbooks through the procurement plan and procedures | Schools do not have enough pedagogical materials and textbooks | By 2017, all schools will have enough pedagogical materials and textbooks |
| Component 3: Facilities (including recreational) | | |
| Conduct detailed needs assessments in all 31 crèches | No needs analysis has ever been conducted in crèches | By 2014, a needs analysis will be conducted for crèches |
| Define standards for recreational equipment in crèches | No defined standards exist for recreational equipment | By 2014, standards for recreational equipment will be defined |
| Procure recreational equipment through the procurement plan and procedures | Only 3 crèches are equipped with slides, 10 with swings and 13 with climbing frames | By 2017, 31 crèches will be equipped with adequate recreational equipment and other facilities as per standards |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|---|--|
| Equip crèches with stores, multi-purpose rooms, staffrooms, separate toilets for boys and girls, and fresh water outlets | Present crèche equipment: <ul style="list-style-type: none"> - 57% with no store - 43% with no multi-purpose room - 73% with no staffroom - 53% with no separate toilets for girls and boys - 60% with no fresh water outlet | By 2017, all crèches will be equipped with stores, multi-purpose rooms, staffrooms, separate toilets for girls and boys, and fresh water outlets |
| Sub-programme 1.2: Improving the quality of learning in primary education | | |
| Component 1: Teacher training | | |
| Train uncertified ("supply") teachers | Currently, no pedagogical training is provided to the 107 uncertified teachers | By 2017, 35% of uncertified teachers be trained |
| Develop a training package for P3 teacher assistants | Currently, no training package is available for P3 teacher assistants | By 2015, a training package will be developed for P3 teacher assistants |
| Recruit and train P3 teacher assistants | P3 teachers do not have a teacher assistant | By 2017, all schools will have a P3 teacher assistant |
| Conduct refresher courses for P3 to P6 teachers based on a needs analysis | Refresher courses based on needs are rarely organized | By 2016, all teachers will follow refresher courses based on needs |
| Conduct training for implementation of new National Curriculum Framework and Assessment Framework | The National Curriculum Framework and Assessment framework have just been launched | By mid-2015, all teachers will be trained to implement the curriculum |
| Component 2: Pastoral care and discipline | | |
| Review and strengthen existing pastoral care structures | No evaluation has been made since implementation in 2010, but data is being collected | By 2015, an evaluation and review will have taken place |
| Have programmes in place for education and prevention of indiscipline | Continuous increase in reported cases | By 2015, more effective implementation of pastoral care structures: 70% reduction in cases |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|--|---|
| Develop and implement transition programme for different key stages | Ineffective transition programme | By 2016, effective transition programme will be implemented for different key stages |
| Enactment of Education Act 2004: Attendance Officer | No provision has been made since its conception | By 2015, all regions will have an attendance officer |
| Component 3: Curriculum and pedagogical materials | | |
| Conduct pre-testing of Key Stage Assessment | No KSA pre-testing is carried out at the moment | By 2014, KSA pre-testing is being carried out |
| Write report of Key Stage Assessment | No reports are being written for Key Stage assessments | By 2014, schools receive reports for Key Stage Assessments in a timely manner |
| Develop and implement pupil-profiling system for P3 | P3 has no profiling system | By 2017, the pupil-profiling system is developed and implemented for P3 |
| Develop mechanisms for early identification of children with learning difficulties based on the end of P2 and P4 Key Stage Assessment | <ul style="list-style-type: none"> - 35% of pupils scored grade C and above in P6 National Exams 2012 - No mechanisms are in place for early detection | By mid-2015, early identification mechanisms (learning) will be developed |
| Put in place mechanisms to reduce gender disparity | Girls persistently out-perform boys | By 2017, gender gaps are reduced by 10% |
| Develop a standardized assessment model common to all primary schools | No standardized assessment model is in place | By 2015, standardized assessment model will be developed |
| Design and print textbooks | <ul style="list-style-type: none"> - The current Maths textbook is 15 years old - No proper textbook exists for Social Studies | New Maths and Social Studies textbooks will be developed in 2014 and in use by 2015 |
| Improve support for ICT integration in teaching and learning | Master teachers for IT have a full time timetable | By 2015, all master teachers will have 20 timetabled periods to allow them time to assist other teachers with ICT integration |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|--|
| Develop a system for individualized support for children with learning difficulties (provision for additional learning) | No individualized support system is in place | By 2017, individualized support system will be developed |
| Reinforce English as a medium of instruction in primary education | Implementation of the medium of instruction policy not systematic and homogeneous | By 2015, all teachers observed will use the language designated for a subject |
| Component 4: Facilities | | |
| Establish norms and standards for tuck-shops | Tuck-shops are not operating according to norms and standards | By 2015, all tuck shops will operate according to norms and standards |
| Equip schools with administrative offices | Schools do not have proper administrative offices | By 2015, all schools will have proper administrative offices |
| Provide schools with seating facilities | Very few schools have seating facilities | By 2016, all schools will have seating facilities |
| Equip specialist rooms for Technology and Enterprise (TE) and the Arts | Specialist rooms are not equipped for the Arts and TE | By 2016, all specialist rooms will be equipped for the Arts and TE |
| Provide schools with ICT equipment | Schools do not have enough basic ICT equipment | By 2016, all primary schools will have enough basic ICT equipment |
| Provide schools with efficient Internet facilities | Schools have low bandwidth for Internet | By 2017, all primary schools will have sufficient bandwidth for pedagogical use of the Internet |
| Build multi-purpose halls to facilitate school activities | Only newly built schools have multi-purpose halls | By 2017, all primary schools will have multi-purpose halls |
| Refurbish sick bays, dining halls and toilets | Sick bays, dining halls and toilets are inappropriate | By 2017, all sick bays, dining hall and toilets will be refurbished |
| Component 5: Special needs | | |
| Procure diagnostic assessment tools | There are currently no diagnostic assessment tools | By 2016, diagnostic assessment tools will be procured and the learning needs of pupils will be identified at the beginning of each key stage |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|--|
| Design alternative programmes for SEN based on the national curriculum | There is no alternative programme for SEN | By 2014, an alternative programme for SEN will be designed |
| Develop local training for professionals in SEN | No local training is available for professionals in SEN | By 2014, local training for professionals in SEN will be developed |
| Develop training package for SEN teacher assistants | No training package is currently available for SEN Teacher Assistants | By 2015, training package will be developed for SEN teacher assistants |
| Recruit one educational psychologist for each zone | There are currently no educational psychologists working with schools | By 2017, all five zones will have an educational psychologist |
| Recruit specialized professionals for special needs schools | There are currently only three specialized professionals in special schools | By 2015, there will be a pool of 8 specialized professionals for special schools |
| Recruit and train SEN teacher assistants | Schools do have a SEN teacher assistant | By 2016, all schools will have a SEN teacher assistant |
| Provide schools with special educational needs resources | All schools lack special educational needs resources | By 2016, all schools will be provided with special educational needs resources |
| Train SENCOs to assist teachers in supporting low and high performers | Only 44% of SENCOs are trained | By 2017, all SENCOs will be trained |
| Component 6: Leadership and management | | |
| Establish mentorship programmes for newly appointed head teachers | There is no mentorship programme for newly appointed head teachers | By 2015, a mentorship programme for newly appointed head teachers will be in place |
| Make provision for more consistent monitoring of teaching and learning by head teachers | Currently, about 50% of head teachers consistently monitor teaching and learning | By 2016, all head teachers will monitor teaching and learning in a consistent manner |
| Establish an induction programme for middle leaders | Very few (one or two) induction sessions (not systematic) are held for newly appointed middle leaders | By 2015, an induction programme for middle leaders will be developed |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|---|---|
| Introduction of a recruitment and leadership development programme | <ul style="list-style-type: none"> - 75% of primary head teachers hold an MBA or MA in educational leadership - Aspiring head teachers currently apply for head teacher posts - After the MA/MBA programme there is no leadership development programme - Leadership posts are not advertised | <ul style="list-style-type: none"> - By 2014, all leadership posts will be advertised - By 2016, a leadership development programme will be developed |
| Establish a Teachers' Council | A Teachers' Council has not yet been established | <ul style="list-style-type: none"> - By mid-2015, the Teachers' Council will be established - By 2016, all teachers will be registered with the Teachers' Council |
| Strengthen the implementation of school councils | Some councils do not function effectively | By 2016, all school councils will function effectively |
| Train middle leaders in leadership. | More than 50% of middle leaders have no qualification in leadership | By 2017, all middle leaders will receive leadership training |
| Set up accountability systems to report on school performance | <ul style="list-style-type: none"> - No formal accountability system exists in terms of guidelines - Leadership and management capabilities are weak in monitoring of teaching and learning due to other administrative issues | By 2015, appropriate guidelines on school accountability will be developed |
| Component 7: Teacher retention | | |
| Introduce a salary scheme based on experience rather than solely on qualifications | Teachers are being paid according to qualifications only, while the salary of long-serving teachers without the necessary qualifications remains static. | By 2016, a revised Scheme of Service that takes into consideration the experience of teachers will be in place. |
| Establish a programme for the continuous professional development of teachers | A new appraisal system has been designed but has not been implemented | By 2014, the new appraisal system for teachers will be implemented. |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|---|---|
| Develop and implement an aspiring teacher programme | There is currently no aspiring teacher programme in place | <ul style="list-style-type: none"> - By 2015, an aspiring teacher programme will be developed and implemented - By 2017, there will be an increase in the number of aspiring teachers - By 2016, aspiring teachers will be groomed to join the teaching profession |
| Develop and implement promotional programmes for candidates to the teaching profession | Few candidates are attracted to the teaching profession | <ul style="list-style-type: none"> - By 2015, a promotional teacher programme will be developed and implemented - By 2016, there will be an increase in the number of teachers joining the teaching profession - By 2016, there will be a reduction in teacher attrition |

6.2 Priority Programme 2: Secondary education

GOAL: To provide students with all competencies and skills as per the requirements of the national curriculum framework in preparation for higher education or the world of work

6.2.1 Main challenges identified

Access and coverage:

- Student absenteeism/drop-outs;
- Behavioural issues not sufficiently addressed by pastoral care programmes.

Internal efficiency:

- Deteriorating trend in performance (Maths, Science, History, Geography);
- Gender gap, girls still out-perform boys.

Quality of education:

- Special needs (difficulties in offering compulsory secondary education for students with special educational needs);
- Appropriate support system for students with special educational needs not available in secondary;
- TVET should be a full-fledged educational pathway and not reserved for low performers;

- Stakeholder awareness is presently insufficient to build partnerships that would allow for successful placement of students;
- Careers education and guidance is not sufficient;
- Infrastructure: renovation/maintenance in secondary institutions is slow and not yet finalized;
- Furniture is lacking and below standard (a substantial number of students lack basics: a desk, a chair or both);
- Implementation of security outsourcing is not satisfactory;
- Teachers are difficulty to recruit and retain (there is an attrition issue, especially with Maths and Science teachers);
- There are issues with the instructional practices of teachers (including insufficient command of English as a medium of instruction);
- There are issues with the quality of teaching (materials, innovation, methodologies and reflective practices);
- Expatriate teachers do not receive proper induction on the Seychellois education system and the curriculum;
- Teaching and learning resources are insufficient and outdated (both local and foreign textbooks);
- There is a lack of Internet connectivity and ICT equipment in secondary schools;

- There are issues with the implementation of pastoral care (classroom management issues, inconsistency, preventive measures, disruptive behaviours, bullying);
- Drugs and substance abuse is a significant risk factor in secondary education.

Governance and management:

- Strategic leadership is weak;
- Documentation and reporting is not sufficient.

6.2.2 *Priority programme expected outcomes*

Teacher conditions

- An updated and effective Teacher Training Programme;
- An increase in the number of qualified and equipped teachers at Diploma level in secondary;
- Instructional practices improved through adequate teacher training and professional development activities, and enhanced by the use of information technology;
- A comprehensive teacher induction programme for both local and expatriate teachers;
- Teachers involved in reflective practices driven by innovations;
- More effective promotion of teaching and marketing strategies to increase the intake of local teacher intake and retention.

Learning achievements

- An increase in the number of students scoring A to C grades at S3 and S5 in IGCSE examinations;
- Strengthened Careers Education and Guidance Programme;
- Boys and girls performing equally well in S3 coordinated and S5 IGCSE and DELF examinations.

Learning resources/materials

- Adequate and appropriate textbooks and resources available in schools.

Technical Vocational Education and Training (TVET)

- Improved quality of TVET at all levels, including instructions and facilities, and responsiveness to the labour market.

Special educational needs

- Improvement in the capacity of secondary schools to address the academic, vocational and social needs of students with special

educational needs, through the provision of relevant programmes and resources.

Pastoral care and student discipline

- Reviewed implementation structures;
- More effective Personal and Social Education programmes and counselling;
- Reduction in cases of drug use, poor discipline and suspensions, resulting in a more positive school ethos.

Management and leadership

- Improvement of school management through the empowerment of leaders (middle leaders, head teachers);
- Effective implementation and use of a documentation and reporting system for student learning achievement.

6.2.3 *Priority programme targets*

- By 2017, there will be a 15% increase in students scoring grades A, B, C in S3 coordinated and S5 IGCSE exams.
- By 2017, gender gaps will be reduced by 10%.
- By 2015, there will be a comprehensive teacher-training programme for secondary teachers.
- By 2016, a first cohort of unqualified teachers will be trained to Diploma level.
- By 2017, teachers holding a Diploma will be placed on Degree courses.
- By 2014, the pastoral care system will be reviewed and its structures strengthened.
- By 2014, the Education Act (2004) will be enacted with the introduction of Attendance Officers.
- By 2015, an alternative programme will be operational for students with challenging behaviour.
- By 2015, a comprehensive induction programme for both local and expatriate teachers will be in place.
- By 2017, 100% Internet connectivity and broadcasting will be available for teaching of computer classes.
- By 2017, all planned maintenance work on secondary schools will have been undertaken, including classrooms, specialist rooms, and health and sanitation facilities.
- By 2017, TVET enrolment will have progressed into Phase Two.
- By 2016, schools will be equipped with adequate audio-visual equipment (e.g. TVs, LCD projector, laptops, printers, photocopiers).

- By 2017, updated (local and foreign) textbooks will be provided.
- By 2016, leadership development programmes for school heads will address recruitment and development of leadership and succession.
- By 2015, a comprehensive database will be available for student and staff information at school level.
- By 2017, all schools will have SENCOs that can organize remedial intervention classes for targeted students with special needs.

6.2.4 *Priority programme strategies*

Technical Vocational Education and Training (TVET)

Technical Vocational Education and Training (TVET) is linked to the Education Reform (2009), which aims to meet the diverse needs of students and the national economy. TVET is integral to the principles of Education for All and constitutes an alternative programme for students who cannot follow the IGCSE programme, or students from Profile A. TVET provides them with flexible opportunities to acquire the skills, knowledge and attitudes necessary to develop professional careers and enter the world of work more confidently. The strategy is to progress to full implementation of Phase Two – offering TVET as a pathway rather than as a programme.

Teacher training

In 2010, the University of Seychelles absorbed the National Institute of Education, a Ministry of Education establishment. This move disrupted the recruitment and training of new teachers; no new cohorts of teachers have graduated in the last three years.

There is a strong need to put in place a comprehensive teacher-training programme that strongly emphasizes subject pedagogy, methodology and classroom management, including components of TVET, Careers Education and Guidance, Personal and Social Education, and Citizenship Education, and that meets the quantitative and qualitative needs of the education system with regard to teachers.

Teacher retention

The Teacher Scheme of Service does not make provision for salary increase (growth) for teaching experience and other pertinent factors. The present scheme of service should be revised based on a wide-ranging consultation to better take into account teaching experience or a better pay package, so as to reduce the number of teachers leaving the teaching profession.

Learning environment

The upgrading and regular maintenance of infrastructures is of paramount importance. A programme of maintenance needs to be drawn up based on priorities. Inclusive education aspects also need to be considered in the upgrading of facilities.

Basic classroom furniture needs to be adequate and of good quality. Students need to have at least a desk and a chair as well as locker facilities. School halls can be used for a number of purposes, including recreational, and are hence vital for all secondary schools.

Special needs

Policies and guidelines for inclusive education and special needs need to be implemented to provide for diversity of educational needs in secondary schools. Key personnel also need to be properly trained for student assessment, and remedial intervention classes need to be set up.

Pastoral care

Substance abuse and behavioural issues result in a significant number of suspensions. Pastoral care structures therefore need to be assessed and strengthened, and each school provided with an attendance officer to address these issues.

Management and leadership

The current leadership needs to be strengthened. Diplomas in educational leadership need to be more relevant to provide qualified school leaders. In-service trainings, mentoring and leadership development programmes need to be set up.

6.2.5 Priority programme matrix

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|---|---|
| Sub-programme 2.1: Improving quality of learning | | |
| Component 1: Teacher training | | |
| Induction programme for expatriate teachers | No comprehensive and dedicated induction programme is currently in place for expatriate teachers | By 2015, an induction programme for expat teachers will be designed and implemented (in collaboration with CCATS) |
| Improvement in pre and in-service training, particularly for Mathematics, Science and English Language instruction | <ul style="list-style-type: none"> - 72% of secondary teachers are nationals - Teacher training is currently done by UniSey - There are 18 unqualified teachers and 20 teachers with minimum qualifications (i.e. teacher's certificate) | <ul style="list-style-type: none"> - By 2015, there will be a comprehensive teacher-training programme for secondary teachers. - By 2017, the percentage of local teachers will increase by 10% - By 2017, Maths, Science and Social Science teachers holding a Diploma will be placed on Degree Courses |
| Upgrading of teachers' command of English as a medium of instruction | In 86% of lessons observed (Inspection), secondary school teachers do not use English as the designated language of instruction | By 2014, mechanisms will be in place to ensure all teachers use the language of instruction as per education policy |
| Provision of continuing professional development for teachers | <ul style="list-style-type: none"> Only 39% of secondary teachers have a Diploma Only PD sessions are held weekly at school level | By 2017, all teachers holding a Diploma will be placed on a Degree course |
| Component 2: Improvement in monitoring of teaching and learning in secondary schools | | |
| Establish a mechanism to monitor and support teaching and learning in schools | Each CCATS officer has been assigned schools under his/her supervision; implementation is yet to be effected | By 2014, a programme of school supervision and support will be drawn up and followed by CCATS together with Schools Division |
| Put in place mechanisms to reduce gender disparity | Girls persistently out-perform boys | By 2017, gender gaps will be reduced by 10% |
| Component 3: Providing for diversity of educational needs in secondary schools: SEN | | |
| Organize remedial intervention classes for numeracy and literacy | No provision for intervention in secondary schools | By 2017, designated time will be allocated for intervention classes |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|---|
| Establish SENCO in all secondary schools to ensure continuity in SEN provision | <ul style="list-style-type: none"> - A Special Needs Education Unit was newly established in 2013 - Attention is given only to SEN provision in school inspections | <ul style="list-style-type: none"> - By 2015, implementation of Policy on Inclusive Education and special needs - Identification and training of 10 (1 in each school) key personnel for providing SEN support to students |
| Provision for assessment provision for SEN | No provision; all students take mainstream assessment | <ul style="list-style-type: none"> - By end-2015, programmes will be developed for SEN - By 2015, alternative assessment tools will be developed for SEN, as specified in the new NCF - By 2015, guidelines for SEN and inclusive education will be implemented |
| Component 4: Careers education and guidance | | |
| Capacity-building programme for both heads of departments and careers teachers | <ul style="list-style-type: none"> - Allocated to S4 and S5 (40 minutes) - Only recommendations addressing vital areas of choices and the selection process from the panel | <ul style="list-style-type: none"> - By 2015, a capacity-building programme will be developed and implemented - By 2016, there will be a reduction in drop-outs in secondary institutions - By 2016, there will be an effective support system in place to cater for careers counselling and guidance |
| Promotion of careers education and guidance to students, parents and stakeholders | Career education and guidance is introduced in S4 | By 2016, careers education and guidance will be offered as a subject in S1 through to S5 |
| Sub-programme 2.2: Technical Vocational Education and Training (TVET) | | |
| Component 1: Increase the number of students in TVET | | |
| TVET as an alternative pathway in secondary education | TVET programme for S4 and S5 Profile A students, scoring 0-10% in Literacy and Numeracy of S3 coordinated exam <ul style="list-style-type: none"> - Only 65% of students enrolled at S4 successfully completed the TVET programme - Only 63% of students enrolled progressed to post-secondary institutions | <ul style="list-style-type: none"> - By 2015, 90% of students successfully enrolled in the TVET programme will complete it - By 2015, 90% of students enrolled in the TVET programme will progress to post-secondary institutions - By 2017, the programme for TVET Profile B students will be fully implemented |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|---|
| Stakeholder awareness and involvement in the TVET programme and placement | Sensitization of present placements undertaken only once, with a briefing at the time of placement | <ul style="list-style-type: none"> - By 2015, the number of accredited private placement providers for TVET students will have increased by 50% - By 2015, awareness campaigns, promotions and information-sharing events about TVET will have been completed with 100% of parents with children in TVET sensitized |
| Upgrade all TVET facilities and provision of resources to better accommodate students | <ul style="list-style-type: none"> - Limited number of classrooms, hindering student movement. - Renovation work has begun with one completed classroom | <ul style="list-style-type: none"> - By 2015, 50% of classrooms and facilities will be adequate - By 2017, 100% of classrooms and facilities will be adequate - By 2015, secondary institutions will be well-resourced for the accommodation of TVET students |
| Set up a system for information sharing, coordination and monitoring | The Coordinating Committee lacks essential members, including an employment representative and consultant, as per the terms of reference | <ul style="list-style-type: none"> - By 2014, a full Coordinating Committee as well as channels for reporting will be in place - Two additional CCATS officers will be provided for English and TE by mid-2015 to facilitate monitoring of the programme |
| Sub-programme 2.3: Improvement in the conditions of learning | | |
| Component 1: Adequate and appropriate teaching and learning resources | | |
| Equip schools with updated and adequate textbooks in all subjects | Only about 25% of children have all textbooks | By 2015, 75% of students will have all core textbooks |
| Improve the quality of teaching and learning resources/materials | Textbooks and teaching guides are insufficient | By 2015, all schools will have sufficient quantities of up-to-date textbooks and teaching guides |
| Carry out inventory of tangible teaching and learning resources/materials including those for SEN | Guidelines for management of resources exist, but are not utilized | <ul style="list-style-type: none"> - By mid-2015, a complete inventory database for teaching and learning resources will be prepared and tested - By mid-2015, an effective management system for resource materials and textbooks will be in place |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|--|
| Equip schools with adequate audio-visual equipment (TV, LCD projector, laptops, printers, photocopiers) | Schools have only limited audio-visual equipment | By 2016, schools will be equipped with adequate audio-visual equipment |
| Component 2: Pastoral care and discipline | | |
| Review and strengthen existing pastoral care structures | No evaluation has been undertaken since implementation in 2010, but data is being collected | By the last quarter of 2015, an evaluation of the use and implementation of pastoral care structures will have been carried out and the evaluation report endorsed |
| Establish programmes for education and prevention of indiscipline | Continuous increase in suspension cases related to offences | <ul style="list-style-type: none"> - By 2015, implementation of pastoral care structures will be more effective with a 60% decrease in indiscipline - By 2015, an alternative programme will be operational for students with behavioural problems |
| Enactment of Education Act (2004): Attendance Officer | No provision has been made for an Attendance Officer | By 2015, all regions will have an Attendance Officer |
| Develop and implement transition programme for different key stages | Transition programme is ineffective | <ul style="list-style-type: none"> - By 2015, an effective transition programme will be developed for different key stages - By 2016, an effective transition programme will be implemented for different key stages |
| Component 3: Health-promoting schools | | |
| Healthy school environment | Inspectorate and Health Inspection reports consistently point out health hazards, sanitation and hygiene issues, and non-compliance with national nutrition policy (2013) and the Needs Analysis for Health-Promoting Schools | <ul style="list-style-type: none"> - In 2014, introduce the concept of health-promoting schools - By 2016, all dining rooms at secondary level will be refurbished, alongside an increase in shaded and recreational areas for students - By 2017, all schools will be equipped with modern toilet facilities |
| Health education | There is currently no Health and Safety Education Representative at regional level | By 2014, all secondary schools will have a Health and Safety Education Representative |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|--|
| Sub-programme 2.4: Management and leadership | | |
| Component 1: Effective school leadership | | |
| Introduction of a recruitment and leadership development programme | <ul style="list-style-type: none"> - 90% of secondary head teachers hold an MBA or MA in educational leadership. Aspiring head teachers currently apply for head teacher posts. - There is no post-MA/MBA leadership development programme, and leadership posts are not advertised | <ul style="list-style-type: none"> - By 2014, all leadership posts will be advertised - By 2016, a leadership development programme will be developed |
| Establish a mentorship programme for newly appointed head teachers | No mentorship programme is currently available for newly appointed head teachers | By 2014, a mentorship programme for newly appointed head teachers will be in place |
| Establish an induction programme for middle leaders | <ul style="list-style-type: none"> - Very few (one or two) induction sessions (not systematic) are held for newly appointed middle leaders - No evidence of mentoring | By 2015, an induction programme for middle leaders will be in place |
| Empowerment of middle leaders | Only 35% of middle leaders have an MA/MBA qualification | <ul style="list-style-type: none"> - By 2017, all middle leaders will receive leadership training - By 2017, a Master's Degree for leaders in secondary schools will be introduced |
| Component 2: Documentation and reporting | | |
| Set up accountability systems to report on school performance | No formal accountability system exists in terms of guidelines. Leadership and management capabilities are weak in monitoring of teaching and learning due to other administrative issues | By 2015, appropriate guidelines on school accountability will be developed |
| Component 3: Teacher retention | | |
| Introduce a salary scheme based on experience rather than on qualifications alone | Teachers are paid according to qualifications, while the salary of long-serving teachers without the necessary qualifications remains static | By 2016, a revised Scheme of Service, which takes into consideration teacher experience, will be in place |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|---|--|
| Establish a programme for the continuous professional development of teachers | A new appraisal system has been designed but not implemented | By 2016, the new appraisal system for teachers will be implemented |
| Develop and implement an aspiring teacher programme | No aspiring teacher programme is currently in place | <ul style="list-style-type: none"> - By 2015, an aspiring teacher programme will be developed and implemented - By 2017, there will be an increase in the number of aspiring teachers - By 2016, aspiring teachers will be groomed to join the teaching profession |
| Develop and implement promotional programmes for candidates to the teaching profession | Few candidates are attracted to the teaching profession | <ul style="list-style-type: none"> - By 2015, a promotional teacher programme will be developed and implemented - By 2017, there will be an increase in the number of teachers joining the teaching profession - By 2016, there will be a reduction in teacher attrition |
| Sub-programme 2.5: Infrastructure and facilities | | |
| Component 1: Improved quality of secondary school buildings and facilities | | |
| Review the minimum standards of facilities | Guidelines are in existence since 2005 | By 2015, guidelines will be reviewed |
| Undertake timely repairs and maintenance on school facilities | <ul style="list-style-type: none"> - Only two secondary schools were renovated in 2012 and major maintenance work was undertaken in three; renovation, expansion and upgrading was planned for six schools in 2013 - Only six secondary schools have a sick/health bay and one school has no dining room - Financial constraints hinder maintenance programmes | <ul style="list-style-type: none"> - By 2017, all work planned for 2013-2017 will be complete and up to standard - By 2014, upgrading and expansion to dining room facilities will be completed for one school - By 2015, all secondary schools will have a proper dining room - By 2017, all schools will have a proper sick/health bay |
| Upgrade school facilities to facilitate inclusion | Few adjustments have been made to facilitate access or to adopt a universal design in newly built schools | By 2017, all schools will have upgraded facilities such as ramps, rails in restrooms, increased door width for wheel chair users, and appropriate furniture |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|---|
| Component 2: ICT: Development of e-learning and e-culture | | |
| Enhance technical capacity for maintenance of ICT equipment at school level | Central technical support is inadequate for a number of schooling institutions | By 2015, adequate technical support will be available for ICT in schools, with one officer allocated per zone |
| Installation of adequate server capacity and connectivity to the internet | - 60% of secondary schools have no internet connectivity even where installed - S5 students taking IGCSEs in ICT are at a disadvantage | By 2017, 100% of schools will have internet access |
| Replacement of ICT equipment and installation of new equipment | - Most ICT equipment in schools is outdated (10 years or older) - Equipment is insufficient to meet school needs | By 2017, older equipment will have been replaced and the installation of new equipment completed |

6.3 Priority programme 3: Post-secondary and tertiary education

GOAL: To prepare students to meet labour market needs in different sectors of the economy.

6.3.1 Main challenges identified

- Most PSIs have to lower entry criteria at selection because some secondary students do not meet the original criteria.
- Based on the existing quota system, only 10% of intake capacity is dedicated to students other than S5. This creates a situation whereby demand from eligible external candidates cannot be met.
- Over the past three years, PSIs have been unable to fully meet labour needs due to a decline in the number of students applying for the respective courses.
- At present, there is no proper counselling system in place to serve the transition between secondary education and PSIs and ensure proper career choices.
- The current student support system in PSIs is not able to cope with emerging social ills, discipline and behavioural problems.
- PSIs are unable to offer an adequate number of apprenticeship courses despite the fact that this mode of training leads to employment.
- Staffing issues exist in all PSIs, including high staff turnover/low staff retention, and this leads to high dependency on

expatriates and discontinuity in delivery and implementation of training programmes.

- Some members of staff do not have the necessary qualifications and experience to teach at PSIs.
- There is no mechanism for staff to undertake internship so as to keep abreast of new developments and bridge the theory/practice gap.
- Most PSIs have not entered into partnerships or cooperative training agreements with local, regional or international training institutions and related organizations/industries. There is consequently a lack of opportunities for staff and students to exchange and share expertise and resources.
- Four out of six PSIs have not yet fully developed their programmes using the competency-based approach.
- None of the six PSIs has obtained full validation of their programmes from SQA.
- There is an alarming lack of resources in most PSIs to deliver training programmes.
- There is a lack of labour market analysis to ensure that training is geared to respond to labour needs.
- Time-consuming and bureaucratic procurement/financial procedures cause setbacks in the functioning of PSIs.
- Five out of seven PSIs require new infrastructure and facilities for smooth implementation of training programmes.

6.3.2 *Priority programme expected outcomes*

- All programmes validated and institutions accredited;
- A wider range of training opportunities are available for in-service (external) candidates;
- Training offer of PSIs is attractive to students and allows them to develop skills that are in high demand by the labour market;
- PSIs are better able to deliver on their respective mandates through increased intellectual, management and administrative autonomy;
- PSIs promote lifelong learning to meet labour market needs;
- Learners at PSIs are more responsible and mature with a positive attitude, and display a sense of belonging to the institution;
- Highly motivated, qualified and experienced staff are employed at PSIs for stability and sustainability;
- Increased alignment between post-secondary institutions and the private sector is achieved through enhanced partnerships and cooperation;
- All post-secondary institutions have modern, state-of-the-art infrastructure, facilities and resources.

6.3.3 *Priority programme targets*

- By 2015, all PSIs will be more autonomous in the day-to-day running of the institution.
- By 2015, mechanisms will be in place for recruiting qualified and experienced staff, while addressing key issues pertaining to staff retention.
- By 2015, mechanisms will be in place for all PSIs to engage in partnerships with internal and external stakeholders.
- By 2015, an effective support structure will be in place for students to respond to new social, behavioural and disciplinary challenges.
- By 2016, all PSIs will be modernized and have appropriate infrastructure, facilities and resources.
- By 2017, all courses/programmes on offer at PSIs will obtain full accreditation as per SQA recommendations to meet labour market needs.

6.3.4 *Priority programme strategies*

Revision of intake quotas

The 10% intake quota reserved for external candidates will be increased to a minimum of 20% to the extent feasible for the PSI/programme in question. Post-secondary institutions can also adapt their training modes to cater to the training needs of these candidates, so as not to affect the intake quota from secondary schools.

Staff training opportunities

MoUs should be formulated with international institutions to establish exchange programmes. Funding should be secured for training and available scholarships managed by the new TFE. Terms and conditions to qualify for training should be established and adhered to. A training and international cooperation officer should be provided to manage the wide range of international issues involved in TFE. Post-secondary institutions offering international programmes should secure appropriate training of staff from the awarding bodies to keep them abreast of the latest developments in their respective fields.

Student support system

Institutional mechanisms should be put in place to provide guidance and career counselling, bursary and maintenance allowances, welfare, life-skills, spiritual counselling and mentoring.

Reform of governance model

Autonomy in budget management

Rather than subsidizing training through the annual recurrent budget, there needs to be a move towards performance-based budgeting, where PSIs secure tuition fees from government-sponsored scholarships. All PSIs also generate income through the sale of products and services, which is supplementary to scholarship fees. PSIs should then have full autonomy in the management of funds from scholarships and generated by the PSI itself.

Staff remuneration

A more attractive and competitive scheme of service needs to be developed with a view to attracting and retaining qualified professionals. This will lead to increased quality of teaching and learning, thereby enhancing the quality of graduates to meet labour market needs.

Governing bodies

All PSIs should set up Professional Centre Boards and technical committees as per the provisions of the TEA (2011). This is essential for the effective and efficient

operation and management of PSIs and to respond to the requirements of industry.

Database

In order to carry out relevant management, all PSIs will standardize their collection of statistical information and ensure it is linked to the EMIS at the central MoE.

Information and Communications Technology

Each PSI has an individual, unlimited Internet package with the required bandwidth. PSIs have the liberty to source this service and manage payment through their own budget. Proper IT equipment and support will be provided to ensure efficient use and harnessing of Internet/intranet.

Programme validation and accreditation

A temporary structure has been set up to address the issues of competency-based programme development and validation of programmes. As a long-term strategy, there is a proposal to recruit a full-time Quality Assurance Officer and a Programme Development Officer at the TFE secretariat and for each PSI.

Infrastructures

There is a need to build and update infrastructures, as existing ones are not adequate both in terms of quality and quantity. Hence, new centres will have to be constructed taking into consideration specific PSI and security needs. All PSIs should therefore be provided with dining, recreational and sport facilities, as well as equipped specialist and multi-purpose rooms as per established standards.

6.3.5 Priority programme matrix

| Programme components and activities | Baseline (2013) | Indicators/targets 2017 |
|--|---|---|
| Sub-programme 3.1: Management and leadership | | |
| Component 1: Budget and financing | | |
| Generation of revenue through training provision | Out of 7 PSIs only 4 generate some form of revenue through in-service/short courses | By 2017, all PSIS will decide pricing for short courses, and conduct and generate their own revenue through offering courses |
| Generation of revenue through sale of products and services | Out of 7 PSIs only 2 generate some form of revenue through the sale of products | By 2017, PSIs capable of generating revenue through products and services will engage in proper sales and marketing of their products and services |
| Accounting control and practices and administration of revenue and expenditure | Budget administered centrally | By 2017, PSIs will have full control of their budget in accordance with their charters [refer to TEA, 2011: 42(2)] |
| Component 2: Revision and formulation of policies | | |
| Revision of selection policy for access to PSIs | Only 10% of intake capacity is dedicated to external candidates (other categories) | By 2015, the Other Categories intake quota will be increased to a minimum of 20% for PSIs, which have the capacity (physical and human) and training modes to train external candidates |

| | | |
|--|--|---|
| Formulate students support services policy | Policies related to student support services are currently fragmented and outdated | By the end of 2015, PSIs will have a comprehensive policy relating to student support services |
| Establish policy for training in enterprises and work-based experience (WBE) | <ul style="list-style-type: none"> - No formal training programme is enforced for work-based experience - Current policy framework for apprentice scheme is fragmented | <ul style="list-style-type: none"> - By 2015, the PC secretariat will have a coordinator for enterprise training and work-based experience (WBE) - By 2015, PSIs will have a clear policy and mechanisms to support WBE and apprenticeships |
| Formulate policy in relation to staff retention | High staff turnover in all PSIs (an average of 20/year in all PSIs combined) | By the beginning of 2016, PSIs will have adequate staffing and the capacity to operate |
| Component 3: Setting up organizational structures | | |
| Set up Professional Centre Boards and technical committees | <ul style="list-style-type: none"> - The current organizational structure of all PSIs does not cater to the present and future needs of the institution - None of the PSIs currently have governing bodies or technical committees | <ul style="list-style-type: none"> - By mid-2015, PSIs will have revised organizational structures responding to SQA requirements and TEA 2011 - By 2015, all PSIs will have an effective Professional Centre Board and technical committees - By early 2015, all PSIs will have new organizational structures endorsed by MoE and TEC |
| Component 4: Database | | |
| Provide proper IT equipment for administration and management | Out of 7 PSIs 5 do not have appropriate IT equipment for administration and management | By 2015, all information systems in PSIs will be updated and operational |
| Link PSI databases to the EMIS | PSIs are not linked to the MoE EMIS for management and planning | By 2015, all PSI student and staff data bases will be connected to the EMIS |

Sub-programme 3.2: Quality and relevance

Component 1: Programme validation and institution accreditation

| | | |
|-------------------|---|--|
| Quality assurance | PSIs do not have Quality Assurance Officers | By 2015, at least 2 Quality Assurance Officers will be appointed |
|-------------------|---|--|

| | | |
|---|---|--|
| Development of competency-based programmes, and validation and accreditation of programmes by SQA | None of the 6 PSIs has a fully validated programme | <ul style="list-style-type: none"> - By 2015, all PSIs will have full SQA validation for all programmes on offer - By 2014, Programme Development and Quality Assurance Officers will be appointed at the PC secretariat - By 2015, Programme Development and Quality Assurance Officers will be appointed for all PSIs |
| Accreditation of all institutions by SQA | Out of 6 PSIs only 2 have been provisionally accredited by SQA | By early 2015, all PSIs will have obtained full institutional accreditation |
| Component 2: Training partnership and cooperation | | |
| Affiliation with local and international organizations | A limited number of formal agreements/MoUs exist between PSIs and organizations | By 2014, all PSI will have engaged in partnerships with at least one appropriate local/international organization/enterprise |
| Accreditation and recognition | A limited number of PSIs are accredited and recognized by local and international awarding bodies | By 2017, all PSIs will have SQA accreditation |
| Staff development and capacity building | No formal agreement exists with higher educational institutions (local and overseas) for training of PSIs lecturers at Degree level. As per the current annual training plan, a limited number of lecturers (about 3%) get opportunities to attend overseas training. No structured training plan exists for most support staff | <ul style="list-style-type: none"> - By end of 2014, around 2 MoUs per PSI will be signed with relevant higher education institutions/ organizations for staff professional development - By 2017, 60% of staff from PSIs will have received degree-level qualifications training |
| Component 3: Student support and career counselling | | |
| Setting up of a student support system | <ul style="list-style-type: none"> - No proper career counselling is available for students - Behavioural and disciplinary challenges are not adequately addressed | <ul style="list-style-type: none"> - By 2016, effective support system will be in place and cater for career counselling needs - By 2015, adequate disciplinary response mechanisms will be in place |

| Sub-programme 3.3: Infrastructure and facilities | | |
|---|---|---|
| Component 1: Information and Communication Technology (ICT) | | |
| Provide IT learning and adequate and relevant technologies to support creativity and innovation in teaching/training/learning | Student/computer ratio for specialist training is not to SQA standards (ratio of 1:1 for specialist training and 2:1 for general training in a given class) | By 2016, all PSIs will have a student computer ratio of 1:1 (in relation to specific group sizes using computers at any one time) when offering specialist training |
| Ensure technical support for efficient use of IT equipment | | By 2016, all PSIs will have IT personnel to ensure proper functioning of the system (systems administrator) |
| Implement efficient use of internet/intranet facilities | Out of 7 PSIs only 4 have efficient and effective internet service | <ul style="list-style-type: none"> - By 2017, all 7 PSIs will have effective, operational internet and intranet through specific PSI internet subscriptions - By 2017, all PSI will have their own websites |
| Component 2: Infrastructure | | |
| Build new centres to enhance supply | Out of 8 institutions only 2 institutions are purposely built | <ul style="list-style-type: none"> - By 2017, 4 PSIs (<i>SBSA, SVA, SALS and SAHTC</i>) will have newly built buildings with state-of-the-art facilities and technology, as well as facilities to cater to students and staff with special needs - By 2017, all centres will have adequate infrastructure for security purposes |
| Specialist and other rooms | <ul style="list-style-type: none"> - Out of 7 institutions only 3 have basic specialist rooms - Out of 7 institutions only 2 have a canteen | <ul style="list-style-type: none"> - By 2017, all PSIs will have relevant and well-equipped specialist rooms - By 2017, all PSIs will have dining facilities/cafeteria as well as a general purpose room for assembly/exams |
| Recreational and sport facilities | Out of 7 institutions only 2 have recreation facilities | - By 2017, all PSIs will have recreational and sports facilities to cater for the specific age group and interests |
| Component 3: Transportation | | |
| Official vehicles for management and pedagogical supervision purposes | Out of 7 institutions only 3 have transport facilities | By 2017, 2 more official vehicles will be purchased (including costs for maintenance, insurance and gas) |

6.4 Priority programme 4: Sustainability, risk and disaster management

GOAL: To develop and maintain a culture of safety and preparedness sector-wide and thus build resilience to disasters at all levels (Draft Education Sector Contingency Plan for Disaster Preparedness, 2011).

6.4.1 Main challenges identified

Context:

- Flooding (including tsunamis), fire, road safety, landslides and wind storms are the most likely disaster events faced by education institutions, with 14% of schools reporting being confronted with flooding every year, and 9% reporting being confronted with fires at least once a year. Landslides and tsunamis are considerably less frequent (MoE Rapid school survey, 2013).

School disaster management:

- More than 70% of schools either have formal Emergency and Disaster Preparedness (EDP) Plans or intend to develop one. However, one-third of schools still lack formal plans or have informal plans (MoE Rapid school survey, 2013).
- There is a need for a comprehensive set of policies on disaster risk reduction and disaster preparedness in the Education Sector, in line with national disaster management policies. Schools are not provided with minimum standards procedures for developing and managing their Emergency and Disaster Preparedness (EDP) Plans, including a mandatory number and type of drill practices per year to be undertaken by all schools (Purvis, **Draft Education Sector Contingency Plan for Disaster Preparedness, 2011**).
- 51% of schools either do not have or are developing disaster management committees (MoE Rapid school survey, 2013).
- 66% of schools either do not have an evacuation plan or are developing evacuations plans (MoE Rapid school survey, 2013).
- Schools lack appropriate funding for disaster risk reduction and preparedness activities (Purvis, **Draft Education Sector Contingency Plan for Disaster Preparedness, 2011**).

Safe learning facilities:

- Many school buildings are in poor condition and lack more comprehensive maintenance plans for buildings and other infrastructure (including fire and other safety equipment) (Purvis, **Draft Education Sector Contingency Plan for Disaster Preparedness, 2011**).
- 49% of schools either have damaged surrounding walls or fences or partly completed walls, or lack surrounding walls or fences altogether (MoE, Rapid school survey, 2013).
- 62% of schools either do not have or are developing school fire alert systems (MoE, Rapid school survey, 2013).
- 54% of schools have never practised fire drills (MoE, Rapid school survey, 2013). The vast majority of schools have never practised drills for other kinds of hazards (MoE, Rapid school survey, 2013).
- Schools lack security personnel (MoE, Rapid school survey, 2013).

Risk reduction and resilience education:

- Disaster risk reduction and disaster preparedness are not mainstreamed in the national curriculum of all education institutions (Purvis, **Draft Education Sector Contingency Plan for Disaster Preparedness, 2011**).
- Staff in most schools lack first aid training and security training (MoE, Rapid school survey, 2013).

6.4.2 Priority programme expected outcomes

School disaster management

- School Disaster Management Standard Operating Procedures (SOPs) and mechanisms are in place and effective.
- EDP plans are regularly reviewed and updated.
- Schools are built and maintained according to safety norms.
- The early-warning system and school alert systems are in place and effective.
- RDM education and preparedness is mainstreamed in the national curriculum.
- RDM education and preparedness is mainstreamed in teacher training programmes.
- Training is organized for all stakeholders involved in RDM activities in the implementation of EDP plans and use of manuals.

6.4.3 Priority programme targets

- By the end of 2014, the MoE will have RDM focal persons and be fully integrated within national RDM coordination mechanisms.
- By 2017, all new schools will be built in safe locations and according to relevant safety standards.
- By 2017, all educational institutions will have developed their own Emergency and Disaster Preparedness plans.
- By 2017, an early warning system will be put in place.
- By 2017, all staff will be properly trained in RDM, security and first aid.
- By 2017, RDM will be integrated into the national curriculum and taught effectively by teachers.

6.4.4 Priority programme strategies

Education institutions and communities in the Seychelles are confronted by a range of risks including floods, fires, traffic accidents, landslides and windstorms. In order to prepare for, respond to and mitigate these risks, it is essential for the education system to adopt policies and plans that maximize its resilience to disasters. This crosscutting priority programme aims to develop and maintain a culture of safety and preparedness sector-wide, and thus build resilience to disasters at all levels. The implementation strategy for this programme is based around five main axes: (i) making organizational arrangements; (ii) coordinating efforts and plans; (iii) adapting infrastructure to meet safety norms; (iv) developing capacities of education actors, including teachers, school communities, and central Ministry staff; and (v) reflecting RDM in national curricula.

First, organizational arrangements are essential to ensuring the effective design and implementation of policies and plans. It is crucial to identify key persons within the MoE that will be accountable for the development, implementation and monitoring of the education sector programme for disaster risk reduction and management. Putting in place a focal person and a deputy responsible for the implementation of RDM policies and plans will ensure the necessary coordination between key stakeholders, including with the Division of Risk and Disaster Management (DRDM) of the Environment Department or school safety committees.

Organizational arrangements

These organizational arrangements will lay the foundation for developing and implementing school Emergency and Disaster Plans (EDP) that are coordinated and in line with national and sector disaster management policies (cf. **The Seychelles Disaster Management Policy, 2010; Draft Education Sector Contingency Plan for Disaster Preparedness, 2011**). In order to maintain safe learning environments and plan for educational continuity, specific risk management practices have to be in place. These practices include conducting school-level risk assessments, practising emergency drills, or using early warning mechanisms to alert school communities.

Educational facilities

Furthermore, locating, constructing and retrofitting educational facilities to be hazard-resistant is key to keeping students safe while they are in school, and to protecting infrastructure investments in the education sector. This will involve implementing and monitoring MoE building codes and safety norms for which the MoE Infrastructure Planning Divisions is responsible.

Development of capacities

The integration of RDM objectives and corresponding activities into the MTS will require the development of capacities of education staff at all levels of the education system, from central Ministry services down to the school level. Sustainable efforts to implement disaster risk reduction and preparedness measures in the education sector require a selected number of education staff to be able to analyse vulnerabilities, develop programmes that reduce the risk of disaster, and collect and analyse related data.

Curriculum

Finally, the development of a culture of safety and preparedness in the education sector also relies on the development of a curriculum (and the corresponding teaching and learning materials) that addresses disaster risk reduction and resilience. To ensure its effectiveness, this RDM curriculum has to be integrated within the national curriculum framework.

Funding

In order to ensure sustainable RDM, special care should be given to the provision of long-term budget allocation.

6.4.5 Priority programme matrix

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|--|--|
| Sub-programme 4.1: School disaster management | | |
| Component 1: Setting up organizational arrangements | | |
| Set up a permanent MoE focal point with responsibility for RDM and liaison with the Division of Risk and Disaster Management (DRDM) | No permanent focal point in MoE with responsibility for RDM | By 2014, a permanent focal point in MoE with responsibility for RDM will be appointed |
| Establish an active sector coordination mechanism specifically for RDM, such as an Emergency Education Committee/ Working Group, including representatives of MoE and other key stakeholders (Division of Risk and Disaster Management (DRDM), etc.) | No active sector coordination mechanism exists specifically for RDM, including representatives of MoE and key stakeholders | By end-2015, an Emergency Education Committee will be established and work efficiently |
| Nominate an education representative to be part of the Division of Risk and Disaster Management (national coordinating body for RDM) | No education representative is part of the DRDM | By end-2014, a nominated education representative will form part of the Division of Risk and Disaster Management |
| Establish School Safety Committees in all schools | 51% of schools either do not have or are developing disaster management committees | By 2017, 100% of educational institutions will have disaster management committees |
| Create soft back-up storage of MoE, schools and institutions' statistics and administrative data including through the EMIS | No systematic data backup system is in place | By end-2015 at the latest, a comprehensive data back-up and storage system will be in place |
| Component 2: Policy formulation and implementation | | |
| Train central ministry services and institutions in RDM | Few central ministry services and institution are trained in RDM | By 2017, central and institutions levels will have received at least one to two days of training |

| | | |
|---|--|---|
| Carry out assessment of hazards, vulnerabilities, capacities and resources at MoE level and review on an annual basis | No regular assessments of hazards, vulnerabilities, capacities and resources at MoE level are carried out or updated | By 2016, assessment of hazards, vulnerabilities, capacities and resources at MoE level will be carried out and reviewed on an annual basis as per established protocols |
| Develop and implement an education sector policy framework for DRR and disaster preparedness, in line with national disaster management policies | There is no clear education sector policy framework for DRR and disaster preparedness in line with national disaster management policies | By 2016, a policy framework for DRR and disaster preparedness will be developed and implemented in line with national disaster management policies |
| Develop and implement an Emergency Protocol, including standard operating procedure manuals and formats for Emergency and Disaster Preparedness (EDP) Plans | There is no clear Emergency Protocol | By 2016, an Emergency Protocol will be developed and implemented |
| Develop district-level management plans | 46% of schools either do not have or are not aware of district-level management plans | By 2017, 100% of educational institutions will have district-level management plans |
| Component 3: Development of Emergency and Disaster Preparedness Plans | | |
| Train school boards in RDM and how to conduct a school-level risk assessment | 0% of school boards are trained in RDM and how to conduct a school-level risk assessment | By 2017, 100% of school communities will be trained in RDM and how to conduct a school-level risk assessment |
| Conduct school-level risk (including school sites and routes to schools) and capacity assessment | No regular school-level risk and capacity assessments are carried out | Starting from 2015, regular school-level risk and capacity assessment will be conducted |
| Develop school Emergency and Disaster Preparedness (EDP) Plans | 28% of schools either do not have or only have informal EDP Plans | By 2017, 100% of educational institutions will have EDP Plans |
| Organize regular simulation drills to test disaster preparedness plans and skills levels | 54% of schools have never practised fire drills, 89% for flooding drills, 80% for tsunami drills and 91% for landslide drills | By 2017, 100% of educational institutions will practise regular simulation drills |

| Component 4: Setting up early warning system | | |
|--|--|---|
| Establish a communication system for emergencies, including an early warning system and local media contacts | No communication system exists for emergencies including an early warning system or local media contacts | By 2015, an effective communication system for emergencies, including early warning system and local media contacts, will be established |
| Establish clear criteria (in consultation with the DoE focal point and DRDM) for activating emergency plans and share this information with the whole school community | No clear criteria exists for activating emergency plans and communication | By 2017, a clear set of criteria for activating emergency plans will exist and this information shared with the whole school community |
| Incorporate national early warning systems and norms into school plans | Virtually no school plans have incorporated national early warning systems and norms | By 2017, 100% of school plans will have incorporated national early warning systems and norms |
| Establish school alert systems and emergency communications to alert families and teachers | 62% of schools either do not have or are developing school fire alert systems, 86% for school flooding alert systems, 86% for tsunami alert systems and 91% for school landslide alert systems | By 2017, 100% of educational institutions will have established alert systems and emergency communications to alert families and teachers |
| Sub-programme 4.3: Infrastructure quality and standards and maintenance | | |
| Develop building codes and safety standards for education infrastructure | Not available | By 2017, building codes and safety standards for education infrastructure will be developed and applied in all institutions |
| Develop a plan to retrofit, replace or relocate unsafe schools | La Rosière, Glacis, Cascade, Pointe Larue Secondary, English River Secondary, English River Crèche, Grand Anse Praslin Crèche, Anse Royale Crèche, | By 2016, a plan will be developed to phase the retrofitting and/or relocation of these schools in safe areas |
| Locate and/or design new or retrofitted buildings according to established building codes and safety standards | La Rosière, Glacis, Cascade, Pointe Larue Secondary, English River Secondary, English River Crèche, Grand Anse Praslin Crèche, Anse Royale Crèche, | By 2017, 100% of educational institutions will be located and built according to building codes |
| Undertake timely repairs and maintenance on school facilities | 49% of schools either have damaged surrounding walls or fences or partly completed walls or do not have surrounding wall or fence at all | By 2017, 100% of schools will have whole walls and fences |

| | | |
|--|---|--|
| Establish an effective system (including through the EMIS) for institutions to inform MoE of physical risks posed by infrastructure and other hazards within the school boundary and to request maintenance/repair | No system in place | By end 2015, a simple process in place and risks and hazards have started to be reported to MoE central services |
| Develop plans for establishing alternative facilities for educational continuity in the event of a disaster | Not available | By 2017, MoE has a plan for emergency facilities |
| Sub-programme 4.4: Teacher development and training | | |
| Review current teacher training programme on RDM and conduct a detailed needs assessment | No needs assessment carried out for teacher training programme | By 2015, needs assessment will be carried out |
| Train teacher educators in RDM | Virtually none of the teacher educators are trained in RDM | By 2017, 100% of teacher educators will be trained in RDM |
| Embed RDM within pre-service and in-service teacher education programmes | Virtually none of the pre-service and in-service teacher education programmes deal with RDM | By 2017, 100% of pre-service and in-service teacher education programmes will deal with RDM |
| Conduct training for school principals/head teachers in RDM | School principals/head teachers are not all trained in RDM | By 2017, 100% of educational institutions principals/head teachers will be trained in RDM |
| Conduct training sessions for school principals and school security focal points | In 89% of schools only 0-25% of staff receives security training | By 2017, 100% of staff will have received security training |
| Conduct teacher training session – first aid training | In 69% of schools only 0-25% of staff receives first aid training | By 2017, 100% of staff will have received first aid training |
| Sub-programme 4.5: Curriculum development and assessment | | |
| Conduct detailed needs assessment on the current RDM curriculum | No need assessment carried out on the RDM curriculum | By late 2017, an RDM-related curriculum assessment will be conducted |
| Train curriculum developers in RDM | Virtually none of the curriculum developers are trained in RDM | By 2017, 100% of curriculum developers will be trained in RDM |
| Integrate RDM into the national curriculum framework | RDM-related curriculum component in NCF is inadequate | By 2017, RDM will be integrated into the national curriculum |

| | | |
|---|---|--|
| Develop teaching and learning materials that convey key RDM and resilience messages | Limited learning and teaching materials are available | By 2017, training materials will be developed |
| Procure pedagogical RDM materials | Insufficient RDM materials are available | By 2017, 100% of schools will have pedagogical RDM materials |

6.5 Priority programme 5: Strategic management of the Education Sector

GOAL: Different types of quantitative and qualitative information are available to decision-makers in a timely and regular way to allow the formulation of policies, the design and implementation of necessary reforms and programmes, and the regular monitoring of the performance of the Seychellois Education system.

6.5.1 Main challenges identified

As remarked in several reports,¹⁶ the Seychellois education sector is not short of policies. Numerous policy documents are available which relate to different sub-sectors and/or crosscutting issues. In this sense, all types and levels of education are sufficiently covered by relevant and specific policies. The challenge for the MoE is therefore to avoid “policy instability” (EU, 2011) and multiplicity rather than lack of policy. Separate policies and plans now ought to be consolidated into one common, comprehensive and widely shared education strategy that will guide the development of the education sector. The MTS 2013-2017 aims to be this overarching framework.

The change towards more strategic and results-based management of the education sector calls for changes in several interwoven areas, such as the production and use of quantitative and qualitative data, tighter linkage between the MoE programmes and its budget, and more effective analysis of the education system’s performance against the resources it consumes.

There are a number of specific challenges to be addressed:

- Medium and short-term plans lack precise targets and key performance indicators to allow regular and unambiguous monitoring, lesson learning, and (re)orientation of policies and budgets.
- Despite the relatively small size of the Education Sector, the MoE is not equipped with an Education Management Information

System (EMIS) and cannot therefore produce fine-grained educational statistics.

- Plans/programmes and budget development and allocation are not sufficiently harmonized over the medium term to allow for strategic use of the budget with a view to achieving results.
- Research and evaluation are not systematically planned, coordinated or harnessed with a view to contributing to policy formulation, plan implementation and monitoring.
- MoE’s technical capacity in different areas of planning needs to be reinforced at the central level (Ministry) and at the level of the institutions themselves.
- Resources in terms of staff and equipment are not optimal.

6.5.2 Priority programme expected outcomes

- Decision-makers are able to assess the status of Education Sector performance at regular intervals based on quality evidence, with a view to (re)orienting policies and strategies and attaining macro and micro-level results;
- Decision-makers are able to assess the efficiency of use of available resources (financial, human, etc.) against different objectives and therefore to make the necessary trade-offs;
- Management in school and institutions is improved (with positive repercussions on student results);
- MoE is able to communicate more efficiently on the state of education and related policies in the Seychelles and to fulfil its duty of accountability towards different stakeholders through different means, such as yearly consultations, publications, MoE website, etc.

6.5.3 Priority programme targets

- By the end of 2014, a comprehensive statistical database will be in place and used for planning purposes (students and staff data).

¹⁶ IIEP Mission Report 2006; Seychelles ERAP Assessment – 2011 (Arman).

- By early 2015, MoE will have piloted programme performance-based budgeting (PPBB) jointly with the Ministry of Finance.
- By March 2015, a school survey will have taken place.
- By April 2015, the MoE Education Statistics Yearly Booklet will be prepared and made public on the MoE website.
- By the end of 2015, MoE will have issued its research and evaluation agenda with a corresponding work plan.
- By mid-2014, a capacity assessment in the field of strategic planning will be carried out.
- By the end of 2015, an audit of the EMIS will be undertaken and a master plan for the new comprehensive EMIS will be prepared.
- By end 2016, the new MoE EMIS will be operational.

6.5.4 Priority programme strategies

Over the period of the MTS, MoE will implement a four-pronged strategy to arrive at a system that will allow it to plan efficiently for the education system, monitor and evaluate its performance at regular intervals, and ensure maximum use of the available financial and human resources. The four dimensions of this strategy are: (i) to develop a fully operational EMIS; (ii) to develop a research and evaluation agenda; (iii) to further develop the technical capacity of the Division for Policy Planning and Research (DPPR); and (iv) to implement programme performance-based budgeting jointly with the Ministry of Finance.

Education Management Information System (EMIS)

MoE has recently (2013) taken concrete steps to significantly enhance its capacity in the domain of educational statistics and monitoring by reforming and strengthening staff-wise its EMIS Section within the DPPR. These changes demonstrate MoE's commitment to move towards a more strategic management approach with quantitative and qualitative evidence at the core.

Throughout 2013 and during the formulation of the MTS 2013-2017, MoE began auditing and improving its existing statistical database with support from the UNESCO International Institute for Educational Planning (IIEP). Such work was necessary for the analysis of the education sector and for the purpose of projections, which form the backbone of the MTS. These steps, while significant, need to be further complemented by the design, development and implementation of an integrated EMIS. The ultimate objective in this regard is to provide MoE with detailed and up-to-date statistical information and analyses in a range of dimensions of importance for the piloting of education systems, including: student enrolment, student exam results, staff (teaching

and non-teaching), budgets, teaching and learning materials, RDM, infrastructure and maintenance, and different types of equipment.

The EMIS should also be of direct relevance at school level to allow head teachers and management teams to monitor enrolment, attendance and pupil performance, as well as other possible uses.

The development and implementation of the EMIS will start with simple technology (Microsoft Excel and/or Access files sent by email or on USB sticks from institutions to DPPR) and will be based on data from a yearly survey similar to that performed by MoE during the formulation of the present MTS. The EMIS will then evolve into a more complex web-based system drawing on a database, which will be maintained and developed jointly with the Division for Information and Communication Technologies (DICT). In this partnership, DICT will act as the provider of technical expertise with regard to the informatics infrastructure of the EMIS, and MoE will contribute at the design stage by giving guidance on the needs and providing the necessary educational data needed for testing.

The development and computerization of the above-mentioned facets into a single integrated information system is a long-term initiative, and may well extend beyond the period of the present MTS. MoE will therefore work on two parallel and complementary tracks:

Short-term track: further improvement of the statistical database

This track will include:

- Design and standardization of data collection instruments (questionnaires, electronic formats) and procedures;
- Development and automation of data collection, entry and checking processes;
- Data treatment and analysis processes;
- Automation of the production of educational statistics (including a yearly statistical booklet on the status of the education system).

Medium- to long-term track: laying the foundation for a comprehensive integrated web-based EMIS

This track will include:

- Detailed audit of the existing system jointly by MoE/DPPR, IIEP and DICT;
- Enhanced cooperation with DICT for the further development of the existing EMIS master plan;
- Development of additional modules (staff, finances, etc.) and integration into the main application;
- Phased roll-out of the EMIS through a trial and error process.

Research and evaluation

While the EMIS will provide the necessary statistical information on the education system, more qualitative studies will be needed on specific domains, such as the efficiency of curriculum implementation, teacher and pupil performance, and social issues affecting dropout or behaviour in schools, in order to make decisions and formulate policies. DPPR will systematically identify areas that need to be investigated as a priority and develop a research and evaluation agenda. This research agenda, in addition to the EMIS, will form the second pillar of a robust monitoring and evaluation (M&E) strategy.

To promote efficiency, the research and evaluation agenda will be translated into annual work plans with specific studies and analyses planned for certain moments of the year, such as analyses of exams results. This will be need to be coordinated with existing research being undertaken in the system and with other providers of qualitative analyses, such as the Inspectorate, CCATS and SQA.

Given the relatively small size of the DPPR, MoE might need to outsource research to national or external providers with related expertise. Such research/evaluation will, however, be designed, coordinated and supervised by DPPR. Funding might have to be sought with Seychelles bi- and/or multi-lateral donors. Research partnerships will also be created

with UNISEY, development partners and NGOs where possible and necessary.

Capacity development for strategic planning and management

The MTS 2013-2017 is the first comprehensive strategic planning exercise carried out by MoE based on a systematic situation analysis of the education system. The DPPR enjoys a high level of qualifications and professional experience among its staff. A detailed needs assessment of capacity and constraints must therefore be carried out before a capacity development plan can be designed and capacity issues addressed. Such issues may be individual capacities gaps, which can be identified and addressed relatively easily – typically through training. However, such issues can also be of a more complex nature and pertain to processes or structures both within and outside the Ministry.

MoE started to develop its strategic management capacity through a cooperation programme with IIEP (supported financially by the European Union) throughout 2013. From January 2014, a DPPR/EMIS officer received in-depth training at IIEP in Paris and will focus his research work on ways to improve the EMIS. A more detailed analysis and corresponding capacity development plan will be undertaken in the course of 2014 and then implemented.

6.5.5 Priority programme matrix

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|--|
| Component 1: EMIS | | |
| Develop MoE/DPPR statistical database | A first version of the statistical database was developed during the MTS formulation process | By the end of 2014, a comprehensive statistical database will be in place and used for planning purposes (students and staff data) |
| Publish yearly Statistical Booklet | No statistical booklet has been published since for several years | From end-2014 onwards, the MoE Education Statistics Yearly Booklet will be published annually on the MoE website |
| Institutionalize data collection procedures | All institutions use non-standard <i>ad hoc</i> formats, which are not usable for the purpose of educational statistics | <ul style="list-style-type: none"> - In January 2015, a MoE circular will be issued to all schools and institutions accompanied by standards on registration formats - From end-2015 onwards, all institutions in a given level will use a similar registration format provided by MoE/DPPR/EMIS |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|---|---|---|
| Carry out a joint technical audit of the EMIS (MoE and DICT) | The last audit was performed in 2007 (UNESCO) and does not include recent work performed jointly with DICT | By end-2014, an EMIS audit with recommendations for action for both MoE and DICT will be endorsed by both entities |
| Develop an EMIS master plan | A first version of a web-based EMIS was designed by MoE and DICT. The application is not complete and has not been launched | By end-2015, an EMIS development master plan with a corresponding budget EMIS will be submitted to the Minister of Education |
| Develop EMIS modules with DICT | | <ul style="list-style-type: none"> - By end-2016, the new MoE EMIS will be operational (only the core modules: students and staff) - By end 2017, new modules will be gradually added to the EMIS (exams results, infrastructure and equipment, etc.) |
| Component 2: Research and evaluation | | |
| Create a Research and Evaluation Working Group at MoE (including DPPR, CCATS, SQA and other relevant governmental and non-governmental partners) | | By 2015, the Research and Evaluation Working Group will be in place with a chairperson and regular meetings |
| Carry out a brief assessment of the status of research and evaluation at MoE and its effective use in policy-making and planning | No such assessment is available | By 2015, an assessment report will be available |
| Develop and issue an MoE Research and Evaluation Agenda based on assessment and consultations | No research and evaluation agenda is available | By end-2015, an MoE Research and Evaluation Agenda will be endorsed by the Minister of Education, included in the 2015 annual budget and published on the MoE website |
| Component 3: Capacity development | | |
| Carry out a capacity needs and constraints analysis | No formal such analysis is available | By mid-2015, a capacity assessment report will be available |
| Train in-depth one DPPR/EMIS staff member in educational planning through the IIEP Advanced Training Programme in Educational Planning and Management (ATP) | | By mid-2014, one DPPR officer will have graduated from IIEP with a specialization in EMIS |

| Programme components and activities | Baseline (2013) | Indicators/targets (2017) |
|--|---|--|
| Capacity development for institution heads and administrative staff in charge of data entry at school/institution level (by MoE) | A successful workshop for school heads was carried out in 2013 by EMIS staff prior to the school survey | By end-2015, 100% of school heads and admin staff in charge of data entry will have received basic training from DPPR/EMIS |
| Formulate a capacity-development plan | No such capacity-development plan is available at MoE | By end-2015, a capacity-development plan with specific targets will be submitted to MoE |

Chapter 7: Scenarios and financial implications

The budgeting process was based on a programme performance-based budgeting (PPBB) approach in line with the results-based management (RBM) and strategic planning approaches adopted.

7.1 Enrolment trends

With an expected relatively stable demography and full enrolment, student numbers are not expecting to increase significantly at crèche, primary and secondary level until S3.

The policy to develop TVET programmes at S4 and S5 levels will impact enrolment distribution at these levels. The stated target is for 40% of S3 students to enrol in TVET programmes at S4 (in 2013, 9.6% enrolled). As a consequence, S4 students enrolled in general courses would drop by 25%.

Table 17: Enrolment in TVET and general courses

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------|-------|-------|-------|-------|-------|-------|-------|
| S3 | 1 480 | 1 378 | 1 450 | 1 503 | 1 513 | 1 480 | 1 524 |
| S4 | 1 504 | 1 385 | 1 232 | 1 201 | 1 131 | 1 023 | 888 |
| S4 TVET | | 112 | 132 | 249 | 373 | 490 | 592 |
| S5 | 1 348 | 1 307 | 1 290 | 1 150 | 1 124 | 1 060 | 962 |
| S5 TVET | | 67 | 99 | 117 | 220 | 328 | 431 |

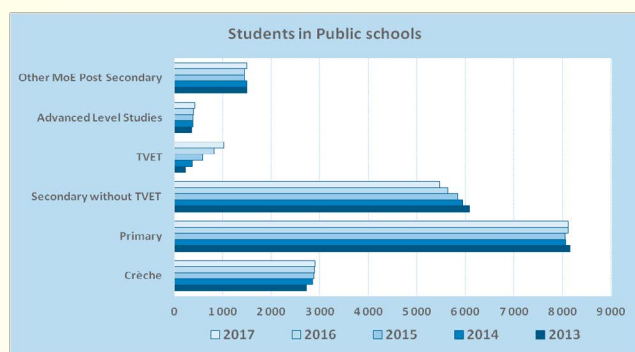
At post-secondary level, the objective is to develop access with 20% of S5 students continuing into an A-level programme by 2017 (15.9% in 2013), and 60% into another type of post-secondary institution (56.7% in 2013). At this level, it is expected that 40% of students in technical streams will enrol in one-year programmes and 60% in two or three-year courses.

Private institutions are expected to slightly increase their share of enrolment up to 10% at crèche level in 2017, to 132% in primary, 13% at secondary and 20% for A-level studies. **Table 18** and **Figure 38** show the current and projected enrolment in public institutions, with the expected increase for TVET programmes.

Table 18: Trend in enrolment by level in public institutions

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|
| Crèche | 2 694 | 2 640 | 2 719 | 2 843 | 2 874 | 2 886 | 2 905 |
| Primary | 7 891 | 7 896 | 8 152 | 8 067 | 8 053 | 8 114 | 8 114 |
| Secondary without TVET | 6 163 | 6 131 | 6 087 | 5 938 | 5 845 | 5 637 | 5 472 |
| TVET | 0 | 179 | 231 | 366 | 592 | 818 | 1 023 |
| Advanced level studies | 299 | 312 | 358 | 387 | 387 | 394 | 426 |
| Other MoE Post Secondary | 1 330 | 1 395 | 1 495 | 1 497 | 1 437 | 1 447 | 1 491 |

Figure 38: Enrolment summary in public educational institutions



7.2 Alignment with programme performance-based budgeting (PPBB)

The MTS identifies 13 priority areas consisting of 4 core components and 9 crosscutting themes as follows:

| Priority area | Objective |
|--|---|
| Core components | |
| Early childhood care and education (ECCE) | Building a solid foundation for learning |
| Primary education | Reinforcing confidence in learning and achievement |
| Secondary education | Establishing a strong transition through adolescence to adulthood |
| Tertiary non-university education and training | Enhancing relevance and responsiveness to national human resources needs |
| Crosscutting themes | |
| Technical Vocational Education and Training | Fostering lifelong skills development and employability |
| Lifelong learning and open and distance education | Fostering a culture of continuous training and lifelong learning for employability and increasing productivity |
| Information and communication technology (ICT) | Enhancing the role of ICT as a tool for complementing teaching and learning and strengthening management |
| Curriculum and assessment | Preparing individuals to better respond to the realities and challenges of a changing world |
| Teacher recruitment, deployment, development and retention | Supporting the teaching profession for better student learning outcomes |
| Risk and disaster preparedness and management | Developing and maintaining a culture of safety and disaster preparedness with a view to building resilience to disasters within school communities and nationally |

| | |
|--|--|
| Governance, management and quality assurance | Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in an environment of reduced resources |
| Infrastructure quality and standards and maintenance | Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all |
| System management reform | Transforming the Ministry of Education |

To guide the financial process, the 13 strategic priority areas above have been organized into six relevant programmes with sub-programmes as follows:

| Programme/sub-programme | Purpose |
|---|--|
| 1. Governance, policy and management | |
| 1.1. Minister's secretariat | Provides policy direction to the Ministry |
| 1.2. Central administration | Ensures effective administration of Ministry assets in line with policy directions and ensures policy implementation, monitoring and evaluation in line with established standards |
| 1.3. Finance and procurement | Provides effective management of financial resources |
| 1.4. Policy planning and research | Provides strategic direction through effective planning, monitoring and evaluation of the education system |
| 2. Education development | |
| 2.1. Teacher recruitment, deployment, development and retention | Provides sufficient and quality teachers for better learning outcomes |
| 2.2. Curriculum, assessment and ICT | Develops relevant curriculum and appropriate assessment tools to support quality learning outcomes, and provides ICT as a tool for complementing teaching, learning and management |

| | |
|---|---|
| 2.3 Educational support services | Provides additional support to create an enabling environment to improve learning outcomes |
| 3. Early childhood care and education | Ensures that provision is made for all the developmental needs of children aged from 0 to 3 years, and provides for the beginning of formal education |
| 4. Primary education | Provides strategic direction, guidance and professional leadership to all primary schools |
| 5. Secondary education | Provides strategic direction and supervision through monitoring, guidance and professional leadership to all secondary schools |
| 6. Tertiary non-university education and training | Provides policy, strategy and implementation guidance for tertiary non-university education and its programmes |

7.3 Financial implications

The limited variation in enrolment means that the quantitative consequences on the core Education

Budget are also limited. The financial requirements for the Medium-Term Strategic Plan therefore lie more with priority programmes designed to improve various aspects of the education system.

Table 19: Budget summary

| R'000s | 2013 Budget | 2014 Projection | 2015 Projection | 2016 Projection | 2017 Projection |
|---|----------------|--------------------|--------------------|--------------------|--------------------|
| Programmes | | | | | |
| PROG 1: Governance, Management and Policy | 73 460 | 78 452 | 85 245 | 88 134 | 93 421 |
| PROG 2: Education Development | 120 416 | 131 368 | 126 322 | 153 695 | 140 355 |
| PROG 3: Formal Early Childhood Care and Ed. | 50 309 | 62 375 | 52 615 | 59 952 | 52 390 |
| PROG 4: Primary Education | 101 717 | 114 160 | 114 290 | 131 906 | 119 567 |
| PROG 5: Secondary Education | 79 999 | 95 845 | 123 238 | 119 625 | 97 136 |
| PROG 6: Tertiary Non-University Education | 41 802 | 50 926 | 64 216 | 85 765 | 101 249 |
| ALDEC | 5 340 | 5 525 | 5 498 | 5 659 | 5 745 |
| | - | - | - | - | - |
| Total | 473 041 | 538 650 | 571 423 | 644 735 | 609 864 |

7.4 Ministry revenue

Ministry revenue is projected to grow from SR 541.886 million in 2014 to SR 642.198 million in 2015, and then to SR 723.84 million in 2016 before dropping to SR 693.378 million in 2017 (**Table 20**). The latter decline in revenue in 2017 is due to a drop in capital expenditure as a result of uncertainty in future donor funding for capital projects.

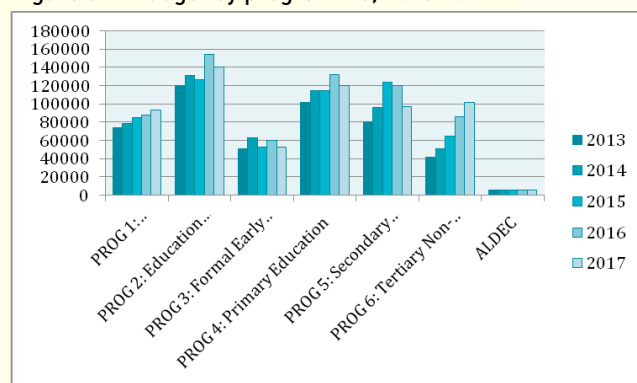
Table 20: Ministry revenue

| R'000s | 2013 | 2014 | | 2015 | 2016 | 2017 |
|--|-------------------|-------------------|----------------|-------------------|-------------------|-------------------|
| | Estimated Actual | Budget | Revised Budget | Budget | Forecast | Forecast |
| Consolidated Fund | 471 523,46 | 566 386,32 | 0,00 | 642 198,36 | 723 847,80 | 693 378,59 |
| Main appropriation | 382 988,00 | 442 737,00 | 0,00 | 465 026,26 | 498 088,45 | 498 095,95 |
| Training fund | | | | 14 311,00 | 14 854,00 | 15 417,00 |
| EU Budget support | | 24 500,00 | | 23 234,00 | | |
| Share of appropriation for capital | 88 535,46 | 99 149,32 | 0,00 | 139 627,10 | 210 905,35 | 179 865,65 |
| Transfers from Special Funds and General Government | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| Fund name | | | | | | |
| Grants to Ministry | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| Name Donors | | | | | | |
| Receipts retained | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 | 0,00 |
| Receipt type one | | | | | | |
| Total | 471 523,46 | 566 386,32 | 0,00 | 642 198,36 | 723 847,80 | 693 378,59 |

Ministry revenue includes the training fund, EU Budget support, funding for the former agency ALDEC, which is now a part of the Ministry, and funding for SITE, which was not previously under the Ministry budget.

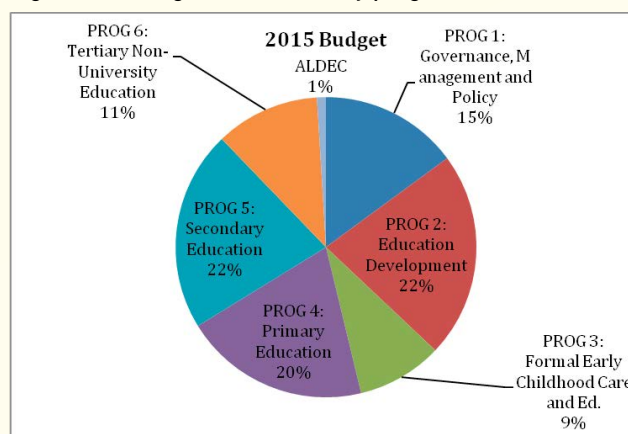
Figure 39 presents a budget breakdown by programme.

Figure 39: Budget by programme, 2013-2017



As an example, budget distribution for the year 2015 is as follows: education development and secondary education programmes represent the most significant sector of investment in terms of budget allocation (**Figure 40**). Primary education and governance, management and policy follow with the ALDEC programme accounting for the least investment in terms of budget allocation.

Figure 40: Budget distribution by programme (%), 2015



7.5 Consolidated Ministry expenditure estimates

Ministry expenditure estimates increase from 2014 to 2017 by an annual average of 4.3%. This increase will cater for improvements in the quality of teaching, education materials and education support services, as outlined in the Medium-Term Strategic Plan.

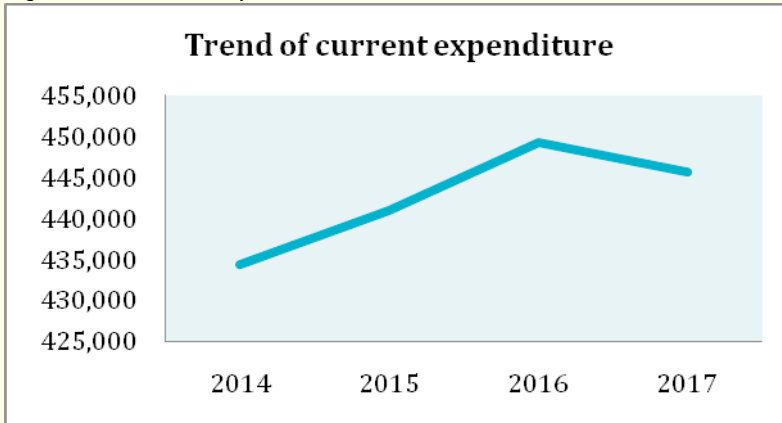
Table 21: Consolidated expenditure estimates

| R'000s | 2013 Budget | 2014 Projection | 2015 Projection | 2016 Projection | 2017 Projection |
|--|-------------------|--------------------|--------------------|--------------------|--------------------|
| Programmes | | | | | |
| PROG 1: Governance, Management and Policy | 73 460 | 78 452 | 85 245 | 88 134 | 93 421 |
| PROG 2: Education Development | 120 416 | 131 368 | 126 322 | 153 695 | 140 355 |
| PROG 3: Formal Early Childhood Care and Ed. | 50 309 | 62 375 | 52 615 | 59 952 | 52 390 |
| PROG 4: Primary Education | 101 717 | 114 160 | 114 290 | 131 906 | 119 567 |
| PROG 5: Secondary Education | 79 999 | 95 845 | 123 238 | 119 625 | 97 136 |
| PROG 6: Tertiary Non-University Education | 41 802 | 50 926 | 64 216 | 85 765 | 101 249 |
| ALDEC | 5 340 | 5 525 | 5 498 | 5 659 | 5 745 |
| | - | - | - | - | - |
| Total | 473 041 | 538 650 | 571 423 | 644 735 | 609 864 |
| Economic Classification | | | | | |
| CURRENT EXPENDITURE | 379 980 | 434 376 | 441 023 | 449 258 | 445 672 |
| Compensation of Employees | 267 681,68 | 307 551,19 | 307 630,92 | 307 715,80 | 307 803,21 |
| Wages and Salaries | 247 471,85 | 284 592,63 | 284 592,63 | 284 592,63 | 284 592,63 |
| Social Contributions | 20 209,83 | 22 958,56 | 23 038,29 | 23 123,17 | 23 210,58 |
| Use of Goods and Services | 112 298,48 | 126 824,79 | 133 391,74 | 141 541,94 | 137 868,62 |
| Office expenses | 24 351,89 | 26 709,89 | 28 231,26 | 30 861,42 | 31 312,30 |
| Transportation and Travel cost | 3 800,95 | 5 123,39 | 6 511,92 | 6 127,58 | 7 265,75 |
| Maintenance and Repairs | 3 748,26 | 5 336,18 | 5 897,93 | 6 669,21 | 7 645,49 |
| Materials and Supplies | 30 406,56 | 37 825,75 | 39 186,35 | 42 964,75 | 34 945,46 |
| Other uses of Goods and Services | 49 990,82 | 51 829,59 | 53 564,28 | 54 918,99 | 56 699,61 |
| Transfers and subsidies | - | - | - | - | - |
| Recurrent transfers | - | - | - | - | - |
| <i>Foreign governments and international organisations</i> | - | - | - | - | - |
| <i>Public corporations</i> | - | - | - | - | - |
| <i>Private enterprises</i> | - | - | - | - | - |
| <i>Households</i> | - | - | - | - | - |
| Capital transfers | - | - | - | - | - |
| <i>Foreign governments and international organisations</i> | - | - | - | - | - |
| <i>Public corporations</i> | - | - | - | - | - |
| CAPITAL EXPENDITURE | 87 721 | 98 749 | 124 903 | 189 818 | 158 447 |
| Non-financial assets | 87 721,46 | 98 749,32 | 124 903,10 | 189 818,35 | 158 446,65 |
| <i>Building and infrastructure</i> | 53 134,08 | 62 263,32 | 101 493,89 | 135 242,13 | 112 511,18 |
| <i>Machinery and Equipment</i> | 33 632,27 | 26 570,00 | 22 869,21 | 53 996,22 | 45 385,47 |
| <i>Other Fixed Assets</i> | 955,11 | 9 916,00 | 540,00 | 580,00 | 550,00 |
| <i>Non-produced Assets</i> | - | - | - | - | - |
| Total | 467 702 | 533 125 | 565 926 | 639 076 | 604 118 |

7.5.1 Current expenditure trends

Current expenditure increases from SR 434 376 million in 2014 to SR 445 672 million in 2017. This represents an annual average increase of 0.9% (**Figure 41**). This increase will cater for the revised Scheme of Service for teachers and an increase in expenditure for materials used for curriculum development and assessment.

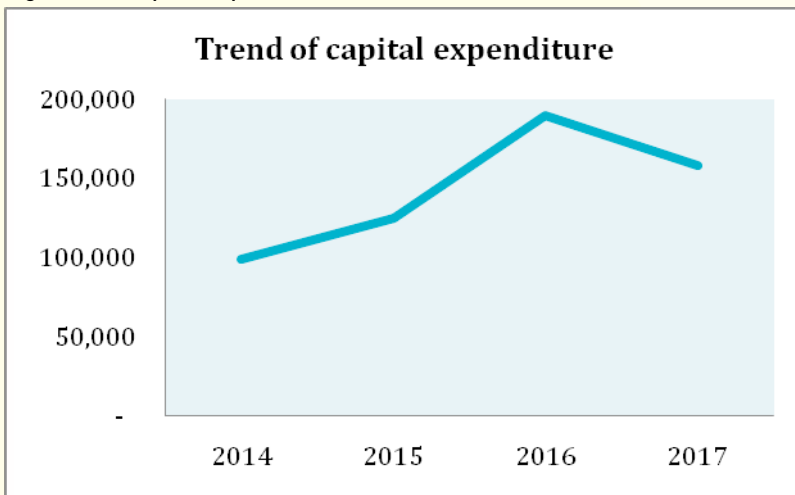
Figure 41: Current expenditure trend



7.5.2 Public sector investment programme

Capital expenditure will increase from SR 98 749 million in 2014 to SR 158 447 million in 2017. This represents an annual average increase of 17.1% (**Figure 42**). This increase will largely fund the refurbishment and renovation of schools and headquarters as well as the building of new schools.

Figure 42: Capital expenditure trend



Chapter 8: MTS implementation, monitoring and evaluation framework

8.1 Organizational structure

The Education Sector Medium Term Strategic Plan 2013-2017 is conceived as a comprehensive and balanced sector programme, which although organized into sub-sectors and crosscutting themes, needs to be addressed as a single coherent plan for the Educator Sector.

Successful implementation of the Strategic Plan will to a large measure depend on the effective collaboration and interventions of key stakeholders. As such, the implementation strategy will, in addition to the experiences and lessons learnt from the Institutional Arrangements in place for formulating the MTS 2013-2017, need to be characterized by:

- Strong government commitment and leadership
- Effective communication
- Coherent synchronized, coordinated, timely and sustained external support
- Strengthened financial and procurement management procedures
- Effective decentralized planning and implementation.

The Ministry of Education is conscious of the inadequacies of the present structures to adequately and effectively implement the programmes of the Strategic Plan. It is also conscious of the national exercise underway in the context of the second generation of Public Sector Reforms, which will include a review of the Ministry of Education's organizational structure and that of other sectors.

Furthermore, work is underway nationally on a number of initiatives related to the institutionalization of a results-based management framework. These will necessarily impact on the finalized institutional mechanisms for implementing, monitoring and evaluating the MTS 2013-2017.

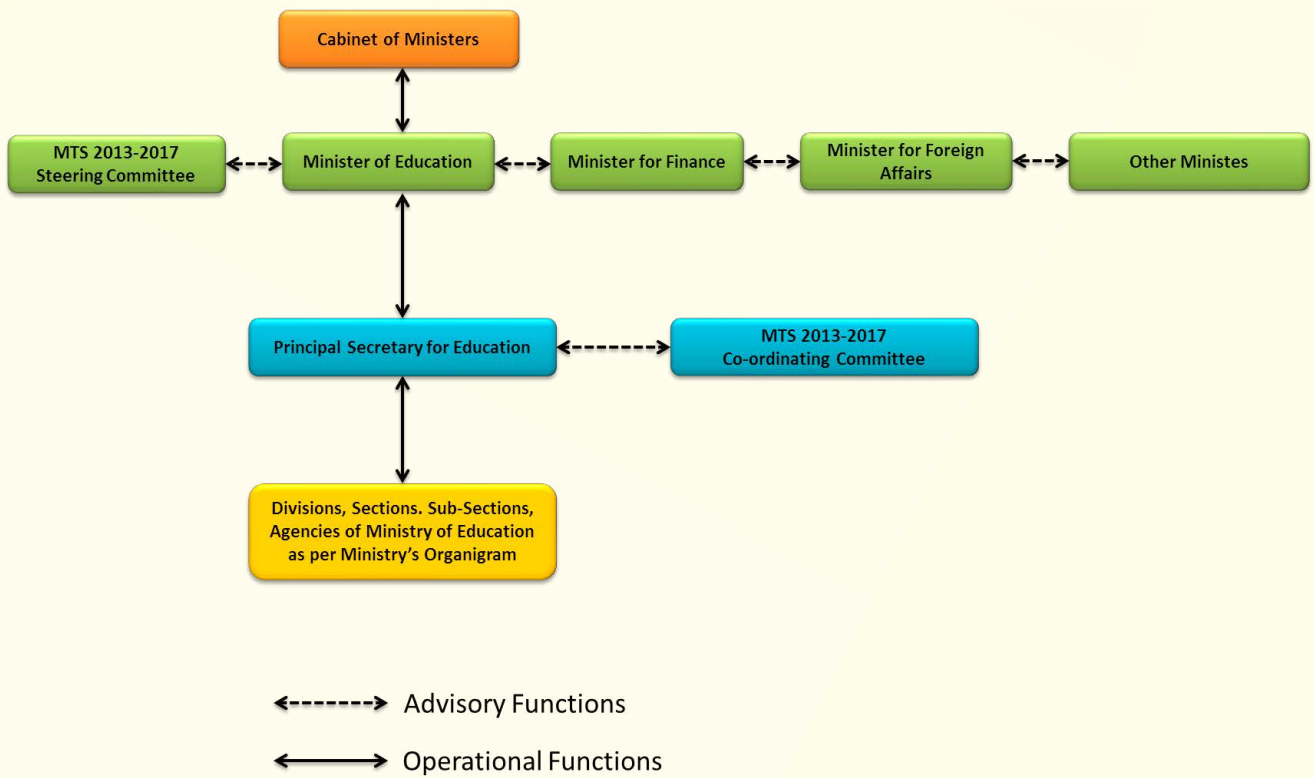
Considering that implementation of the MTS 2013-2017 needs to be strategically anchored within implementation of the National Development Strategy 2013-2017 and other national plans and current reforms underway nationally, the adopted implementation mechanism will need to make provision for engagement with the following stakeholders as per agreed formats and timeframes.

- **Cabinet of Ministers:** Will maintain overall oversight and monitoring of the contribution of the education and training sector, through the MTS 2013-2017, to the attainment of the strategic goals of the National Development Strategic Plan 2013-2017 and the Seychelles Sustainable Development Strategy 2012-2020.
- **Minister for Education:** Responsible for the successful, timely and effective development and implementation of the MTS 2013-2017. In close partnership with other key sectors such as the Ministry of Finance and coordinating mechanisms, the Minister will be responsible for:
 - Oversight of the entire Strategic Plan and ensuring the success of its implementation and the attainment of the strategic goals;
 - Accountability to Cabinet for the success of the sector transformation programme and periodic reports to Cabinet on progress to date;
 - Strengthening national and regional and international partnerships for implementation of the Strategic Plan;
 - Securing funds to ensure adequate financing of the Strategy in close collaboration with the Ministry of Finance and external financing partners.
- **Minister of Finance**
 - In close consultation with the Minister for Education, the Minister will be responsible for securing funds to ensure adequate financing of the programmes of the MTS 2013-2017;
 - Monitoring, advising and assisting in the procurement and disbursement of funds.
- **Principal Secretary – Education**
 - Responsible for providing sector organization and leadership and maintaining overall supervision of all Director Generals and other relevant heads, as per the Organigram of the Sector, to ensure that they are effectively implementing the Strategic Plan Components within their responsibility according to the Implementation Plan;
 - Constantly appraising the sector institutional mechanism on progress towards programme implementation and attainment of the strategic goals;
 - Holding sector staff accountable for the effective delivery of education services within the context of the Strategic Plan.
- **Steering Committee**
 - Responsible for ensuring that the Strategic Goals of the MTS 2013-2017 remain in line with the Strategic Outlook of the Strategic Objectives of National Development Plans;

- Monitoring the adequacy of the sector's contribution to the attainment of the strategic goals of National Development Plans.
- Coordinating Committee
 - Responsible for periodically reviewing progress in implementing the Strategic Plan and advising on issues as they arise;
 - Leadership, oversight and overall coordination of programme implementation;
 - Ensuring effective implementation of the programmes;
 - Coordinating overall implementation of the Strategic Plan within the different sub-sectors of the Ministry and agencies;
 - Ensuring coordinated and articulated implementation of the Strategic Plan programmes;
 - Ensuring that the activities implemented are consistent with the Strategic Plan programmes;
 - Ensuring the Operational Plans and manuals, annual plans, budget, procurement plans, financial management plans and disbursement plans are drawn up, implemented, adhered to and revised whenever necessary, in a coordinated manner, across the sector and related agencies implementing the Strategic Plan programmes;
 - Maintaining an effective communication programme with regards to the Strategic Plan programmes;
 - Compiling periodic and annual reports on the Strategic Plan programmes and activities.
- Director Generals of the Ministry of Education
 - Responsible for ensuring effective implementation of the Strategic Plan Programme components falling under their mandate and responsibilities;
 - Monitoring and evaluation the attainment of the Strategic Plan programme objectives;
 - Undertaking and evaluating the attainment of Strategic Plan programme objectives;
 - Undertaking periodic monitoring and evaluation of the attainment of Strategic Plan programme objectives;
 - Undertaking impact assessments to ensure that the Strategic Plan delivers on its Strategic Goals.
- Directors of other Education Sector agencies/bodies
 - Responsible for ensuring that the Strategic Plan programmes/components that fall under their mandate and responsibilities are implemented.

A tentative "Implementation Organigram" is presented in **Figure 43**.

Figure 43: Proposed Implementation Organigram for the Education Sector MTS 2013-2017



8.2 MTS Performance Assessment Framework Matrix

| MTS Performance Assessment Framework Matrix | | | | | | | |
|--|--|--|---------------------------------|---|---|---|--|
| Priority objective | Indicator | Means of measurement/ verification | Baseline (2013) | Target (2014) | Target (2015) | Target (2016) | Target (2017) |
| Governance, policy and management Providing strategic direction for the Ministry by providing evidence-based information to facilitate decision-making | Increased capacity to monitor and evaluate implementation of the MTS | Institutional mechanisms established | Not applicable (new initiative) | Core team established for monitoring and evaluation (M&E) of the MTS and approved by PS | Monitoring framework developed | First evaluation of progress in implementation of the MTS | |
| | Primary and secondary schools able to effectively manage educational data through EMIS | Number of primary and secondary schools equipped electronically and using the EMIS database | 0 primary 0 secondary | 4 primary 3 secondary | 18 primary 10 secondary | 24 primary 10 secondary | 25 primary 10 secondary (all schools) |
| Education development - Supporting the teaching profession for better student learning outcomes; - Preparing individuals to better respond to the realities and challenges of a changing world; - Enhancing the role of ICT as a tool for complementing teaching and learning and strengthening management; - Improving learning outcomes through the provision of support services | % of teachers at primary level with a minimum qualification | Teachers who have at minimum a diploma teaching qualification according to data from EMIS/HR | 56% | 58% | 62% | 65% | 70% |
| | Increase in the local teacher population at secondary level | Number of local teachers ¹ as a proportion of the teacher population at secondary level | 75% | 78% ² | 78% ² | 80% | 82% |
| | Standardized assessment models developed for ECCE, primary and secondary as per the National Assessment Framework (NAF) 2013 | Teachers who have a first degree in education according to data from EMIS/HR Measured according to assessment standards and guidelines endorsed by the National Curriculum Advisory Committee and approved by the Senior Management Committee Data obtained from the Centre for Curriculum, Assessment and Teacher Support | 40% | 41% | 45% | 49% | 55% |
| | Learning programmes developed for ECCE, primary and secondary as per the National Curriculum Framework 2013 | - Guidelines and programmes endorsed by National Curriculum Advisory Committee and approved by Senior Management Committee - Programmes validated as per SQA NOF | Not applicable (new initiative) | Programmes developed for Languages and Mathematics for ECCE | - Programmes implemented for Languages and Mathematics for ECCE - Programmes developed in all learning areas of the NCF for primary level - Guidelines developed for implementation of the NAF for all levels | - Programmes implemented for all learning areas at primary level - Programmes developed in all learning areas of the NCF for secondary level | Programmes implemented for all learning areas at secondary level |

¹ Local Seychellois teachers as opposed to expatriate teachers.
² No increase from 2014 to 2015 pending the graduation of new teachers.

| Priority objective | Indicator | Means of measurement/ verification | Baseline (2013) | Target (2014) | Target (2015) | Target (2016) | Target (2017) |
|--------------------|---|---|---|---|--|--|--|
| | Increased opportunities for TVE students at secondary level | Number of TVE programmes upgraded to certification level as per SQA NQF | | Not applicable (new initiative) | Situational analysis of TVE conducted and approved by PS | Targets for Implementation to be based on analysis results | Targets for Implementation to be based on analysis results |
| | Early childhood care and education (crèche and P1 & P2) | | | | | | |
| | Building a solid foundation for learning | % of crèches that have minimum standard facilities for crèches as set by the Infrastructure and Resource Planning Division | Measured according to the minimum equipment as defined by the endorsed standard | 29% | 30% | 50% | 70% |
| | | % of learners in P2 achieving the competency level in literacy and numeracy | Measured by the requirements as per the SACMEQ ³ competency level | Literacy: 84% Numeracy: 78% | Literacy: 85% Numeracy: 80% | Literacy: 90% Numeracy: 83% | Literacy: 100% Numeracy: 90% |
| | Primary education (P3 to P6) | | | | | | |
| | Preparing students for secondary education through quality instruction and holistic learning experiences | % of students in P6 scoring grade C and above in English and Maths | Measured by the end of P6 National Examination results | English: 18% Maths: 17% | English: 20% Maths: 20% | English: 23% Maths: 25% | English: 30% Maths: 35% |
| | | % of classes with 28 pupils or less | Measured by classroom data from EMIS | 79% | 80% | 90% | 98% |
| | Secondary education (S1 to S5 and SALS) | | | | | | |
| | Providing students with all the competencies and skills in preparation for tertiary education or the world of work | % of students in S5 scoring grade C and above in IGCSE English and Maths and Combined Science (C.S.) | Measured by the end of S5 Cambridge Examination | English: 43% Maths: 22% C. S.: 4% | English: 45% Maths: 25% C. S.: 5% | English: 45% Maths: 27% C. S.: 7% | English: 60% Maths: 35% C. S.: 15% |
| | | % of students completing S5 (disaggregated by gender) | Measured by number of students completing S5 as a % of the entire age cohort according to data from EMIS | Male: 95% Female: 97% Total: 96% | Male: 98% Female: 99% Total: 98% | Male: 98% Female: 99% Total: 98% | Male: 98% Female: 99% Total: 98% |
| | | % of students starting S4 ⁴ and completing S5 (transition) (disaggregated by gender) | Measured by student data from EMIS | Male: 82% Female: 90% Total: 87% | Male: 84% Female: 92% Total: 88% | Male: 85% Female: 92% Total: 90% | Male: 90% Female: 92% Total: 92% |
| | | % of S5 students continuing to an A-level programme | Measured by enrolment at the School of Advanced Level Studies (SALS) | 12% | 15% | 17% | 20% |
| | Tertiary non-university education and training | | | | | | |
| | Promoting lifelong learning to meet labour market needs and improving the quality of tertiary non-university education and training | % of graduates achieving an average on the national assessment of Grade C or above | Measured by end of programme examinations | 45% | 47% | 50% | 57% |
| | | Increased student enrolment for short courses according to market requirements | Measured by number of students enrolled in short courses | 65 | 68 | 75 | 125 |
| | | Curriculum for tertiary non-university education and training programmes validated and aligned with secondary TVET phase 1 programmes | Data obtained from the Secretariat for professional Centres | Not applicable | 50% | 100% | 100% |
| | | | % of units at tertiary non-university education and training institutions aligned with the relevant secondary TVET phase 1 programmes | Data obtained from the Secretariat for Professional Centres | | | |

³ SACMEQ – Southern and Eastern African Consortium Monitoring Education Quality.

⁴ in the Seychelles, compulsory education ends at Secondary Year 4.

ANNEXES

Annex 1: Education Reform Action Plan 2009-2013

Summary of progress on the priority areas and themes

| | Priority Areas and Themes | Implementation Summary |
|-----|--|--|
| 1.0 | <p>PROVIDING FOR THE DIVERSITY OF EDUCATIONAL NEEDS AND NATIONAL DEVELOPMENT PRIORITIES</p> <p>1.1 <u>Reform the Structure and Curriculum of Secondary Schools</u> to better meet the <u>diverse needs of students and the national economy.</u></p> | <p>1.1.1 Approval of Cabinet Memorandum on Reform the Secondary School Structure & Curriculum in September 2009.</p> <p>1.1.2 Approval of Cabinet Memorandum on Implementation of Phase One of Secondary Curriculum (TVET) in December 2010.</p> <p>1.1.3 Implementation of Phase One TVET 2011-2012</p> <p>1.1.4 Formulation of National Curriculum Framework (In Progress)</p> <p>1.1.5 Formulation of National Assessment Framework (In Progress)</p> <ul style="list-style-type: none"> • Introduction of New Subject Options in 2012 • Piloting of Records of Achievements in S1-S3 in 2012 • Cabinet Information Note on CCATS in September 2009 • Establishment of CCATS in December 2010 |

| | |
|--|---|
| <p>1.2 <u>Review the Early Childhood Curriculum to Increase Focus on Literacy, Numeracy and Life Skills Taking into Account the Economic and Social Advantages of Trilingualism.</u></p> | <p>1.2.1 Consultancy on Language Policy in 2010</p> <p>1.2.2 Introduction of Creole Reading Scheme in Crèche 01/P1 in 2010</p> <p>1.2.3 Introduction of New English Reading Scheme “Jolly Phonics” in Primary in 2011’</p> <p>1.2.4 Cabinet approval of the Early Childhood Care at Education Framework in September 2011</p> <p>1.2.5 Establishment of the Early Childhood Institute in August 2012</p> <p>1.2.6 Draft Policy on Inclusion in 2013</p> <p>1.2.7 Procured new English Reading Scheme for Primary 3 to Primary 6 students 2013</p> <p>1.2.8 Re-introduction of the Special Needs Education Section in 2013</p> |
| <p>1.3 <u>Rationalise Higher Education and Training Provision (in collaboration with relevant partners) to make them more responsive to the needs of the labour market, and ensure coherence and optimal use of resources within a higher education framework</u></p> | <p>1.1.1 Enactment of Tertiary Education Act (2011) in November 2011</p> <p>1.1.2 Establishment of UniSey in September 2009</p> <p>1.1.3 Establishment of Tertiary Education Commission in April 2012</p> <p>1.3.4 Cabinet Memorandum on Transformation of SALS in September 2012</p> |

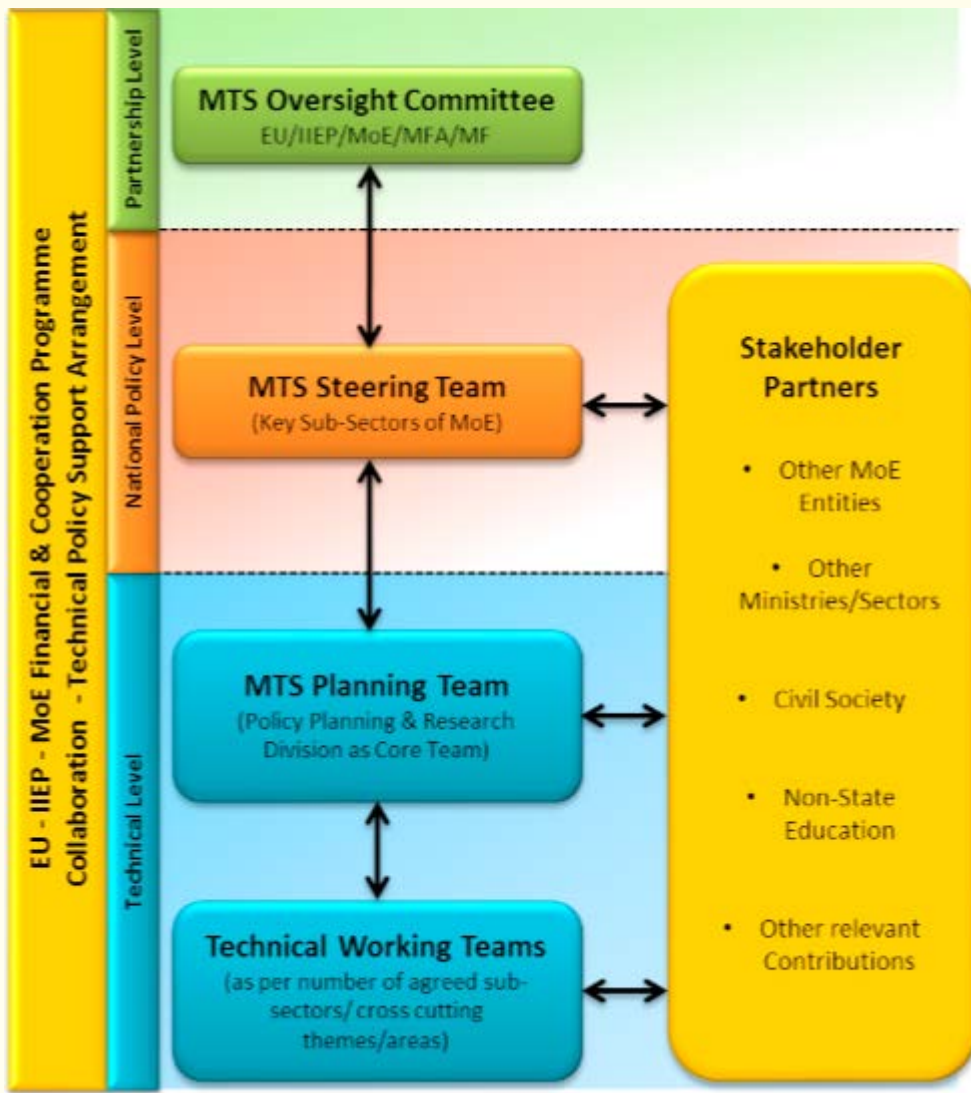
| | | |
|--|--|--|
| | <p>1.4 <u>Undertake an Overhaul of the Government Scholarship Scheme.</u></p> | <p>1.4.1 Approval of Revised Scholarship Scheme by Cabinet in August 2009.</p> |
|--|--|--|

| | | |
|-------------------|---|--|
| <p>2.0</p> | <p>GUARANTEEING QUALITY EDUCATION IN SCHOOLS</p> <p>2.1 Establish a school support and evaluation system at the Education headquarters to ensure that the quality and standards of education is maintained within a framework for continuous improvement. Support shall be given to schools to prepare for school inspection.</p> | <p>2.1.1 Cabinet Approval of Memorandum on New Model for School Inspection in November 2009.</p> <p>2.1.2 Establishment of Inspectorate Unit in 2009 and Implementation in 2010</p> <p>2.1.3 Cabinet Information Note Implementation of New Inspectorate Model in 2010</p> <p>2.1.4 Inspectorate Common Framework- Looking at Our School- Effective Self Evaluation through Collaborative Partnerships adopted in 2010</p> |
| <p>3.0</p> | <p>IMPROVING QUALITY OF TEACHERS</p> <p>3.1 Reinforce the National Institute of Education (within the context of the University of Seychelles) and refocus its role to develop a coherent (pre-and-in-service) teacher training and professional development programme which empowers the teacher to meet the ever changing demands of the profession and emerging trends in education.</p> | <p>1.1.1 Integration of NIE as School of Education of UniSey in January 2010.</p> <p>Note: Cabinet decision to delink School of Education from UniSey and to establish a new Teacher Education Centre in November 2012.</p> |

| | | |
|--|---|---|
| | <p>3.2 Reinforce the Teacher Scheme of Service in <u>collaboration with teachers association and other relevant professional groups, for the recognition of good practitioners in the educational institutions.</u></p> | <p>1.1.1 Cabinet approval of a Revised Teacher Scheme of Service in 2009.</p> <p>1.1.2 Implementation of Revised Teacher Scheme of Service in January 2010 and on-going adjustments.</p> <p>1.1.3 Cabinet approval of a New Teacher Appraisal Policy in December 2012</p> <p>1.1.4 Development of Framework on the Establishment of a Teachers' Council (In Progress)</p> |
| <p>4.0 IMPROVING THE GOVERNANCE OF EDUCATIONAL INSTITUTIONS</p> | <p>4.1 Restructure and downsize the HQ administration to <u>focus on (i) strategy, policy and planning (ii) quality, curriculum development and assessment and (iii) resources, infrastructure and support services: and supported by two statutory authorities – Seychelles Qualifications Authority and a Further and Higher Education Authority (under which all higher education institutions would be regulated).</u></p> | <p>1.1.1 Adjustments to Ministry of Education Organigram (Latest in 2013)</p> <p><u>Note:</u> Further & Higher Education Authority now Tertiary Education Commission (TEC)</p> |
| | <p>4.2 Provide Greater Autonomy to Schools with a view for <u>them to become more result-oriented within a transparent and accountable framework.</u></p> | <p>1.1.1 Cabinet approval of Memorandum on New Governance Model for Schools in September 2009.</p> <p>1.1.2 Publication of Improving the Governance Handbook in August 2010</p> <p>1.1.3 Gazetting of School Council Regulations</p> <p>4.2.3 Launching of School Councils in 2010</p> |
| <p>5.0</p> | <p>CREATING RESPONSIBLE AND EMPOWERED STUDENTS</p> | |

| | |
|---|---|
| <p>5.1 <u>Review and Strengthen the pastoral care system of schools and post-secondary institutions to foster self-development and empower students and others to become responsible, caring co-operative members of their schools, homes and society.</u></p> | <p>5.1.1 Cabinet approval of new Pastoral Care System Memorandum, October 2009</p> <p>5.1.2 Revised Code of Conduct for Primary & Secondary, June 2010</p> <p>5.1.3 Revised Whole-School Behaviour Management Policy (January 2010)</p> <p>5.1.4 Implement new management structures to support the new Pastoral Care System 2011</p> <p>5.1.5 Creole version of the new Student Code of Conduct in 2012</p> <p>5.1.6 Launching of Students Association in 2011</p> |
| <p>5.2 <u>Review and strengthen the citizenship education program in all educational institutions to promote social cohesion, the spirit and practice of volunteerism, national unity and international understanding and peace.</u></p> | <p>5.2.1 Introduction of Civic Education in Primary and Secondary in 2012 and Post Secondary in 2013.</p> |

Annex 2: Institutional Mechanisms for the Formulation of the Education Sector MTS Plan 2013-2017



Committee and Teams Membership

Focal Point

Mr Selby Dora

Technical Advisor to the Minister

Membership of the Planning Team

Chairperson

Dr. Linda Barallon

Director General Policy Planning and Research

Members

Mr Wilfred Uranie

Director of EMIS

Mr Allain Theresine

Senior Statistician

Mr Robert Mondon

Senior Database Administrator

Dr. Dorothy Felix

Senior Policy Analyst

Cross-Cutting Themes Co-opt members

| | |
|------------------------|---|
| Mr. Paul Labaleine | Director General Policy, Planning & Risk & Disaster Management |
| Dr. Odile De Comarmond | Director General Curriculum, Assessment and Teacher Support |
| Ms. Brigitte Labonte | Health Promotion Coordinator |
| Mrs. Marie-May Leon | Principal Education Officer Special Needs and Inclusive Education |
| Ms. Rosalind Denis | Director ICT Services |

Annex 3: Newspaper Articles and Press Releases on the MTS

(Article in Education Page of Seychelles Nation of 28 March 2013)

EU assists Education with preparations for drafting of new Medium Term Strategic Plan 2013-2017

Work to produce a new Medium Term Strategic (MTS) Plan 2013-2017 for the Ministry of Education has started and is expected to be completed by July 2013. To undertake this major project, the Ministry is being assisted by the International Institute of Educational Planning (IIEP) through a grant funded by the European Union (EU).

The first IIEP mission by the Seychelles Task Team of Dorian Gay and Khadim Sylla in collaboration with the Ministry of Education focused on issues with a view to better prepare the local team for the successful engagement in the development of the Medium Term Strategy with the technical assistance of the IIEP Seychelles Team.

The main aims of the missions included the undertaking a summary audit of the Ministry's 'institutional readiness' and training needs to undertake the process, ensure availability and accessibility of an updated list of relevant references/documents for use by all to be engaged in the process of the development of the Medium Term Strategy. Assist in the drafting of organizational arrangements to undertake the Medium Term Strategy development process with technical assistance from the IIEP Seychelles Team.

During the sessions, the participants also held discussions on the priority areas of the Medium Term Strategy as well as undertake preparatory training of some 25 personnel identified as being instrumental in the Medium Term Strategy development process.

The second IIEP mission of Mr Serge Peano from 11th to 15th March 2013 facilitated follow-up work related to the preparation of the simulation model and initial work with the work team in particular the analysis of relevant data collection. It also facilitated the harmonization of actions between the related work of IIEP and that of World Bank which is taking place at the same time and involving the same relevant participants.

It is important to note the work being undertaken by World Bank will also be useful in the costing dimension of the MTS 2013-2017, in line with Public Expenditure Review (PER) process.

Achievements So Far

- Training of around 25 personnel in aspect of the process of developing the MTS.
- Draft of Organisational Arrangements for the development process of the MTS 2013-2017
- Agreement on the Sub-Sectors of Education to feature in the MTS (Early Childhood and Primary/Secondary/Tertiary)
- Compiling and circulation of List of Relevant reference documents for the development of the MTS 2013-2017
- Initial proposals on Cross-Cutting themes/priority areas for the MTS 2013-2017



MINISTRY OF EDUCATION

PRESS RELEASE

19.04.13

Ministry of Education Concludes Mission 3 of Cooperation Programme with EU and IIEP

The Ministry of Education has concluded the third Mission under the cooperation agreement between Ministry of Education, European Union and UNESCO's International Institute of Education Planning (IIEP). This follows a five day intensive working sessions held at the Ministry Headquarters from 15-19 April 2013, facilitated by International Consultants, UNESCO- IIEP Programme Specialists Dr Khadim Sylla and Mr Dorian Gay.

The cooperation programme and Mission has been made possible through financial support from the European Union and technical assistance from IIEP for the formulation of a Medium Term Strategic Plan 2013-2017 (MTS) for the Ministry of Education.

The main objective of the Third Mission was to conduct a review of the Seychelles Education Sector through a Situation Analysis and identify the various policy orientations and strategies to further consolidate work conducted over the past two missions held in February and March 2013 respectively.

The cooperation programme with EU and IIEP is not only assisting the Ministry with the formulation of the MTS Plan but also in terms of capacity building of the local Technical Team and further development of the Education Management Information System (EMIS) which are major components in the strategic planning process.

The Medium Term Strategic (MTS) Plan 2013-2017 comes as follow up to the Education Reform which is nearing full implementation phase hence the need to evaluate and strategize in order to ensure more effective policies for the coming five years.

The Medium Term Strategic Plan 2013-2017 (MTS) is expected to be completed by July 2013.



Ministry of Education

Press Release 18.07.13

Education enters final stages of development of Medium Term Strategic Plan

The Ministry of Education, European Union (EU) and UNESCO's International Institute of Education Planning (IIEP) is entering the final stages regarding the component on the development of the Medium Term Strategic (MTS) Plan 2013-2017 with the conclusion of Mission 5 on Thursday 18th July 2013.

The two week Mission held at the Ministry Headquarters, Mont Fleuri from the 8th to 18th of July 2013, had the main objectives of further work on the draft Medium Term Strategic Plan 2013-2017 (MTS) document including the costing aspects of identified Priority Programmes.

Present for the session on Thursday 18th July, were members of Education Senior Management, Principal Secretary for Education, Mrs Merida Delcy, Special Advisor to the Minister, Mr Selby Dora, Director General for Policy Planning and Research, Dr Linda Barallon and Chairpersons of Technical Working Groups.

During Mission 5, UNESCO- IIEP Programme Specialists Dr Khadim Sylla, Mr Dorian Gay and Mr Serge Peano conducted various working sessions with the MTS Planning Team, members of the steering committee and Technical Working groups, including Heads and Teachers of Educational Institutions, Ministry officials and others.

Editor's Note:

- The Medium Term Strategy 2012-2017 is expected to be launched in July/August 2013.
- The first IIEP mission was undertaken by two (2) IIEP consultants/specialists Dr Khadim Sylla, Mr Dorian Gay from 12th – 21st February 2013. The focus of the first mission was on the following;
 - ✓ Organisational Arrangements between Ministry of Education and IIEP for the development of the Medium Term Strategy.
 - ✓ Initial preparation and training for key personnel of the Ministry who will as members of the local team play a critical role in the Medium Term Strategy development process.
- Mission 2 to 4 involved various major working stages; such as Information gathering process, Analysis, Formulation and Finalisation of relevant components of the MTS which has culminated into final draft document which was under discussion during Mission 5.

Annex 4: Key Dimensions of Sustainable Development and Implications

| Dimensions of Sustainable Development | Outlook and Trends for the Medium to Long Term Medium Term Development Consideration |
|--|---|
| <p>1.0 Occupational and Human Resources</p> | <ul style="list-style-type: none"> • Prevalence of skill, mobility, shortage and skill mis-match in major occupational groups • Reliance on expatriate expertise and skills to cope with skill shortages. • High demand for labour with post-secondary level of education and qualifications in particular in domain of tourism and construction. • High demand for labour with University level of education and qualification. • Promotion of Small to Medium Size Enterprises (SME) • Increase in expectation in students engaging in University level studies with the establishment of University of Seychelles. • Prevalence of avoidance of certain jobs perceived as low-paying or low status by graduates of post-secondary institutions resulting in significant level of unemployment in this category of graduates. • Prevalence of a 'tight' labour market where demand for labour outweighs the available supply of labour • Weak link between the education system output and the needs of the economic sectors especially at the level of the private sector. • Tendency for youth to make up the majority of job-seekers • Prevalence of expertise shortages at managerial, professional and technical levels of all economic sectors. • Increasing trend from public sector towards formal private sector employment • Prevalence of unemployment in the women population compared to the male population • Increasing trends towards professionals undertaking more than one job |

| Dimensions of Sustainable Development | Outlook and Trends for the Medium to Long Term Medium Term Development Consideration |
|--|---|
| <p>2.0 Population, Demographics, Urbanisation</p> | <ul style="list-style-type: none"> • Trends towards an ageing population due to the high life expectancy and decreasing fertility rate. • Trend towards a decrease in the labour force in the category 15-24 years old resulting in an ageing labour force which will further worsen the skill shortages if knowledge management and succession planning is not successfully implemented. • Trend towards increased urbanization of Mahé, in particular the coastal regions. • Outflow or international migration of expertise at the high end of qualification from most socio-economic sectors of the country in particular health and education and in the age-group 15-44 years resulting in loss of return to government from training through scholarship and the worsening of the expatriate dependency. |
| <p>3.0 Health Trends</p> | <ul style="list-style-type: none"> • Prevalence of HIV/AIDS, Hepatitis C and other chronic diseases in the youth and economically productive group of the population. • Trend in increase in non-communicable diseases, injuries and mental health related • Prevalence of teenage pregnancy • Prevalence of children from female dominated single parent family • Prevalence of obesity amongst the school-aged population. • Prevalence of children from divorced families |

| | |
|--|---|
| <p>4.0 Consumption and Poverty Trends</p> | <ul style="list-style-type: none"> • Trends towards material intensive society with unsustainable life styles. • Trend towards increase waste generation. • Trends towards increase of consumption alcohol, cigarette and illegal drugs amongst the school gang population. • Trends towards increase poverty amongst the population. |
|--|---|

| <p>Dimensions of Sustainable Development</p> | <p>Outlook and Trends for the Medium to Long Term Medium Term Development Consideration</p> |
|---|--|
| <p>Economic and Financial</p> | <ul style="list-style-type: none"> • Trends towards rise in cost of living. • Trends towards attracting investment more aimed at longer term economic growth • Trends towards increasing diversification of the economic base • Trend towards broadening of tax base and increase revenue collection |

Annex 5: Registered Non-Formal Early Childhood Education Centres for 2014

| | Name of Centre | District | Operator's Name |
|-----|---|-----------------|------------------------|
| 1. | My Early Years | Anse Boileau | Sheila Dodin |
| 2. | Count and Read | Anse Etoile | Charline Jean |
| 3. | Anse Royale Day Care | Anse Royale | Marline Roselie |
| 4. | Little Bird | Anse Royale | Dorothy Rabat |
| 5. | Buzy Bees | Anse Royale | Lisette Bonnelame |
| 6. | Mom N Dad Day Care | Baie Lazare | Sheila Dodin |
| 7. | First Step | Baie Ste Anne | Marie-Helene Marie |
| 8. | Beau Vallon Day Care | Beau Vallon | Maggie Andre |
| 9. | The Children's House Montessori Pre-School | Bel Air | Lucy Ponsonby-Talbot |
| 10. | Bel Air Day Care | Bel Air | Shilla Uzice |
| 11. | Small Talk Care Centre | Cascade | Samia Celina |
| 12. | Butterfly Day Care | English River | Sister Emilie |
| 13. | Kid's Paradise | La Digue | Jeva Agathine |
| 14. | La Roseraie | La Digue | Sister Marie Dorothée |
| 15. | Mont Fleuri Day Care | Mont Fleuri | Stella Marie |
| 16. | Sunflower Day Care | Plaisance | Beryl Maillet |
| 17. | Children's World | St Louis | Rebecca Fernandes |
| 18. | Everyday Sunshine Day Care | St Louis | Elvina Hoareau |
| 19. | Kiddies Day Care | Victoria | Peggy Frederick |
| 20. | Trotters Stop Montessori Pre-School | Bel Air | Poonam Verma |
| 21. | Maggy's Day Care | Pointe Larue | Margaret Chang-Time |
| 22. | St. Antoine Day Care | Anse Etoile | Fera Joseph |
| 23. | Happy Feet | Takamaka | Brigitte Larue |

Note: It is an offence under Education Act 2004 to operate a fee-paying Non-Formal Education Centre or Day Care Centre that has not been registered or re-registered with the Ministry of Education.

Annex 6: Registered Private Educational Institutions for 2014

| Name of Institution | Address | Person in Charge (Contact Details) | Mode of Operation | Stage of Education Services | Nature of Education & Training |
|---|--|---------------------------------------|-------------------|---|---|
| 1. International School Seychelles | Mont Fleuri Box 315 | Mr Karl Wilkinson | Full Time | Early Childhood, Primary, Secondary, Post Secondary | General Academic Education |
| 2. Independent School | Union Vale Box 805 | Mr Patrick Berlouis | Full-Time | Early Childhood, Primary, Secondary | General Academic Education |
| 3. Cyberwave Computing 2000 | O.J Building Rm 34, 2nd Floor Market Street | Ms Lina Jeremie | Full-Time | Primary & Secondary Post Secondary | Tuition services in Communication, Information Technology |
| 4. Computing and Additional Learning | Dr. Chetty's Building | Mr Clivy Albert | Part-Time | Primary, Secondary, Post Secondary | Tuition services in Communication, Information Technology |
| 5. Vijay International School-Praslin | Baie Ste Anne, Praslin | Mr Martin Kennedy | Full Time | Early Childhood, Primary, Secondary | General Academic Education |
| 6. Academy of High Performance | The Wishing Well Anse Des Genets | Mr Barry Laine | Full-Time | Tertiary | Corporate Services/ General Academic Studies/ Personal Achievements/ Outward Bound Studies |
| 7. Blyss Education (Subsidiary) of Blyss Consulting PTY Ltd | Mont Buxton | Ms Giovanna Neves | Part-Time | Post-Secondary | Business Administration & Management |
| 8. Ecole française des Seychelles | Mont Fleuri | Mr. Phillip David | Full-Time | Early Childhood, Primary, Secondary | General Academic Education |
| 9. University of Seychelles (UniSey) | Anse Royale | Professor. Dennis Hardy | Full-Time | Tertiary/Higher Education | Humanities and Sciences |
| 10. Centre for Environment & Education (Nature Seychelles) | Roche Caiman | Mr Martin Valley | Part-Time | Tertiary | Environment and Conservation Related |
| 11. ACROSS WORKS | Anse Aux Pins | Mrs Georgette Gendron | Part-Time | Post-Secondary | Customer Care/ Services |

Note: (i) It is an offence under Education Act 2004 to operate a fee-paying private education and training institution or business

on a full-time or part-time basis, that has not been registered or re-registered with the Ministry of Education.

Annex 7: MTS 2013-2017 Validation Workshop 29th August 2013, List of Participants

| INSTITUTION | NAME OF PARTICIPANT | TITLE | E-MAIL ADDRESS |
|-------------------------|--|---------------------------------------|--|
| Vice President's Office | Mrs Hellen Maiche | Sector Reform National Consultant | hmaiche@gov.sc |
| MOH | Ms Naddy Morel | Senior Dental Therapist | Joanmorel67@hotmail.com |
| SQA | Mrs Joan Amade | Principal Quality Assurance Officer | joanamade1964@gmail.com |
| IECD | Mrs Shirley Choppy | Chief Executive Officer | schoppy@iecd.gov.sc |
| NBS | Helena De Letourdis | Principal Statistician | helena@nbs.sc |
| DPA | Mr. Gerard Albert | Principal Management Officer | pma@dpa.gov.sc |
| MOF | Mr Patrick Payet | Controller General | ppayet@finance.gov.sc |
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| | Ms Brenda Bastienne | DG Policy and strategy | bbastienne@finance.gov.sc |
| | Mr Terry Adrienne | Finance Analyst | tadrienne@finance.gov.sc |
| | Ms Astride Tamatave | Senior Financial Analyst | astride.tamatave@finance.gov.sc |
| TFE | Mr Jean Rasool (rep. Mr. Jean Alcindor) | Director of SIT | jeanrass@hotmail.com |
| NIHSS | Mr Rodney Philo | Director | director.NIHSSeduhq.edu.sc |
| SALS | Ms Peggy Agathine | Student Support Officer | peggyagathine@hotmail.com |
| SVA | Mrs Christine Payet | Director | Chetty.christine@gmail.com |
| SAHTC | Mr Georgie Belmont | Director | gbelmont66@yahoo.com |
| SNE | Ms Marie-May Leon | Principal Education Officer | mmleon@eduhq.edu.sc |
| DCATS | Mrs Elva Gedeon | Senior Curriculum Development Officer | egedeon@eduhq.edu.sc |
| SCDIV | Dr Véronique Figaro | Director for Secondary Schools | veronique_figaro@yahoo.com |
| | Mr Cyril Pillay | Director for Primary Schools | cyrilply@yahoo.co.uk cpillay@eduhq.edu.sc |
| | Ms Brigitte Labonté | Coordinator -Health Promotion | blabonte@eduhq.edu.sc |
| INSPECTORATE | Mrs Merina Andimignon | Inspection Officer | mandimignon@eduhq.edu.sc |
| | Mr Donald Estico | Inspection Officer | basil_estico@yahoo.com |

(Footnotes)

- 1 Local Seychellois teachers as opposed to expatriate teachers.
- 2 No increase from 2014 to 2015 pending the graduation of new teachers.
- 3 SACMEQ – Southern and Eastern African Consortium Monitoring Education Quality.
- 4 In the Seychelles, compulsory education ends at Secondary Year 4.

