



MINISTRY OF EDUCATION

EDUCATION REFORM ACTION PLAN **2009-2010**

SUMMARY

November 2009

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1.0 Progress and Achievements in the Seychelles Education System

The Education Reform Action Plan acknowledges that over the last three decades the Government of Seychelles has demonstrated a sustained commitment to the development and improvement of education and training and human resources development.

Through the implementation of a series of Education Reforms (1978, 1991, 1998) and development plans, notable achievements have been recorded and considerable progress in education and training have been made. These achievements include the following:

- Access to education and training at all levels to Seychellois has broadened.
- The national curriculum and assessment frameworks have been reviewed.
- The education structure has been adjusted.
- Regulatory frameworks have been developed and implemented. (Education Policy 2000, Education Act 2004, SQA Act 2005)
- Professional development programmes for school leaders and teachers have been implemented.
- A quality assurance mechanism has been introduced.
- The adult literacy rate has improved to considerably.
- The programme of training secondary teachers to degree level has been maintained and has raised the overall standard and quality of teaching.
- The provision of a range of new infrastructure at the primary, secondary and post-secondary levels, the upgrading of existing ones and the building of new ones.
- The introduction in 2002 of an MBA Degree in Educational Leadership, through which some seventy (70) school leaders will have been trained by the end of this year to provide improved leadership and direction to our educational institutions.
- The establishment of the Seychelles Qualification Authority in 2005, with a mandate to develop and implement a National Qualifications Framework (NQF) and connected matters.
- The high level of human development rating on the United Nations Development Programme (UNDP) Human Development Index (HDI).

- The necessary pre-requisites to achieve and sustain **Goal 2: Achieving Universal Primary Education**, of the Millennium Development Goals (MDG), in place.

2.0 The Need for Further Reform

As Seychelles repositions itself to adapt to and take advantage of globalisation, necessary adjustments are being made to the direction and strategies for sustainable social and economic development for the continued well-being of the nation.

The focus and objectives of national development over the next ten years, as outlined in *Seychelles Strategy 2017*, call for the further transformation of the education and training system, so that it will respond successfully to the challenge of providing the quantitative and qualitative human resources requirements for sustainable national development.

In considering the building blocks for a more efficient and effective education and training system, the Education Reform Action Plan acknowledges that there is a need to build on the achievements of the last 30 years through the policy of comprehensive education.

In identifying the strategies for transforming the education and training system, due consideration has been given to the following principles:

- Improved participation of stakeholders in the management and delivery of education and training.
- Judicious rationalisation of resources for education and training.
- Greater responsibility and accountability on the part of providers of the service.
- Improved monitoring and evaluation of the education and training services.

3.0 Background to Education Reform Action Plan

Following his consideration of the report on the Seychelles education system presented by Dr. John Nolan, an independent consultant, in July 2008, the President set up a National Education and Training Strategy Committee (NETSC) in August 2008 to provide a clear actionable road-map to reform the education and training system, with a view to creating a high quality education and human resources development system that remains responsive to national development needs and which enables learners at all levels to achieve their potential.

Supported by several working groups and through consultations of various stakeholders, the NETSC produced an Education Reform Action Plan with recommendations and targets in thirteen critical areas for reform, which was presented to the President in December 2008.

After considering the NETSC Report, the President directed that the following five priority areas be worked on:

- Providing for the Diversity of Educational Needs and National Development Priorities.
- Guaranteeing Quality Education.
- Improving the Quality of Teachers.
- Improving the Governance of Educational Institutions
- Creating Responsible and Empowered Students.

For each priority area, a number of themes for reform were elaborated. An Education Reform Oversight Committee (EDROC) was set up in March 2009 to prepare an Education Reform Action Plan for the identified priority areas and themes.

A Taskforce with multi-stakeholders representation was established for each of the five priority areas to provide guidance and support to the working groups charged with the elaboration of action plans for each of the themes for the priority areas.

At various stages of the development of the Education Reform Action Plan, stakeholders and the general public were kept informed of progress through media interviews.

To better prepare members of the working groups for the tasks, workshops were organized for them.

4.0 Main Components of the Education Reform Action Plan, 2009-2010**PRIORITY AREA 1.0 PROVIDING FOR THE DIVERSITY OF EDUCATIONAL NEEDS AND NATIONAL DEVELOPMENT PRIORITIES****Theme 1.1 Reform the structure and curriculum of secondary schools to better meet the diverse needs of students.**

The following measures will be undertaken in 2009-2010

In 2009

- a. A new Secondary school structure and curriculum structure will be approved.
- b. Preparation for implementation of new secondary structure and curriculum
- c. An Assessment Policy Framework for primary and secondary education will be approved.
- d. A new management structure for curriculum development and implementation will be approved.

In 2010

- a. The Assessment Policy Framework will be implemented.
- b. The new Management Structure for Curriculum Development and Implementation will be implemented.
- c. Preparation for implementation of the new secondary school structure and curriculum will continue for the first stage of implementation in 2011.

Theme 1.2 Review the Early Childhood Curriculum to Increase Focus on Literacy, Numeracy and Lifeskills**In 2009**

- a. The evaluation of the Early Childhood Curriculum will be completed.
- b. The identification of on-line teaching and learning resources for literacy and numeracy that can be accessed by teachers will be completed.
- c. Preparation for implementation of a new reading scheme at Primary One.
- d. A new Policy on Special Needs Education will be approved.
- e. A system of profiling at Early Childhood will be developed.

In 2010

- a. An adjusted Early Childhood curriculum, taking into consideration the Policy on Special Needs Education will be implemented.
- b. Pupil Profiling at the primary level will be implemented
- c. A new Reading Scheme will be introduced at Primary One level.
- d. Preparation for the implementation of the New Early Childhood Curriculum in 2011 will be finalized.

Theme 1.3

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

In 2009

- a. The University of Seychelles (UniSey) will start its operations and admit the first cohort of students.
- b. The Tertiary Education Bill will be enacted.
- c. All existing courses at post-secondary levels will be evaluated in accordance with the National Qualifications Framework.

In 2010

- a. The legislative provisions of the Tertiary Education Act will be implemented.
- b. A Tertiary Education Council will be established and become operational.
- c. The provision of tertiary education and training will be rationalized, including the validation of courses within the National Qualifications Framework, the harmonization with manpower needs and the implementation of new institutional governance and administrative arrangements.

Theme 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**

In 2009

- a. A new Government Scholarship Scheme, based on revised criteria will be introduced by the National Human Resources Development Council (NHRDC).

In 2010

- a. The revised Government Scholarship Scheme will be implemented.

PRIORITY AREA 2: GUARANTEEING QUALITY EDUCATION IN SCHOOLS

Theme: 2.1 **Establish a school support and evaluation system at the Education headquarters to ensure that the quality and standard of education is maintained within a framework of continuous improvement. Support shall be given to schools to prepare for school inspection**

In 2009

- a. A revised framework for external evaluation/quality assessment (inspectorate system) of primary and secondary schools based on established standards will be developed.
- b. A revised structure for quality assessment of primary and secondary schools will be developed.

In 2010

- a. The Inspectorate system will be implemented
- b. The revised School Support System will be implemented.

PRIORITY AREA 3.0**IMPROVING QUALITY OF TEACHERS**

Theme: 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

In 2009

- a. An Advanced Diploma, accredited by Seychelles Qualifications Authority (SQA), leading to Bed Degree will be introduced
- b. A new Bed Degree course will be launched.
- c. The National Institute of Education (NIE) will become a School of Education with the University of Seychelles.

In 2010

- a. Teacher education and training in the context of the establishment of the University of Seychelles will be further developed and strengthened.

Theme 3.2 : Reinforce the Teacher Scheme of Service for the recognition of good practitioners in the educational institutions.

In 2009

- a. The review of the existing Teacher Scheme of Service will start.
- b. A new Teacher Appraisal System will be developed.
- c. The review of the existing Teacher Competency Framework (TCF) will start.
- d. A new framework for the setting up of a teachers' professional body will be developed.

In 2010

- a. A revised Teacher Scheme of Service will be approved for implementation.
- b. A new Teacher Appraisal System will be implemented.
- c. A new Teachers' Professional body will be established.
- d. A revised Teacher Competencies Framework will be introduced.

PRIORITY 4.0 IMPROVING THE GOVERNANCE OF EDUCATIONAL INSTITUTIONS**Theme: Provide Greater Autonomy to Schools****In 2009**

- a. A new model for school management (involving MoE, Schools and School Council) will be approved.
- b. Framework and guidelines for implementation of the new management model will be developed.
- c. A review of the Parent Educators Council (PEC) and the Parent Teachers Association (PTA) will be carried out in conjunction with the new school management model.

In 2010

- a. The new model of school management will be implemented.
- b. Further re-structuring of the Ministry Headquarters in line with the implementation of the new School Management model and other related reform initiatives will be undertaken.

PRIORITY 5.0 CREATING RESPONSIBLE AND EMPOWERED STUDENTS**Theme: 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 co-operative members of their schools, homes and society.****In 2009**

- a. A Revised Pastoral Care System will be introduced.
- b. The Student Disciplinary Policy and Procedures will be revised and updated.

In 2010

- a. The new Pastoral Care System and Procedures will be implemented.
- b. The revised Student Disciplinary Policy and Procedures will be implemented.

Theme 5.2 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.

In 2009

- a. The Citizenship Education Programme within PSE will be revised and strengthened.

In 2010

- a. A revised Citizenship Education Programme will be implemented.
- b. A revised PSE Programme will be developed for implementation in 2011.

5.0 Sensitization, Training, Support and Monitoring

A well-planned sensitization and training programme and the provision of appropriate and timely support to stakeholders will be essential for the successful implementation of the Reform Action Plan.

To ensure the proper monitoring of the implementation process, a Committee chaired by the Principal Secretary and involving those working on different aspects of the Reform Action Plan will be in place at the level of the Ministry of Education to monitor and report periodically on the implementation of the Reform Action Plan.