

THE SEYCHELLES EDUCATION AND TRAINING SYSTEM



EDUCATION REFORM ACTION PLAN

Submitted by the Education Reform Oversight Committee
(EDROC)

Resubmitted August 2009

EDUCATION REFORM ACTION PLAN

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Summary of Reform Actions Recommended

The President mandated the Ministry of Education to plan reforms in the education system in five priority areas to increase the effectiveness of the system in meeting the needs of learners and of the economy and society.

In 2009 work for a number of reform actions has been carried out and is continuing for implementation in 2010.

In the case of other reform actions, given their nature and complexity, development work and preparation have to be continued in 2010 for implementation in 2011.

1.0 Reform Actions in 2010

- 1.1 At the beginning of the 2010 school year a **new pastoral system** will be introduced in primary and secondary schools to ensure the welfare of students and create a conducive environment for teaching and learning. The system is based on a whole school approach where all members of staff and students have their part to play. It will also involve parents and members of the community. A new **student code of conduct** will be introduced that will be supported by the revised citizenship education programme. A **code for parents** will inform parents on the expectations that the school has of them regarding the education and schooling of their children. Work will continue during the year and beyond to address the problems in schools arising from social ills. This will be done in partnership with parents, the community and agencies in government and civil society.
- 1.2 A **new management model** for schools together with **school councils** will be introduced in January 2010. The intention is to give more autonomy to schools to manage various aspects of school functioning and promote greater involvement of staff, students, parents and the community in the life of the school in order to achieve improved results and education outcomes. Schools will be accountable for their performance. They will be supported by the Ministry of Education and will be assessed through an **external assessment or school inspection system**. School Councils will provide the scope for parents and the community to assist and support the schools in the management of various aspects of school life. The role of School Councils will grow as schools and members gain experience.
- 1.3 A **new Assessment Framework for Primary and Secondary Education** will be introduced from January 2010. This will include a system of Pupil Profile for the Early Childhood and Primary levels and the use of diagnostic tests. At secondary level the Records of Achievement programme will be extended downward to cover all five year levels. A **Special Needs Education Policy** will be adopted and strategies implemented to give it effect.

- 1.4 In 2010, at the post-secondary and higher education level, the **Higher Education Act** will be implemented and the **Higher Education Council** established to provide for the organization and development of higher education.
- 1.5 The **provision of courses at the tertiary/higher education level in the non-university sector will be rationalized**. This may bring about certain restructuring of establishments, possibly the regrouping of certain courses and institutions in an 'umbrella' establishment. (Work is currently being done on this, including by Dr John Nolan.)
- 1.6 The provision of full courses in **teacher training** will be done by the University of Seychelles. This is in line with the redefinition of the role of the Ministry of Education (responsible for policy, overall planning, regulation, support, overall resources mobilization, and monitoring and evaluation). The Ministry will continue to be responsible for certain forms of teacher training/professional development (apart from school-based professional development done in schools and for which schools are responsible). (The matter of teacher training and the NIE moving to the University is currently being discussed between the Ministry, NIE and the SUF.)

2.0 Reform Actions in 2011

- 2.1 In January 2011 a **new structure** will be introduced **for secondary schooling** with the aim of providing a general education for all pupils (in the first three years, at Lower Secondary) and providing greater diversity in line with students' needs (in the fourth and fifth years, at Upper Secondary). Intensive development work and preparation have to be done in 2010 for the introduction of the new structure in January 2011. Work includes identification and mobilization of necessary resources; making adjustments to the management of secondary schools; sensitization of staff, students, parents, people from industry; training; matching curriculum more closely with post-secondary training and manpower needs; curriculum development...)
- 2.2 In January 2011 a **new curriculum for the Early Childhood stage** of education will be introduced. This timing is necessary as the new curriculum will follow naturally from the review of the national curriculum (after 7 years of operation) which is being completed in 2009 and the formulation of the **new national curriculum framework** which will be done in 2010 (blueprint end 2009). It may be noted that an adjusted curriculum to place more emphasis on literacy and numeracy will be introduced in January 2010.
- 2.3 It is recommended that a **professional body for teachers** is established during 2010, possibly launched during Teachers Week in October 2010. Work for defining the appropriate body and on other aspects to ensure it is relevant to the needs (fit for purpose) and its sustainability must be done in the early months of 2010 and must be done with the close involvement of teachers.
- 2.4 A new **Teacher Scheme of Service** and a new **Performance Appraisal System for Teachers** will be introduced in January 2011 to promote better teacher performance and to improve the remuneration of teachers. The reviewed Teacher Scheme of Service will take into consideration the national salary review to be completed in 2010.

Acknowledgement

The Education Reform Oversight Committee (EDROC) and the Ministry of Education are grateful to President James Michel for his guidance, encouragement and for his unlimited commitment to the improvement of the Seychelles education system.

Thanks are also presented to:

- Members of EDROC
- Members of the Taskforces and Working Groups
- Members of the Technical Team
- Parents Teachers Associations (PTAs)
- The media

1.0 Introduction

1.1 National Education and Training Strategy Committee (NETSC)

Following the submission of Dr. John Nolan's Report in July 2008, the President commissioned a National Education and Training Strategy Committee (NETSC) to study Dr. Nolan's recommendations and propose a road map to reform the Seychelles' education system to create 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.

The Committee was chaired by the President and supported by several working groups of stakeholders who deliberated on general educational matters or specific issues emanating from the consultant's report before submitting their inputs to the Committee. The Committee's consultation of various stakeholders also yielded contributions that were integrated in the final NETSC report.

After a number of meetings the Committee presented an action plan with recommendations and targets focusing on 13 "Critical Areas" for reform.

1.2 Policy Recommendations on Education Reform in Seychelles

After considering the National Education and Training Strategy Committee, the President asked that the following five Priority Areas be worked on:

- i) Providing for the Diversity of Educational Needs and the National Development Priorities*
- ii) Guaranteeing Quality Education in Seychelles*
- iii) Improving Quality of Teachers*
- iv) Improving the Governance of Educational Institutions*
- v) Creating Responsible and Empowered Students*

1.3 Education Reform Oversight Committee (EDROC)

The President appointed an Education Reform Oversight Committee (EDROC), chaired by the Minister for Education, to direct and monitor the reform process over the specified period and oversee resourcing and implementation of the reform action plan.

The Committee held eight (08) meetings to consider input from the Working Groups after endorsement by their respective Task Forces and provide feedback to take the reform process forward. Considering the time frame, the committee agreed that documents be circulated to members on-line and their comments, which were then considered in the development and finalisation of the reform action plan.

At various stages, key stakeholders and the general public were kept informed of progress through media interviews in relation to the strategic planning workshop (9th – 13th March), launching of the Task Forces/Working Groups by EDROC (20th March) and the workshop for Chairpersons of Task Forces and Working Groups (30th April).

1.4 Strategic Planning Workshop

To equip senior Ministry of Education personnel, especially those involved in the development of the reform action plan with knowledge and skills in the domain of education policy planning, a five-day workshop was organised from 9th to 13th March. The workshop was facilitated by two strategic planning consultants from UNESCO's International Institute for Education Planning (IIEP).

1.5 Development of the Action Plans

A taskforce with multi-stakeholder representation was established for each of the five Priority Areas to provide guidance and support to the Working Groups charged with the elaboration of detailed action plans for each of the themes emanating from the Priority Areas. Refer to **Appendix 1** for the composition of Taskforces and Working Groups.

The Working Groups were provided with Terms of Reference and they were required to implement a detailed work plan, which integrated linkages with EDROC (through the Taskforces and Technical Team) for development of the draft action plan. The Reform Action was characterised by the following sequence of action:

- Phase I: Finalisation and endorsement of Working Groups' activity plan
- Phase II: Consultation and situation analyses

Phase III: Finalisation of main issues and concerns derived from the situation analyses and compilation of draft action plans

Phase IV: Review and endorsement of the draft action plans by EDROC

Phase V: Submission of the Reform Action Plan for approval

2.0 Limitations

The Working Groups did their level best to complete the work within the specified time frame. As a result of the tight deadline, some of the situation analyses were not as thorough as they could have been, especially with regard to the consultative process. In several cases this was mitigated by the existence of data collected on previous occasions but which are still valid.

Participation of stakeholders from the private sector was also affected by the time constraint as Working Group members were required to dedicate a considerable amount of their working hours and even some of their personal time to ensure that the work was not only completed on time but also of a high standard. The participation of some officers from the Ministry of Education was hindered because they were members of more than one Working Group.

3.0 Note on Situation Analyses

In order to have an accurate picture of the landscape for reform the Working Groups conducted situation analyses included examination of strengths, weaknesses, opportunities and threats (SWOT analyses), as well as consultation of stakeholders.

A summary of the main issues and concerns emanating from the situation analyses are presented under the respective themes.

4.0 The Reform Action Plan

This Education Reform Action Plan is another phase of the reform process in the short term. It is advisable that a medium term strategic plan for the education sector is produced.

Appendix 2 contains a detailed budget plan for implementation of the Reform Action Plan, including sub components that do not feature on the implementation plan in this section.

It must also be noted that some of the actions are in progress during this current year to date and implementation of some others will start later during the year.

4.1 Priority Area 1:	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 and of the national economy			
Summary of Main Issues and Concerns Derived from the Situation Analysis				
<ul style="list-style-type: none"> • Review of the curriculum • Promotion of the development of ICT • Improvement of the quality of teaching • Development of the assessment system • Strengthening and extending the links between secondary schools and post-secondary institutions • Re-modelling of the Careers Guidance Programme 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Approval of new secondary school structure and curriculum by Cabinet. • Complete the review of the secondary curriculum 		<ul style="list-style-type: none"> • Implement new secondary school structure and curriculum. 	MoE-CAS MoE-Schools	
<ul style="list-style-type: none"> • Endorsement of new secondary curriculum structure by Cabinet. • Produce blueprint for the new National Curriculum Framework • Complete the audit of IT curriculum infrastructure and IT support needs for lower and upper secondary curriculum. 	<ul style="list-style-type: none"> • Finalise subject options for the new lower and upper secondary curriculum and harmonise with the National Qualifications Framework (NQF). 		MoE-SMC	

2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Audit of physical, financial and human resources needs of the new upper and lower secondary curriculum • Prepare for implementation of new secondary structure and curriculum (teacher training, sensitisation, resources mobilisation, etc.) • Build capacity across the system for managing the new structure and curriculum • Curriculum Development removed from NIE's mandate and returned to MoE HQ. • Finalisation of management structure for curriculum development for Primary and Secondary levels. • Complete review of Student Records of Achievement (RoA) for secondary level. • Approve the Assessment Framework for Primary and Secondary levels. 	<ul style="list-style-type: none"> • Finalise curriculum pathways between upper secondary and post-secondary and modes of offering these pathways in harmony with the National Qualifications Framework (NQF). • Adjustments to MoE Structure • Implement the Assessment Framework for Primary and Secondary levels. • Implement the new management structure and functions for curriculum development for Primary and Secondary levels. 		MoE-CAS	

Theme 1.2:	Review the Early Childhood Education curriculum to increase focus on literacy (account for the economic and social advantages of trilingualism), numeracy and life skills
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Summary of Main Issues and Concerns Derived from the Situation Analysis

Curriculum-Related

- Curriculum content per learning area is too loaded at Early Childhood.
- Function and purpose of the PSE curriculum are not commonly understood, hence impacting negatively on the teaching, learning, assessment and reporting.
- EC Curriculum does not make enough provision to equip all learners with the full range of literacy skills they will need to think, learn and communicate in all areas of school life and life outside the school as stipulated in our language policy.
- Mathematics curriculum at EC level does not make enough provision for the development of problem solving skills and conceptual understanding.

Resources-Related

- Inadequacy of teacher competence
- Teaching and learning resources at EC (such as textbooks, workbooks, worksheets, charts, readers) are insufficient, non attractive and lack variety.
- Essential equipment (such as audio, video, mathematical instruments) is unavailable and whenever available they are insufficient and out-dated

Implementation Plan

2009	2010	2011	Lead Agency	Remarks
	<ul style="list-style-type: none"> • Introduction of Pupil Profiling at Early Childhood and Primary level. • Implement an <u>adjusted</u> Early Childhood Curriculum (time allocation). 	<ul style="list-style-type: none"> • Implement the new Early Childhood Curriculum. 	MoE-CAS MoE-Schools	

<ul style="list-style-type: none"> • Complete evaluation of Early Childhood Curriculum. • Introduction of new Reading Scheme at Primary 1. 	<ul style="list-style-type: none"> • Preparation implementation of the new Early Childhood Curriculum (teacher training, resources mobilisation, sensitisation of parents, etc.) 			
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Identify on-line sources of literacy and numeracy-related teaching/learning materials that can be accessed by teachers. • Approve the policy on Special Needs Education (SNE). • Develop system of Pupil Profiling at Early Childhood and Primary levels based on the current pilot in crèches (Diagnostic testing, capacity building of school management, teacher training, sensitisation of parents, etc.) 	<ul style="list-style-type: none"> • Introduce New Reading Scheme at Primary 1. • Prepare for implementation of Policy on Special Needs Education. • Approve the language Policy for Early Childhood and Primary Education. 		<p>MoE-CAS</p> <p>MoE-Sch</p>	

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.			
Summary of Main Issues and Concerns Derived from the Situation Analysis				
<ul style="list-style-type: none"> • Absence of a comprehensive legal framework on higher education institutions and a framework for their inter-relationship. • Absence of a national multi-sectoral institutional mechanism to co-ordinate and rationalize the sustainable development of higher education and training. • Low effectiveness of working relations between post secondary institutions, NHRDC and industry • Existence of non-accredited and/or validated, locally developed courses in post secondary institutions. • Need for more systematic analytical work on factors likely to impact on quality and sustainability of courses, as part of the process in line with the Competency Based Approach (CBA). 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks

<ul style="list-style-type: none"> Finalise work on draft Higher Education Bill for presentation to Cabinet and drafting by Attorney General's office. Enactment of Higher Education Bill. Legislate regulations and set up the Higher Education Council. Rationalise higher education and training provision. Operation of the University of Seychelles. 	<ul style="list-style-type: none"> Organise education and awareness sessions on functions and responsibilities of the Council. Complete exercise on evaluation/validation of existing courses and publicise the related information. 		MoE-TFE SQA	
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2009	2010	2011	Lead Agency	Remarks
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	<ul style="list-style-type: none"> • Training and capacity building for personnel of higher education establishments • Establish mechanism for identification and approval of courses offered in higher education. • Implementation of procedures and guidelines for providing direction and guidance on manpower needs, training needs and student placement. 		<p>MoE-TFE SQA NHRDC</p>	
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Theme 1.4:	Undertake an overhaul of the government scholarship scheme to take into consideration the emerging demands of the labour market, the rationalisation of further education, higher education, and the creation of the Seychelles University to ensure equitable access and participation in higher education.
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Summary of Main Issues and Concerns Derived from the Situation Analysis

- Review policy on award of government scholarships (GOS)
- Develop criteria for award of GOS and foreign scholarships
- Training venues, cost and priority fields of training for scholarships
- Cost sharing and cost-recovery systems or measures for scholarships

2009	2010	2011	Lead Agency	Remarks
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Approve the reviewed Government Scholarship Scheme. • Introduce the reviewed Government Scholarship Scheme. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Review the Government Scholarship Scheme introduced in 2009 	NHRDC	

Summary of Cost for Priority 1: Themes 1, 2 and 3

2009	2010	2011	Total
SR. 274,600	SR. 4,381,500	SR.	SR.4,656,100

4.2 Priority Area 2: Guaranteeing Quality Education in Schools				
Theme 2.1:	Establish a school support and evaluation system at 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 inspections.			
Summary of Main Issues and Concerns Derived from the Situation Analysis				
<ul style="list-style-type: none"> • Although existing standards for effective schools are clear and well documented the details of them are not well known by all stakeholders. • The format in which the standards are presented is not easily accessible to lay readers, and therefore it remains difficult to ascertain whether the standards are perceived as being achievable. • There are no specific standards related to school leadership in the present documented standards. • There seems to be some confusion in school management and teachers' minds as to the supportive role of the present QA service. All school management teams and teachers consulted were of the view that the QA process was inspectorial in approach already, rather than supportive. • Limitations in monitoring of QA endorsed action plans. Frequent changes among members of schools' management teams affect continuity and ownership of plans. • Limitations in accountability mechanisms • Lengthy QA process • Importance of provision of necessary resources so schools can deliver according set standards 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Review and publicise standards for Quality Assessment of Primary and Secondary schools. • Finalise the structure and functions of the inspectorate (job descriptions, operation manuals, etc.) • Training and capacity building for support system and inspectors. 	<ul style="list-style-type: none"> • Implementation of new inspection system 		MoE-EQA	

2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> Sensitisation, training and capacity building of school management. 				

Summary of Cost for Priority 2

2009	2010	2011	Total
SR. 154,000	SR. 156,000	SR.	SR. 310,000

4.3 Priority Area 3:	Improving Quality of Teachers			
Theme 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>Summary of Main Issues and Concerns Derived from the Situation Analysis</p> <ul style="list-style-type: none"> Quality of pre-service candidates in relation to criteria for entry and performance level Access to facilities and resources by students and trainers Teacher retention and attraction Curriculum development for teacher education Quality of teacher trainers Management capacity of the training institution 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> Transfer curriculum development responsibilities from NIE to Ministry Finalise NIE's status within the context of the University of Seychelles. 	<ul style="list-style-type: none"> Implement teacher training in context of the establishment of University of Seychelles. 		UniSey MoE	

2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Launch an Advanced Diploma in Education (leading to B.Ed), obtain accreditation and by SQA and implement the programme. • Develop the B.Ed programme. • Adjust of NIE's functions to take into consideration National Qualifications Framework and University of Seychelles context. 			MoE-TFE SUF MoE SQA	

Theme 3.2	Reinforce the Teacher Scheme of Service in collaboration with teachers associations and other relevant professional groups, for the recognition of good practitioners in the educational institutions.			
Summary of Main Issues and Concerns Derived from the Situation Analysis				
Teacher Scheme of Service Related				
<ul style="list-style-type: none"> • Existing TSS is qualifications driven and makes no provision for years of service • TSS does not encourage quality teachers to remain as practitioners in the classroom • Fixed salary points prevent some graduates from getting monetary rewards upon getting additional qualifications • No provision for risk-factor allowances for teaching in hazardous situations • No provision for remuneration of additional specialist qualifications in related fields • Apart from responsibility allowances and long service gratuity, no provision for other incentives to encourage teacher retention • No special allowances for high demand specialist teaching areas (such as special needs education, mathematics, science) • No recognition for teachers who are teaching a range of subjects at primary level • Insufficient publicity to attract quality candidates to join teaching • Working conditions in general still present a concern to teachers 				
Performance Appraisal Related				
<ul style="list-style-type: none"> • Procedures for appraisal are not properly established • Formal follow up and feedback from school management is not systematically done • Appraisal is not linked with TSS (e.g. no merit increment for good performance) • Framework for appraisal process is too general (designed for the entire public service), given the specificity of teachers work • Objective, measurable indicators are absent from the appraisal process • Appraisal process is not geared towards the teachers' professional development • Appraisal process is hampered by resources limitations 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks

<ul style="list-style-type: none"> Review the Teacher Scheme (TSS) of Service with due consideration to the national salary review. Work on new Teacher Appraisal System. 	<ul style="list-style-type: none"> Approve the new TSS. Prepare for implementation of the new Teacher Appraisal system (policy and procedures, sensitisation and training). 	<ul style="list-style-type: none"> Introduce the new TSS. Implement the new Teacher Appraisal System 	MoE	National salary structure will have an impact on the MoE TSS Review.
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2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> Review the existing Teacher Competencies Framework (TFC) and develop new TCF. Finalise proposal for setting up a teacher professional body. Prepare for establishment of the new TCF (sensitisation, awareness-raising, training, etc.) 	<ul style="list-style-type: none"> Introduce and publicise the new TCF. Prepare for establishment of the teacher professional body. Establish the teacher professional body 			

Summary of Cost for Priority 3

2009	2010	2011	Total
SR. 404,000	SR. 2,437,500	SR.	SR. 2,841,500

4.4 Priority Area 4:	Improving the Governance of Educational Institutions			
Theme 4.1:	Restructure and downsize the HQ administration by a minimum of 20% to meet the desired outcomes outlined in 3, to 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).			
Summary of Main Issues and Concerns Derived from the Situation Analysis				
<ul style="list-style-type: none"> • Impact of downsizing on MoE’s capacity to carry out its functions and manage the reform initiatives • Need to ensure that the process of downsizing does not compromise the HQ’s ability to discharge its new mandate (as at (i) to (iii) stated above) • Quality and capacity of retained HQ personnel to provide an efficient service • Assumption that personnel at school level are qualified and able to take on the devolved responsibilities with limited support from the ministry • Assumption that outsourcing of some services to the private sector will be more cost-effective 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Restructure/downsize Ministry of Education Headquarters. 	<ul style="list-style-type: none"> • Further restructuring of the Ministry Headquarters in line reforms. 		MoE-SMC	

Theme 4.2:	Establish framework, standards and required legislation for governance and performance assessment of educational institutions from primary to tertiary.
Theme 4.3:	Provide greater autonomy to schools with a view to become result-oriented within a transparent and accountable framework.
Theme 4.4	Introduce cost-recovery mechanisms and incentives for private sector participation in education

Summary of Main Issues and Concerns Derived from the Situation Analysis

- A high degree of centralization tends to discourage innovation, responsibility and accountability in other partners.
- No common understanding of the concept of autonomy in education
- Parents and the wider community remain marginal to the functioning and development of schools
- Education policies and financial arrangements encourage greater levels of control at Ministry central level
- Limited experience of management of autonomous organisations in education and at the level of communities

Implementation Plan

2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Train school leaders and administrative staff in financial management. • Give schools increased budget to purchase educational materials. • Audit schools' performance vis-a-budget management. • Establish with Ministry of Finance new areas in budget to devolve to schools 	<ul style="list-style-type: none"> • Implement the new model for school management. 		MoE-Sch	

2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> Establish with Ministry of Finance new areas in budget to devolve to school management (Plan to give school management responsibility for aspects maintenance not implemented because of national financial regulations) Approve the new model for management of schools, including location of various responsibilities (at HQ/school management/ School Boards). Develop framework and guidelines for implementation of approved management model for schools. Preparation for implementation of new school management model (sensitisation, training, resources mobilisation, etc.) 			MoE-Sch	

Summary of Cost for Priority 4

2009	2010	2011	Total
SR. 90,600	SR. 380,000	SR.	SR. 470,600

4.5 Priority Area 5: 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			
<p>Summary of Main Issues and Concerns Derived from the Situation Analysis</p> <ul style="list-style-type: none"> • Limited involvement of School Management in the running of Pastoral Care System • Existing structure not helping the implementation of the Pastoral Care System • Functions and objectives of Pastoral Care not well understood • Lack of values-based service • Shortage of qualified PSE teachers • Shortage of ideal candidates to be trained as PSE teachers • Low status of PSE vis-a-vis other subjects • No PSE curriculum at Post Secondary level (Except NIE) 				
Implementation Plan				
2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Revise the existing Pastoral Care System. • Revise the Student Disciplinary Policy and Procedures (DPP). • Review Parents Educators Council (PEC) and Parents Teachers Associations (PTAs) within the framework of the new model for school management. • Prepare for implementation of the revised Pastoral Care System and DPP (awareness-raising, training, etc.) 	<ul style="list-style-type: none"> • Implement the new Pastoral Care System. • Implement of the new Student Disciplinary Policy and Procedures (DPP). 		MoE-Sch	With involvement of parent bodies and other stakeholders

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.
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Summary of Main Issues and Concerns Derived from the Situation Analysis

- Misconception of citizenship education
- Low status of vis-à-vis other subjects
- Weak subject leadership affecting the status of the subject

Implementation Plan

2009	2010	2011	Lead Agency	Remarks
<ul style="list-style-type: none"> • Review the PSE programme to enhance its status and effectiveness. • Review of Citizenship Education programme (CE). • Prepare for implementation of the revised Citizenship Education Programme. 	<ul style="list-style-type: none"> • Implement the revised Citizenship Education programme. • Prepare for implementation of revised PSE Programme (sensitisation, training, resources mobilisation, etc.) 	<ul style="list-style-type: none"> • Implement the new PSE Programme. 	MoE-Sch	With involvement of parent bodies and other agencies

Summary of Cost for Priority 5

2009	2010	2011	Total
SR. 376,600	SR. 913,490	SR.	SR. 1,290,090

5.0 Monitoring and Evaluation

The ministry will appoint a person to be responsible for the monitoring process. The person appointed would need to ensure that the necessary mechanisms are in place for monitoring and periodical reporting on implementation of the reform.

The Ministry will oversee the internal monitoring and evaluation process and relevant external partners will be involved where necessary.

The Ministry of Education will report to Cabinet on progress at regular intervals.

6.0 Appendices