

Adult Education (CONFINTEA VI)
*National Report on the Development and State of the Art
of Adult Learning and Education (ALE)*

REPUBLIC OF SEYCHELLES

MINISTRY OF EDUCATION

Adult Education (CONFINTEA VI)

**National Report on the Development
and State of the Art of Adult Learning
and Education (ALE)**

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1.0. General Overview

The Republic of Seychelles is a Small Island State consisting of some 115 islands spread over 1,000,000 square kilometres of sea in the middle of the Western Indian Ocean. Forty-two granitic islands account for 245 square kilometres of the total area of 455 square kilometres. Of these, the largest and most populated is Mahé. The rest of the islands are coralline and cover an area of 210 square kilometres.

1.1. Population size and composition

Table 1.1 presents a population count from censuses conducted in 1997 and 2002.

Table 1.1 Population counts from censuses 1997 and 2002

Census year	Female (%)	Male (%)	Total Population
1997	50.5	49.5	75,876
2002	49.8	50.2	81,755

The population count from the census 2002 shows that of the 81,755 persons, 41,004 (50.2%) were males and 40,751 (49.8%) were females, which gives us a slightly higher male population than that of female.

Adopting the international standard definition for child population, those aged between 0 and 14 years represent 25% or one quarter of the population. The elderly population (aged 65 years or more by standard definition) amount to 6,326 persons or about 7.7% of the population (see Table 1.2). The remaining 67% of the population (or about 61,650 persons) fall in the working ages (15-64 years by standard definition).

Table 1.2: Population by selected broad age groups, 2002 Census

Age group (years)	Population	% of total
Under 12	16,699	20.4
Under 15	21,022	25.7
Working ages (15-64)	54,494	66.7
Elderly (63 or more)	7,156	8.9
Elderly (65 or more)	6,326	7.7

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1.2. The labour force and economic status

The 'Labour Force' includes all persons from age 15 onwards who are either employed or unemployed (seeking work). Employed persons include those persons who were engaged in the supply of labour for any number of hours for payment in cash or in kind, plus unpaid family workers. Unemployed persons are defined as individuals who were not working but were actively seeking work. Of the 60,720 persons aged 15 years or more, 43,894 or 72% were in labour force (see Table 1.3). The inactive population aged 15 years or more include full-time students, pensioners and other individuals who are neither employed nor seeking work (e.g. the disabled, housewives, etc.) This group accounted for 26.6% of the population aged 15 years or more while the working population make up 67% of the same age group.

Table 1.3: Population aged 15 years or more by economic status

Work status	Population aged 15 years or more	
	No. of persons	%
Employee (Government)	12091	19.9
Employee (Parastatal)	5930	9.8
Employee (Private)	15694	25.8
Employer	441	0.7
Self-Employed	4843	8.0
Unpaid family worker	594	1.0
Part-time job seeker	1142	1.9
Unemployed job seeker	3159	5.2
Student	4589	7.6
Other inactive	11563	19.0
Not reported	674	1.1
Total	60720	100.0
Total employees	33715	55.5
Working population	40735	67.1
Total job seekers*	4301	7.1
Total economically active	43894	72.3
Inactive population	16152	26.6

*Includes partial job seekers

Table 1.4 presents labour participation rates for both males and females for the 2002 census. It can be observed that male participation is consistently higher than that of females throughout all age groups. The

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total participation rate in 2002 was 77.2% for male and 67.4% for females.

Table 1.4: Labour participation rates by sex, Census 2002

Age group	Male	Female	Total
15 < 20	40.5	32.0	36.3
20 < 25	89.8	84.5	87.2
25 < 30	93.5	88.8	91.2
30 < 35	94.6	89.7	92.2
35 < 40	93.4	89.9	91.7
40 < 45	92.6	87.4	90.1
45 < 50	91.0	84.1	87.8
50 < 55	86.3	78.2	82.6
55 < 60	79.7	66.2	73.0
60 < 65	51.5	40.3	45.3
65+	9.4	3.0	5.5
Total	77.2	67.4	72.3

1.3. Qualification levels

Table 1.5 presents the section of the population (65,056 persons) aged 12 years or more by the highest educational level attained. Considering the cumulative percentage from the highest educational level, it can be observed that at least 60% of the relevant group have obtained a minimum of 3 years of secondary education. However, less than one quarter of the same population have gone up to and beyond post secondary. On the other hand, 4% of the eligible population reported to have had no schooling at all.

Table 1.5: Population aged 12 years or more by educational attainment, 2002 Census

Educational attainment	No. of persons		*Cumulative %
No. schooling	2651	4.1	95.5
Primary	11321	17.4	91.4
Other (e.g. adult learning, etc.)	330	0.5	74.0
Secondary 1-2 years	8838	13.6	73.5
Secondary 3 years	6214	9.6	59.9
Secondary 4 years	4564	7	50.3
National Youth Service/Secondary 5 years	11029	17	43.3

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Vocational	2177	3.3	26.3
Polytechnic 1-2 years, Teacher Training College	7782	12	23.0
Polytechnic 3-4 years, Form 6	3430	5.3	11.0
Pre-University	1522	2.3	5.7
University (Bachelor)	1490	2.3	3.4
University (MA, MBA, PHD)	742	1.1	1.1
Not reported	2966	4.6	
Total	65056	100	

**Cumulated from highest to lowest level*

Comparing the education level of males to females, Table 1.6 shows a more or less equal attainment for the two sexes at least up to polytechnic level. Beyond this level, there is a clear indication of males dominating the higher educational achievements. Combining the two groups who have reached university level, it can be reported that females represent only 37% of university graduates indicating a gender imbalance at higher levels of education.

Table 1.6: Population aged 12 years or more by educational attainment and sex, 2002 Census (% distribution within sex)

Education attainment	%			Number
	Female	Male	Total	
No schooling	50.2	49.8	100.0	2651
Primary	52.8	47.2	100.0	11321
Other (e.g. adult learning, etc.)	51.5	48.5	100.0	330
Secondary 1-2 years	51.7	48.3	100.0	8838
Secondary 3 years	52.2	47.8	100.0	6214
Secondary 4 years	49.6	50.4	100.0	4564
National Youth Service/Secondary 5 years	51.9	48.1	100.0	11029
Vocational	41.0	59.0	100.0	2177
Polytechnic 1-2 years, Teacher Training College	50.9	49.1	100.0	7782
Polytechnic 3-4 years, Form 6	51.7	48.3	100.0	3430
Pre-University	48.7	51.3	100.0	1522
University (Bachelor)	38.0	62.0	100.0	1490
University (MA, MBA, PHD)	34.8	65.2	100.0	742
Not reported	37.0	63.0	100.0	2966
Total	50.1	49.9	100.0	65056

1.4. Population distribution

Seychelles has a total land area of 455.4 km². With the current population of 81,755 persons, this gives an overall density of about 180

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persons per square kilometre. However, over half the land area is accounted for by outer islands which are mostly uninhabited. Table 1.7 presents the population distribution by district. However, one should bear in mind that there are wide areas within administrative boundaries that include reserve areas, such as national and marine parks, and also undeveloped reclaimed land and industrial sites. Disregarding this factor would grossly underestimate the actual density of certain areas. For the reasons mentioned above, two sets of density estimates have been provided. One set provides estimates of the population density based on the total land area and the ultimate column gives estimates after taking into account the uninhabited areas. The differences are very high in areas like Cascade, Mont Fleuri, Pointe Larue and Roche Caiman.

Table 1.7: Population distribution and density by district, 2002 Census

District	Population	% of total	Total Area (km²)	Nominal Density (km²)	(1) Inhabited Area (km²)	Real Density (km²)
Anse Aux Pins	3564	4.4	2.5	1426	1.8	1980
Anse Boileau	4036	4.9	12.0	336	8.0	505
Au Cap	3215	3.9	8.3	378	4.7	684
Anse Etoile	4394	5.4	6.0	732	3.2	1373
Anse Royale	3687	4.5	7.1	519	7.1	519
Bel Air	2919	3.6	4.4	663	2.6	1123
Baie Lazare	2984	3.6	12.1	247	11.0	271
Belombre	3622	4.4	9.4	385	3.6	1006
Baie Ste Anne	3736	4.6	25.5	147	19.2	195
Beau Vallon	3816	4.7	4.5	848	3.5	1090
Cascade	3448	4.2	10.2	338	2.0	1724
English River	3612	4.4	1.2	3010	1.2	3010
Glacis	3592	4.4	6.8	528	4.2	855
Grand Anse Mahe	2594	3.2	15.7	165	8.2	316
Grand Anse Praslin	3367	4.1	16.2	208	7.5	449
La Digue	2104	2.6	14.7	143	4.4	478
Les Mamelles	2391	2.9	1.7	1406	1.5	1594
Mont Buxton	3110	3.8	1.2	2592	1.2	2592
Mont Fleuri	3589	4.4	5.7	631	1.4	2570
Other Islands	1092	1.3	240.1	5	-	-
Plaisance	3414	4.2	3.4	1004	1.6	2134
Port Glaud	2184	2.7	26.7	82	5.4	404
Pointe Larue	2717	3.3	3.5	776	1.4	1941

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Roche Caiman	2673	3.3	1.1	2430	0.4	6683
St. Louis	3277	4.0	1.4	2341	1.4	2341
Takamaka	2609	3.2	14.2	184	9.1	287
Total	81755	100.0	455.4	180	115.6	707

Note: (1) excludes national parks, marine park islands and large parts of reclaimed non-residential areas.

The district with the highest population is Anse Etoile (in North Mahé) with 4,395 persons, followed by Anse Boileau (in West Mahé) with 4,036 persons. These are also the only two districts with a population exceeding 4,000. On the other hand, the least populated district is La Digue (Island) with 2,104 persons followed by Port Glaud (in West Mahé) with 2,184 persons. With regards to population density however, we have a completely different set of districts at the extremes. Using the 'real' density, Roche Caiman (on the East Coast of Mahé) is at the high extreme with 6,683 persons/km², followed by English River (in town) with over 3,000 persons/km². Baie Ste. Anne inhabitants (on Praslin Island) enjoy the most sparsely populated area with only 195 persons/km² followed by Baie Lazare (in Southwest Mahé) with a density of 271 persons/km² (see Table 1.7).

2.0. Policy, Legislation and Financing

2.1. Legislative and policy frameworks of ALE

The Seychelles Constitution recognises education as a fundamental human right for all citizens. Education is the key to ensuring that individuals and communities have the knowledge, attitudes and skills for effective participation in the country's socio-economic development. Seychelles has made considerable progress in extending basic education and literacy to all sections of society. Much impetus is being placed on adult learning and education in order to ensure the continued development of our human resource to sustain the rapid economic growth that Seychelles is experiencing. Educational opportunities are also being created to support the youth and adult commitment to lifelong learning as well as continuous enhancement of social and occupational prospects.

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In 2004, the President established that all the courses at Post-secondary level should be developed using the same systematic approach known as the Competency-Based Approach (CBA).

In his 2004 Budget Address, the President announced the establishment of a policy and legal framework for the development, assessment and award of national qualifications according to set standards to help in the creation of a more integrated education and training system. The Seychelles Qualification Authority (SQA) was created in 2005 under the Seychelles Qualifications Authority Act as the parastatal body responsible for formulating and administering the National Qualifications Framework, and to quality assure the education and training in Seychelles. The regulations for the National Qualifications Framework will be finalized in the first quarter of 2008.

2.1.1. Legislative and policy environment of ALE

National Human Resources Development Plan

In the recent past, the Seychelles Government has put in place two major policy documents. These are the Environment Management Plan (EMP) and the Public Sector Investment Programme (PSIP). The EMP addresses a wide range of environmental issues that have come to the fore and exemplifies the concern of Seychelles with the sustainability of its development process – which is of particular importance to a small, vulnerable, island-state.

The PSIP embodies the change in the approach to economic management and details the new orientation in the country's development strategy. It is a rolling investment programme with greater flexibility than five-year development plans which were used previously and it allows for annual revisions. Besides, it promotes a strategic shift from state control and management of the key sectors of the economy to a more market-oriented approach by limiting any "crowding out" of the private sector from access to investible resources.

The Human Resources Development Programme (HRDP) complements the EMP and the PSIP. People-consciousness has always been at the forefront on the domestic policy agenda. This concern with the improvement of the quality of life of the average citizen has been amply rewarded by the very good score achieved by the Seychelles in the newly developed yardstick of the Human Development Index. Seychelles came 63rd with a very creditable Human Development Index of 0.761 in the 1993 international

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league table ranking 173 countries in terms of their performance against a set of objective human development criteria.

On the human resources front, however, Seychelles has to contend with major handicaps. The limited domestic manpower base, arising from the small size of the country, imposes its own constraints not only in terms of the manpower and employment policy, but also in terms of the pace at which economic reforms can be implemented.

The approach to human resource development outlined in the HRDP comprises a set of activities to assist in the economic re-orientation process by equipping the country with the knowledge, the competence, and the skills necessary to hone the country's competitive edge as it re-structures and liberalises locally, and faces intensified competition overseas. The HRDP is integrated in its approach both in terms of its own internal constituent elements and its link with other major policy instruments such as the PSIP and the EMP.

National Education Policy

The Seychelles Government policy for adult education is reflected in its principle of *Education for Life*. In order to ensure the effective implementation of this policy, various organizations (both governmental and non-governmental) have embarked on a mission of providing a coherent and comprehensive system of quality education and training. Thus ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

The Government's commitment to education starts right from childhood to adulthood through the Ministry of Education's Policy document "*Education for a Learning Society*" which emphasises the ongoing nature of learning.

"*Education for a Learning Society*" conveys the vision of a society which is alert pro-active and responsive and in the process remaining firmly in control of its own destiny by adopting change without losing contact with the values that constitute its identity.

The basic principles that govern the implementation of this policy are equity, quality and accountability, which relate to the education goals, and the principles of Education for empowerment, productivity, cohesion and global participation, which relate to the terminal goals of education programme.

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Distance Education and Open Learning Policy

To further realise its policy of ***education for all*** Seychelles introduced an Open Learning and Distance Education Policy (2001) in an endeavour to expand educational opportunities and to respond to the growing demand for personal/professional skills and knowledge. The mission contained within this policy is to provide increased access to educational opportunities that will prepare individuals to meet intellectual, economic, cultural and ethical challenges, so as to lead productive lives and unlock their potential for fullest growth and development.

Implementation of the Open Learning and Distance Education Policy at national level is under the control of the National Human Resources Development Council (NHRDC). The decisions of NHRDC are implemented by the Ministry of Education through ALDEC, which is the institution responsible for co-ordinating open learning and distance education programmes in all the relevant institutions. It is the Centre's responsibility to ensure that proper guidelines are established for all the major areas listed in the policy framework to ensure effective implementation of programmes.

Policy for Exemption from Payment of Tuition Fees

In view of the increasing demand for a well trained, knowledgeable and competent workforce, the Adult Learning and Distance Education Centre (ALDEC) has instituted a policy for exempting eligible adult learners from paying tuition fees. The tuition fee exemption benefit provides post secondary students the opportunity for further educational development and recognises the need for all Ministry of Education staff to have ongoing professional growth, regardless of their socio-economic background.

Thus, the policy seeks to provide favourable conditions for the continuing professional development of staff and training opportunities to match the career aspirations and ability profiles of young people in order to maximise the contribution of every individual to national development.

ALDEC's "*Policy for Exemption from Paying Tuition Fees*" is advantageous for:

- Employees of the Ministry of Education who are Seychellois nationals
- Students in state Post Secondary Education and Training Institutions

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- School leavers who do not gain entry into post secondary institutions during their first year after completing Secondary 5 year.

National Human Resources Development Act 2006

An ACT to provide for the establishment of a National Human Resources Development Council to promote human resources development in Seychelles was enacted in April 2006. Part of the Council's functions are to promote a culture of training and development and life long learning in individuals and organisations; establish mechanisms for the provision of training to meet the human resources needs of the country; and coordinate national human resources planning and utilisation and development of human resources in the public and private sectors.

National Human Resources Development Policy

Human Resources Development is at the centre of employment growth, personal and socio-economic development. The HRD Vision statement highlights the ideal of a workforce that is "empowered with the requisite competencies and positive attitude and work ethics for sustainable national socio-economic development". With this vision the formulation of a national human resources development policy was completed in August 2005 with the main aim to guarantee a holistic approach to the development of human resources. Seychelles has to continuously engage in HRD interventions in key areas such as the development of positive attitude and work ethics, multi-skilling, life-long learning, retraining, and enhanced competencies. Sound HRD policies upheld by appropriate implementation strategies contribute to augmenting workers' productivity and enhance the employability and capacity to earn better incomes leading to better quality of life. The policy is also designed, among other reasons, to ensure that the concept of HRD is linked to strategic goals and is firmly embedded within all employing organisations; and strengthen personal and organisation's development, improved performance, career development and job satisfaction irrespective of gender.

Seychelles Integrated National Human Resources Development Strategy for the 21st Century

The continued investment in human resources development underlines the importance that the Government places on its human capital. The NHRDC set up in 2006 has embarked on several projects to ensure the effective development of human resources to deal with the growing needs

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of our country. The Seychelles Integrated National Human Resources Development Strategy for the 21st Century launched in October 2007 charts the way towards making available the competencies and human resources in response to the Seychelles Strategy 2017. Seychelles is not left out by the current that sees other countries moving towards a knowledge-economy in which application of knowledge is the principal factor of production. In order to transform the Seychellois workforce into knowledge workers for the achievement of a knowledge-based society envisioned by the Government, the NHRDC strategised to work with training providers to raise awareness on life-long learning, learning organisations and knowledge management. ALE forms the basis of the NHRDC strategies. Inclusive of other objectives, the NHRD 2007-2011 plans to reorient the education and training system to the employment market; develop a computer literate and competent workforce; build learning organisations and promote life-long learning.

National ICT Policy

The expansion of ICT has impacted the way business is conducted, facilitated learning and knowledge sharing, and generated global information flows, empowered citizens and communities, resulting in a global information society. The national ICT policy has been devised to guide the development of Seychelles as a leading ICT hub through international best practices in the use of ICT in all aspects and sectors of its economy. The human resource development objective of the policy seeks to promote the use of ICT to enhance education and skills development and build a growing ICT-savvy Nation. Inclusive of other objectives is the plan to develop the teaching of ICT at all levels of the formal education system; promote the use of ICT in the informal education sector; encourage activities relating to life-long learning through the use of ICT; encourage the use of ICT for the delivery of distance education; and ensure that opportunities exist which will enable all learners to acquire ICT skills and be able to use them confidently and creatively to access employment or further training.

Seychelles Strategy 2017

With the new mission to double the GDP of Seychelles by 2017, the document was provided as a template for sustained growth through a strategic positioning of Government as facilitator. Policy statements for the different sectors of the economy have been published to guide such transformation in our economy. In line with ALE, the Seychelles Government education policy will seek to promote training in vocational,

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managerial and service skills, to meet the human resources requirements of the economy as envisaged by the ten year plan. Emphasis will be placed on promoting IT literacy nationally so that the workforce may be equipped with the fundamental skills required for success in a technologically-driven business environment.

In order to achieve the policy, the restructuring of training institutions will be addressed along with the aligning of standards with local needs and internationally recognised certification processes through the formation of partnership with international institutions of higher learning to offer full qualification training, skills programmes and short courses.

Clear linkages between training and career paths will be developed, and training will focus on those areas most required by the economy. The Seychelles Institute of Management will be supported to develop into a centre of service excellence to cater for the need for trained staff in the local service sector.

2.1.2. Legal provisions

In recognition of every citizen's constitutional right to education and in order to ensure the effective realization of this right, the State undertakes the following major legal provisions, amongst others:

- a) Provides compulsory education, which is free in State schools, for a minimum period of at least 10 years
- b) Ensures that the educational programmes in all schools are aimed at the complete development of the person
- c) Seeks to afford, on the basis of intellectual capability, every citizen equal access to educational opportunities and facilities beyond the period of compulsory education
- d) Allows, subject to reasonable restrictions, supervision and conditions, any person, organisation or institution to establish a private school

Therefore, it is the policy of the Seychelles Government:

- a) To ensure that all Seychellois are offered equal educational opportunities in accordance with their abilities, aptitudes and needs
- b) To ensure that no Seychellois is prejudiced in his or her education by reason of his sex, colour or creed
- c) To encourage in Seychellois an awareness of national identity and respect for the individual; and

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- d) To ensure:
- i) The progressive development of institutions devoted to education
 - ii) The achievement and maintenance in those institutions of the highest educational standards; and
 - iii) The provision of a varied and comprehensive educational service.

Furthermore, for the purpose of implementing the above policy, subject to the Education Act, education is compulsory for every Seychellois child from the entry age until the child completes Secondary 4 or reaches the age of 17 years, whichever occurs first.

2.1.3. The priority goals for ALE

A fresh concept of learning is emerging which emphasizes a holistic, approach to developing knowledge, skills and attitudes as well as the necessary changes in values, behaviour and lifestyles.

In line with that, the Ministry of Education has as its primary objective the assurance of a population that is well trained and equipped with the requisite competencies for sustainable development, which are, in turn, important mechanisms to ensure that Government's priority to restoring growth and stability is fulfilled.

As the Ministry responsible for ALE, the Ministry of Education's main objective related to ALE for 2007-2011 is to develop quality education and training in technical and further educational institutions that links to workforce, economic and professional development.

The Technical and Further Education Division of the Ministry of Education is the main body responsible for the continuation of youth and adult learning and education.

Further Education, which is offered through a variety of modes, enables the young adult to:

- Acquire vocational /technical qualifications in occupational areas most crucial to the development of the national economy.
- Continue the process of physical, intellectual and moral development started in general education, and consolidate learning in core academic subjects vital to success in vocational/technical studies.

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- Access education /training programmes irrespective of sex or other characteristics that could provide a basis for bias, prejudice or discrimination.
- Optimise prospects of finding and keeping a job through proper preparation for the world of work, as well as through the opportunities offered for re-training and skills upgrading to keep pace with technological advances in industry.
- Gain ready access to higher education and training through the achievement of high standards of performance in chosen field(s) of study.

The above objectives are achieved by offering a wide variety of courses at different levels. A flexible structure for progression on merit to more advanced levels of training is offered. Consequently, the learner may register for a number of courses over an extended period of time and hence accumulate credits towards a recognised qualification.

Further education and training actively seek to redress gender imbalances in access, and offer wide opportunities for the participation of both genders in technical and vocational skills training programmes.

Beyond the formal education and training system open and distance learning programmes also exist to allow youth and adults to:

- Develop active commitment to life-long learning and seek the continuous enhancement of their social and occupational prospects by capitalising on the opportunities provided for adult learning.
- Upgrade occupational skills and acquire new skills to meet new interests, new demands in the economy, or new advances in industry and employment.
- Acquire/upgrade skills of numeracy and literacy, and acquire new knowledge as necessary.
- Access learning and training opportunities not available within the formal system, or denied to the person for various reasons, e.g. an early interruption to their studies.
- Expand a person's professional horizons through higher-level programmes which are affordable and which offer the possibility of

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reconciling domestic and work commitments with the demands of advanced study.

- Experience greater freedom and flexibility in planning for professional/career development outside the formal education/training system.

As per the objectives of the NQF the priority goals for ALE are:

- To ensure comprehensiveness in the recognition of learning (formal, non formal and informal) and qualifications attained in the country, while ensuring parity for occupational qualifications.
- To promote and regulate the development of qualifications based on unit standards which are linked to the workplace and society requirements.
- To promote a more integrated approach to education and training, increased articulation of qualifications, and mobility of learners within a coherent and integrated learning system considering the need for both national and international portability and comparability.

2.1.4. Organisation of ALE in Seychelles

The Ministry of Education is responsible for coordinating and monitoring ALE. The Technical and Further Education Division of the Ministry of Education is the main body responsible for the continuation of youth and adult learning and education. It constitutes seven educational and training institutions to which it provides leadership and promotes excellence in the development of an educated, effective and trainable workforce.

The Division's main tasks are to ensure the overall planning of further education and training programmes in line with the Government policies and the needs of the country. It oversees and coordinates the implementation of such training programmes. It also participates and advises in the development of appropriate policies related to further education and training and participates in implementation.

The Adult Learning and Distance Education Centre (ALDEC), which is one of the educational and training institutions of the Technical and Further Education Division is the Centre that caters for the out-of-school youth and adults. ALDEC runs literacy programmes in district communities as

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well as workplaces. It also runs a variety of academic and skills-based courses as evening and weekend classes. ALDEC provides support to organisations and ministries with their in-service staff development provisions and implementation. The Centre also develops and practices realistic and viable modes of distance education whilst making equitable cost-effective use of the powerful information and communication technologies. As a result, ALDEC plays a central role in increasing the country's capacity to maximise its human resources development in all possible spheres.

The Ministry of Education and the National Human Resource Development Council (NHRDC) work in close collaboration with other partners to monitor the provision of ALE by other parastatal and private training institutions. Twinning programmes with other international institutions are organised and cost sharing with parents are also encouraged to increase the percentage of tertiary training that is followed.

In addition to institutions of the Technical and Further Education Division, the Seychelles Institute of Management (SIM) and the Seychelles Tourism Academy (STA) are main providers of adult education. Furthermore, training/upgrading of adults in employment occur in all sectors of the economy, including industries such as Cable & Wireless Seychelles, the Seychelles Breweries and Air Seychelles.

2.1.5. Alignment of policy and implementation strategies

The NHRDC under the auspices of the Ministry of Employment and Human Resources Development (MEHRD) forms the main coordinating body for ALE and the developmental conditions of the country. It seeks to establish Human Resource Development (HRD) strategies that would lead to the achievement of the economic and social development goals set out in the Seychelles Strategy 2017. In so doing, the HRD policy embraces policy statements related to other aspects of life that reflect and respect the rights of the individual. For instance, the policy includes statements such as, the recognition of the value of human resources in achieving sustainable socio-economic development and the need for institutional and human capacity building interventions to support its goal of improving the quality and delivery of the services provided in the country; to provide all citizens with opportunities for optimum development of competencies for the achievement of their goals and aspirations in a rapidly evolving world environment.

The HRD strategy and implementation actions are designed to provide the country with the human capital required to achieve the nation's vision of a

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“knowledge based society”. This is supported by the Ministry of Education’s Sector Development Plan which seeks to adopt measures that will help develop healthy, responsible and self-disciplined young people that will simultaneously empower them and promote social cohesion; all the while ensuring the promotion of equity and inclusion so that every student benefits from education.

2.1.6. Developmental challenges and ALE

The level of human development in Seychelles as revealed by the United Nations Development Programme (UNDP) Human Development Index (HDI) is very good. The HDI for 2007 was 0.842 thereby placing Seychelles in the 47th position as a high human development performer. Despite such high achievements in human and social development, the country faces some developmental challenges. These include the challenges of small economies of scale, limited natural resources and globalisation. In addition, Seychelles is faced with a number of human capital challenges such as limited workforce size, skills shortages in key sectors, high dependence on expatriate labour, ‘brain drain’, limited motivation among some employees, all of which limit growth, sustainable development and the achievement of the workforce’s full potential.

The human resources development is therefore at the centre of national debate as we prepare to deal with such challenges. The NHRDC is responsible for formulating, coordinating, and promoting the development of human resources at national level. The NHRDC has designed the integrated national HRD strategy in order to address the workforce needs identified and to support the broad socio-economic goals outlined in the Seychelles Strategy 2017.

3.0. Financing of ALE

3.1. Introduction

The cost of training in Seychelles like in any small and remote society is understandably high. As highlighted in this report, with Education as one of the fundamental rights of all Seychelles citizens nearly all post-secondary graduates who meet entry requirements for tertiary studies have access to higher education and training opportunity through scholarship schemes.

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In-service candidates who meet entry requirements are also able to pursue tertiary/higher education. Cost for training is met by the government, sponsoring agencies through scholarship schemes, or in some instances, the respective local organisation (including private). A few adult learners pursue studies as self-sponsoring individuals.

3.2. Public investment in ALE

3.2.1. Budget allocated to adult education within the education sector

For overseas training, a National Training Fund is administered by the Ministry of Education (since 1998). The actual operation of the vote is conducted by the International Relations and Training Section (IRT) of the Ministry of Education. In this context, the IRT section provides the links between the overseas Training Institutions, the scholarship providers, the funding agencies and the candidates on training.

Year	Total Budget (*SR 000)
1998	16,750
1999	20,499
2000	31,433
2001	30,000
2002	45,000
2003	45,000
2004	35,000
2005	40,000
2006	45,000
2007	45,000

Note: * One US dollar is equivalent to SR 8.17

Table 3.1: National Training Fund Budget 1998 - 2007

Table 3.1 shows an increase in the funds budget for National Training from SR 16,750m to SR 45,0m in 2007.

In addition to the National Training Fund, there is a Local Training Fund, also administered by the Ministry of Education. Introduced in 1997 the Local Training Fund that is allocated from the Centralised Payments Vote

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is managed by the IRT section. The Fund is for local full-time training through payment of allowances to pre-service students of the NIE, salary to in-service students of the NIE and allowances to mature students. Mature students are those who are in the fifth year of the post-secondary cycle, or those who leave full time work or are unemployed. These opt to follow a full time course. Mature candidates receive a monthly allowance of SR 1800.

The Fund is also used for payment of tutors who provide tutorial support to students on the Masters Degree and Advanced Diploma programmes offered by the NIE. Table 3.2 shows allocation of funds for local training for adult learners for the period 1998 to 2007.

Year	Total Budget(*SR 000)
1998	3,461
1999	1,600
2000	3,400
2001	2,500
2002	7,068
2003	7,068
2004	6,000
2005	6,000
2006	8,000
2007	8,000

Table 3.2: Local Training Fund Budget 1998 to 2007

In addition, there is provision in the Local Training for a training programme for School Ancillaries. The programme is coordinated by the ALDEC and has as purpose to upgrade the academic level of School Ancillaries. The programme was launched in 2004 and comprises courses in English and Mathematics at different levels.

Although in the majority of cases participants following academic and modular courses with the Adult Learning and Distance Education Centre (ALDEC) of the Ministry of Education pay tuition fee, cost for the running of courses is subsidised by government budget.

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On average a participant taking evening/weekend classes pays tuition fee of SR 500.00 per term (14 weeks) for a course. With an average group of seven students the total revenue collected per term would be SR 3,500.00. The average allowance of a part-time course instructor is SR 120 per hour. There are three contact hours per week for a course, which gives a total of SR 360.00 per week per instructor. Subsequently, for one term of 14 weeks the allowance for the instructor teaching an average cohort of seven students amounts to SR 5,040.00. This leaves deficit at SR 1,540.00.

To elaborate further, we compare the revenue collected for tuition fees from 1997 to 2007 (see Table 3.3) and expenditure in terms of allowance for part-time instructors for 2005 to 2007 (see Table 3.4).

Table 3.3: Revenue Collected for Tuition Fees 1997 - 2007

Year	Revenue Collected (*SR)
1997	573,612
1998	451,905
1999	480,225
2000	620,100
2001	673,175
2002	608,500
2003	513,000
2004	684,000
2005	573,000
2006	669,000
2007	627,000

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Table 3.4: Monthly and annual allowance payment to part-time instructors (2005-2007) teaching on academic and modular programmes

Month	Allowance payment to part-time instructors (SR)		
	2005	2006	2007
January	600	1,070	0
February	29,640	49,290	40,310
March	61,740	52,410	49,970
April	65,520	48,990	51,410
May	45,810	43,890	45,470
June	50,250	43,470	45,720
July	52,950	45,960	48,240
August	53,880	47,970	50,880
September	50,160	45,090	53,520
October	37,860	44,820	48,390
November	17,700	45,820	44,550
December	300	4,530	12,210
Total annual cost (SR)	466,410	473,310	490,670

Note: Most courses start in February and end in November

The revenue as relates to tuition fee payment for 2007 for instance, (see Table 3.3) amounted to SR 627,000. Allowance payment to part-time instructors for that year totalled SR 490,670 (see Table 3.4). This leaves revenue from tuition fee payments at SR 136,330.00. However, there is expenditure pertaining to resources to run the course (e.g. textbooks, photocopies, telephone, electricity, training facilities, etc.). It is therefore evident that the revenue collected from tuition fees is supplemented by a budget provided by the government to enable the running of courses.

The National Literacy Programme is financed by the government and is offered free of charge to adults and out-of-school youths who require this service. The programme is coordinated and managed by the Ministry of Education through the ALDEC and funding is through the Central Payments Vote. The course is run in centres at district level. On average there are between 68 to 74 part-time instructors each year (including a coordinator for each of the centres).

Part-time coordinators and instructors are paid per hour. A Part-time Coordinator who is responsible for the running of a literacy centre in the district is paid SR140 per hour (with three hours of teaching per week),

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while a part-time instructor who teaches in a centre is paid SR100 per hour (with three hours of teaching per week). The annual investment in allowance for a coordinator and instructor is SR 17,640 and SR 12,600 (see Table 3.5).

Table 3.5 Allowance for Part-time Coordinators/Instructors of the Literacy Programme

Allowances (SR)			
	Part-time Coordinator	Part-time Instructor	Total
Per Week	420	300	720
Per Term of 14 weeks	5,880	4,200	10,080
Per Year (3 Terms of 14 weeks each)	17,640	12,600	30,240

The number of coordinators and instructors for the year 2007 was 27 and 46 respectively. The total investment in allowance for the year amounted to SR 1,055,880 (see Table 3.6).

Table 3.6: Allowance for Part-time Coordinators/Instructors of the Literacy Programme, 2007

Allowances (SR)			
	Part-time Coordinators (x 27)	Part-time Instructors (x 46)	Total
Per Week	11,340	13,800	25,140
Per Term of 14 weeks	158,760	193,200	351,960
Per Year (3 Terms of 14 weeks each)	476,280	579,600	1,055,880

It needs also to be highlighted that there are other direct and indirect costs, all borne by the Government, such as costs for stationery and textbooks, infrastructure facilities, photocopying facilities and service, etc. In sum, the Government is fully committed to its goal of ensuring a 100% literacy rate by 2015.

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The Ministry of Education's mission is grounded in a flexible and innovative system of education that widens access to learning and training opportunities for lifelong learning. Within this framework it seeks to provide the conditions for the continuing professional development of employees and training opportunities to match career aspirations of individuals in order to maximise contribution to national development and promote a knowledge based society. Subsequently, the Ministry's policy to provide a tuition fee exemption benefit is significant. The policy, which is implemented by the ALDEC, applies to employees who are Seychellois nationals, candidates in the first post secondary year who do not gain ready entry into post secondary institutions and students of post secondary institutions. The tuition fee cost per student per year for the different categories of courses (covered by the policy) is shown at Table 3.7. The average annual cost per student amounts to SR 1,525.

Table 3.7: Tuition fees per student by category of course

Course	Tuition fee cost per participant/per term (SR)	Total annual cost per student* (SR)
'O' Level/IGCSE	375.00	1,125.00
'A' Level	550.00	1,650.00
Modular	600.00	1,800.00

**Calculation is based on 3 Terms of 14 weeks each.*

Table 3.8: Annual tuition fee cost based on fee waiver, 2001 -2007

Year	Course	Exemptions Granted	Total Per Student (SR)	Total Annual Cost (SR)
2001	IGCSE/O Level	60	1125.00	67,500.00
	A Level	31	1650.00	51,150.00
	Modular	13	1500.00	19,500.00
	Total	104		138,150.00
2002	IGCSE/O Level	48	1125.00	54,000.00
	A Level	37	1650.00	61,050.00

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	Modular	14	1500.00	21,000.00
	Total	99		136,050.00
2003	IGCSE/O Level	26	1,125.00	29,250.00
	A Level	10	1,650.00	16,500.00
	Modular	15	1,800.00	27,000.00
	Total	51		72,750.00
2004	O Level/IGCSE	28	1,125.00	31,500.00
	A Level	9	1,725.00	15,525.00
	Modular	26	1,500.00	39,000.00
	Total	63		86,025.00
2005	O Level/IGCSE	18	1'125.00	20'250.00
	Modular	13	1,625.00	21,450.00
	Total	31		41,700.00
2006	O Level/IGCSE	26	1'125.00	29'250.00
	Typewriting	2	1,125.00	2,250.00
	A Level	7	1,725.00	20,075.00
	Modular	8	1,625.00	13,200.00
	Total	43		64,775.00
2007	O Level/IGCSE	16	1'125.00	18'000.00
	Typewriting	2	1,125.00	2,250.00
	Modular	4	1,650.00	6,600.00
	Total	22		26,850.00
			Grand Total	566,300.00

Table 3.8 gives indication of investment towards tuition fee payment based on cases of tuition fee waiver from 2001 to 2007. Without doubt, the annual cost for tuition fee waiver borne by the Ministry of Education over the years through its Centralised Payments Vote has been significant.

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The ALDEC is also the Centre that coordinates distance education programmes for adults on behalf of the Ministry of Education. This is done in partnership with overseas universities such as UNISA, University of London, etc. A Training Fund for Distance Education was initiated in 2004. The Training Fund that is managed by the IRT section of the Ministry of Education is used to finance Government of Seychelles (GOS) scholarships for adult learners to enable them to pursue tertiary/higher education and training through the distance mode. GOS scholarships are given to students wishing to do tertiary studies in areas that respond to national training needs. A breakdown of expenditure for the period 2004 to 2007 is given at Table 3.9.

Table 3.9: Distance Education Training Fund Budget, 2004–2007

Year	Local Costs*	Tuition Fees	Total Expenditure
2005	47,707.10	72,450.00	120,157.10
2006	35,481.75	32,313.42	67,795.17
2007	23,464.00	66,560.00	90,024.00
Total	106,652.85	171,323.42	277,976.27

* Local costs include postage levies, stationery, other course related materials and tutor allowances.

The total expenditure for 2005 is more than that for 2006 and 2007. This is due to the difference in the cost of courses offered by various overseas institutions. Whether course fees are settled as one-off payment or by instalments also have a bearing on the total annual expenditure.

3.2.2. Budget allocated to adult education from other sectors

The government invests in adult learning through yearly budget allocation to Ministries and other government enterprises. These have a training vote. Non- government organizations will normally fund training of staff that they initiate.

Training institutions (ALDEC, SIM and post-secondary institutions) run short training programmes for organisations. Cost for training is usually borne by the respective organisation or the individual.

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By way of illustration of investment in adult education by different sectors, Table 3.10 details short courses that were run by ALDEC upon request by organisations and/or individuals for the period 2003 to 2007.

Table 3.10: Revenue collected for short courses sponsored by ministries, other sectors and individuals, 2003-2007

Year	Government Ministries	Private	Individual*
2003	38,572.00	4,400.00	None
2004	51,611.00	4,730.00	6,400.00
2005	20,316.00	4,750.00	None
2006	12,760.00	38,823.00	64,100.00
2007	39,600.00	14,190.00	36,975.00
Total	162,859.00	109,463.00	107,475.00

**As of 2004, the ALDEC widened its clientele for short courses to include individuals wishing to acquire knowledge and skills to make them employable or to enhance knowledge and skills.*

3.2.3. ALE in decentralized/local budgets

District Authorities have an annual budget for workshops and short training at district level. However, at the time of preparation of the report, statistics as relate to budget were unavailable.

3.3. Foreign bilateral/multilateral donor investment in ALE

Special distance education linkages are sometimes created for specific groups of people, for instance the Diploma in Youth in Development Work is one such programmes being undertaken under the CYP (Commonwealth Youth Programme) run by UNISA. CYP caters for youth workers so they may complete a Diploma in Youth Work. The project is jointly sponsored by the CYP and the Seychelles Government. An initial cohort of 25 Youth Workers enrolled on the programme in 2006. The CYP is sponsoring fifty percent of the total budget for the initial cohort. The total budget for the programme is approximately SR 800,000.00.

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Other donor investment in ALE is mainly in the form of scholarships for undergraduate and post-graduate studies and scholarships are made available every year (***see Annex 1***).

3.4. Support to ALE from private/corporate sector

In 2007, the Ministry of Education signed an agreement for scholarships with the Rotary Club of Victoria, Seychelles. The latter is sponsoring two full scholarships per year for a period of 3 years and the target group is adults wishing to pursue tertiary education/training using the distance mode. The total budget for the 3 year agreement is SR 120,000.

The private/corporate sector bears the full cost or fund in part the training of staff. Organisations have their own Human Resource section that coordinates the training of employees. However, at the time of preparation of the report statistical data was not available.

3.5. Civil society support to ALE

Non-governmental organisations do not have a key role as direct providers of education and training. However, there has been a rapid growth of NGO's in the country within the last decade, and these play an increasingly active role in adult education. The fundamental mission of NGO's remains the same as anywhere else, i.e. to focus on bettering the socio-economic prospects of community members.

Training and education projects organised by NGO's are usually free of charge. Costs for projects are in the main met by funding agencies both local and overseas. NGO providers include the following:

National Council for Children (NCC)

The National Council for Children as a non-government agency/statutory body is mandated to promote and safeguard the welfare and rights of children. One of its roles is to provide training to professionals who work with children and families. It also offers training to parents and young people on Child Protection issues.

Training is offered on a regular basis and this is organised based on requests originating from the organisation itself, from other institutions, ministries, individuals and groups. Training is offered free of charge and is ongoing.

The main aim is to raise awareness on different child protection issues that are of direct relevance to the promotion of children's welfare.

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Modules offered cover issues such as Child Abuse, Domestic Violence and its impact on children, The Convention on the Rights of the Child and Living Values in Education.

Professionals that have been targeted so far include Social Workers, Probation Officers, Health Workers, Police Force, Fire Brigade, Seychelles Defence Forces and Education Workers (mainly teachers).

Training has also been organised at District level primarily for parent groups (PTA) and other adults in the community. To ensure maximum understanding and participation, sessions for these groups have been conducted in the mother tongue (Creole).

Alliance of Solidarity for the Family (ASFF)

Since its creation Alliance of Solidarity for the Family (ASFF) has put great emphasis on programmes to alleviate poverty through activities including:

- Organisation of training workshops on budgeting and book keeping
- Education of families on the advantages of home based revenue generating activities and cottage industries to help them towards economic self-sufficiency.

The Association encourages its female members to take challenging opportunities for growth, knowledge, varied skills and improvement of status. One of ASFF aims is to establish greater equality and equity between men and women. Therefore, it actively promotes equal partnership between males and females in the family and community life through sensitisation and education programmes on family related issues.

CARITAS

CARITAS, another NGO, has set up two sewing centres for young school leavers especially girls with low educational grades.

3.6. Learners'/individuals' contributions to ALE

Learners/individuals normally bear the cost for short/tailor-made courses offered by post secondary institutions and the ALDEC as well as other courses that are run by the ALDEC. Courses offered by the SIM are also fee paying.

To increase opportunities for further studies there is in place a scheme that provides for scholarships funded in part by the Government and in part through parent contribution. The scheme is coordinated by the

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Ministry of Education and is managed by its IRT section. Table 2.10 shows parental contribution for the period 2003 to 2007.

Table 3.11: Tertiary studies/Parental contribution towards education

Month	Amount and year				
	2003	2004	2005	2006	2007
Jan			55,375.21	1,000.00	12,200.00
Feb			36,588.60	10,500.00	40,210.00
March			18,051.61	18,802.75	28,650.00
April			28,244.46	61,121.00	48,477.29
May			53,013.40	45,701.50	42,886.00
June			119,832.22	26,491.00	16,950.00
July		28,731.40	44,005.84	44,734.50	29,683.25
Aug		47,448.24	63,396.00	42,139.58	41,887.50
Sept		14,938.00	22,600.00	29,685.00	31,520.62
Oct		8,981.22	15,050.00	13,546.50	18,400.00
Nov		2,000.00	12,719.24	30,260.50	36,029.00
Dec		7,000.00	11,807.00	39,411.62	42,193.64
Total	315,972.52	360,637.89	481,683.58	363,393.95	89,087.30

3.7. Direct and indirect financial incentives in support of ALE

Direct financial incentives include:

- Fully funded or partly funded scholarships to pursue tertiary studies either overseas or through distance learning.
- In-service students who are granted scholarships for overseas studies retain two thirds of their monthly salary for the period that they are on training.
- There is in place a Bursary Allowance Scheme. The scheme caters for students who complete the secondary cycle and receive

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placement in a post secondary institution. Allowance is paid from the budget of the Social Security Fund. Allowance for students of the NIE and mature students of all post secondary institutions is paid from the Local Training Fund coordinated by the Ministry of Education.

- Some ministries and other organizations have in place a refund scheme. Employees who successfully complete courses enrolled on receive refund for the tuition fee cost. The scheme serves to motivate employees to engage in continuous professional development.
- In-service students in the main receive salary increment upon successful completion of courses they undertake.

Indirect financial incentives include:

- In-service students who undertake studies through the distance mode are given days off from normal duties to devote to reading, preparation of assignments and preparation for exams (normally a working day each week for reading and preparation of assignments. and between two days and a week to prepare for exams).
- Employees of the Ministry of Education benefit from tuition fee waiver for particular courses run by the ALDEC and that are of direct relevance to their daily duties and responsibilities.

3.8. Benchmarks in relation to financing of ALE

There are no benchmarks in place per se in relation to financing of ALE, but the aim is to continually increase budget allocation. For the Ministry of Education, the budget allocation to ALE would normally be dictated by allocation to the Ministry as a whole.

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4.0. Quality of Adult Learning and Education: Provision, Participation and Achievement

4.1. Provision of ALE and institutional frameworks

4.1.1. Institutions responsible for managing and co-ordinating ALE at national level

ALE in Seychelles is primarily centralized and taken in charge by the government of Seychelles. The Division of Technical and Further Education (TFE) of the Ministry of Education is responsible for the major part of the ALE in the country, and training is conducted in each of its training institutions, namely, the Adult Learning and Distance Education Centre (ALDEC); Maritime Training Centre (MTC); National Institute of Education (NIE); National Institute of Health and Social Studies (NIHSS); Seychelles Polytechnic; Seychelles Agricultural and Horticultural Training Centre (SAHTC); and, Seychelles Institute of Technology (SIT). A brief description of the mandate of each of these institutions is given as follows.

- ALDEC is the institution mandated to offer courses to adult learners on a part-time basis. These include literacy, modular and academic programmes, short/tailor-made programmes and distance education in collaboration with international universities.

The following institutions cater primarily for full-time pre-service and in-service students although they do offer long-term courses on a part-time basis to in-service students as well as short courses.

- MTC is mandated to provide training in Maritime studies including IMO professional certification.
- NIE is the Further Education and Training establishment in charge of Teacher education. Provision of in-service teacher education and professional development has also become another major area of focus for the Institute.
- NIHSS provides education and training in health and social studies.
- Seychelles Polytechnic is the post-secondary institution in charge of delivering courses in business and secretarial studies and in visual arts including fine arts, fashion and textile design and graphic design.

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- SAHTC is the post-secondary institution mandated to provide training in the areas of agriculture and horticulture.
- SIT is the post-secondary institution with the mandate to provide training in the construction and engineering fields.

In addition to institutions of the TFE Division, there are other public providers, parastatal organisations, private providers and NGOs involved in the provision of ALE. These are briefly described as follows.

Parastatal organisations

- Seychelles Institute of Management (SIM) is in charge of education and training in public administration and management for mature students and workers in public and private sectors.
- Seychelles Tourism Academy (STA) is the post-secondary institution mandated to provide training and education in tourism field and in all aspects related to the hospitality industry.
- Centre for Skills Development (CSD) is an entity under the Ministry of Employment and Human Resource Development, engaged in offering young adults and school leavers skills to facilitate their employment. Created in 1995, CSD has managed the Apprenticeship Scheme from 1999 to 2003. After that, TFE Division of the Ministry of Education has taken the responsibility for the Apprenticeship Scheme.
- Statistics Bureau of Seychelles (SBS) is in charge of all the statistical issues of the country. As a specialist in statistics, it also offers in-service training in applied statistics to workers upon request from public organisations.

Other public providers

Apart from their mandated portfolio, ministries are responsible for the continuous professional development of their employees. The Ministry of Culture is further responsible for dance and music education at a national level. Other public providers include:

- Seychelles Fire Brigade School, which is mandated to provide training in fire-fighting.
- Seychelles Police Academy that is responsible for the training of police officers.

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- Seychelles People's Defence Forces (SPDF), which is in addition to its main portfolio mandated to organise training for military officers.

Private providers

There are several private providers and these offer training in specialised areas. Training institutions, such as, VCS, Compufast, Computer Learning Skills, Dotnet Facility Centre, Cyberwave Computing 2000 and Computing and Additional Learning offer courses in ICT.

The Academy of Higher Performance and Blyss Consulting offer short courses in management. USAIM, an institution of tertiary education, offers courses in Medical Science while First Care is a small private provider that runs courses in First Aid and CPR.

The International Beauty and Wellness Academy, formerly Holistic Living, provides courses in beauty treatment and massage. The Beachcomber Training Academy and the Hilton Northolme provide training in hospitality functions for employees and potential staff.

NGOs

In addition to NGOs already mentioned in this report, there is also the Alliance Française that offers French courses to both adults and children. Courses of the institution are fee paying. The Red Cross Society Seychelles offers First Aid and CPR courses.

4.1.2. ALE programmes in the country

The Tables that follow present a summary of the different programmes offered by ALE providers in the country. Detailed data on the various programmes and providers of ALE is given at ***Annex 2***.

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Table 4.1: ALE programmes of institutions of the TFE Division

Institution	Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
		Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
ALDEC	Academic courses (IGCSE, GCE O' Level, GCE A 'Level) Language courses (National Languages, Foreign Languages (German, Italian, Chinese, Spanish) Adult Literacy programme (English, French, Kreol and Numeracy) Modular courses: Sewing and ICT Short/tailor-made courses: (e.g. ICT package, Secretarial Skills, Basic Business Skills	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •School leavers •Adults in world of work •Job seekers including housewives •Semi-literates/ Illiterates 	SR 400 to 650 per course Cost for short courses is dependent on course type and duration	Ministry of Education Individual or organisation contributions
	Open and Distance courses (e.g. M.A in Distance Education, Diploma in Youth in Development Work, Bachelor of Arts (Honours) in Midwifery, Bachelor of Science in	X through Distance Education provision of IGNOU, UNISA, Bath and Strathclyde University courses			X	X	X	•Mature students	See funding	Individual or organisation or Ministry of Education contributions

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	Computer Science, BSc in Mathematics and Statistics, MED in Mathematics, BSc in Chemistry, BSc in Mechanical Engineering, Diploma in Administrative Management, MSc in Electrical Power Systems and Electronic Master of Law)									
MTC	Mainly Technical courses in Maritime studies (Basic Navigation, Marine Mechanics and Fisheries Science) Some short courses for purpose of certification in safety (PSSR, PST, Fire-fighting, First Aid and CPR, and Life Saving) and in Technical areas (Radio communication and Basic navigation)	X				X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in maritime industries 	See funding	Ministry of Education Individual or industry contributions
NIE	Mainly in Education (Primary, Secondary, Post-secondary, Day Care, Music, Dance, Arts & Crafts, Physical Education, Design Technology, Technology and Enterprise, Career Guidance) Partnership BEd,	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students •Teachers •School and Education managers 	See funding	Ministry of Education

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	Master and PhD in Education (ECU, Warwick University)									
NIHSS	Mainly Technical courses in Health Sciences (Nursing, Environmental Health, Biomedical Science, Pharmaceutical Science, Dental Therapy, Physiotherapy, Occupational Therapy, Midwifery, Mental Health Nursing, Care Assistants) Short courses in Health (First Aid, Infection control and prevention, Tracheotomy care, HIV/AIDS, Nursing management)	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students <ul style="list-style-type: none"> •Workers in Health and Social Services sectors 	See funding	Ministry of Education Ministry of Health
Seychelles Polytechnic	Degree in Business (Twining programme with University of Manchester) Technical courses in Business and Secretarial Studies (Business and Accounting, Secretarial Studies) and in Arts related studies (Fashion and Textile, Fine Arts, and Graphic Design)	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students 	See funding	Ministry of Education Individual or organisation contribution for mature part-time students
SAHTC	Mainly Technical courses in Agricultural and	X			X	X		<ul style="list-style-type: none"> •Post-secondary students 	See funding	Ministry of Education

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	Horticultural Science Short courses in Agriculture and in Horticulture							<ul style="list-style-type: none"> •Mature students •Workers in the related fields •General public 	Between SR150 to SR600 per participant for short courses	Individual or organisation requesting training
SIT	<p>Mainly Technical courses in Construction and Engineering (Electrical Engineering, Electronical Engineering, Mechanical and Electrical Engineering, Telecommunication Systems, Motor Vehicle Engineering, Carpentry and Masonry, Painting and Decorating, Plumbing, Electronic Servicing, Motor Vehicle Mechanics, Refrigeration and Air Conditioning)</p> <p>Short/Tailor-made courses in Refrigeration, Vehicle Inspection and Testing, Electro mechanic, General Maintenance</p>	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	<p>SR 10 800 per participant for mature part-time students</p> <p>Cost for short courses is dependent on type and duration.</p>	<p>Ministry of Education</p> <p>Individual or industry contributions</p>

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Table 4.2: ALE programmes of parastatal organisations

Institution	Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
		Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
SIM	Mainly in Business Studies (Accounting, Financial Management, Marketing, Office Management, General Management, Human Resources Management, Tourism Marketing, Logistics and Transport, Entrepreneurship Skills)	X			X	X	X	•Mature students with relevant experience	Between SR 2800 and SR 11, 200	Individual or organisation contributions
	Public Service Training	X				X		•New recruits in the public service	Not Available	Individual or Public organisation contributions
	Short Courses in Management, Accounting, Marketing, Operations, Human Resources, Personal Effectiveness and ICT	X			X	X		•Mature students •Workers in industry	2 days: SR935 3 days:SR1200 4 days:SR1400 5 days:SR1600	Individual or organisation contributions
STA	Mainly Technical	X			X	X	X	•Post-	Between SR	Ministry of

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	in Reception Operations and Services, Tourism and Hospitality (Tourism and Tour Guiding, Food Preparation and Culinary Arts, Food and Beverage Service, Accommodation Operations and Services) Short Courses in Reception Operations and Services, in Food Preparation and Culinary Arts, in Food And Beverage Service and in Accommodation Operations and Services)							secondary students •Mature students •Workers in the industry	15 000 to 25 000 per student SR 500 per participant	Education Individual and organisation contributions
CSD	Mainly Technical in Construction and Engineering	X				X		•Young adults/ school leavers	Not Available	Ministry of Social Affairs and Employment
Air Seychelles	Cabin Crew	X				X		•Mature students •Post-secondary students	Not Available	Company (Air Seychelles)
Statistics Bureau of Seychelles	Short courses in Applied Statistics	X			X	X		•In-service workers	Not Available	Organisation contributions

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Table 4.3: ALE programmes of other public providers

Institution	Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
		Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Ministry of Health	Short courses in Records Management, Advocacy Skills and French Short courses and Overseas Qualifications	X			X	X	X	•Health workers •Health professionals	Not Available	Ministry of Health
Ministry of Culture	Short courses in Dance and music	X				X		•Mature students •Post-secondary students		Individual contributions Ministry of Culture
Ministry of Tourism and Transport	Short courses in Service attitude and delivery – Train the trainers, Manpower and Training Planning, Tour Guiding	X			X	X		•In-service workers •Managers	Not Available	Ministry of Tourism and Transport
Seychelles Fire Brigade School	Mainly Technical in Fire-fighting	X				X		•Mature students •Post-secondary students	Not Available	Parent Ministry
Seychelles Police Academy	Mainly Technical in Police studies	X				X		•Mature students •Post-secondary students	Not Available	Parent Ministry
SPDF	Combat specialities	X				X		•Mature students •Post-secondary students	Not Available	Ministry of Defence

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Table 4.4: ALE programmes of private providers

Institution	Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
		Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
VCS	Short courses in ICT (Basic, specialised) IT programming			X		X		•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Compufast	Short courses in ICT (Basic, specialised)			X		X		•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Computer Learning Skills	Short courses in ICT			X		X		•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Dotnet Facility Centre	Short courses in ICT			X		X		•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Cyberwave Computing 2000	Short courses in ICT, IT Programming, Languages (German, Italian, Spanish)			X	X	X		•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Computing and Additional Learning	Short courses in ICT			X		X		•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Academy of	Short courses in			X	X	X		•Mature	Not Available	Individual or

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Higher Performance	Management and in English								students •Post-secondary students •Workers in industry		organisation contributions
Blyss Consulting	Short courses in Management and in English			X	X	X			•Mature students •Post-secondary students •Workers in industry	Not Available	Individual or organisation contributions
USAIM	Degree in Medical Studies			X	X	X	X		•Mature students from overseas •Post-secondary students from overseas	Not Available	Individual contributions
First Care	Short courses in Basic First Aid and CPR			X		X			•Mature students •Post-secondary students •Workers in industry	Not Available	Individual or organisation contributions
International Beauty and Wellness Academy	Certificate in Beauty and massage			X		X			•Mature students •Post-secondary students	Not Available	Individual or organisation contributions
Hilton Northolme	Short courses in Reception operations and services, in Food preparation and culinary arts, in Food and beverage			X		X			•Mature students •Workers of the company	Not Available	Company contributions

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	service, in Accommodation operations and services and in Management									
Beachcomber Training Academy	Short courses in Reception Operations and Services, Food Preparation and Culinary Arts, Food and Beverage Service, Accommodation Operations and Services, Management			X		X		<ul style="list-style-type: none"> •Mature students •Workers in the company 	Not Available	Company contributions

Table 4.5: ALE programmes of NGOs

Institution	Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
		Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Alliance Française	French courses as a Second Language		X		X			<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Individual or organisation contributions
Red Cross Seychelles	Short course in Basic First Aid and CPR		X			X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Workers in industry 	Not Available	Individual or organisation contributions

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NCC	Short course in Child protection, Self Managing and Leadership, HIV/AIDS Counselling		X		X			<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Individual or organisation contributions
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4.1.3. Linkages between formal and non-formal approaches

In addition to the formal training and education, ALE providers in the TFE Division and the parastatal organisations (with the exception of SBS) offer non-formal/short training programmes. The short courses that they offer do not necessarily lead to certification and may therefore be considered as non-formal. Due to the size of the country and the scarcity of specialised and skilled trainers and facilitators, the same facilitator may be used for both the formal and non-formal training programmes. Consequently, components of formal training programmes may be used as content in short training courses although these may not have an assessment component.

The private providers and the NGOs offer mainly short courses that do not lead to full qualifications except for the USAIM, the International Beauty and Wellness Academy and the Alliance Française.

It is important to mention that in the near future the Seychelles Qualifications Authority (SQA) will begin implementation of the regulations of its National Qualifications Framework. This will allow the recognition of non-formal learning through Recognition of Prior Learning (RPL) for the purpose of full qualifications and/or progression and/or access to further studies. The RPL policy is also being developed.

4.1.4. ALE and certification and national awards

To be certified and nationally awarded, education and training in ALE need to be in line with the definition and requirements of a Qualification (Formal training with a form of assessment leading to credits and requiring a certain number of notional hours), as established by the regulations of the National Qualifications Framework. With the launch of the RPL policy in the future, the non-formal learning will be considered for purpose of certification through RPL process.

In general, the long courses offered in Seychelles lead to national or international certification such as City & Guilds, Cambridge, AAT, ACCA and STCW-95 (IMO) to name a few. For the short courses that have an assessment component, a Certificate of Successful Completion is issued. A Certificate of Attendance is issued for short courses that do not entail formal assessments.

4.2. Participation in ALE

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4.2.1. Statistical data on participation

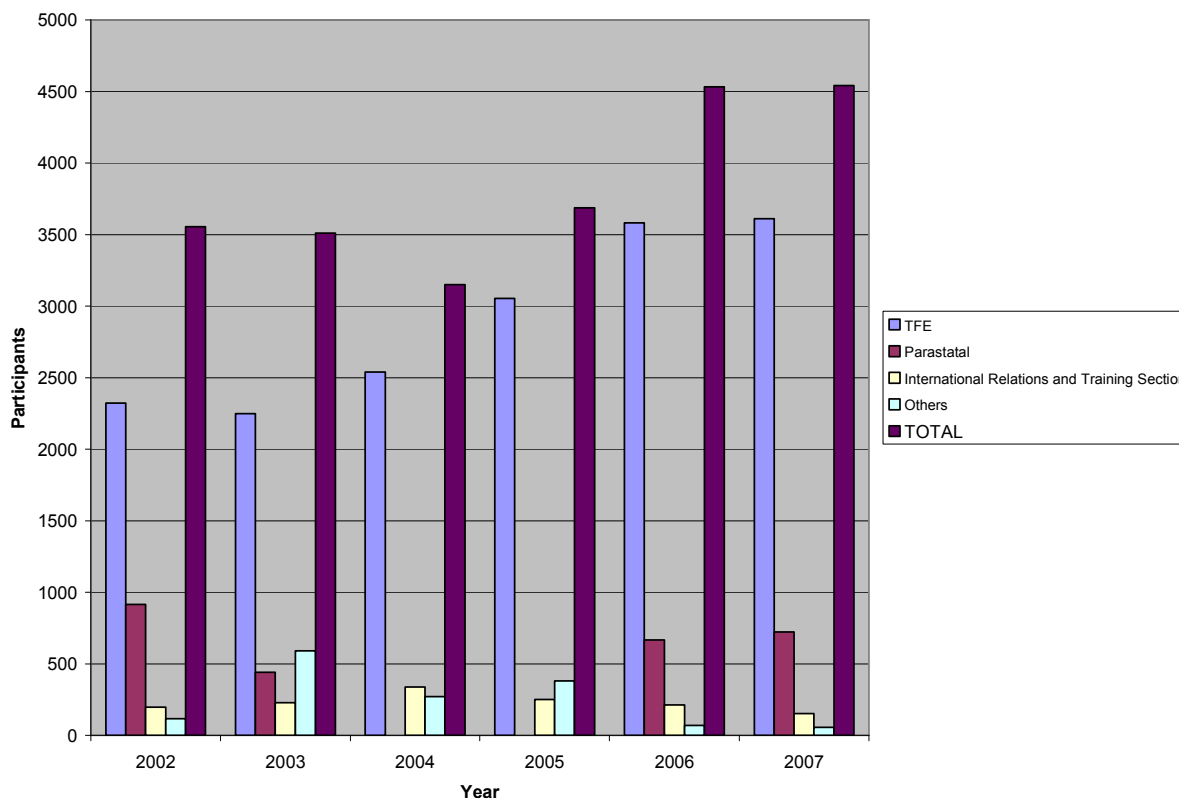
Overall participation

According to the National Census of 2002, 67% of the population (or about 61,650 persons) fall in the working ages (15-64 years by standard definition). Due to several constraints in the preparation of the report, data presented in this section provide a general albeit not complete picture on participation in ALE in the country. Not all the providers of ALE are considered due to non-availability of data. In particular, the NGOs and private providers did not provide data.

A rough estimate based on the data available shows a constant progression of the number of participants in ALE activities (complete qualifications and short courses) resulting in 4,543 participants in 2007 (see Figure 1). This is equivalent to 7.4% of the adult population. It is important to note that the data provided by parastatal organisations for the years 2004 and 2005 were not complete, thus explaining the fact that the graph depicts a decrease for these years although in reality the progression should have been continual. Another element to consider is the re-adjustment of the Seychelles Rupee to the dollar for the years 2006 and 2007. This may explain in part the decrease in participation in full-time overseas courses. These courses rely mainly on scholarships from the Government through the National Training Fund. Some scholarships are also from overseas sponsors.

Figure 1: Overall participation in ALE and ALE providers

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In total (see Figure 1), 22,979 persons have pursued ALE activities in the last 6 years. It is expected that several have followed more than one ALE activity within the period and therefore have been counted more than once (for each ALE activity undertaken). Considering the fact that long term training that leads to a qualification vary from 1 to 4 years, it is therefore possible to estimate that between 11,490 and 22,979 persons have undergone training or have followed short courses. This constitutes between 18.6 and 37% persons that fall in the working ages. This percentage is in line with the results of the census (2002) that established that 25% of the population have gone through post-secondary studies or above.

Distribution of participation in terms of sector of training

Eleven sectors have been considered and the results presented were generated by adding the data made available by institutions for a particular sector. It is obvious that the data is incomplete but results illustrate a trend in terms of participation and provision of ALE. Comprehensive statistical data related to sector of training is presented at **Annex 3**. The data provided by the IRT section and data on distance learning of ALDEC have not been used in the comparative analysis (see Table 4.6).

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Table 4.6: Distribution of participation by sector of training

YEAR	2002	2003	2004	2005	2006	2007	TOTAL
SECTOR							
Education (NIE)	311	220	243	297	329	506	1906
Health (includes data from NIHSS, Ministry of Health and USAIM)	318	227	264	257	224	233	1523
Maritime (MTC)	NA	NA	252	255	294	163	964
Business (includes data from Polytechnic, SIM and ALDEC)	851	364	323	222	669	725	3154
Agriculture (SAHTC)	93	110	93	59	78	73	506
Construction and Engineering (includes data from SIT and CSD)	444	605	396	537	463	671	3116
Arts and Culture (Polytechnic and ALDEC)	113	221	228	205	314	171	1252
ICT (ALDEC only)	NA	87	157	133	178	85	640
Adult Literacy (ALDEC)	219	249	269	422	486	452	2097
Languages (ALDEC)	163	39	68	116	139	172	697
Tourism (includes STA and Ministry of Tourism and Transport)	210	743	210	301	310	297	2071
TOTAL	2512	2122	2293	2503	3174	3251	15636

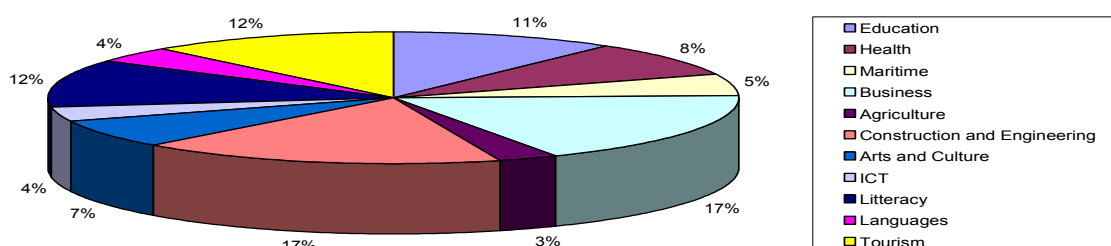
Note: NA = Data not available

Statistics for full-time courses for young adults have remained constant for the complete period, except for sectors of Education and, Construction and Engineering that experienced a significant increase in intake in 2007. In sectors where short courses are more dominant, variation in participation is significant. This is particularly the case for the sectors of Maritime, Agriculture, and Arts and Culture. For ALDEC, there has been considerable increase in participation since 2005, in particular, participation in the various language courses and the literacy programme.

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A further comparison of the different sectors (see Figure 2) shows that participation in training is more significant in Business (17%), Construction and Engineering (17%), Tourism (12%), Literacy (12%) and Education (11%). Health, Arts and Culture, and Maritime follow with 8, 7 and 5% respectively. The percentage participation for Maritime sector is not representative considering that data for 2002 and 2003 are not available. Moreover, data as relate to participation in short courses has not been provided by the institution. Language courses as an important support for both Tourism and Maritime sectors generate 4% of participation in ALE. For ICT courses (4% participation), it can be stipulated that actual level of participation is much higher since private institutions that run ICT courses did not provide required data. Finally, Agriculture and Horticulture constitute 3% of participation in ALE.

Figure 2: Distribution of participation in terms of sector of training



Distribution of participation in ALE in terms of gender

The National Census of 2002 established that the population of Seychelles is constituted of 50.2% males and 49.8% females. Of these, 67% (or about 61,650 persons) fall in the working ages (15-64 years by standard definition), and the proportion of male to female is almost equivalent to that for the total population. A similar scenario would be expected for participation in ALE activities by gender.

The data received from ALE providers as relate to the gender indicator was limited and incomplete and it was only possible to extract data from institutions of the TFE Division and the IRT section. The diagrams that

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follow (Figures 3 and 4) illustrate the findings for the years 2006 and 2007. since the data made available for the two years is more comprehensive. To determine participation by sex data from three institutions (NIHSS, Polytechnic and SIT) for the years 2006 and 2007 have been extrapolated. One would expect that participation rate by sex in other institutions would follow similar patterns.

Figure 3: Distribution of participation in terms of gender, 2006

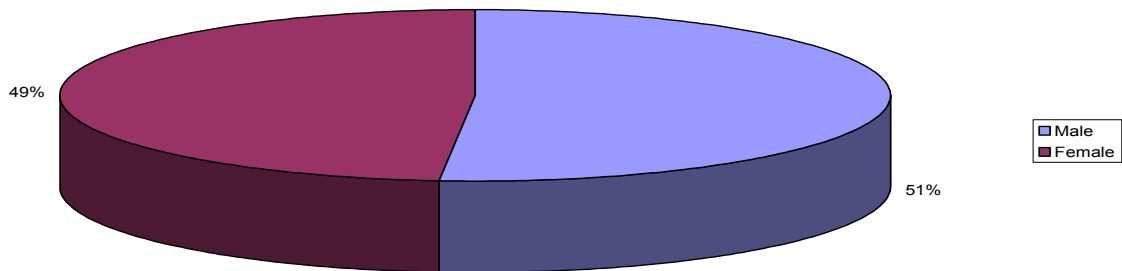
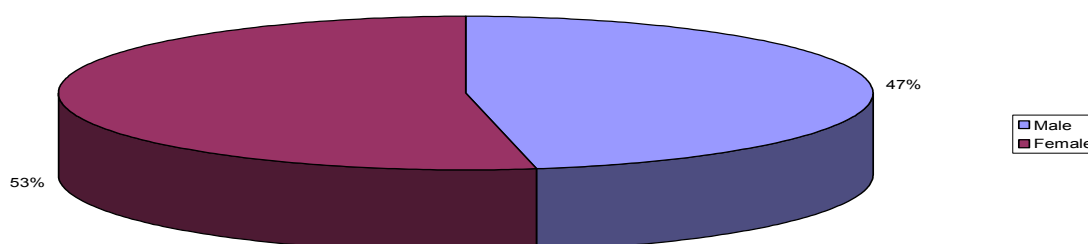


Figure 4: Distribution of participation in terms of gender, 2007

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Two main factors may explain the differences between the two years. In 2007, the number of enrolments increased significantly in some sectors, especially in Health, Education and Construction and Engineering. In Health and Education sectors, female participation was significantly higher than in the Construction and Engineering sectors. Moreover, a larger number of higher level qualifications were on offer in 2007 and a significantly higher number of females met entry requirements for these courses compared to males. The second factor that explains the differences between the two years relates to the short courses. Data on short courses for the Maritime sector was not available. This limitation and the fact that data made available by other institutions was fragmented imply that it is not possible to make generalisations or draw conclusions on participation in ALE in terms of gender. However, the general trend it would seem is that female participation in ALE activities is higher than that of males. This trend is particularly evident for long-term tertiary level studies and literacy courses.

Figures 5 and 6 illustrate participation rate by sex for institutions of the TFE Division for the year 2007.

Figure 5: Male participation rate, TFE Division, 2007

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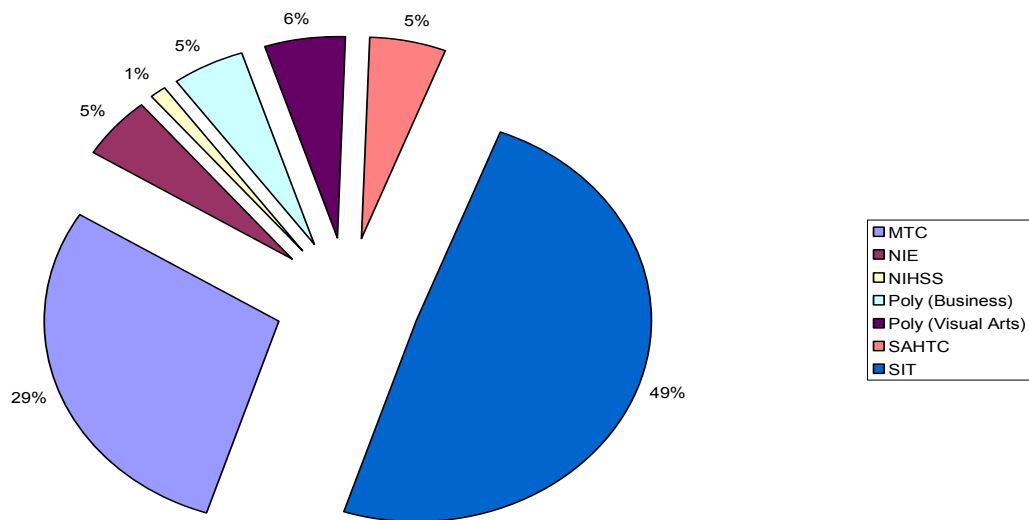
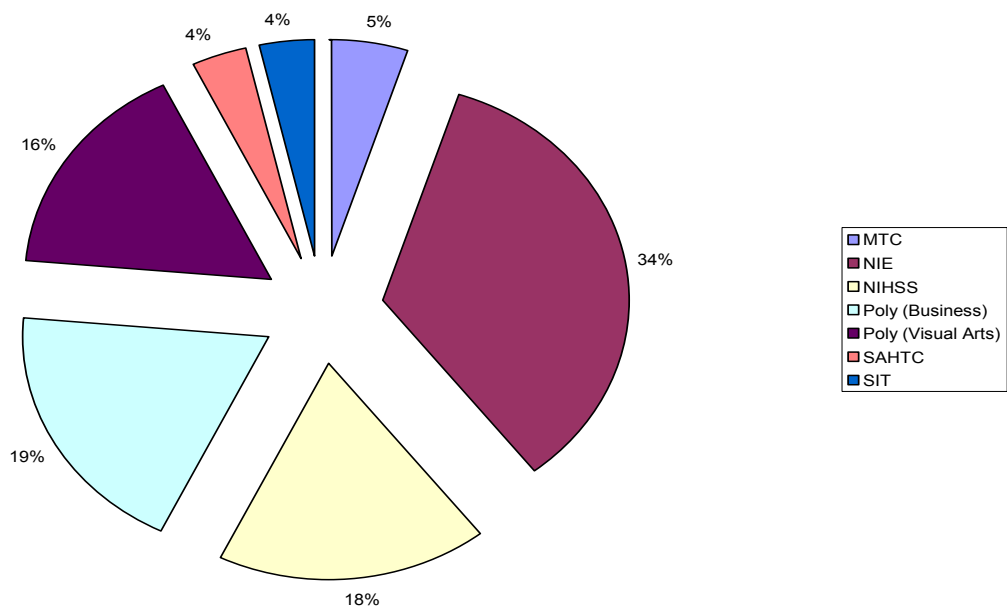


Figure 6: Female participation rate, TFE Division, 2007



Not surprisingly, the males are more concentrated in Construction and Engineering (SIT) and in Maritime (MTC) fields. Male participation rate is also high in Agriculture (SAHTC), Visual Arts (Polytechnic) and Education

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(NIE). Still, in those sectors, male participation rates are significantly lower than those of females.

Sectors that attract more females are Education (NIE), Business and Secretarial Studies (Polytechnic), Health (NIHSS) and Visual Arts (Polytechnic). Interestingly, the participation rates of females in Agriculture are comparable to those of males.

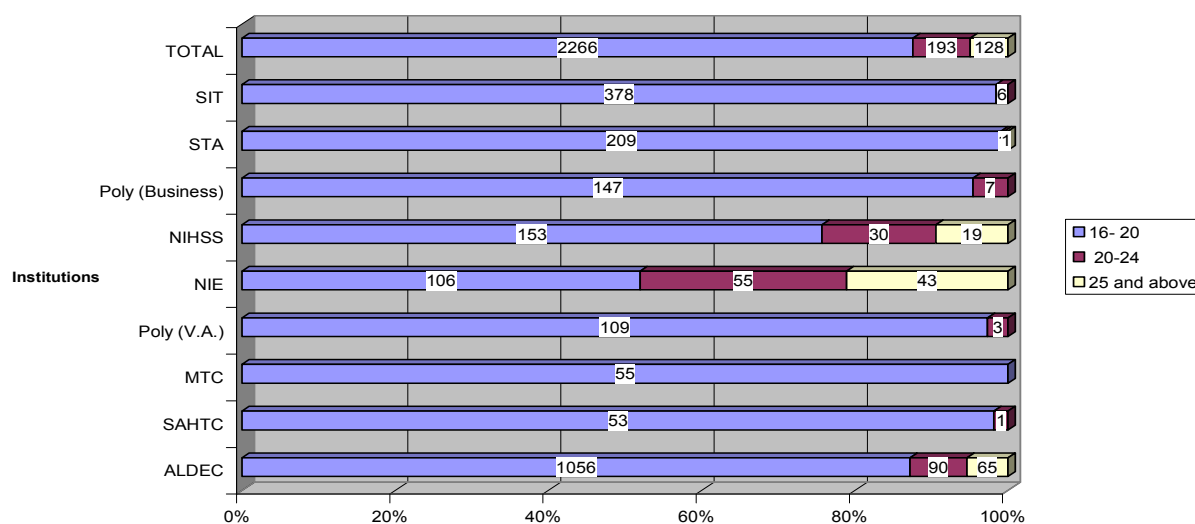
Distribution of participation in terms of age

The lack of data for institutions other than those of the TFE Division has implications for participation rates in ALE activities in terms of age. This affects in particular the short courses where the main target groups are mature or in-service students since almost all institutions offer such courses. It is also important to highlight, that the Ministry of Education has a 'Mature Student' policy that stipulates that mature students selected for placement in full-time courses of post secondary institutions (including STA) should constitute a maximum of 10% of the total enrolment for each course.

Figures 7, 8 and 9, which follow present findings in relation to age and enrolment for the year 2004. Statistical data is at ***Annex 4***.

Figure 7: Age and enrolment, 2004

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The age pyramid of the adult learners of institutions of the TFE Division and STA (see figure 7) shows that adults who enrol in courses are in the 16 to 20 age range. Beyond this age range, there is clear indication that enrolments in ALE activities are minimal. It can also be reported that with the exception of NIE and NIHSS, post secondary institutions did not achieve the 10% enrolment target for mature students as stipulated in the policy for 'Mature Student' enrolment described earlier in this report. Considering the country's emphasis on the concept of lifelong learning and the promotion of a knowledge-based society, it is clear that there is need to put in place certain mechanisms to mobilise and encourage adult learners to avail of opportunities for ALE.

Figure 8: Age and female enrolment, 2004

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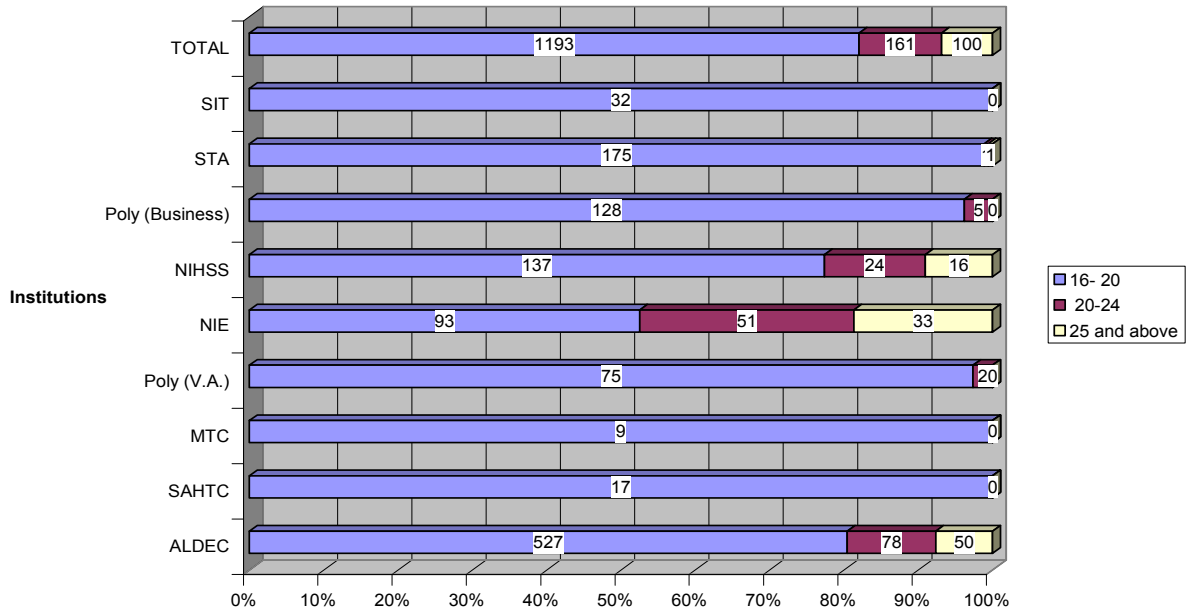
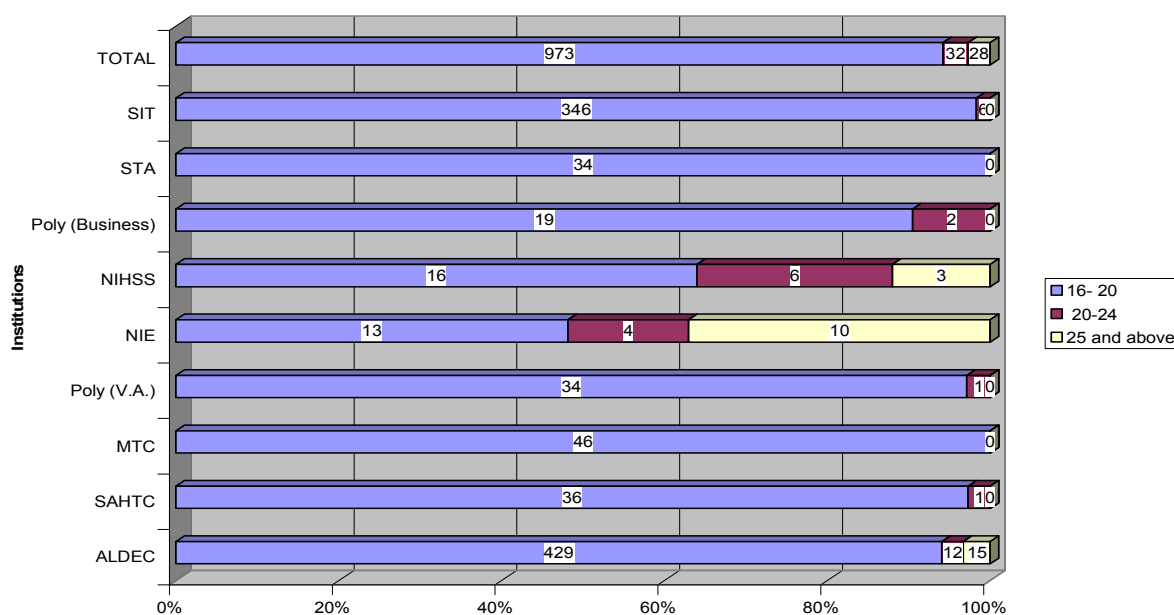


Figure 9: Age and male enrolment, 2004

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It can be observed (see Figures 8 and 9) that female participation is consistently higher than that of males thus suggesting that females are more willing than males to participate in ALE. Findings also show that for NIE and NIHSS, the two institutions that attract more females, the number of female mature students is significantly higher than that of male mature students. It can also be reported that there is clear indication of significantly higher female participation in courses offered by ALDEC (655 females compared to 456 males).

4.2.2. Surveys and studies on non-participation

At the time of preparation of the report there were no records of surveys or studies undertaken on non-participation in ALE activities in the context of Seychelles. There is thus a definite deficit of information, which could have otherwise been used to underpin policy initiatives in this important sphere.

Despite lack of studies on non-participation, it needs to be highlighted that within its Education Framework the Seychelles has established a comprehensive and co-educational system of schooling ranging from pre-school right through to post secondary education and training institutions. This includes both academic and vocational training for young people who

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meet the selection criteria to follow pre- or in-service training. Further to that, the Ministry of Education has established an Adult Learning and Distance Education Centre (ALDEC) to ensure that educational opportunities are expanded beyond the formal education and training system.

Furthermore, a process has been set in motion in the last ten years, aimed at further development of skills training opportunities both for early school leavers (end of Secondary 4) and for those who complete secondary education. The Apprenticeship Scheme, which falls under the auspices of the TFE Division is industry-driven and conducted in close liaison with industry. It includes post secondary institutions, in particular the MTC, SAHTC, SIT, NIHSS and STA.

Through various policies, strategies and programmes, Seychelles has made great strides in facilitating access by students to higher education and training. Nearly all post-secondary graduates who meet entry requirements for tertiary studies, and who wish to further their tertiary studies in an area of national need have access to higher education and training opportunity through a Scholarship Scheme for pre-service students pursuing tertiary studies. Important parameters of the scheme include criteria for award of a full or partial scholarship, a *Student Loan Scheme* to assist students/parents with meeting their financial contributions. Studies at this level are usually undertaken either locally through distance education programmes, or partly local and partly overseas through partnership programmes, or entirely overseas.

In all, it is clearly established that research on non-participation will need to be considered as a target for the future so that appropriate strategies can be developed and implemented to encourage more adults, in particular the males, to participate in ALE activities.

4.2.3. Surveys and studies on learner motivation

Surveys or studies on learner motivation as relate to ALE have yet to be undertaken. This will have to be a future target in the provision of ALE for the Seychelles.

4.2.4. Measures undertaken to mobilise learners and to increase participation

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Over the years, ALE providers have implemented a number of measures in their effort to mobilise learners and to increase participation.

There is in place a National Further Education and Training Placement Board (NFETPB) that coordinates the process of the placement of students in Further Education/Training courses to ensure that the selection process is fair and transparent and to ensure maximum placement.

Post secondary institutions hold talks with Secondary 4/5 students to provide information and to market the courses available in their respective institutions. Further to that, information on courses of post secondary institutions is made available to students and parents through an Information Booklet that is compiled by the NFETPB. Post secondary institutions also organise 'open days' for students and their parents. Mature students are mobilised through media advertisements.

The direct and indirect financial incentives explained in sub-section 3.7 of the report also serve to mobilise learners and to encourage participation in ALE activities.

The ALDEC mobilises learners through various recruitment activities, from door-to-door recruitment to media advertisements.

Regulatory bodies and international regulations dictate requirements to practice particular professions and certification is compulsory. This applies in the Maritime and Health Sectors for instance.

Parastatal and Private providers make use of respective website, media advertisements and other promotional activities that include dissemination of calendars of courses on offer for each year.

Training organised by NGOs normally targets specific groups and participation is by invitation.

4.2.5. Specific groups targeted by ALE provision

Table 4.7 that follows presents the target groups for each institution. The shaded parts imply the specific group for the institution. For in-service workers, some comments have been added for purpose of clarification.

Table 4.7: Specific groups targeted for ALE provision by institution

Institutions	Specific groups		
	Post-secondary students/	In-service workers	Mature students

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	School leavers		
1. TFE Division			
1.1 ALDEC			
1.2 MTC		Workers in the Maritime industry	
1.3 NIE		Teachers	
1.4 NIHSS		Workers in the Health sector	
1.5 Polytechnic		Workers in the Business and Accounting Sectors	
1.6 SAHTC			
1.7 SIT			
2. Parastatal organisations			
2.1 SIM		-Professionals -Managers -New recruits in public sector	
2.2 STA		Workers in the Tourism and Hospitality industry	
2.3 CSD			
2.4 Air Seychelles		Refresher courses for employees	
2.5 SBS			
3. Other public providers			
3.1 Ministry of Health and Social Development		Professionals Workers in the Health and Social Services sectors	
3.2 Ministry of Culture			
3.3 Ministry of Tourism and Transport/Seychelles Tourism Board		-Workers in the service industry related to tourism -Managers	
3.4 Seychelles Fire Brigade School			
3.5 Seychelles Police Academy			
3.6 Seychelles Public Defence Force			
4. Private providers			
4.1 VCS			

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4.2 Compufast			
4.3 Computer Learning Skills			
4.4 Dotnet Facility Centre			
4.5 Cyberwave Computing 2000			
4.6 Computing and Additional Learning			
4.7 Academy of Higher Performance		Workers in industry	
4.8 Blyss Consulting		Workers in industry	
4.9 USAIM			
4.10 First Care			
4.11 International Beauty and Wellness Academy			
4.12 Hilton Northolme		Employees and new recruits	
4.13 Beachcomber Training Academy		Employees and new recruits	
5. NGOs			
5.1 Alliance Française			
5.2 Red Cross Society Seychelles			
5.3 NCC		Specific adult groups	

4.2.6. Benchmarks in place in relation to participation

There is a 'quota' system in place for full-time courses of post secondary institutions. The 'Mature Student' policy can also be viewed as a benchmark in relation to participation in ALE.

In-service/tailor-made courses are run to cater for needs in sectors. These serve to upgrade and enhance knowledge and skills of employees. Other than the above, there are no benchmarks in relation to participation in place per se. The usual practice for other ALE activities is to aim for maximum participation based on such criteria as infrastructure facilities and availability of facilitators.

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The SQA is in the process of developing guidelines to promote access to ALE especially as relate to vocational areas where a dead-end-ceiling system currently exists.

4.3. Monitoring and evaluating programmes and assessing learning outcomes

4.3.1. Assessing learning outcomes and learners' achievements

Achievements of learners are assessed through different methods, namely:

- Written (e.g.: test and examination, case study report, project work and other written assignments)
- Oral (presentations)
- Practical work (simulation, working task or performance, laboratory, portfolio development)
- Research projects
- Work-based assessment (e.g. portfolio development).

For courses certified by external bodies such as ACCA for SIM, Pitman and AAT for Polytechnic, Cambridge and Pitman for ALDEC, and IMO for MTC, the external body conducts examinations.

4.3.2. Tools and mechanisms used to monitor and evaluate programmes

Adult education programmes are intended to meet both national and individual needs. The various training centres, institutions and NGO's offering adult education each have their specific mandate that guides the range and nature of education and training programmes they offer.

With the exception of adult education programmes aimed at education on current issues of concern, content of training programmes that do not lead to international certification is internally developed and internal assessment and evaluation apply.

There is no doubt that the wide range of adult education and training invested in is impacting on socio-economic development although no quality indicators have yet been developed on a national level to evaluate outcomes and impact. However, there is need for mechanisms for systematic evaluation and reporting. There is also need for validation of internally developed content and assessment/evaluation procedures.

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Nationally, the SQA as the regulatory body is in the process of evaluating courses and local qualifications, developed in the last five years, using set standards and positioning the courses on the Qualifications Map. The exercise will be completed in the first half of 2008. Thereafter, all providers (institutions, organizations, companies, centres, collaborative partnership consultancies or persons offering programme(s) of education and training and/or managing assessments thereof that may lead to the achievement of a unit standard and/or qualification), will be accredited. Courses will be validated through the quality assurance process and members of the Validation Board will involve professional bodies and/or representatives of industries.

Within each institution of the TFE Division, SIM and STA, meetings for teaching staff are used to evaluate programmes and individual modules, to discuss other related issues and students' performances, and to devise appropriate strategies for improvement. Questionnaires or module evaluation forms are administered to participants for feedback purposes. ALDEC also holds individual meetings with course instructors as well as with students. In addition, ALDEC conducts visits to classes for monitoring purposes and to talk to students.

4.3.3. Use of monitoring and evaluation results for legislation, policy formulation and programme development

The SQA, once fully functional, will use the results for legal purposes where the accredited providers fail to comply with the requirements. Institutions will at the initial stage use the monitoring and evaluation results to improve quality of course development and delivery, and institutional management and leadership, in line with the requirements for quality assurance and accreditation. Where professional bodies are involved, as in the case of the Seychelles Maritime Safety and Administration (SMSA), the results will be used by the SQA as indicators for accreditation.

Overall, ALE providers use monitoring and evaluation results to inform course development, management and delivery and to improve on problematic aspects therein.

4.3.4. Benchmarks in relation to outcomes of ALE

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On a national basis, the benchmarks are not in place but will be developed by the SQA by the end of 2008. However, the Seychelles Maritime Safety Administration (SMSA) has developed benchmarks for which standards are established in conformity with IMO standards.

4.4. Adult educators/facilitators' status and training

Post secondary institutions use their full-time teaching staff for the delivery of adult education and training. Part-time staff is recruited only in instances where necessary experience and expertise are lacking among staff members. The STA uses both full-time and part-time staff and the latter is recruited from the tourism and hospitality sector. The teaching staff of the SIM, on the other hand, is predominantly employed on a part-time basis and is drawn from industries.

Adult educators/facilitators working with ALDEC are all recruited on part-time basis. Courses and training programmes are delivered as evening and weekend classes or as intensive programmes of several consecutive days, as is sometimes the case with short/tailor-made courses. The majority are trained teachers or lecturers. A small minority are drawn from industries. These are recruited for the delivery of particular training programme.

4.4.1. Educational qualifications and training

Qualifications of adult educators/facilitators in general range from Diploma to Masters Degree in the area of specialisation as well as a teaching qualification.

MTC

In addition to above, educators/facilitators must be trained in Advanced IMO Model courses certified and approved by the Seychelles Maritime Safety Administration.

SIM

For short and certificate level courses, the facilitator must hold a degree plus 5 years work experience. For Diploma courses and higher the facilitator must hold a Masters degree and 5 years work experience.

ALDEC

The main pool of facilitators is drawn from educational institutions and they have received education relevant training. Part-time facilitators outside the educational institutions are recruited only in instances where

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required experience and expertise are lacking within the pool of institutions.

4.4.2. Continuing/in-service training measures in place

At the time of the preparation of this report, data on specific training in adult learning and education could not be identified. What is obvious is the tendency by most institutions offering adult education to use personnel who have trained in teaching or delivery skills for facilitating training programmes.

It is clear therefore, that persons involved with adult learning and education do not have the relevant training. However, it needs to be acknowledged that the majority have relevant training in respective specialist areas.

4.4.3. Education as a specific profession and higher education institutions providing such qualifications

Adult education is not viewed as a specific profession. The bulk of educators has undergone education related training although not necessarily training in Adult Learning and Education. However, those drawn from industries are not necessarily trained in delivery skills. Higher education institutions do not provide qualifications in adult education.

4.4.4. Proportion of adult educators/facilitators in relation to overall number of teaching personnel

Almost, if not all full-time lecturers in the various institutions also engage in adult education. The ALDEC is the exception since all teaching staff is employed part-time. Table 4.8 gives the total teaching staff for the period 1999 to 2007 for the different programmes run by the ALDEC.

Table 4.8: Part-time facilitators at ALDEC, 1999 – 2007

Programme Area	Academic and Modular	Adult Literacy	Short/Tailor-made courses	Upgrading Programme for School Ancillaries
Year				
1999	40	41	01	N/A

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2000	63	58	09	N/A
2001	46	49	11	N/A
2002	55	46	07	N/A
2003	51	43	05	N/A
2004	67	66	08	30
2005	46	64	03	25
2006	52	68	09	29
2007	57	70	09	25

4.4.5. Terms of employment and remuneration

The terms of employment and remuneration for educators working full-time in state institutions are guided by the 'Teachers' Scheme of Service' of the Ministry of Education. Educators who teach 'additional hours' in their respective institution or who engage in part-time teaching in an institution other than their own receive an hourly allowance. Persons outside the Scheme of Service (e.g. those from industries) recruited part-time also receive an hourly allowance. Allowances range from SR100.00 to SR300.00 per hour.

SIM

Facilitators are recruited on a two-year contract which is renewable.

ALDEC

There are no terms of employment per se. For courses that lead to certification, facilitators are recruited for the course cycle. As a general rule persons submit applications for a part-time position usually at the end of the year and selection is guided by courses on offer in that particular year. Facilitators for short courses are 'hand-picked' as and when required.

4.4.6. Other organisations

For training programmes delivered by non-educational organisations, the responsibility for conducting training is normally that of a full-time employee. Where NGO's are concerned overseas consultants are used for specific training projects in many instances.

5.0. Research, Innovation and Good Practice

5.1. Research studies in the field of adult learning

At the time of preparation of the report, research studies in the field of adult learning were either not known or if undertaken, had not been disseminated.

5.2. Innovations and examples of good practice

The Seychelles Government has always been fully committed to the National Adult Literacy Programme, for it is the Government's policy that all Seychellois citizens achieve an average level of education or better. Since 1997, there have been several innovations and examples of good practice, some of which are outlined below:

1. Involvement of part-time literacy coordinators and instructors in the development of materials including the development of the new programme for Adult Literacy.
2. Involvement of part-time literacy instructors in the development of materials and examination papers to use with the Adult Literacy Programme.
3. The annual presentation of certificates to participants who successfully complete a level in a subject area. The recognition of this achievement by some organisations when employing people.
4. Recognition of long participation and effort in attendance of literacy classes through the award of 'Certificates of Appreciation 'for five and ten years' attendance.
5. Instructors are given a monthly allowance to teach literacy to put it on par with evening classes offered to 'literate' adults.
6. National provision of literacy classes free of charge to Seychellois.
7. Social activities organised by the literacy centres and ALDEC periodically to motivate and encourage participants and recruit new ones.

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8. Release to attend classes by many employers and organisations.
9. The holding of classes in-house in some organisations that have the required facilities.
10. The setting up of literacy classes in the prison as part of the rehabilitation process and to enable inmates without the basic skills to upgrade themselves in order to participate in society on their release.
11. The collaboration with other government ministries and organisations in the provision of literacy classes during working hours to employees who are in need.

In the area of distance education, the launching of the National Open and Distance Learning Policy in 2003 is an example of good practice. Further, several workshops have been implemented since 2006 aimed at training in the creation of e-learning materials.

In conclusion, the lack of documented evidence does not permit further and accurate descriptions of innovations and examples of good practice pertaining to Adult Learning and Education in Seychelles. However, based on information provided elsewhere in this report, it is clear that adult education and training has gathered momentum over the years and that opportunities for education and training for adult learners have continually increased.

6.0. Adult Literacy

6.1. Defining Adult Literacy in Seychelles

Adult Literacy in Seychelles is given as much importance by the government as any other forms of education programmes. The Adult Literacy programme has taken different dimensions in the past and evolved over time. Today, the programme embodies the three national languages (English, French and Creole), and numeracy and is aimed at meeting the basic learning needs of adults and out-of-school youths. Subsequently, in the context of Seychelles and in accordance with the definition of functional literacy adopted by the UNESCO's General Conference in 1978 and still in use today:

'Persons are functionally literate who can engage in all those activities in which literacy is required for effective functioning and also for enabling them to continue to use reading, writing [in at least one national language] and calculation for their own and their community's development.'

6.2. Provision of Adult Literacy and institutional frameworks

The Adult Literacy programme is organised centrally under the auspices of the Ministry of Education, which it coordinates and manages through its Adult Learning and Distance Education Centre (ALDEC). Its objectives match the basic tenets of the national education, one of which is education for all. The main goals were to attain a literacy rate that is well over 90 per cent at the turn of this century.

The National Literacy Programme which is offered free of charge is financed by the Government. The Programme covers the three National Languages: English, French and Creole. Courses are also offered in basic Mathematics. For each subject area, courses are offered at three Levels (Levels 1, 2 and 3), Level 3 being most advanced.

Literacy centres have been set up in district schools and District Administration buildings of most regions and districts of the four main islands. The centres are coordinated and managed by part-time coordinators and are supervised and supported by ALDEC. Table 6.1 gives further details of the programme.

Table 6.1: Adult Literacy programme

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Programme		National Adult Literacy Programme
Areas of learning	General Competencies	Literacy and Numeracy Aural/oral skills, Reading and Writing in the three national languages – Creole, English and French. Basic mathematical skills. For each subject area, courses are offered at three Levels (Levels 1, 2 and 3), Level 3 being most advanced.
	Technical Skills	N/A
	Knowledge generation, innovation	Once literate the participants are able to progress to other academic and vocational training to enhance their knowledge and prospects. Many see the programme as a stepping stone to international examinations such as the Cambridge IGCSE and hence to better prospects in their career. Many also recognise that the benefits permeate other aspects of their lives; for instance, many cite being able to assist their children with homework, follow current affairs in the world and use new technology like accessing the internet.
Target group/s		Adults and out-of-school youths
Funding source		The National Literacy Programme which is offered free of charge is financed by the Government.

6.3. Certification and national awards

Literacy Examinations are held in November each year. Participants enter when they feel ready to sit the exam – there is no set timetable for how long a participant might take before they are ready to sit for an examination at a particular level or subject. Participants who have the ability follow several courses simultaneously and can enter exams in these courses in the same year.

Certificates are offered after each level in any subject area and most employers now accept these as a valid certificate for employment for certain jobs.

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Best performers in each level in each subject are rewarded with a prize during the Certificate Presentation ceremony which is held each year. Prizes are sponsored by individuals or firms in the community.

6.4. Participation in Adult Literacy

Little disparities exist between the male and female literacy rate. The combined effect of the expansion of general education and the provision of adult literacy programmes has been the attainment of literacy rate which in 2002 stood at **91%** with 91.9% for women, and 90.1% for men. However, the difference in literacy rate between the two sexes increases as one moves to higher age groups indicating higher rates for females than those for males (Census 2002). Findings of the Census are reflective of participation rate between the two sexes. Participation rates for females (see Table 6.2) are always higher than those for males.

Table 6.2: Participation by sex, 1999 – 2007

No of Participants	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male				25	33	33	49	71	78
Female				194	216	282	373	415	404
Total	180*	344*	226*	219	249	315	422	486	482

**Information according to gender is not available.*

6.5. Mobilising learners and increasing participation

Recruitment of new participants is done at both the national and district levels. The local network of district officials, instructors, family and friends provides an effective publicity service. The media also plays a key role in sensitizing the public and it is always ensured that literacy related activities receive media coverage, in particular, the national events. Other main forms of recruitment have included:

- The use of posters and banners displayed in strategic locations, such as schools, community centres and churches.
- Inviting friends and colleagues to social and recreational activities organized either nationally by the Adult Learning and Distance Education Centre (ALDEC), or at literacy centre level by instructors, coordinators and participants.
- Awareness and sensitization talks to organizations and government ministries
- Distribution of flags and material containing literacy related themes.

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Literacy centres draw up a recruitment plan at the start of each year, which they implement and monitor. A strategy recently adopted has been to ensure that classes have a minimum of 4 to 5 participants.

The strategy of the Ministry of Education is to bring the Adult Literacy Programme 'closer to the doorstep'. In this light, classes are also organized in some organizations that have the necessary facilities. In the last few years this has included the Centre for Skills Development, which is a government project aimed at equipping young adults who did not meet the criteria for placement in a post-secondary institution with appropriate skills to render them employable.

Further, classes are also organised in District Administration offices for employees of the district administration and government ministries. These are held during working hours to enable more people to participate in the programme and the employers release the participants for the three hours per week.

There are also annual events that help to sensitise learners and increase participation. They include:

- **Participation in the Global Education for All (Action) Week Activities**

The Seychelles has participated in the observation of the International Global Education for All Week which started in 2003, with various activities relevant to the theme for the particular year.

- **Adult Learners' Week and International Literacy Day**

International Adult Learners' Week is celebrated in September each year and one of the highlights of the week is the International Literacy Day Ceremony. One or more activities are organised during this week which can involve recruitment to literacy classes, exhibition of work done in classes or of achievements of participants and ALDEC, programmes on radio and television, articles in the national paper, or social activities.

Each year ALDEC organises a ceremony to mark International Literacy Day during which the UNESCO Director General's message is read by the Secretary General for UNESCO Commission, Seychelles. It is the usual practice that the Minister for Education

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addresses the nation and appeals to and encourages those who are still not 'literate' or still without a sound basic education to join literacy classes to enable them to improve the quality of their own lives as well as that of the society in general.

▪ **Certificate Presentation Ceremony**

It is the tradition since 1981 to present certificates to participants who are successful in the literacy examinations. Various centres also organise a gathering to present the certificates to individuals in their centre. These gatherings are used as opportunities to recruit new members as well as celebrate the achievements of the participants.

In 2006 'Certificates of Appreciation' were also presented to participants who have attended literacy classes for 5 or more years and for 10 or more years. These are especially for those with learning difficulties and may never be ready to attempt the examinations.

6.6. Specific groups targeted by Adult Literacy provision

The target audience is the group of people of whatever age who missed out on formal schooling and who lack the basic educational standards to function in society. This used to be the older generation who, for various reasons, did not have the opportunity when younger to pursue their schooling. Now it includes many young people who dropped out of school, such as young girls who fell pregnant, those who could not follow the formal education provision or who were victims of social problems or ills. Currently, the groups targeted are:

- young people who leave school without basic literacy or numeracy
- young people who dropped out of school
- men and women of all ages who somehow missed out on schooling.

6.7. Monitoring and evaluating programmes and assessing learning outcomes

6.7.1. Assessment of learning outcomes of the Adult Literacy programme and learners' achievements

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Each centre carries out its own continuous assessments and end of term tests, the results of which are reported to participants and the overseeing agency, ALDEC, through the Student's Progress Report.

At the end of each year, ALDEC prepares examinations at the three levels in the four subjects offered in the programme and participants who are ready sit for the selected examinations.

6.7.2. Tools and mechanisms used to monitor and evaluate the programme to ensure good quality

Each instructor prepares a work plan at the beginning of each term, which is forwarded to ALDEC.

The Part-time literacy Coordinator responsible for the centre monitors the delivery of the work plan and of the programme and standard of instruction. Personnel at ALDEC visit the centres regularly for monitoring purposes and to talk to instructors and participants.

Regularly meetings are held with the part-time coordinators and instructors to discuss teaching and learning as well as the running of the programme.

6.8. Use of results for legislation, policy formulation, and programme development

Information gathered through programme monitoring and evaluation is used to guide the development of the programme and to improve provision of appropriate resources. In 2006 the ALDEC formally launched its new literacy curriculum and materials for instructors and learners. This will greatly enhance instruction and ensure quality of standards throughout the country. It will assist instructors in delivering a programme that is in accordance with the needs of adults and provide for balanced examinations related to the objectives of the programme in each subject.

6.9. Adult Literacy educators/facilitators' status and training

6.9.1. Educational qualifications and training required for Adult Literacy educators/facilitators

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Adult Literacy educators/instructors need to be qualified teachers with at least a Diploma or Teaching Certificate. There are currently a few instructors with an Education degree taking classes.

6.9.2. Continuing/in-service training measures in place

Instructors have had very little if any formal training in adult education and there are no continuing/in-service training measures in place. However, whenever there is a need, workshops are organised for instructors to upgrade themselves and improve their skills in teaching adults and generally improving their instruction provided to the adults in their respective literacy centres. In 1998, 2004 and 2006, for instance, all instructors attended workshops in materials development and spent time developing resources to use in the different literacy classes.

6.10. Policies and programmes and their focus on gender

The programme is available equally to both male and female but the males are more reluctant to come forward. However, as previously illustrated (see Table 6.2), participation of females remains higher than that for males. Ministry of Education is targeting and encouraging more males to join the programme.

Young people who left school without the basic skills are being targeted more and more. This is especially important as they need to upgrade themselves in order to find a job to provide for their needs and future family, especially in this age of new technologies and globalisation.

6.11. Adult Literacy and contribution to literate environments

The Adult Literacy programme not only provides for functional literacy skills but also extends to the acquisition of a basic education in the national languages and numeracy. The person is empowered to develop other skills and practices relevant to the changing dynamics of national development.

7.0. Expectations of CONFINTEA V1 and future perspectives for ALE

7.1. Outcomes from CONFINTEA V1

Seychelles expects to share and learn from examples of good practice, create partnerships and establish links, as a result of participating in the Conference. It is also expected that the CONFINTEA V1 will identify concrete strategies that can be implemented by countries to improve the level of participation in ALE activities and to improve literacy rates overall.

An area clearly lacking for the Seychelles is that of research studies in the various areas of ALE. It is expected that countries that have undertaken research projects will share these including the approaches and methodologies used. Further, it is hoped that there will be expositions on the ways that research studies have influenced ALE relevant policies and practices.

7.2. Future perspectives for ALE

The Education sector has been a high Government priority for many years, with the result that the country has now a very respectable literacy rate of 91%. With the increasing developments and the Government's vision to double the country's GDP by 2017 there exists a need to focus on Adult Education and Learning as a way of equipping adults with the necessary skills and knowledge to play an active role in the country's growth.

The system faces a few challenges in this light. Seychelles is a small island state with limited resources both physical and technical. The establishment of distance education projects will greatly increase access to ALE. The setting up of the University of Seychelles is another project that will increase such access. Funding and resources are also challenges that Seychelles will have to deal with in order to cater for the increasing demand for higher level ALE.

Other challenges in the area of Adult Learning and Education in Seychelles include:

- The adoption of more flexible systems that will serve to increase opportunities for ALE, and the adoption of mechanisms that will help increase participation in ALE activities.

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- The changing of the public's perception and esteem of different types and origins of qualifications and certificates (e.g. foreign vs. local qualifications; formal vs. non-formal training).
- Further diversification of modes of delivery of professional development and other ALE activities to render these more accessible to potential learners.
- The development reliable and updated database at institutional levels and the setting up of a centralised system for regular input of vital data on ALE provision and participation. The non-availability of data was the major constraint in the preparation of the report.
- The promoting of a culture of research in ALE areas, which to date has remained one of the major weaknesses in the provision of ALE.
- Encouraging providers to provide ALE relevant training for adult educators/facilitators.

EFA National Action Plan

The Dakar Framework for Action, "Education for All: Meeting our Collective Commitments" recommended that all states should establish appropriate mechanisms in the forms of national action plans for monitoring and implementing the EFA goals and strategies. In this context, at the national level provision was made to absorb all the relevant aspects of the national education strategic plan and policy documents into the EFA National Action Plan (EFA NAP). The plan was formulated based on the resource needs of the different sub-sectors, divisions, units and sections of the Ministry of Education. Other Ministries, NGO's and communities with a stake in education were consulted and their needs included.

The main objectives of the EFA NAP for the period 2001 - 2015 include among others:

- To formulate and prioritise reform initiatives and targets to be achieved taking into consideration all 6 EFA goals.
- To revisit and thoroughly map out what currently exists in terms of policies, plan strategies and identify areas for improvement.
- To use coherent, integrated approach involving all development partners.

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Many of the activities of the EFA NAP have been implemented with success. The targets and activities of the EFA NAP of direct relevance to ALE that are outstanding or ongoing including in particular:

1. Provision of necessary infrastructure and facilities required to meet the learning needs of all young people and adults.
2. Enhancement of on-going staff and professional development programmes for young people and adults.
3. Establishment of a more diversified life skills programme for young people.
4. Establishment of a framework to improve coordination of life skills programmes at district levels.
5. Enhancement of facilities for institutions providing craft level courses.
6. Setting up of structure to research, monitor and evaluate adult literacy.
7. Reviewing, updating and developing new programmes for literacy and basic education.
8. Enhancement of on-going staff and professional development programmes for adult and continuing education.
9. Sensitisation and media programmes on adult and literacy education.
10. Setting up of a resource centre for adult and continuing education.
11. In-service training programmes for primary and secondary school teachers.

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Annex 1: Donor Investment in ALE – Long term foreign scholarships by donor countries

Scholarship Donor	No. of Scholarships	Remarks
Canadian Commonwealth (Canada)	2	Fully funded by the donor country
Canadien Bourse de La Francophonie	10	Fully funded by the donor country
New Zealand Commonwealth (New Zealand)	2	Fully funded by the donor country
UK Commonwealth (United Kingdom)	1	Fully funded by the donor country
Malaysia Commonwealth (Malaysia)	2	Fully funded by the donor country
West Indies Commonwealth (Trinidad and Tobago)	2	Not consistent
Malta Commonwealth (Malta)	1	Fully funded by the donor country Not consistent
UNESCO		
Japan/World Bank	1	Fully funded Not consistent
Sweden	2	Free tuition Mid May Seychelles Government provides a stipend of Euro 630 per month, and books, clothing allowance, excess luggage voucher and airfares.
Cuba	4	Free tuition and board and lodging Seychelles Government provides a stipend of US \$ 400 per month, and books, clothing allowance, excess luggage voucher and

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		airfares
Tunisia	1	Free tuition Seychelles Government provides a stipend of US \$ 400 per month.
Russian Federation	2	Fully funded.
India	2	Fully funded. Not consistent.
China	12	Fully funded
Turkey	1	Tuition is free with a provision of US \$ 400 pocket money, airfares, stipend, books and clothing allowance
France	10	Fully or partly funded (if partly funded a provision of Euro 310 is made)
Mauritius	1	Free tuition and stipend The Seychelles Government provides a yearly allowance of MR 9400 for books and clothing There is also supplementary allowance of MR 4200 per month.
Bulgaria	1	Free tuition The Seychelles Government provides a monthly stipend of Euro 630

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Annex 2: Detailed data on provision of training

1. Provider Institutions of the Technical and Further Education Division (Ministry of Education)

1.1 ALDEC

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Master of Arts Degree in Distance Education	Through Distance Education provision of IGNOU courses			X	X	X	•Professionals in Education		Commonwealth of Learning (COL)
Varied Certification (Diploma in Youth Development Work, Bachelor of Arts (Honours) in Midwifery, Bachelor of Science in Computer Science, BSc in Mathematics and Statistics, MEd in Mathematics, BSc in Chemistry, BSc in Mechanical Engineering, Diploma in Administrative Management)	Through Distance Education provision of UNISA courses			X	X	X	•Mature students •In-service candidates	Refer to Section 3.0	GOS Scholarships Individual or organisation contributions
MSc in Electrical Power Systems	Through Distance Education provision of			X	X	X	•Mature students •In-service candidates	Refer to Section 3.0	GOS Scholarship and contribution from organisation

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	Bath University course								
Master of Law	Through Distance Education provision of University of Strathclyde course			X	X	X	<ul style="list-style-type: none"> •Mature students •In-service candidates 	Not Available	Cable and Wireless Virtual Academy
<u>Academic courses</u> IGCSE (1 year) GCE O Level (1 year) GCE A Level (2 years)	X			Academic knowledge in the subject studied			<ul style="list-style-type: none"> •Post-secondary students •School leavers •Adults in world of work 	Tuition fees are as follows : IGCSE and GCE O Level : SR 400; GCE A Level : SR575	Ministry of Education Individual contributions Organisation's contribution
Computing (specific modules of 36 hours each)	X			IT skills	X		<ul style="list-style-type: none"> •Job seekers •Adults in world of work 	SR 650 per module	Ministry of Education Individual contributions Organisation's contribution
Sewing (specific modules of 36 hours each)	X				Sewing skills		<ul style="list-style-type: none"> •Adults 	SR 650 per module	Individual contributions
Secretarial Skills (e.g. typewriting, telephone techniques)	X				X		<ul style="list-style-type: none"> •Mature students 	Dependent on course	Individual or public organisation Contributions
Basic Business Skills (e.g. Business Communication Skills Report writing, Supervisory skills, Customer Care)	X				X		<ul style="list-style-type: none"> •Mature students •Adults in world of work 	As above	Individual or organisation contributions
<u>Languages</u> English, French, Creole	X			X			<ul style="list-style-type: none"> •Foreigners living/workin 	SR 400 per module	Individual or organisation

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							g in Seychelles		contributions
Foreign languages German, Italian, Chinese, Spanish	X			Foreign languages			•Adults wishing to learn a foreign language	SR 400 per module	Individual or organisation contributions
Adult Literacy programme	X			English, French, Kreol, and Numeracy			•Illiterates /semi-literates	Refer to Section 3.0	Seychelles Government

1.2. MTC

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Certificate in Maritime Studies (2 years)	X				Skills in Basic navigation, Marine Mechanics and Fisheries Science		•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Advanced Certificate in Fisheries Science	X				Skills in Fisheries Science		•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Personal Safety Security Responsibility (PSSR) and Personal Survival Techniques	X				Safety skills		•Workers in maritime sector	Not Available	Individual or industry contributions
Fire-fighting	X				Safety skills		•Workers in maritime industries	Not Available	Individual or industry contributions
Diving	X				Diving skills		•Workers in	Not Available	Individual or

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							maritime industries		industry contributions
Life Saving	X				Safety skills		•Workers in maritime industries	Not Available	Individual or industry contributions
Basic First Aid and CPR	X				Safety skills		•Workers in maritime industries	Not Available	Individual or industry contributions
Basic Navigation	X				Basic navigation skills		•Workers in maritime industries	Not Available	Individual or industry contributions
Radio Communication	X				Radio communication skills		•Workers in maritime industries	Not Available	Individual or industry contributions

1.3. NIE

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Diploma in Primary Teacher Education	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students •In-service students 	Annually it costs SR 5000 per person plus monthly student allowance of SR 1150 or salary of SR 3500 on average over four years and lecturer's monthly salary of around SR 75000 per person	Ministry of Education
Diploma in Secondary Teacher Education	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature 	Annually it costs SR 5000 per person plus monthly student allowance of SR 1600 or	Ministry of Education

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							students	salary of SR 3700 on average over two years and lecturers' monthly salary of around SR 75000 per person	
Post-Graduate Certificate in Education	X			X	X	X	•Post-secondary teachers with a Degree	Annually it costs SR 10 000 per person plus monthly salaries of SR 7000 on average over the year and lecturers' monthly salary of around SR 75000 per person	Ministry of Education
Advanced Diploma in Education for Post-secondary Teacher	X			X	X	X	•Post-secondary teachers with a Degree	Annually it costs SR 10 000 per person plus monthly salaries of SR 7000 on average over the year and lecturers' monthly salary of around SR 75000 per person	Ministry of Education
Music and Dance Education	X			X	X	X	•Teachers of this subject	Refer to Section 3.0	Ministry of Education
Arts and Crafts Education	X			X	X	X	•Teachers of this subject	Refer to Section 3.0	Ministry of Education
Physical Education	X			X	X	X	•Teachers of this subject	Refer to Section 3.0	Ministry of Education
Design Technology Education / Technology and Enterprise	X			X	X	X	•Teachers of this subject	Refer to Section 3.0	Ministry of Education
Diploma in Day Care	X			X	X	X	•Day Care Operators	Refer to Section 3.0	Ministry of Education
Careers Guidance	X			X	X	X	•Secondary teachers	Refer to Section 3.0	Ministry of Education
BEd in Education (ECU, Australia)	X			X	X	X	•Secondary Teachers	Refer to Section 3.0	Ministry of Education
Masters Degree in	X			X	X	X	•Teachers	It costs SR 412 940 per	Ministry of

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Educational Leadership (Warwick University and Lincoln University, UK)							with a Degree	group of 12 candidates plus monthly student salary of SR 6000 on average over the year and lecturers' monthly salary of around SR 75000 per person	Education
PhD in Education (Warwick University, UK)	X			X	X	X	•Personnel of the Ministry of Education with a Masters Degree	Refer to Section 3.0	Ministry of Education

1.4. NIHSS

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Certificate and Diploma in Nursing Studies	X			X	X	X	•Post-secondary students •Mature students •Care assistants	SR150 000	Ministry of Education Ministry of Health
Diploma in Environmental Health Studies	X			X	X	X	•Post-secondary students •Mature students •Workers in health sector	Refer to Section 3.0	Ministry of Education Ministry of Health

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Certificate and Diploma in Biomedical Sciences	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Diploma in Pharmaceutical Sciences	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Dental Therapy	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Physiotherapy	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Occupational Therapy	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Emergency Care	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Diploma in Social Work	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Midwifery	X			X	X	X	•Post-secondary	Refer to Section 3.0	Ministry of Education

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							students •Mature students		
Diploma in Mental Health Nursing	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Care Assistance	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Short courses in Health related issues (e.g. First aid, Infection control and prevention, Tracheotomy care, HIV/AIDS Nursing management)	X			X	X	X	•Workers in the Health sector	Not Available	Ministry of Health

1.5. Seychelles Polytechnic

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Degree in Business (Twining programme with University of Manchester)	X			X	X	X	•Post-secondary students who have completed A' Levels	Refer to Section 3.0	Ministry of Education
Diploma, Advanced	X			X	X		•Post-	Refer to Section 3.0	Ministry of

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Diploma in Business and Accounting							secondary students •Mature students		Education
Diploma in Secretarial Studies	X			X	X		•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Advanced Certificate and Certificate in Fashion and Textile Design	X			X	X		•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Fine Arts	X			X	X		•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Certificate in Graphic Design	X			X	X		•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education

1.6. SAHTC

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/State	CSO/NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Certificate in General Agriculture	X			X	X	X	•Post-secondary	Refer to Section 3.0	Ministry of Education

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							students •Mature students		
Certificate in Horticulture and Landscaping	X			X	X	X	•Post-secondary students •Mature students	Refer to Section 3.0	Ministry of Education
Short courses in Agriculture (Green House Technology Construction & Production, Irrigation & Drainage, Integrated Crop Management, Farm Management, Soil Conservation, Pig Husbandry, Small Machinery)	X				X		•Farmers •Adults in the Agriculture sector •General public	Between SR150 to SR600 per participant	Ministry of Agriculture and Natural Resources ADB for course in Small Machinery
Short courses in Horticulture (Floral Arrangement, Vegetative Propagation, Soil Conservation, Basic Ornamental Horticulture and Landscaping, Horticulture, Small Machinery and Maintenance of Ornamentals)	X				X		•Farmers •General public •Gardeners of the governmental / parastatal organisation	Between SR150 to SR600 per participant	Individual contributions Government Parastatal organisations

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1.7. SIT

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Advanced Diploma, Diploma in Construction	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	SR10 800 per participant	Ministry of Education Individual or industry contributions
Advanced Diploma in Electrical Engineering	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	SR10 800 per participant	Ministry of Education Individual or industry contributions
Advanced Diploma in Electronical Engineering	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	SR10 800 per participant	Ministry of Education Individual or industry contributions
Advanced Diploma, Diploma in Mechanical and Electrical Engineering	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	SR10 800 per participant	Ministry of Education Individual or industry contributions
Diploma in	X			X	X		<ul style="list-style-type: none"> •Post- 	SR10 800 per participant	Ministry of

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Telecommunication Systems							secondary students •Mature students		Education
Diploma in Motor Vehicle Engineering	X			X	X		•Post-secondary students •Mature students	SR10 800 per participants	Ministry of Education
Certificate in Carpentry and Joinery	X			X	X		•Post-secondary students •Mature students •Workers in the industry	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Masonry	X			X	X		•Post-secondary students •Mature students •Workers in the industry	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Painting and Decorating	X			X	X		•Post-secondary students •Mature students •Workers in the industry	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Plumbing	X			X	X		•Post-secondary students •Mature students •Workers in the industry	Refer to Section 3.0	Ministry of Education Individual or industry contributions

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Certificate in Electronic Servicing	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Electrical Installation	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Motor Vehicle Mechanics	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Refrigeration and Air Conditioning	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Certificate in Mechanical Engineering	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Refer to Section 3.0	Ministry of Education Individual or industry contributions
Short/Tailor-made courses in Refrigeration,	X				X		•Technicians in the	SR30 000	Organisation contributions

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Vehicle Inspection and Testing, Electro mechanic, General maintenance							industry •Police officers •Vehicle testing inspectors •Handy men		
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2. Parastatal organisations

2.1. SIM

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
ACCA professionals	X			X	X		•Diploma or Degree holders •Mature students	SR 4070 per paper	Individual or organisation contributions
ACCA professionals – fundamentals	X			X	X		•Diploma or Degree holders •Mature students	SR 2500 per paper	Individual or organisation contributions
ACCA Certified Accounting Technician (CAT)	X			X	X		•Mature students	SR 1700 per paper	Individual or organisation contributions
Diploma in Financial Management	X			X	X		•Mature students	SR 6600	Individual or industry contributions
Certificate in Marketing	X			X	X		•Mature students with relevant experience	SR 8125	Individual or industry contributions

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Diploma in Tourism Marketing or in Marketing	X			X	X		•Mature students with relevant experience	SR 11200	Individual or industry contributions
Certificate and Diploma in Management (Office, General, Human Resources)	X			X	X		•Mature students with relevant experience	SR 6600	Individual or industry contributions
Certificate in Logistics and Transport	X			X	X		•First line managers and supervisors in the Public transport, Air transport, Warehousing and Logistics industries	SR 11200 or SR 2800 per paper	Individual or industry contributions
Certificate in Entrepreneurship skills	X				X		•Entrepreneurs (practicing SMEs)	Level 1:SR1300 Level2:SR1300 Level3:SR3000	Individual or industry contributions
Short courses in Management, Accounting, Marketing, Operations, Human Resources, Personal Effectiveness	X				X		•Mature students •Workers in industry	2 days: SR935 3 days:SR1200 4 days:SR1400 5 days:SR1600	Individual or industry contributions
Public Service Training	X				X		•New recruits in the public service	Not Available	Individual or Public organisation contributions
ICT courses	X				X		•Mature students •Workers in industry	SR95 per hour	Individual or industry contributions

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2.2. STA

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Advanced Certificate in Tourism and Tour Guiding	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	SR 25 000 per student	Ministry of Tourism: STB Ministry of Education Social Affairs sector Individual or industry contributions
Certificate, Advanced Certificate, Diploma in Reception Operations and Services	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Between SR 15 000 to 25 000 per student	Ministry of Tourism: STB Ministry of Education Ministry of Social affairs Individual or industry contributions
Certificate, Advanced Certificate, Diploma in Food preparation and Culinary Arts	X			X	X	X	<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Between SR 15 000 to SR 25 000 per student	Ministry of Tourism: STB Ministry of Education Ministry of Social affairs Individual or industry contributions

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Certificate, Diploma in Food and Beverage Service	X			X	X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	Between SR 15 000 to 20 000 per student	Ministry of Tourism: STB Ministry of Education Ministry of Social affairs Individual or industry contributions
Certificate in Accommodation Operations and Services	X				X		<ul style="list-style-type: none"> •Post-secondary students •Mature students •Workers in the industry 	SR 15 000 per student	Ministry of Tourism: STB Ministry of Education Ministry of Social affairs Individual or industry contributions
Short courses: Reception Operations and Services; Food Preparation and Culinary Arts; Food and Beverage Service; and, Accommodation Operations and Services	X				X		<ul style="list-style-type: none"> •Mature students •In-service staff •Workers in the industry 	SR 500 per student	Individual or industry contributions

2.3. Centre for Skills Development (CSD)

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			

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Youth Enterprise and Training Scheme until 1999	X				X		•Young adults/school leavers	Not Available	Ministry of Social Affairs and Employment
Apprenticeship programmes until 2004 in Construction and Engineering (Carpentry, Masonry, Electrical Refrigeration and Air Conditioning, Motor Vehicle Mechanics)	X				X		•Young adults/school leavers	Not Available	Ministry of Social Affairs and Employment

2.4. Air Seychelles

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/State	CSO/NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Cabin Crew training	X				X		•Young adults •Post-secondary students	Not Available	Company

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2.5. Statistics Bureau of Seychelles

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in Applied Statistics	X			X	X		•In-service workers	Not Available	Organisation contributions

3. Other public providers

3.1. Ministry of Health

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in: Records Management; Advocacy Skills; French	X				X		•Health workers	Not Available	Ministry of Health
Short courses in health issues (overseas)				X	X	X	•Health professionals	Not Available	Ministry of Health
Courses leading to full Qualifications in health specialised areas (overseas)				X	X	X	•Health professionals	Not Available	Ministry of Health

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3.2. Ministry of Culture

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in Dance and Music	X				X		<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Individual contributions Ministry of Culture

3.3. Ministry of Tourism and Transport (now STB)

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Training of Trainers in Service Attitude and Delivery (short course)	X			X	X		•Managers	Not Available	Ministry of Tourism and Transport
Short course in Manpower and Training Planning	X			X	X		•Managers	Not Available	Ministry of Tourism and Transport
Short course in Service Attitude and Delivery	X				X		•In-service workers	Not Available	Ministry of Tourism and Transport
Short course in Tour Guiding	X			X	X		•In-service workers	Not Available	Ministry of Tourism and Transport

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3.4. Seychelles Fire Brigade School

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Basic and Advanced Fire-fighting	X				X		<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Parent Ministry

3.5. Seychelles Police Academy

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Basic Police Training	X				X		<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Parent Ministry

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3.6. Seychelles People Defence Force (SPDF)

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Combat Specialities	X				X		<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Ministry of Defence

4. Private providers

4.1. VCS

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in ICT (Basic, Specialised)			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Adults in the world of work •IT Technicians 	Not Available	Individual or industry contributions
IT Programming			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •IT Technicians 	Not Available	Individual or industry contributions

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4.2. Compufast

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in ICT (Basic, Specialised)			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Adults in the world of work •IT Technicians 	Not Available	Individual or industry contributions

4.3. Computer Learning Skills

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in ICT			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Interested adults 	Not Available	Individual or industry contributions

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4.4. Dotnet Facility Centre

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in ICT			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Interested adults 	Not Available	Individual or industry contributions

4.5. Cyberwave Computing 2000

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in ICT (Basic, Specialised)			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Adults in the world of work 	Not Available	Individual or industry contributions
IT Programming			X		X		<ul style="list-style-type: none"> •Mature students •Post- 	Not Available	Individual or industry contributions

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							secondary students •Adults in the world of work		
Short courses in Languages (German, Italian, Spanish)			X		X		•Mature students •Post-secondary students •Interested adults	Not Available	Individual or industry contributions

4.6 Computing and Additional Learning

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in ICT			X		X		•Mature students •Post-secondary students •Interested adults	Not Available	Individual or industry contributions

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4.7. Academy of Higher Performance

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in Management			X		X		<ul style="list-style-type: none"> •Mature students •Workers in industry •Post-secondary students 	Not Available	Individual or industry contributions
Short courses in English			X	X			<ul style="list-style-type: none"> •Mature students •Workers in industry •Post-secondary students 	Not Available	Individual or industry contributions

4.8. Blyss Consulting

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public / State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in Management			X		X		<ul style="list-style-type: none"> •Mature students •Workers in industry •Post-secondary students 	Not Available	Individual or industry contributions

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4.9. USAIM

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Degree in Medical Studies			X	X	X		<ul style="list-style-type: none"> •Mature students from overseas •Post-secondary students from overseas 	Not Available	Individual contributions

4.10. First Care

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short course in Basic First Aid and CPR			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Workers in industry 	Not Available	Individual or industry contributions

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4.11. International Beauty and Wellness Academy

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Certificate in Beauty and Massage			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Individual or industry contributions

4.12. Hilton Northolme

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in: Reception Operations and Services; Food Preparation and Culinary Arts; Food and Beverage Service; Accommodation Operations and Services; and, Management			X		X		<ul style="list-style-type: none"> •Mature students •Workers in the industry 	Not Available	Company

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4.13. Beachcomber Training Academy

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short courses in: Reception Operations and Services; Food Preparation and Culinary Arts; Food and Beverage Service; Accommodation Operations and Services; and, Management			X		X		<ul style="list-style-type: none"> •Mature students •Workers in the industry 	Not Available	Company

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5. NGOs

5.1. Alliance Française

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public / State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Français Langue Seconde (DELF and DALF)				X			<ul style="list-style-type: none"> •Mature students •Post-secondary students 	Not Available	Individual or organisation contributions Ministry of Education

5.2. Red Cross Society Seychelles

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short course in Basic First Aid and CPR			X		X		<ul style="list-style-type: none"> •Mature students •Post-secondary students •Workers in industry 	Not Available	Individual or industry contributions

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5.3. National Council for Children (NCC)

Programme	a) Provider			b) Area of learning			c) Target group/s	d) Programme cost	e) Funding source
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Short course in Child Protection, Self Management and Leadership, HIV/AIDS Counselling		X		X			<ul style="list-style-type: none"> •Mature students •Post-secondary students •Specific adult groups 	Not Available	Individual or industry contributions Ministry of Education

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Annex 3: Participation in ALE

A. Summarised data

The blank boxes in the tables that follow imply that either the institution was not operational or the required data was not available.

1. TFE Division

Institution	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
ALDEC						1017 (Unknown)	1004 (Unknown)	1081 (Unknown)	1445 (Unknown)	1879 (Unknown)	1698 (Unknown)
MTC								252 (224-28)	255 (226-29)	294 (254-40)	163 (123-40)
NIE						311 (91-220)	220 (47-173)	243 (56-187)	297 (44-253)	329 (46-283)	506 (50-456)
NIHSS						200 (Unknown)	165 (Unknown)	202 (Unknown)	177 (Unknown)	155 (10-145)	176 (Unknown)
Polytechnic (Business and Secretarial Studies)						168 (54-114)	183 (29-154)	161 (27-134)	190 (41-149)	200 (43-157)	193 (Unknown)
Polytechnic (Visual Arts)			120 (Unknown)	147 (Unknown)	143 (Unknown)	113 (Unknown)	106 (Unknown)	112 (Unknown)	94 (29-65)	183 (49-134)	130 (Unknown)
SAHTC		6 (4-2)	51 (27-24)	38 (24-14)	177 (154-23)	93 (61-32)	110 (48-62)	93 (65-28)	59 (31-28)	78 (47-31)	73 (45-28)

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SIT				257	333	422 (387-35)	462 (433-29)	396 (Unknown)	537 (Unknown)	463 (Unknown)	671 (644-27)
TOTAL								2540	3054	3581	3610

2. International Relations and Training Section (Ministry of Education)

Institution	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Long-term courses overseas (Tertiary Level)					125	110	122 (71-51)	111 (40-71)	185 (73-112)	132 (58-74)	118 (57-61)
Short-term courses overseas (tertiary level)					149 (79-70)	51 (31-20) 88	111 (Unknown) 13 (6-7)	150 (Unknown) 227 (71-156)	68 (20-48)	83 (45-38)	35 (16-19)
TOTAL					274	198	228	338 (111-227)	253 (93-160)	215 (103-112)	153 (73-80)

3. Parastatal organisations

Institution	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
SIM				790	702	683	84	Not Available	Not Available	358	426

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				(Unknown)	(Unknown)	(Unknown)	(Unknown) Excludes S.C			(Unknown) Excludes S.C.	(Unknown) Without S.C
STA					210 (Unknown) Excludes S.C.	210 (Unknown) Excludes S.C.	214 (Unknown) Excludes S.C.	210 (Unknown) Excludes S.C.	301 (44-257) Excludes S.C.	310 (Unknown) Excludes S.C.	297 (Unknown) Without S.C
CSD			811 (323-488)	309 (74-235)	29 (2-27)	22 (5-17)	143 (83-60)	Not Applicable	Not Applicable	Not Applicable	
SBS			2 (0-2)								
TOTAL			Incomplete	Incomplete	941 Without S.C. for STA	915 Without S.C. for STA	441 Without S.C.	Incomplete	Incomplete	668 Excludes S.C	723 (Unknown) Without S.C

Note: S.C. = Short Courses

4. Other public providers

Institution	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Ministry of Health	37 (16-21)	16 (4-12)	34 (13-21)	9 (5-4)	75 (7-68)	107 (23-84)	39 (16-23)				
Ministry of Culture											

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Ministry of Tourism and Transport							529 (Unknown)				
Seychelles Fire Brigade School											
Seychelles Police Academy											
SPDF											
*TOTAL											

**Data is incomplete.*

5. Private providers

Private organisations did not provide data, except for USAIM.

Institution	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
USAIM (Degree in Medical Studies)						11 (Unknown)	23 (Unknown)	62 (Unknown)	80 (Unknown)	69 (Unknown)	57 (Unknown)
TOTAL						11 (Unknown)	23 (Unknown)	62 (Unknown)	80 (Unknown)	69 (Unknown)	57 (Unknown)

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6. NGOs

None of the NGOs provided the required data.

B. Detailed data on participation

1. TFE

1.1 ALDEC

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)									
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Master of Art Degree in Distance Education					4 (1-3)	4 (1-3)	4 (1-3)	4 (1-3)	-	-
Varied Certification (Diploma in Youth Development Work, Bachelor of Arts (Honours) in Midwifery, Bachelor of Science in Computer Science, BSc in Mathematics and Statistics, MEd in Mathematics, BSc in Chemistry, BSc in Mechanical Engineering, Diploma in Administrative Management)								7 (Unknown)	26 (Unknown)	36 (Unknown)
MSc in Electrical Power Systems								1 (1-0)		
Electronic Master of Law								1		

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								(1-0)		
<u>Academic</u> IGCSE (1 year) GCE O Level (1 year) GCE A Level					631 (Unknown)	413 (Unknown)		463 (Unknown)	537 (Unknown)	450 (Unknown)
Computing (in specific modules of 36 hours each)						87 (Unknown)	157 (Unknown)	133 (Unknown)	178 (Unknown)	85 (Unknown)
Sewing (specific modules of 36 hours each)						115 (Unknown)	116 (Unknown)	111 (Unknown)	131 (Unknown)	41 (Unknown)
Secretarial skills (typewriting, telephone techniques)						52 (Unknown)	62 (Unknown)	18 (Unknown)	92 (Unknown)	94 (Unknown)
Basic business skills (e.g. Business Writing skills, Report writing, Store management, Supervisory skills, Customer care, Study skills)						45 (Unknown)	100 (Unknown)	14 (Unknown)	19 (Unknown)	12 (Unknown)
<u>Languages</u> English, French,, Creole					23 (Unknown)	8 (Unknown)	22 (Unknown)	30 (Unknown)	55 (Unknown)	24 (Unknown)
<u>Foreign Languages</u> German, Italian, Chinese, Spanish, French					140 (Unknown)	31 (Unknown)	46 (Unknown)	86 (Unknown)	84 (Unknown)	(Unknown)
Literacy programme					219 (Unknown)	249 (33-216)	269 (29-240)	422 (48-374)	486 (71-415)	452 (61-391)
Upgrading Programme for School Ancillaries							305 (Unknown)	156 (Unknown)	271 (Unknown)	356 (Unknown)
TOTAL					1017 (Unknown)	1004 (Unknown)	1081 (Unknown)	1446 (Unknown)	1879 (Unknown)	1698 (Unknown)

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1.2 MTC

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)									
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Certificate in Maritime studies (2 years)							52 (44-8)	55 (46-9)	69 (51-18)	117 (97-20)
Advanced Certificate in Fisheries science										46 (26-20)
Short courses (Personal Safety Security Responsibility (PSSR) and Personal Survival Techniques, Fire-fighting, Diving, Life saving, Basic First aid and CPR, Basic Navigation, Radio communication)							200 (180-20)	200 (180-20)	225 (203-22)	(Unknown)
TOTAL							252 (224-28)	255 (226-29)	294 (254-40)	163 (123-40)

1.3 NIE

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Diploma for Primary Teacher Education					135 (20-115)	123 (7-116)	139 (12-127)	155 (11-144)	171 (10-161)	307 (20-287)	299 (20-279)

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(including Diploma II)											
Diploma for Secondary Teacher Education				96 (36-60)	52 (11-41)	59 (15-44)	68 (22-46)	68 (17-51)	115 (33-82)	144 (37-107)	
Post-Graduate Certificate in Education for Post-secondary Teacher					10 (7-3)	10 (7-3)	15 (5-10)	12 (2-10)	14 (6-8)	34 (14-20)	
Advanced Diploma in Education for Post-secondary Teacher							25 (2-23)	15 (1-14)	17 (3-14)	21 (0-21)	
Music and Dance Education			21 (8-13)	21 (8-13)							
Arts and Crafts Education			23 (5-18)	23 (5-18)							
Physical Education			15 (7-8)	10 (7-3)	9 (7-2)	9 (7-2)					
Design Technology Education/ Technology and Enterprise			26 (15-11)	26 (15-11)	26 (15-11)	26 (15-11)	--	29 (14-15)	20 (5-15)	22 (6-16)	
Day Care							18 (0-18)	18 (0-18)	--	--	
Careers Guidance									18 (1-17)	--	
B.Ed in Education (ECU, Australia)											
Master Degree in Educational Leadership (Warwick University, UK)							16 (4-12)	12 (2-10)	11 (2-9)	12 (2-10)	
Ph.D in Education (Warwick University,								4 (0-4)	4 (0-4)	8 (5-3)	

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UK)											
TOTAL				85 (35-50)	311 (91-220)	220 (47-173)	243 (56-187)	297 (44-253)	329 (46-283)	506 (50-456)	540 (64-476)

1.4 NIHSS

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Certificate and Diploma in Nursing studies								86 (6-80)	95 (6-89)	91 (Unknown)	107 (Unknown)
Diploma in Environmental Health studies								11 (Unknown)	10 (1-9)		15 (Unknown)
Certificate and Diploma in Biomedical Sciences								8 (Unknown)		12 (Unknown)	11 (Unknown)
Diploma in Pharmaceutical sciences								6 (Unknown)	6 (2-4)	12 (Unknown)	10 (Unknown)
Certificate in Dental therapy								8 (Unknown)			15 (Unknown)
Certificate in Physiotherapy										21 (Unknown)	7 (Unknown)
Certificate in Occupational therapy											
Certificate in Emergency care											

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Diploma in Social work								29 (Unknown)	22 (1-21)	22 (Unknown)	36 (Unknown)
Certificate in Midwifery								17 (Unknown)	10 (0-10)	10 (Unknown)	
Diploma in Mental Health nursing								12 (Unknown)			
Certificate in Care assistance									12 (0-12)	8 (Unknown)	3 (Unknown)
Short courses in Health (First aid, Infection control and prevention, Tracheotomy care, HIV/AIDS Nursing management)				71 (42,29)							
TOTAL			212 (Unknown)	225 (Unknown)	200 (Unknown)	165 (Unknown)	202 (Unknown)	177 (Unknown)	155 (10-145)	176 (Unknown)	204 (Unknown)

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**1.5 Polytechnic
(Business and Secretarial Studies)**

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Degree in Business (Twining Programme - University of Manchester)					13 (8-5)	11 (4-7)	21 (4-17)	21 (7-14)	13 (6-7)	15 (7-8)	12 (3-9)
Diploma, Advanced Diploma in Business and Accounting						97 (49-48)	101 (24-77)	80 (20-60)	98 (32-66)	102 (31-71)	103 (Unknown)
Diploma in Secretarial studies						60 (1-59)	61 (1-60)	60 (0-60)	79 (3-76)	83 (5-78)	78 (Unknown)
TOTAL						168 (54-114)	183 (29-154)	161 (27-134)	190 (41-149)	200 (43-157)	193 (Unknown)

(Visual Arts)

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Advanced Certificate and Certificate in Fashion and Textile Design									29 (1-28)	81 (8-73)	58 (Unknown)
Certificate in Fine Arts									22 (8-14)	49 (17-32)	24 (Unknown)
Certificate in Graphic Design									43 (20-23)	53 (24-29)	48 (Unknown)
TOTAL			120 (Unknown)	147 (Unknown)	143 (Unknown)	113 (Unknown)	106 (Unknown)	112 (Unknown)	94 (29-65)	183 (49-134)	130 (Unknown)

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1.6 SAHTC

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Certificate in General Agriculture		6 (4-2)	51 (27-24)	38 (24-14)	40 (23-17)	46 (17-29)	55 (29-26)	56 (38-18)	59 (31-28)	78 (47-31)	59 (34-25)
Certificate in Horticulture and Landscaping		--	--	--	--	--	--	--	--	--	--
Short courses in Agriculture and Horticulture		--	--	--	137 (131-6)	47 (44-3)	55 (19-36)	37 (27-10)	--	--	14 (11-3)
TOTAL		6 (4-2)	51 (27-24)	38 (24-14)	177 (154-23)	93 (61-32)	110 (48-62)	93 (65-28)	59 (31-28)	78 (47-31)	73 (45-28)

1.7 SIT

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Advanced Diploma, Diploma in Construction					32 (31-1)	56 (50-6)	46 (42-4)	42 (33-9)	54 (42-12)	31 (Unknown)	69 (62-7)
Advanced Diploma in Telecommunication Engineering									15 (Unknown)		
Advanced Diploma in Electronical Engineering									11 (Unknown)	1 (Unknown)	15 (Unknown)
Advanced					14	27	27	24	46	18	30

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Diploma, Diploma in Mechanical and Electrical Engineering					(14-0)	(26-1)	(25-2)	(23-1)	(46-0)	(Unknown)	(30-0)
Diploma in Telecommunication Systems					12 (12-0)	37 (36-1)	38 (35-3)	26 (26-0)	31 (31-0)		20 (16-4)
Diploma in Motor Vehicle Engineering						21 (20-1)	21 (21-0)	31 (30-1)	27 (25-2)	18 (Unknown)	19 (18-1)
Certificate in Carpentry and Joinery				48 (Unknown)	42 (Unknown)	47 (43-4)	54 (Unknown)	51 (Unknown)	62 (Unknown)	85 (Unknown)	89 (89-0)
Certificate in Masonry				14 (Unknown)	40 (Unknown)	25 (21-4)	37 (Unknown)	22 (Unknown)	44 (Unknown)	55 (Unknown)	65 (64-1)
Certificate in Painting and Decorating				23 (Unknown)	26 (Unknown)	29 (19-10)	28 (Unknown)	29 (Unknown)	31 (Unknown)	25 (Unknown)	33 (22-11)
Certificate in Plumbing				32 (Unknown)	23 (Unknown)	24 (24-0)	24 (Unknown)	24 (Unknown)	29 (Unknown)	32 (Unknown)	32 (31-1)
Certificate in Electronic Servicing				25 (Unknown)	26 (Unknown)	29 (28-1)	26 (Unknown)	26 (Unknown)	31 (Unknown)	34 (Unknown)	33 (30-3)
Certificate in Electrical Installation			10 (Unknown)	26 (Unknown)	26 (Unknown)	24 (23-1)	27 (Unknown)	25 (Unknown)	31 (Unknown)	33 (Unknown)	44 (44-0)
Certificate in Motor Vehicle Mechanics			12 (Unknown)	23 (Unknown)	24 (Unknown)	26 (24-2)	26 (Unknown)	25 (Unknown)	38 (Unknown)	37 (Unknown)	50 (48-2)
Certificate in Refrigeration				25 (Unknown)	22 (Unknown)	26 (26-0)	22 (Unknown)	25 (Unknown)	32 (Unknown)	30 (Unknown)	33 (32-1)

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and Air conditioning											
Certificate in Mechanical Engineering				41 (Unknown)	46 (Unknown)	51 (47-4)	47 (Unknown)	46 (Unknown)	55 (Unknown)	64 (Unknown)	77 (75-2)
Short Tailor-made courses in Refrigeration, Vehicle Inspection and Testing, Electro mechanic, General Maintenance							39 (Unknown)				62 (62-0)
TOTAL				257	333	422 (387-35)	462 (433-29)	396 (Unknown)	537 (Unknown)	463 (Unknown)	671 (644-27)

2. Parastatal

2.1 SIM

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Diploma in Management	5	13	28	46 (Unknown)	49 (Unknown)	47 (Unknown)	24 (Unknown)			45 (Unknown)	43 (Unknown)
Advanced Diploma in Human Resources Management	7	7	7			10 (Unknown)	10 (Unknown)	10 (Unknown)			
Certificate in General				36	36	32	32			19	27

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Management				(Unknown)	(Unknown)	(Unknown)	(Unknown)			(Unknown)	(Unknown)
Certificate in Office Management										13 (Unknown)	25 (Unknown)
Certificate in Human Resource Management					16 (Unknown)	24 (Unknown)	8 (Unknown)			10 (Unknown)	15 (Unknown)
Certificate International in Logistics and Transport										0	15 (Unknown)
Certificate in Entrepreneurship Skills										28 (Unknown)	27 (Unknown)
Diploma in Marketing					5 (Unknown)	9 (Unknown)	10 (Unknown)	6 (Unknown)		6 (Unknown)	5 (Unknown)
ACCA –CAT										57 (Unknown)	85 (Unknown)
ACCA –Professional										180 (Unknown)	184 (Unknown)
Short courses in: Management, Accounting, Marketing, Operations, Human Resources, Personal Effectiveness, ICT				708 (Unknown)	596 (Unknown)	561 (Unknown)	(Unknown)	(Unknown)	(Unknown)	(Unknown)	(Unknown)
TOTAL				702 (Unknown)	683 (Unknown)		84 (Unknown) Without S.C	NA	NA	358 (Unknown) Without S.C	426 (Unknown) Without S.C

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2.2 STA

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Advanced Certificate in Tourism and Tour Guiding					25 (Unknown)	25 (Unknown)	27 (Unknown)	25 (Unknown)	51 (5-46)	NA	24 (4-20)
Certificate, Diploma in Reception Operations and Services					25 (Unknown)	25 (Unknown)	27 (Unknown)	25 (Unknown)	26 (0-26)	NA	27 (0-27)
Certificate, Diploma in Food Preparation and Culinary Arts					60 (Unknown)	60 (Unknown)	60 (Unknown)	60 (Unknown)	84 (34-50)	NA	109 (Unknown)
Certificate in Food and Beverage Service					60 (Unknown)	60 (Unknown)	60 (Unknown)	60 (Unknown)	84 (5-79)	NA	123 (Unknown)
Certificate in Accommodation operations and services					40 (Unknown)	40 (Unknown)	40 (Unknown)	40 (Unknown)	56 (0-56)	NA	14 (0-14)
Short courses in: Reception Operations and Services, Food Preparation and Culinary Arts, Food and Beverage Service, Accommodation Operations and Services					NA	NA	NA	NA	NA	NA	NA

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TOTAL					210 (Unknown) Without S.C	210 (Unknown) Without S.C	214 (Unknown) Without S.C	210 (Unknown) Without S.C	301 (44-257) Without S.C	310 (Unknown) Without S.C	297 (Unknown) Without S.C
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2.3 CSD

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Youth Enterprise Scheme and Apprenticeship scheme in Carpentry, Masonry, Electrical, Refrigeration & Air conditioning, Motor Vehicle Mechanics			811 (323-488)	309 (74-235)	29 (2-27)	22 (5-17)	143 (83-60)				
TOTAL			811 (323-488)	309 (74-235)	29 (2-27)	22 (5-17)	143 (83-60)				

2.4 SBS

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Short courses in Applied Statistics			2 (0-2)								
TOTAL			2 (0-2)								

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3. Other public providers

3.1 Ministry of Health

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	*2004	2005	2006	2007
Short courses in Records Management, Advocacy Skills, French		1 (0-1)				46 (0-46)	14 (11-3)				
Short courses in Health areas					51 (3-48)	13 (0-13)	13 (1-12)				
Short courses in Health areas (overseas)	33 (12-21)	15 (4-11)	24 (5-19)		22 (4-18)	44 (21-23)	11 (3-8)				
Qualifications in Health specialisations (overseas)	4 (4-0)		10 (8-2)	9 (5-4)	2 (0-2)	4 (2-2)	1 (1-0)				
TOTAL	37 (16-21)	16 (4-12)	34 (13-21)	9 (5-4)	75 (7-68)	107 (23-84)	39 (16-23)				

3.3 Ministry of Tourism and Transport

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Short course in Service Attitude and Delivery (training of trainers)							70 (Unknown)				
Short course in Manpower and Training Planning							30 (Unknown)				

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Short course in Service Attitude and Delivery							414 (Unknown)				
Short course in Tour Guiding							15 (Unknown)				
TOTAL							529 (Unknown)				

4. Private providers

4.1 USAIM

Course	Number of participants per year (Brackets give the distribution between male and female, male being the first number)										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Degree in Medical studies	-	-	-	-	-	11 (Unknown)	23 (Unknown)	62 (Unknown)	80 (Unknown)	69 (Unknown)	57 (Unknown)
TOTAL	-	-	-	-	-	11 (Unknown)	23 (Unknown)	62 (Unknown)	80 (Unknown)	69 (Unknown)	57 (Unknown)

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Annex 4: Relation between age and enrolment: TFE institutions and STA, 2004

Institution Age	ALDEC		FTC (now SAHTC)		MTC		NCA (now Polytechnic Visual Arts)		NIE		NIHSS		Polytechnic (Academic)		Poly (Business)		SHTTC (now STA)		ITC (now SIT)		Grand Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
16- 20	429	527	36	17	46	9	34	75	13	93	16	137	96	158	19	128	34	175	346	32	1069	1351
Age 20-25	12	78	1	0			1	2	4	51	6	24	14	19	2	5	0	1	6	0	46	180
Age 25 and more	15	50							10	33	3	16	1	3			0	1			29	103
Total	456	655	37	17	46	9	35	77	27	177	25	177	111	180	21	133	34	177	352	32	1144	1634

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