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Republic of Seychelles

Ministry of Education and Youth

Education for All

National Action Plan

2001-2015

MEETING OUR COLLECTIVE COMMITMENTS

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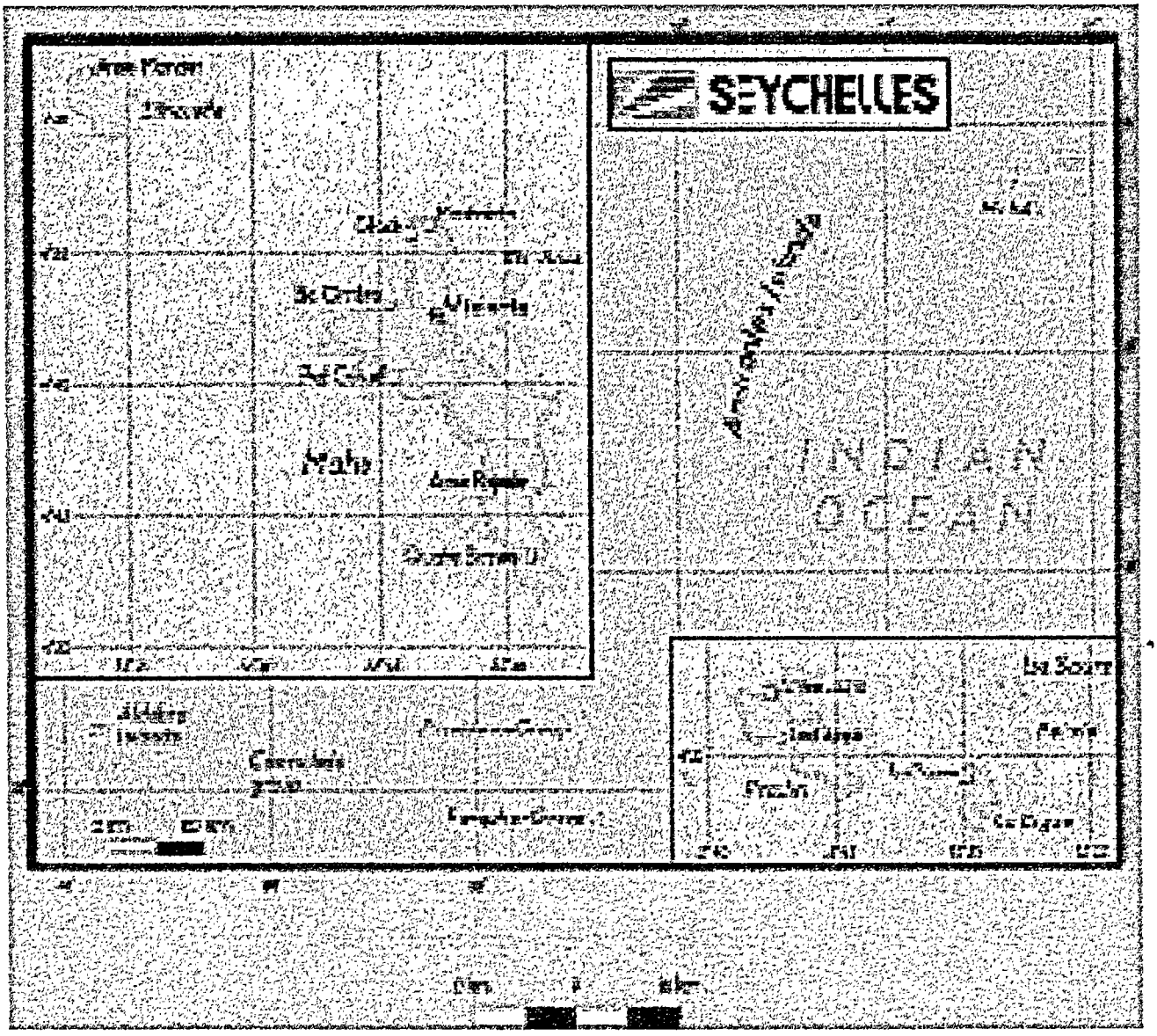
REPUBLIC OF SEYCHELLES



ABBREVIATIONS AND ACRONYMS

ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
ADF	African Development Fund
ALDEC	Adult Learning and Distance Education Centre
ATA	Assessment, Testing and Accreditation
BABEA	Arab Bank for Economic Devlopment in Africa
BREDA	Regional Bureau of Education Development in Africa
CCIs	Cross Cutting Issues
CHS	Centre for Health Studies
NCA	National College of the Arts
CPIs	Core Pedagogical Issues
CTT	Core Technical Team
DE	Distance Education
DFID	Department for International Development, UK
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
MFA	Ministry of Foreign Affairs
MOEY	Ministry of Education and Youth
MOET	Ministry of Environment and Transport
MOF	Ministry of Finance
MOH	Ministry of Health
MOPER	Ministry of Planning and External Relations
MSAMD	Ministry of Social Affairs and Manpower Development
MTC	Maritime Training Centre
MTCA	Ministry of Tourism and Civil Aviation
NAP	National Action Plan
NAVC	National Audio Visual Centre
NGO	Non-Government Organisation
NIE	National Institute of Education
NTF	Nigerian Trust Fund
ODA	Overseas Development Agency
OMR	Optical Mark Reader
OND	Ordinary National Diploma
OPEC	Organisation of Petroleum Exporting Countries

EMPS	Environment Management Plan of Seychelles
ESP	Education Strategic Plan
ESPSC	Education Strategic Plan Steering Committee
EU	European Union
FTC	Farmers Training Centre
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GNP	Gross National Product
GOS	Government of Seychelles
GTZ	German Technical Cooperation Programme
HND	Higher National Diploma
IC	International Consultant
ICT	Information and Communication Technology
IIEP	International Institute for Education Planning
IT	Information Technology
ITC	Industrial Training Centre
MAMR	Ministry of Agriculture and Marine Resources
QA	Quality Assurance
SEC	School for the Exceptional Child
SHTTC	Seychelles Hospitality and Tourism Training Centre
SIMs	Self Instruction Modules
SIP	School Improvement Programme
TORs	Terms of Reference
UA	Unit of Account
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNFPA	United Nations Fund for Population Activities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
USAID	United States Agency For International Development
WGES	Working Group on Education Statistics
WGESA	Working Group on Education Sector Analysis

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The realization of the Education For All National Action Plan for the period 2001 – 2015 represents the joint effort and common vision of a group of people dedicated to further the development of Education in Seychelles. The designing of such a plan has involved the participation and commitment of partners in education both within and external to the Ministry of Education and Youth.

We would like to express our appreciation and gratitude to all partners for their contributions and support, the Core Technical Team and members of the focus groups.

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Our profound gratitude goes to the Minister for Education and Youth Mr. Danny Faure for inspiring, guiding and supporting the EFA NAP process from its inception stage.

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PREFACE

The right to education imposes an obligation upon states to ensure that all citizens have opportunities to meet their basic learning needs. In the last two decades, education in Seychelles has remained a national priority. The establishment of the Education For All (EFA) goals is a re-affirmation of the vision and collective commitment of the people of Seychelles to pursue a broad-based strategy for ensuring that the basic learning needs of every child, young person and adult are upheld and satisfied.

The World Conference on EFA (Jomtien, 1990) and consequently, the World Education Forum (Dakar, 2000) have both provided us with the opportunity to assess our achievements and lessons learnt over the past three decades.

The EFA Assessment in 2000 has emphasized that starting from early childhood and extending throughout life, the learners of the 21st century will require access to high quality educational opportunities that are equitable, gender sensitive and responsive to their needs. This is now our major objective to be achieved by the year 2015.

Since the Jomtien Conference in 1990, we have made immense progress in Education For All. This has come about as a result of our education philosophy of inclusion and accessibility at all levels, the provisions made and structures set up to cater for the principles of education for all and education for life.

Though Seychelles has made encouraging achievements towards meeting the EFA goals over the years, we have to guard against complacency. Indeed, we should strive to sustain the momentum of our collective efforts and common endeavour to ensure excellence for all in education.

The development and incorporation of the EFA National Action Plan within the ongoing processes of reforming the national system mean that an extra impetus will be given to the pace of change and improvement.

The fulfilment of each goal is vital for our country and will no doubt contribute to the realization of other goals in the perspective of education as a whole.

I am indebted to the many stakeholders and those interested in the future of education for their invaluable contributions to the action planning process. The EFA National Action Plan certainly orchestrates a programmed and unified process to achieve all the six EFA goals.

I would like to re-affirm the serious and collective commitment of the Ministry of Education and Youth and the Seychelles Government to the implementation of the plan of action, which will no doubt remain one of the Ministry's working and guiding documents in our quest for quality education.

Danny Faure
Minister for Education & Youth
Seychelles

November 2002

INTRODUCTION

The World Declaration on Education For All provides a broad and comprehensive view of education and its critical role in empowering individuals and transforming societies. They key principles and goals of Education For All include universal access to learning, a focus on equity, emphasis on learning outcomes, broadening the means and scope of basic education, enhancing the environment for learning and strengthening partnerships.

National Education for All Plans of Action lie at the heart of Education For All drive. The Dakar Framework for Action; "Education For All : Meeting Our Collective Commitments", recommended that all states should establish appropriate mechanisms in the form of national action plans for monitoring and implementing the EFA goals and strategies. It stipulated that national action plans should

- be integrated into the country's existing development framework
- be developed through a participatory and transparent approach, involving partners with a stake in education such as parents, learners, education policy makers, non governmental organizations and the civil society
- address budget priorities that reflect a commitment to achieving EFA goals and targets
- be completed by 2002 at the latest.

National Action Plans are seen as essential for planning and introducing of reform initiatives in education as well as for assessment and monitoring purposes. They allow for sharpening of focus and setting of clear priorities in identified areas of need. They are also a precondition for resource mobilization at both national and international levels.

The principal institutional arrangements needed for the preparation of EFA Action plans that has been suggested is the setting up of a national EFA For a or any other related bodies that will ensure that governments assume leadership in the planning and development of the EFA actions as well as the formulation and implementation of EFA policies and programmes.

The main objectives of the Seychelles Education For All National Action Plan (EFA NAP)

The main objectives of the Seychelles EFA NAP spanning the period 2001 - 2015 are:

1) To give substance and structure to the EFA goals and strategies according to the specific context of the Seychelles.
2) To provide direction to the EFA Projects.
3) To establish budget priorities that reflect a commitment to achieving EFA goals and targets within a specified period of time.

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

National EFA Forum

The main driving force of the EFA NAP constitutes the National Education For All Forum. The forum was created as per the recommendation of the Dakar Framework of action. The main purpose of the National EFA Forum is to bring together government and civil society as well as other partners, national and international, in a common endeavour to ensure that the Education For All goals, set at the World Education Forum in Dakar, are met at country level. It s objectives are as follows:

- Act as a strong advocate of EFA principles
- Give publicity to the plan and disseminates EFA - related information at national, regional and international levels
- Develop a coordinated National EFA Plan for target period (2001 – 2015)
- Ensure that all sources of support (government, private sector, communities, international donors and agencies) are mobilised in meeting the goals of EFA
- Develop effective partnership and commitment among all stakeholders and the society at large

The Process of the EFA NAP

The members of the National EFA Forum started by reviewing the six Dakar goals to reflect the national context and acquainted itself with the literature on EFA Movement. Members carried outwide consultation of available data sources at country, regional and international levels: Education Sector Assessments, evaluations, surveys and reports. Provision was made to absorb all the relevant aspects of the national education strategic plan and policy documents into the EFA NAP.

The scope and depth of the EFA NAP necessitated a comprehensive, prioritised and time bound approach for all action plans to ensure consistency and coordination of planning across the different Service Divisions and Sections of the Ministry of Education Youth and the other Ministries/partners which are implementing the EFA Dakar Goals. It was felt that the NAP would also enable the education sector to respond positively to emerging educational priorities by creating a better climate for educational development.

The plan was formulated by conducting a study, of the resource needs of the different sub-sectors, divisions, units and sections of the MOEY. Other Ministries, NGOs and communities with a stake in education were also consulted and their needs included, hence the creation of the National EFA Forum.

In order to achieve this, the National EFA Forum initiated an in-depth study by a team of

EFA experts drawn from the different Divisions/Sections/Units of the MOEY and other ministries and the civil societies who were assisted by their focus groups. This team of experts which constituted a Core Technical Team (CTT), deliberated upon the various issues and programmes/structures/levels of the organisation during the past months. The UNESCO BREDA through the Dar es Salaam sub regional office provided some financial assistance and technical advice to the process.

The EFA NAP study was characterised by flexibility, context specificity and involvement of teachers, planners and those who had been sensitised with the purpose of planned educational development. They were aware of the issues that were of current importance for a particular level or pedagogical aspect of education. They had an opportunity to reflect and contribute their views on the design and preparation of the EFA NAP. They gave the benefit of their collective experience for the future planned educational development in their area of work and specialisation.

The NAP is ultimately aimed at a comprehensive study/exercise and not at isolated projects which might provide an inadequate strategy for achieving and/or improving a particular level of education. The EFA report is a much needed structure in the form of a document which accommodates possibly all conceivable needs and concerns for planned educational development for all as per the Dakar goals. The resulting development plan under the EFA will prove useful for the qualitative improvement of all levels of education having attained the quantitative goal of 100% enrolment at the primary stage of education and the subsequent years of compulsory period of secondary education. The EFA NAP document will facilitate planned education development and lifelong training at the levels of post secondary institutions as stipulated in the six Dakar Goals.

The EFA NAP is a working document that contains the programmes and or titles of particular development plans followed by the main objectives in achievable terms. The implementation strategies/activities and outcomes which are to be carried out within the given time frame, spanning over the planned period, 2001 to 2015 are also outlined. An effort has been made by the Focus Group/Core Technical Teams to stagger the activities in the implementation schedule so that there is no undue concentration of planned activities over a particular period of time. The NAP also contains indicative costing for a particular development plan so that it serves as a self-contained document in all respects.

The timeframe 2001 - 2015 over which the NAP will spread necessitates the action plans to be staggered in relatively smaller timeframes for implementation purposes. As such, the country plans to implement its EFA NAP in three phases, namely: phase one to cover for the period 2001 to 2005; phase two, 2006 to 2010 and phase three 2011 to 2015.

All the projects and activities planned for the first phase have been elaborated to provide sufficient information and indicative costs and whereas those for the latter two phases are still in programme form, providing an indication of the cost but yet to be developed.

The NAP has been produced taking into consideration the emerging issues in the context of the country's EFA development with particular reference to information technology, resources, distance education, quality assurance, school improvement programme, careers guidance and counselling, gender, health and environmental awareness, educational research, vocational education and training, culture and recreation, special education needs, integrated education; teacher education/professional development and capacity building at all levels. However, there are other issues that relate to the EFA NAP for which attention have equally been given: the emergence of the HIV/AIDS pandemic, drugs related issues, child protection issues.

EFA Partnership

In line with the Dakar Framework of Action, the Ministry of Education and Youth as the parent ministry for education took the lead. All partners with vested interest in education and training were involved in the formulation of the NAP based on wide consultation with representation of government parliament, heads of education systems, other ministries concerned and the civil society:- parents educators associations and council, women's associations, council for the disabled, representatives of other groups as well as the media. Other than the Ministry of Education and Youth the following Ministries of Seychelles were also associated with the planning process:

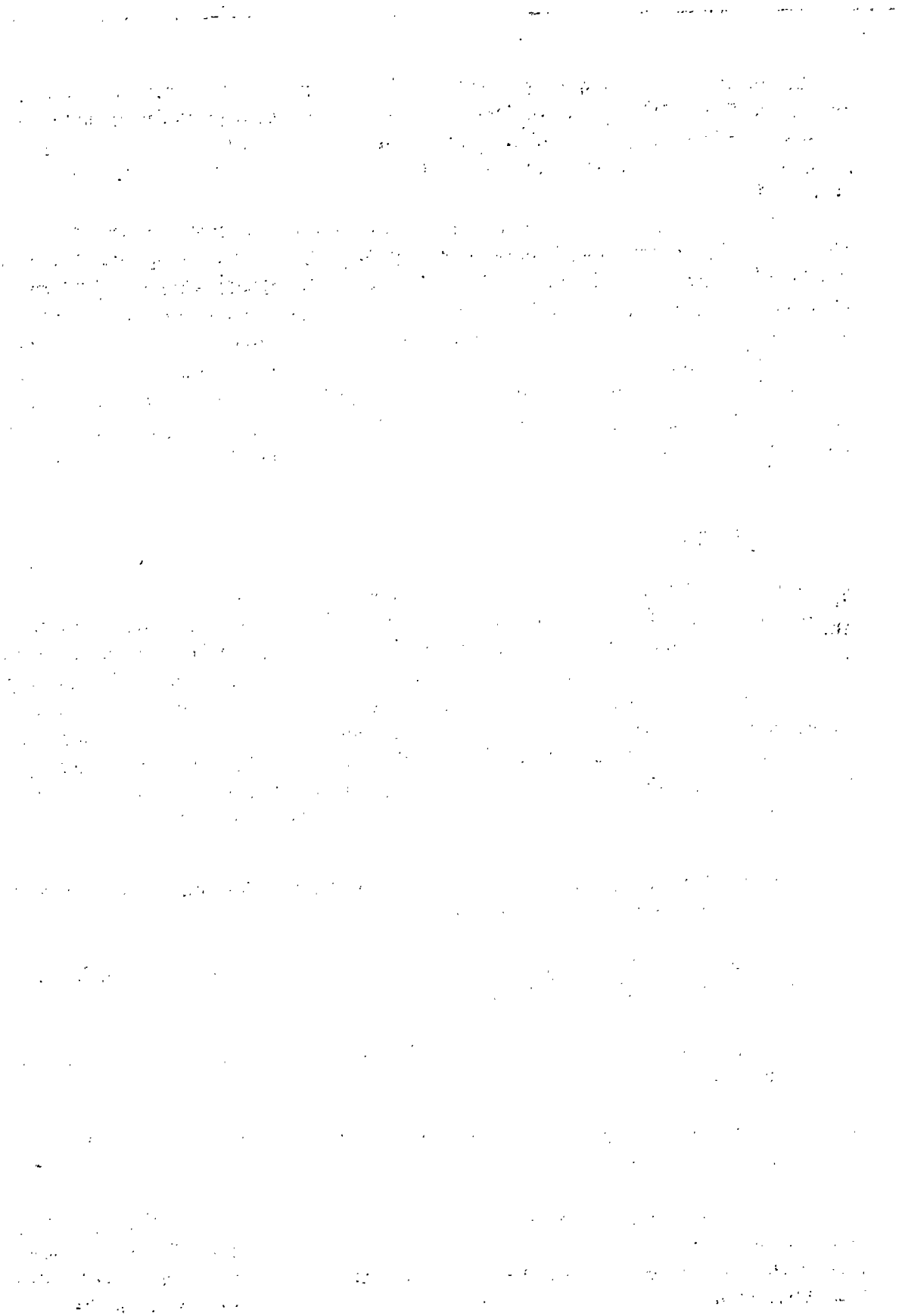
i) The Ministry of Agriculture and Marine Resources – Maritime Training Centre (MTC) and Farmers Training Centre (FTC).

ii) The Ministry of Tourism and Civil Aviation – Seychelles Hospitality and Tourism Training Centre (SHTTC).

iii) The Ministry of Health – National Institute for Health and Social Studies (NIHSS).

iv) The Ministry of Culture and Information – The National College of the Arts (NCA).

A National consultative workshop for all EFA partners was held on 27th August 2002 for presentation of the first draft of the National Action Plan. Relevant feedback/recommendations from the discussion have been incorporated in the final version of the plan.



1. PRESENTATION OF THE COUNTRY

The Republic of Seychelles is a small island state lying 4 degrees south of the Equator in the western part of the Indian Ocean approximately 1600 kilometres off the east coast of the main continent of Africa. It consists of a group of 115 islands comprising both granitic and coralline, all located far from the trade and financial centres of the international economic system, with a total land area of 453 square kilometres or approximately 45,539 hectares. The Republic of Seychelles is cut off from the African continent by the Indian Ocean. This isolation and insularity has influenced the socio-economic setting of the country, which is quite different from the rest of the African Continent.

The Seychelles is a multi-racial country with people of different origins race, colours, belief, all blended together to make the cheerful and friendly Seychellois nation. It is not only in terms of land area that the Seychelles is considered a "small nation" but also in terms of its population. With an annual growth rate of less than 2 per cent since July 1998, the Seychelles' entire population of 80,821 persons estimated as at 30 June, 2002 implying that the population will double in 54 years. The population is concentrated on the main island and distributed as follows: Mahe, the largest, has 88 per cent of the total population, of which 40 per cent is located between Victoria, the capital, and the International Airport, a belt of 7 by 1 kilometres; 10 per cent on Praslin and La Digue; the other islands account for the remaining 2 per cent. The low population growth rate reflects a low birth-rate and net emigration.

According to the mid 2002 population estimates by broad age groups for the years 1996 – 2002, the proportion of persons aged less than 20 years have decreased from 38.9 per cent in 1996 to 34.2 per cent in 2002. Conversely the proportion of persons of prime working age, 20 to 44 years old, has increased from 40.2 per cent in 1996 to 43.3 per cent in 2002 while that of persons aged 45 – 64 years has also increased from 13.6 per cent in 1996 to 15.1 per cent in 2002. The increase is the result of an influx of expatriate workers for the various economic sectors. The dependency ratio which measures the number of persons of non-working age, that is, 0 – 14 and 65 and above to every 1000 person of working age, that is, 15 to 64, has declined from 578 in 1996 to 501 in 2002. During the period July 2001 to June 2002 an actual growth rate of -0.5 per cent was recorded while the rate of natural increase was only 1.0 per cent. On a longer time scale, from 1989 – 2002 the population increased from 69167 in 1989 to 80821 in 2002 with an actual growth rate of 1.2 per cent per annum. If migration is discounted, then the rate of natural increase for that same period is 1.3 per cent per annum. At this rate, the population of Seychelles will double in 54 years. Between 1st July 2001 and 30th June 2002 there were 1461 births, 628 deaths of which 18 were infants (babies aged less than one year) and the net migration figure was -1227.

Representing almost 30 per cent of the total population the school-going age population has a demonstrably significant bias toward the prime age range of Crèche to Primary six with approximately 50 per cent of the total group.

The sex distribution, males and females, are almost in balance, reflecting normal distribution found in the population. The sex ratio by the mid 2002 population estimates shows that there were 940 men to every 1000 women.

The school-going age population is largely concentrated on Mahe, the main island where most of the economic activities are concentrated. Mahe covers nearly 34 per cent of the total land area and has a population density of 411 persons per square kilometre.
The population is relatively young, with 45 per cent currently under 24 years of age, and in that group 59 per cent are of school going age, that is of 5½ to 17 years. The school-going age population is expected to increase by approximately 1.5 per cent to reach 23,943 by 2010, of which 49.5 per cent will be females.

The Seychelles economy is a service oriented one but it also includes small-scale manufacturing industries and to a lesser extent agriculture. Services, including tourism but excluding government, accounted for nearly 61 per cent of GDP in 1992 thereby emerging as the most important sector. However, the overall contribution of tourism to the economy is mainly in its interrelationship with other sectors. Even if the early 1980's government put much emphasis on economic diversification, particularly in small-scale manufacturing, it has remained relatively low key. This sector accounts presently for 12 per cent of GDP. Their development is limited by the remoteness of the country from its main sources of inputs, the smallness of the local market, the shortage of technical know-how and skilled labour, and difficult topography. Comparatively high wage levels have also restricted the scope of industrial development in recent years. Production is largely confined to a few import-substituting industries. These are in the form of joint ventures between local parastatals and foreign investors while others are privately owned. Agriculture accounts for only 4 per cent of GDP. The poor soil quality has forced specialization in a limited range of activities with mixed results.

All macro economic parameters, however, need to be considered against the background of the country. Seychelles as a small nation presents a special case because of its size, its location, and its historical and cultural antecedents. The openness of the country's economy, where the value of imports and exports is almost 58 per cent of GDP, makes is unusually sensitive to external shocks. The smallness of the economy makes it difficult to reap economies of scale and secure the critical mass required for many economic activities. Considering the present unstable macroeconomic situation in Seychelles, it will take considerable time before the private sector can take advantage of the numerous fiscal measures which government puts in place to disengage itself from the productive sectors of the economy. Effective revenue generating measures in the social sectors of the economy enable the state to generate a sizeable surplus, hence maintaining the level of public sector capital expenditures.

To be more competitive and to reduce dependency on an unpredictable external economic and financial environment, bold and decisive measures by the government will need to be introduced to move the economy from a predominantly "high consumption" to a productive and sustainable one.

As a typical island microstate, Seychelles has specific development problems that have only recently been analyzed. At the theoretical level, a successful foray into diversification, by a microstate like Seychelles can only occur in activities whereby such a microstate can maintain its comparative advantage over time, as opposed to its larger and better endowed competitors. Invariably such activities tend to be, by nature service-oriented and labour-intensive, since these activities are not generally observed to demonstrate marked variation in labour productivity over time and across countries. In spite of the negative macroeconomic trends which influence the development of the economy and which continue to date, the budgets for the past ten years continue to reflect the commitment by the government to social welfare. This is why a large share of the social welfare budget is related to education.
Seychelles has also made great strides in creating a sense of pride in a distinctive.

Seychellois idenity, based on a common language and cultural heritage, and awareness of development issues specific to the nation. The constant bombardment of information and images from other Cultures through the Internet and other modern media of communication *will* obviously continue to have the effect of 'levelling out' differences between cultures. In the context of a small society, the threat to Identity will obviously be even greater. The place of the mother-tongue in the curriculum remains central to the debate on the preservation of cultural diversity, and resources need to be mobilised to carry out the relevant research.

In recent years, Seychelles has reached out to other countries with a similar Kreol tradition and language in an attempt to give further substance to that notion of 'kreolite', which is said to be the special characteristic shared by all the creolophone countries. An annual Kreol Festival has been organised in Seychelles to bring together Kreol-speaking countries from all over the world, for musical and theatrical activities and other cultural exchanges. There is probably scope for further developing these links and exchanges through the internet and other plausible means, although the lack of a well-established common orthography to some extent poses a minor problem. There is no doubt that without the political will and significant investments in resources and research, the long-term status of the mother-tongue in the curriculum will remain uncertain.

Apart from being multi-lingual, Seychellois culture is also defined by an exemplary level of social cohesion and racial harmony. The Seychellois identity has been forged from a unique blend of African, European and Asian cultures, the constituent parts of which can often no longer be distinguished. Despite the high level of integration, this unique characteristic of Seychellois culture has not been taken for granted by the Ministry of Education and Youth in curriculum planning.

For many years, the National Youth Service, which brought students together in residential 'villages' for the last two years of their secondary education had, as one of its principal objectives, the socialisation of young people into a culture of community living and sharing. The intention was to break down any barriers created by disparities in wealth, social status etc. The Ministry of Education and Youth has initiated a new scheme for those young people who wished to have the experience of living and learning together in a residential setting. A Youth Section was created within Schools Division, with responsibility for organising special holiday camps for groups of students. All students have the opportunity to attend at least one of these holiday camps, on a voluntary basis.

2. DIAGNOSING THE EDUCATION SYSTEM

The Seychelles Education System comprises different formal sub-sectors, which cover academic and technical training at the primary, secondary, post secondary and other post secondary institutions imparting vocational education and technical training. Education in Seychelles may be summarised as being an inclusive, education-for-all, education-for-life system.

The education system in Seychelles has grown rapidly over the past two decades and is characterised by three main achievements:

- A comprehensive, coeducational system, available free of charge to all Seychellois children for a period of 13 years, b10 of which is compulsory (nominally from 3+ to 16+ years of age) with equal opportunity of access, and attended by nearly 100% of children in this age group.

- A system of further and higher education available to all Seychellois students who fulfill the selection criteria appropriate to the particular area of study or training for which the student applies at nominal charge.

- Improved infrastructure in 26 primary and 12 secondary schools. Efforts are underway to improve the same in 8 institutions providing craft level courses in the context of life skills programme for young people completing fully or part of the secondary schools and adults that somehow could not benefit from such opportunities.

2.1 Structure of Education System

The EFA NAP has been developed in respect of its specificities: an island state country, with a population of almost 81,000 persons, a land area of 453 km^2 and a coastline of 491 km; with a female: male ratio of 1:0.94 and the birth rate of 20/1000. Education is compulsory for the first 10 years of the Primary/Secondary cycles. The literacy rate is around 90%. The education structure consists of the following levels:

- Early Childhood Education (ECE) is provided inLicensed Day Care Centres which cater for children from 0 to 3½ years and are run by private individuals. Crèche Education Programme of 2 years is for the age group of 3+ to 5+ years and is not compulsory.
- Primary Education Programme of 6 years is compulsory for all children from 5+ to 12+ years of age.
- Secondary Education Programme of 5 years caters for students from 12+ to 17+ years. The first four years are compulsory and the fifth year is open to all students who wish to follow it.

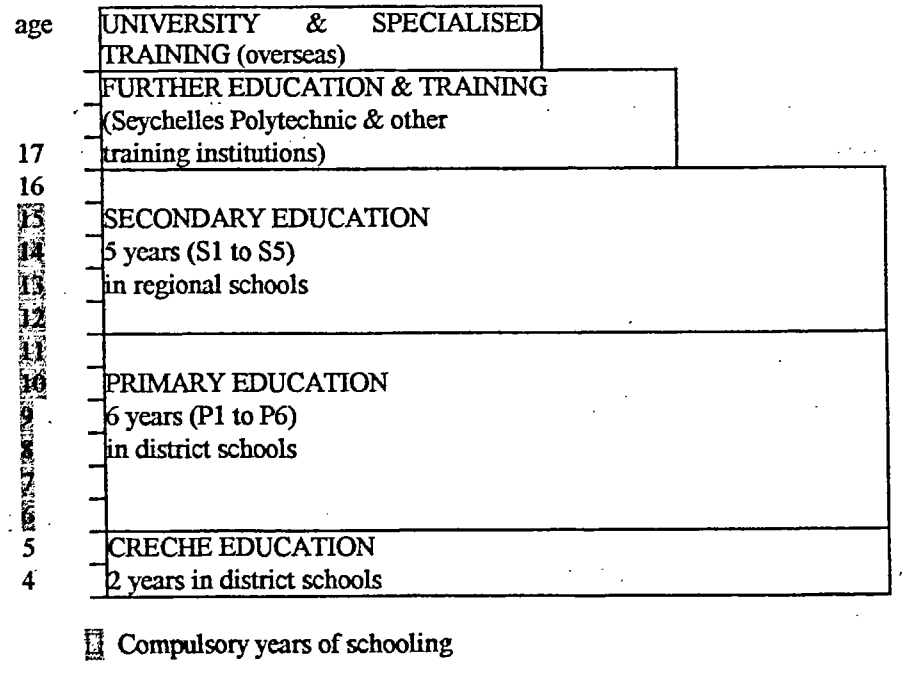
- Further Education and Training Programmes consist of a broad range of courses in a number of training institutions. Courses are open to Secondary Four and Secondary Five school-leavers, young people and adults normally referred to as mature students.

Table 1: NUMBER OF SCHOOLS, TEACHERS AND PUPILS/STUDENTS BY TYPE OF SCHOOL, 2002

TYPE OF SCHOOL	No. of Schools	No. of Teachers	No. of Pupils/Students
CRECHE	35	202	2775
PRIMARY (P1 - P6)	26	671	9782
SPECIAL EDUCATION	1	22[3]	80
SECONDARY (S1 - S5)	12[2]	540	7514
POST-SECONDARY (non-tertiary and with Craft level courses)	11	180	1740
TOTAL	**85**	**1615**	**21811**

Source: Education Planning Division, Ministry of Education and Youth

The number of teachers in Crèche and Primary Schools is 895 (males 98, females 797). Of a total of 1,359 serving teachers at present, a sample of 1,194 teachers was drawn for a study conducted by the SIP of the MOE. It was found that the numbers of untrained teachers at Crèche, Primary and Secondary levels were 29, 87 and 153 respectively. The number of teachers in 8 Post-Secondary institutions is 180, thus making a total of 1,740 teachers from Crèche to Post-Secondary Level.



The population of each year group is fairly stable at around 1,600 in each year of the Primary/Secondary cycles. Currently, around 4% of the population attend private Primary/Secondary schools (a remarkable proportion of these are non-Seychellois).

2.2 Non Formal Early Childhood Education

Day-Care service is available in 28 predominantly private, licensed, day-care establishments sharing among themselves 925 children aged between 3 months to 3.3 years old. This represents roughly 15% of children in this age range. The large majority of children in this age group remain in the custody of private caregivers who are usually a member of the family or relative and at times neighbours looking after 1 or 2 and sometimes a small group of 3 to 4 children. These are not registered and difficult to track down.

Crèche (Pre-School) education is available in all 24 districts, enrolling children in the 4 to 6 age range however with the lowering of entry age children are allowed in crèche from the age of 3 years 3 months. Whilst crèche education is not compulsory, virtually all children do attend crèche. See table 2 below. The curriculum focuses on pre-reading, pre-writing and mathematical skills as well as socialising and fostering of good habits and attitudes. Kreol the mother tongue as the medium of instruction ensures the children's smooth and natural adaptation to a school like environment, but children are also introduced to spoken English and French, through play. The focus of early childhood education and care is the child as agent of his/her own learning. As the child progresses through the early years, opportunities for active learning through peer interaction and the manipulation of objects and situations will become more structured and controlled. The EFA NAP recognizes that parents are the first teachers and educators of their children hence the importance for encouraging them to collaborate closely with school at this early stage of their children's development

Table 2: Crèche enrolment by age and sex - 2002

Age at 31st Dec 2002	Crèche Year1		Crèche Year 2	
	Male	Female	Male	Female
4	503	460		
5	198	199	499	459
6	2	4	254	223
7			2	2
8				
9				
sub-total	703	663	755	684
Total	1366		1439	

Source: Education Planning Division, Ministry of Education and Youth

2.3 Primary Education

In Seychelles primary education is compulsory from the age of 5 years plus onwards for 6 years. Primary education is available in district schools, twenty six (26) in total. The primary schools vary in size, the smallest having one class in each year group. The average is 3 classes per year group.

The gross enrolment rates for the past two decades for primary schools have fluctuated at around 103 percent. Table: 3 provides an analytical view by age and sex of the children attending this cycle.

Table: 3 Primary schools' enrolment for year 2002

Age at 31st Dec 2002	P1		P2		P3		P4		P5		P6		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
4			1										1		1
5															
6	495	508	1										496	508	1004
7	283	222	509	481		2							792	705	1497
8	1	2	289	252	529	528							819	782	1601
9			2	5	313	288	511	508	1	3			827	804	1631
10					3	1	323	287	494	481		3	820	772	1592
11							5	1	318	315	484	477	807	793	1600
12							1		7	5	345	325	353	330	683
13									2		6	4	8	4	12
14											1	1	1	1	2
sub-total	779	732	802	738	845	819	840	796	822	804	836	810	4924	4699	9623
Total	1511		1540		1664		1636		1626		1646		9623		

Source: Education Planning Division, Ministry of Education and Youth

The Net Enrolment Ratio (NER) as depicted by Table 4 indicates that the country has attained the 100 per cent target set for that cycle and a parity index of 1.0 irrespective of geographical location from 1992 to date. The attainment of the goal for this quality indicator in education is costly to maintain and sustain.

The Primary Curriculum

Subjects	Number of hours by subject and by grade of primary school					
	P1	P2	P3	P4	P5	P6
Kreol	8	8	7	4	4	4
English	8	8	7	7	7	7
French	3	3	3	5	5	5
Mathematics	8	8	7	7	7	7
Science	2	2	3	3	3	3
Social Sciences			2	3	3	3
Art & Craft	2	2	2	2	2	2
Music	2	2	2	2	2	2
Personal & Social Education	3	3	3	3	3	3
Religion	2	2	2	2	2	2
Physical Education	2	2	2	2	2	2

The predominance of time allocated to the "key" subjects of languages and mathematics is evident, at least 60% of teaching time being devoted to these. Multi-lingualism has been a central feature of Creole culture as promoted through the school curriculum, and immense value has been placed on skills of communication in the mother-tongue as well as two major International languages.

This has created its own problems from the point of view of curriculum planning. The problem of resourcing mother-tongue teaching has never been satisfactorily resolved, and the status of the mother-tongue has been undermined by the poor quality of some of the programmes and materials at the disposal of teachers, as well as the unavailability of teachers (and teacher trainers suitably trained in first-language methodology. In addition, issues surrounding the transition from use of the mother-tongue to use of English as primary language of instruction have been insufficiently researched, allowing some teachers and members of the public to dismiss problems of under-performance in the Middle Primary years as being a direct consequence of reliance on the mother-tongue in the foundation years.

Teaching is general in the early years, shifting to semi-specialist teachers in upper primary.

Throughout the Primary cycle, student assessment is based upon continuous, key-stage assessment which has primarily diagnostic functions. At the end of the Primary cycle, students sit the P6 National Attainment Test in all subjects. These are formal written examinations.

Table: 4 Evolution of Primary Net Enrolment Ratio by Gender 1992 - 2002

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
MF	100.0	100.0	99.9	100.0	99.5	100.0	100.0	99.9	99.8	99.9	99.8
M	100.0	100.1	100.1	99.9	100.0	100.1	100.1	99.7	99.7	99.8	99.8
F	100.0	99.9	99.8	100.0	98.9	99.9	99.9	100.1	99.8	99.9	99.9
F/M	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Source: Education Planning Division, Ministry of Education and Youth

As in the case of most island microstates, the NER in Seychelles shoots over 100 per cent from time to time. This Phenomenon is a clear indication of the vulnerability of the country to external factors.

2.4 Secondary Education

Secondary education is provided in 10 regional comprehensive secondary schools. Secondary education is compulsory for the first 4 years of the cycle and optional for the 5th year. The overwhelming majority of students do complete the full 5-year cycle. Table 5 depicts the situation for the year 2002.

Table 5: Secondary schools' enrolment for year 2002

Age at 31st Dec 2002	S1		S2		S3		S4		S5		Total		Tot
	M	F	M	F	M	F	M	F	M	F	M	F	
11	1										1		1
12	437	428									437	428	865
13	393	374	367	386	2	1					762	761	1523
14	8	3	382	363	351	370	1	1		1	742	738	1480
15	3		16	9	385	354	367	395	1		772	758	1530
16					8	6	378	387	321	319	707	712	1419
17					2	3	8	7	321	343	331	353	684
18							1		12	8	13	8	21
19							2				2		2
Sub total	842	805	765	758	748	734	757	790	655	671	3767	3758	7525
Total	1647		1523		1482		1547		1326		7525		

Source: Education Planning Division, Ministry of Education and Youth

The Secondary Curriculum

S1/S2/S3 (Lower Secondary)

Compulsory			Core (in sets)							
Physical Education	Personal Social Education	Religion.	English	French	Mathematics	Combined Science	Geography	History	Technical	Subject Areas
2	2	2	6	5	6	6	3	3	4	Total 39 hrs

All subjects are compulsory in the lower secondary cycle.

The Technical Studies curriculum includes introductions, on a rotation system, to:

- Agriculture & Fisheries
- Construction Technology
- Art & Design
- Social Economics

Computer Education (IT) is a compulsory, core subject, which is also timetabled using a rotation system.

S4/S5 (Upper Secondary)

	Compulsory			Core (in sets)			Science Option				Soc. Sc Option		Technical		
	PE	PSE	Rel	Eng	Fre	Mat	Bio	Che	Phy	C Sc	Geo	His	Tec1	Tec2	Tot
A	2	3	2	5	5	5	4	4	4		4				38
B	2	3	2	5	5	5	4	4	4			4			38
C	2	3	2	5	5	5	4	4			4	4			38
D	2	3	2	5	5	5	4	4				4	4		38
E	2	3	2	5	5	5	4	4			4		4		38
F	2	3	2	5	5	5		4	4		4	4			38
G	2	3	2	5	5	5		4	4			4	4		38
H	2	3	2	5	5	5		4	4		4		4		38
I	2	3	2	5	5	5				4	4	4	4		38
J	2	3	2	5	5	5				4	4		4	4	38
K	2	3	2	5	5	5				4		4	4	4	38

A major breakthrough in this area came in the wake of Secondary curriculum reforms introduced in 1998:

The introduction of a wider range of subject options combining academic and technical subjects at the upper end of Secondary was accompanied by detailed guidelines to schools on the practice of 'setting' within these subject options - a practice which has now been adopted by most schools at this level.
It remains that streaming may be an important factor contributing to disparities in performance between boys and girls, and any attempt to redress these disparities would assume a better understanding of the effects of streaming on school performance

Each student must choose a set of subjects from the options system for the S4/S5 grades. i.e. in addition to compulsory subjects, the student must study a form of science as well as a form of social science. Students who choose to follow a subject within the Technical Studies domain select from one of the following subject areas:

- Agriculture & Fisheries
- Construction Technology
- Art & Design
- Social Economics

The need to preserve language and tradition while assimilating ideas and influences from the wider world is inevitable in a small island country. One of the ways in which this has manifested itself in Seychelles has been in reconciling local curriculum content with the requirements of an externally determined examination syllabus. Students sit for international examinations (Cambridge UCLES "O" levels) on completion of the Secondary cycle. Students also sit the Year 11 National Examinations in all main subjects. The technical subjects are non examinable These are formal written examinations. The examinations have selective functions, being used (along with other records of achievement) for placement in Further Education courses.

2.5 Further Education & Training

Full-time Further Education & Training is provided in a number of institutions. These are principally:

- The Seychelles Polytechnic (Ministry of Education)
- The National College of the Arts (Ministry of Culture & Information)
- The Seychelles Hospitality and Tourism Training College (SHTTC – Ministry of Tourism & Civil Aviation)
- The Industrial Training Centre (Ministry of Education)
- The Maritime Training Centre (Ministry of Agriculture & Marine Resources)
- The Farmers' Training Centre (Ministry of Agriculture & Marine Resources)
- The National Institute for Health and Social Studies (Ministry of Health)
- The National Institute of Education (Ministry of Education)

Table 6: Training institutions enrolment for year 2002 (craft level)

Age at 31st Dec 2002	Year1		year 2		Year 3		year 4		Total		Total
	M	F	M	F	M	F	M	F	M	F	
15											
16	1	5							1	5	6
17	176	156		2					176	158	334
18	179	199	11	23					190	222	412
19	6	6	34	47	5	19		1	45	73	118
20	1				12	43	5	15	18	58	76
21				3			12	39	12	42	54
22				1						1	1
23								1		1	1
24											
25 and above											
Sub total	363	366	45	76	17	62	17	56	442	560	1002
Total	729		121		79		73		1002		

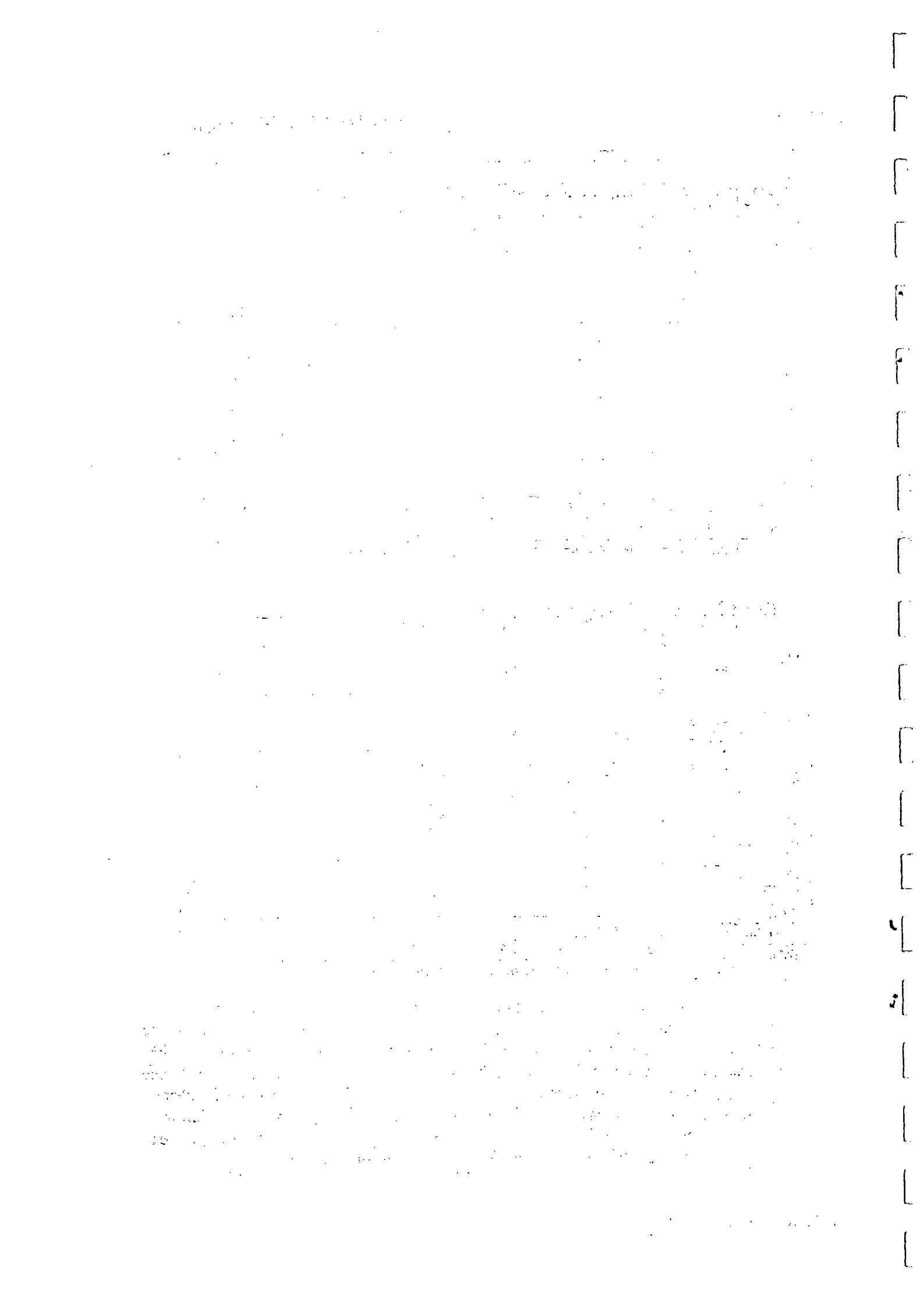
Source: Education Planning Division, Ministry of Education and Youth

Table 7 Polytechnic enrolment for year 2002

Age at 31st Dec 2002	Year 1		year 2		Year 3		year 4		Total		Total
	M	F	M	F	M	F	M	F	M	F	
15											
16	1	1							1	1	2
17	29	44		1					29	45	74
18	50	56	34	48					84	104	188
19	2	1	45	70	28	25			75	96	171
20				2	57	59	4	1	61	62	123
21			1	1	3	4	6	15	10	20	30
22							1		1		1
23											
24											
25 and above				1							
Sub total	82	102	80	123	88	88	11	16	261	329	590
Total	184		203		176		27		590		

Source: Education Planning Division, Ministry of Education and Youth

Entry into full-time Further Education and Training is competitive. Around 70% of the full S5 year-group population, gain access to full-time courses. This can be deducted from tables 6 and 7 above. The remaining 30% enter work or part-time training on completion of Secondary Education. School leavers apply for courses and their applications are considered at one place and time, by a number of selection committees. Students may also apply to enter a training institution on completion of S4. Relatively few choose to do so, applications generally being around 120 per year. Around 40 of these students are accepted to training institutions each year.



The Seychelles Polytechnic

The Seychelles Polytechnic was established in 1983, with the aim to offer all post secondary education and training. It incorporated ten schools offering a diversity of programmes including Health Studies, Maritime Studies, Media Studies, Teacher Training, Engineering and Advanced Level Course. In the late 1990's it was felt that most of the vocational schools would provide better training opportunities if integrated within the Ministries most concerned with the employment of the graduates coming out of those schools, thus a relocation exercise was carried out.

The process of re-location of training programmes was completed in 1998 resulting in the polytechnic having only 5 programme areas. In the course of 1999 these programme areas and different elements of the administration were integrated in such a way as to maximize the use of resources and cater for better course delivery.

The review of the programme at the Polytechnic has been driven by the market need for a better qualified and versatile work force. It is in line with the national policy which recognizes that in small island states people have to be flexible and multi-skilled in their approach to employment. Over the last two years there had been an expansion in course offering to include law and psychology and marine engineering.

In an effort to upgrade the professional qualifications of its staff, the Polytechnic has initiated in-house training to prepare the staff for the introduction of HND programmes. This has been facilitated through an inter-boarding arrangement with City and Guilds. An agreement with Bolton Institute (UK) will allow the technical subject instructors to be upgraded to degree level. A linkage/twinning programme recently drawn up with the University of Manchester is also expected to pay dividends in terms of staff training.

The Industrial Training Centre

The Industrial Training Centre (ITC) was created in the Ministry of Education and Youth with a clear mandate to cater for 'craft' level courses within a more flexible course/institutional structure arising from the need to produce a workforce which is well-trained, flexible and able to compete in the global market. The ITC has in place a modular, competency-based model of curriculum design which, it is believed, will ensure relevance, coherence, flexibility and progression of programmes. The concept has been extended to include the ability to transfer skills and knowledge to new situations within a given occupational area. It encompasses planning of work, innovation and coping with non-routine activities, and includes those qualities of personal effectiveness required in the workplace when dealing with co-workers, supervisors and customers.

Emphasis is placed on relevant work experience, all training being conducted in tandem with periods of industrial attachment, which have their own particular objectives with regards to skill practice and industrial familiarisation.

A Basic Skills Module is offered, in addition to the main programme. This consists of units in induction, Safety at Work, Mathematics, Drawing and Communication and Information Technology.

The centre has also had to contend with the problems of recruitment as a result of the unpopularity of certain trades, such as plumbing and masonry. Gender-Imbalance has been in evidence in the opportunities provided, with course offerings being strongly biased towards trades which are traditionally associated with males. Furthermore, academic criteria have tended to predominate in the selection of candidates, thereby canceling out some of the benefits of a competency-based model for students of lesser academic ability - since these same students have again been placed in a position of relative disadvantage.
The ITC programme is one which has to be heavily resourced in equipment and materials: Competency-based assessment assumes that students have the possibility of demonstrating their abilities individually performing tasks in workshop situations which closely approximate those to be found at work. This requires a level of access to facilities which is currently not achievable.

Training/apprenticeship schemes have traditionally suffered from a number of organisational constraints: The transition from school to apprenticeship schemes has been poorly managed. This problem has been compounded by the under-staffing of service support. Many companies taking young apprentices are characterised by very 'loose' forms of work organisation and discipline.

The above illustrates some of the practical difficulties the country faces in implementing a training model that meets the criteria of relevance and flexibility. In the context of a small island state, consideration of manpower and resource constraints must feature prominently, in decisions about viability. As far as Seychelles is concerned, a longer period of experimentation is required before any judgments can be made about the efficacy of the particular competency-based model which has been adopted.

The National Institute of Education

The country enjoys high access rates in terms of learner participation. In 2000 the access levels for the age group 3 – 16 years was nearly 100%.
The fact that practically all young people go to school at least up to the age of sixteen means that there is an extremely high demand for teachers and our records for meeting these demands have been creditable. The pupil-teacher ratio is currently very low 15:1 In Primary, 14:1 In Secondary and 10:1 at post-Secondary level. Practically all young people go to school at least up to the age of
sixteen, 84.8% of teachers in Crèche, Primary and Secondary are trained.

These statistics notwithstanding, teacher training is still a major area of concern. Whereas just about all the teachers in Primary are Seychellois, the situation is very different in Secondary where almost 30% of teachers are non.-Seychellois.

Table 8: Number Of Teachers By Qualification And By Level 2002

QUALIFICATION	Crèche	Primary	Secondary	Post- Secondary	Total
Graduate (certificated)	3	21	233	89	346
Overseas Diploma	6	17	56	22	101
Diploma Part 1	18	223	9	2	252
Diploma Part 2	4	45	143	10	202
Certificated (4 years)	0	9	0	0	9
Certificated (3 years)	54	98	14	9	175
Certificated (2 years)	38	102	19	2	161
Certificated (1 Year)	44	24	9	0	77
Graduate (Uncertificated)	1	07	30	35	73
Uncertificated (Supply)	34	147	27	11	219
Honorary Certificate	0	0	0	0	0
QUALIFICATION	**Crèche**	**Primary**	**Secondary**	**Post- Secondary**	**Total**
Probationers	0	0	0	0	0
TOTAL	**202**	**693**	**540**	**180**	**1615**

Source: Education Planning Division, Ministry of Education and Youth

The concerns about teacher training do not limit themselves to questions of supply but also of quality of teaching. The new teacher must be prepared to look beyond the classroom and take an active interest in whole-school issues; be a team-worker, ready to engage in professional discussion and collaborative problem-solving. In addition, the teacher must adopt a reflective attitude to his/her practice and be capable of undertaking simple action-research in the continuous search for more effective teaching/learning strategies. In other words, the transformation of the school into a 'learning community' must come about through a re-orientation of teacher training.

The National Institute of Education is the product of a merger between the School of Education and the Curriculum Development Section created to review teacher training programmes with a view to ensure that they prepare teachers adequately for some of the new roles alluded to above. A key aspect has been the development of competency standards and associated performance indicators for the newly qualified teacher.

2.6 Adult Learning and Distance Education

The Adult Learning and Distance Education Centre (ALDEC) of the Ministry of Education and Youth coordinates and develops much of the "education-for-life" policy and approach in Seychelles. There is a network of provision encompassing adult literacy, business-related skills courses and distance education approaches. The emphases of educational activities range from the narrow focus of traditional literacy programmes (reading, writing, numerical skills) to a broader spectrum of educational/training activities.

The centre aims to provide a 'flexible and affordable' alternative for upgrading the skills of workers overtaken by the pace of change in a 'technologically driven environment'. The new vision seeks to use modern open/distance learning systems to expand educational opportunities beyond what is on offer within the formal education/training system, while making equitable and cost-effective use of powerful new information and communication technologies.

Seychelles has a tradition of 'adult and continuing education', with a dual focus: academic upgrading for early school leavers and young adults who could not complete the full cycle of formal schooling; functional literacy/numeracy programmes for all who have not acquired these basic skills during their formal schooling. The combined effect of the expansion of general education and the provision of adult literacy programmes has been the attainment of a literacy rate which, in 2000, stood at 91% being 91% for women, and 92% for men compared to 87% (both sexes), 89% (female) and 86% (male) in 1994. The remainder of the population consists largely of semi-literate adults, a good number being too old to attend literacy classes.

The ALDEC has also achieved moderate success in designing and running tailor-made in-service programmes requested by organisations for purposes of staff training, retraining and upgrading.

In many instances; these courses have been run in partnership with other individuals or educational institutions.

It makes sense for Seychelles in the context of a small island state to continue to build on the strengths of conventional systems of education and training, which are already quite extensive, and to use distance education and open learning to complement the limitations and inadequacies of the formal system.

The introduction of optional sub-systems of distance education and open learning within the conventional curriculum would be worth experimenting with as a means of sensitisation. In order for ALDEC to realise its mission of being the 'hub' and 'focus' of all distance and open-learning programmes, Government needs to develop a clearer policy on distance education.

Over the years, the media has played a major role in the mobilisation and recruitment of candidates for the literacy programme through generous coverage of important activities pertaining to the programme, including the annual certificate award ceremony, which has been given a high profile as a result of the participation of leading public figures. The sensitisation of employing organisations and dissemination of information to parents and relatives through school children have been among the other measures taken to recruit participants. Classes have been set up in most regions and districts, mainly in school buildings and district administration offices. In 1999, the ratio of instructor to learner in the adult literacy programme averaged 1:5

2.7 Higher Education and Training

Higher Education and Training in small, remote societies have unavoidably high costs in many areas of needs, in that the "critical mass" issue often precludes the establishment of courses or schemes. For example, Seychelles has no University because the student population is not large enough to be viable. The same applies in all specialised or semi-specialised fields.

Some Seychellois university students (particularly in major employment fields such as education) follow "partnership" university courses run in conjunction with overseas universities (50% overseas and 50% in Seychelles). Such schemes aim at reducing costs and also benefit Seychelles institutions by allowing them to participate in higher education schemes

Another major area of focus for the Institute is the provision of in-service training. The NIE has been working with other partners to propose sustainable in-service training policies that will generate a minimum of training opportunities for all teachers.

2.8 Transformation in Education Culture

The education system in the Seychelles is undergoing a process of reform informed by ten objectives set by the Ministry of Education and Youth in its new policy based on a comprehensive analysis of various aspects of education and training. The objectives include the following:

- Consolidation of primary education by further defining key skills and ensuring the mastery of these skills at key stages of learning.
- Consolidation of school leaving assessment and accreditation and ensuring that
- they cater for a wider ability band and greater diversity of subjects
- Achieving greater economy in the use of resources by reinforcing education in secondary schools.
- Improving programmes for teacher training and continued professional development, and by introducing quality assurance in education starting the process in schools.

The objectives of the reform are to consolidate policy achievements, already made and to assure further development. Like many other countries, both developed and developing, the Seychelles is gearing its education system to meet both local and international demands.

School Improvement Programme

The School Improvement Programme launched in 1995, is today recognized as on of the key school based strategies to bring about improvements in quality.
Its aims are reflected in the policy statement of the Ministry of Education and Youth.

The programme's main aim is to improve student outcomes and the quality of students' learning experience by creating a culture of collaborative planning and self evaluation in schools.

A second major aim is to improve the support system so that all units / sections supporting schools can provide more focused and co-ordinated assistance to school and develop the capacity to support development planning.

A third aim is to translate findings of school improvement and school effectiveness into practical applications of what constitutes good schools in the context of Seychelles and to develop the capacity to audit schools against these agrees criteria.

The tradition of education in the Seychelles in the last twenty years or more has been characterized by much centralisation/regulation; the School Improvement Programme must therefore be considered to be a major innovation in a number of fundamental respects: Through the School Improvement programme, the ideas of whole-school development and development planning are transforming themselves into a concrete reality in schools. It is being recognized that the culture of the school is a key factor in bringing about improvement. Teachers are being given the opportunity to take part in school decisions; team work is increasingly becoming a feature of school management, with school improvement teams / committees being formed to oversee different aspects of plan development and implementation.

The school is taking on a new role as initiator of change, with students' learning and experience becoming the primary focus for change and improvement. Greater attention is being paid to monitoring and evaluation throughout the school, and accountability for the outcomes of school development planning is being encouraged through the periodic sharing of information among progress and evaluation reports.

The School Improvement planning model holds a lot of promise in terms of increasing the capacity of the school system to produce a prompt response to the challenges of equity and diversity in the new millennium. The flexibility which it gives the school to establish its own priorities for development allows it to address issues of special relevance and importance to its own community and student population, and to forge partnerships towards the realization of targets which have received the prior endorsement of the whole school community.

3. PRIORITIES AND OBJECTIVES OF THE SYSTEM

Government made substantial efforts over the past decades preceding the Jomtien/ EFA period. This bold initiative allowed Seychelles to achieve several of the present set global EFA goals mainly because of several factors, both internal and external. Internally it was the will of the Seychellois people through a strong culture of learning coupled with Government commitment to provide education on an equitable basis to all its citizens. Externally favourable economic conditions prevailed and created the opportunities. Having achieved these basic conditions makes it no easier for the country to follow the chosen path in pursuit of the goals of EFA and to remain consistent with the commitments set for the target period up to the year 2015.

The MOEY in accordance with its vision has adapted the six Dakar goals as recommended by the World Education Forum. The country's EFA NAP commits itself to these goals as set herewith:

SIX Dakar Goals Revised to fit the Seychelles Context

GOAL 1: Expanding and improving comprehensive early childhood care and education;

GOAL 2: Ensuring that by 2015 all children have access to, and complete free and compulsory Primary and Secondary Education of good quality;

GOAL 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

GOAL 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015 and equitable access to basic and continuing education for adults;

GOAL 5: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 by ensuring full and equal access to and achievement for both genders at primary and secondary levels of education;

GOAL 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Seychelles is fully determined in all its actions to ensure the fulfillment in practice of the commitment made not only in Johannesburg and Dakar but also the major meetings in the 1990's to date as well as to the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Seychelles Constitution, the Children Acts, to mention among others.

4. IMPLEMENTATION STRATEGIES

The prevailed world situation in recent years and the macro economic condition inadvertently impacted on the rate at which development in education was taking place in the country. The world set of criteria used by leading organisations and institutions to measure the success of a country directly affects the efforts of the Government, especially the education sector. The country will continue to strive to prevent any global criteria to undo what it has achieved in providing education for all.

The National Action Plan has in its focus the Core Mission of EFA in the Ministry of Education and Youth which is "to build a coherent and comprehensive system of quality education and training reflecting shared Universal and National values, that will promote the integrated development of the person and empower him/her to participate fully in social and economic development". This recognises that learning is not an end in itself but "to build an enterprising society and skilled workforce".

The principles outlined below will guarantee that education remains firmly rooted in the history and cultural tradition of Seychelles, at the same time as it acts as an agent of transition and transformation

"The principles of Equity, Quality and Accountability relate primarily to the operational goals of Education service, while the next four principles, namely,

- Education for Empowerment;
- Education for Productivity;
- Education for Social Cohesion;
- Education for Global Participation;

relate to the terminal goals of Education programmes.

The specific objectives of the EFA NAP aim at meeting the following intentions for each level and core aspect of development by adopting the appropriate strategies:

Early Childhood Education (ECE) focuses on the child as agent of his/her own learning. The Early Childhood Education (ECE) and Non-formal Education (NFE) levels are to be equipped with quality facilities together with well-trained personnel, laying the solid foundations for life-long learning.

Strategies to achieve these objectives include: conducting/consulting the base-line studies; development of a pool of fully trained personnel; reduced teacher-pupil ratio (class size) to cater for individual learning needs; acquisition and development of textbooks and other learning materials; provision of adequate and appropriate physical, recreational and educational facilities including additional schools infrastructures, construction of new primary schools complexes to cater for the growing needs of the districts and the new housing estates being developed;

promote closer partnership between the School for the Exceptional Child (SEC) and other partners with a stake in education development; mainstream schools for re-integration, wherever possible; and availability of specialist services in a phased manner.

Primary Education will instil in the child a love of learning, as well as confidence in his/her ability to learn. The main goal of education at Primary level is equipping the schools with professionally trained teachers, management teams and better teaching-learning materials. This also includes the provision of better facilities/equipment, the upgrading of schools' infrastructure facilities and the enhancement of knowledge and skills to serving teachers through in-service training programmes.

Strategies to achieve these objectives include: organising training for the untrained staff; acquiring equipment, quality textbooks, teachers' guides and reading schemes materials; achieving a one to one pupil textbook ratio; providing special needs education to selected students; training the existing and new counsellors and studies coordinators to diploma level; enhancing knowledge and skills of Schools Division staff; to better support schools for further training for teachers to degree level; improving infrastructure base to reduce class size and to meet the establishment norms and to keep abreast with developments; conducting periodic studies and assessments on issues affecting this cycle

The Secondary Education Curriculum is designed to ensure that the young person continues to receive a broad, balanced education for as long as possible, at the same time he/she progressively opts for certain subject combinations which prepare him/her for broad areas of career specialisation. The goals for Secondary Education include: collaboration with other Sections/Units of MOEY in supporting teaching learning facilities; assisting schools with supervision tasks; promoting staff development and localisation of staff; building management structures to improve quality of teaching-learning; setting up mechanisms to promote effective school-community partnerships; empowering secondary schools with ICT equipment and pedagogical skills.

Strategies to achieve the above goals include: preparation of training modules; establishing training rooms as resource centres; upgrading library and ICT facilities; establishing and equipping model subject departments; training more teachers in science, mathematics, vocational and technical, technology and business studies subjects; acquiring new and additional textbooks and other teaching/learning materials to sustain a one to one pupil textbook ratio; improving the infrastructure base to meet the establishment's norms for this cycle; conducting studies to address emerging issues and developing close collaboration with all partners in education at that level to ensure that education for all goals are achieved.

Further education and training provide the learners with "a wide array of courses catering for different levels of entry". The main EFA NAP objectives of education at this level offering craft levels courses will thus aim at the development of an educated, effective and trainable work force suitable for employment. The objectives include: enabling the young adults to acquire vocational/technical qualifications; continuing the process of physical, intellectual and moral development; adapting to the dynamic industrial environment through integration of theory and work experience courses; providing access to education/training irrespective of gender and other characteristics; meeting expectations of employers with regard to relevance and application of knowledge and skills acquired during training.

The strategies to achieve the above objectives of the training institutions at non tertiary craft level, (ITC, MTC, NIHSS, SHTTC, FTC, COA) originate from the six Government Ministries. The overall educational strategies for this level are a synthesis of HRD strategies and Mission policies of the Ministries in delivering education through four kinds of programmes under the EFA NAP:

- Locally Developed, Locally Taught and Locally Assessed – LD, LT, LA;
- Locally Developed, Locally Taught, Internationally Assessed – LD, LT, IA;
- Internationally Developed, Locally Taught and Internationally Assessed – ID, LT, IA;
- Internationally Developed, Internationally Taught and Internationally Assessed – ID, IT, IA.

The strategies include development and delivery of programmes with inputs of ICT, professional development of staff under capacity building areas of the EFA NAP and with the enhancement of instructional resources.

Adult Learning and Distance Education Centre (ALDEC) is "to be expanded beyond the formal education and training system through open/distance learning programmes". The ALDEC shall endeavour to use appropriate flexible and accessible Open/Distance learning system for expanding the educational and learning opportunities in response to the desire for acquisition of functional skills, technical knowledge, higher and further education in response to Seychelles' transforming society.

With the Seychelles education system being based upon the philosophy of inclusion and equality of access, and in line with the EFA declaration (Dakar 2000), new developments in the areas of distance and open learning are fundamental to supporting these philosophies. In the current situation, distance education offers the possibility of widening access to education at various levels and kinds of education and training in a relatively cost-effective manner. It is currently being promoted by international organisations as an appropriate policy choice for developing countries.

The latest trend is the introduction of e-learning. Over the next fifteen years the Seychelles will be increasingly offering courses presented in this new form as universities and colleges in all developed and many developing nations abandon traditional paper based delivery methods for distance courses online.

The Strategies to achieve the above objectives of ALDEC include: establishing centres for learning and references; providing ICT facilities as a modern means of acquiring knowledge and skills on each of the main inhabited islands; to provide for capacity building opportunities to staff in each component of adult and literacy education, non-formal and informal modes of learning; and providing assistance for the establishment of much needed distance education programmes and system in the country. This includes the construction of a new centre with all facilities to support the programme.

The main objectives of providing inputs in Core Pedagogical Issues (CPIs) include the development and introduction of innovative policies and practices relating to: School Improvement Programmes (SIP), Quality Assurance (QA), Assessment Testing and Accreditation (ATA), Research Studies on Child Development, Secondary Education, Impact of SIP, Curriculum Development, Careers Guidance and Counselling, Values Education, Environmental Awareness including HIV/AIDS, Centralised and Decentralised Capacity Building of key staff of MOEY. The training of trainers (TOTs) will be in respect of the staff of NIE, ITC, SHTTC, MTC, CHS and FTC. The objectives of such training are to broaden knowledge bases and skills of the trainers of trainees.

The Strategies of realising the above are through: self-instructional modules (SIMs), contact programmes, study visits and pooling of resources acquired by the various institutions.

Gender Equality and Equity feature as high level commitments to be achieved on the EFA agenda. Throughout the Education System, awareness must be fostered on the need to develop positive attitudes and gender sensitive behaviours. The attainment of gender equality and equity is one of the stated goals of the Ministry of Education and Youth and is embodied in the principle of 'equity' as described above in the policy statement 'Education for a Learning Society'. The document recognises that, although great strides have been made in terms of equality of access to schools and programmes of education and training, certain gender imbalances continue to exist within the education system. These concern mainly gender imbalances in performance in primary schools (boys' underachievement) and equal opportunities for training and success for both genders at the post-secondary levels because of occupational stereotyping and attitudes.

The Ministry is committed to redressing these imbalances and ensuring that the context, content and medium of education are equally favourable to boys and girls. A 'Gender in Education Committee' within the Ministry of Education and Youth was set up to develop an action plan which also forms part of the EFA NAP. This committee elaborated six critical areas for action:

- Gender Sensitisation and Training for key target groups;
- Training of Trainers;
- Gender Research;
- Gender Mainstreaming;
- Advocacy/Publicity; and
- Networking/Links with Organisations/NGOs.

The outcome of a recent study has only been published on gender differences in the educational achievement of boy and girls in the primary schools. This study raises concerns on the fact that boys and girls having equal and free access to education at all levels of the primary and secondary cycles have left the system largely complacent about the differential impact of education of boys and girls. The study states that the gender disaggregated national examinations scores helped to reveal disparities in the achievement of boys and girls between and across schools. There is a clear signal about the growing underachievement of boys especially in primary schools. The majority of slow learners are boys and the latter are grouped in the low ability streams in most schools. The streaming practices and absence of clear criteria for grouping pupils have served to disadvantage large groups of pupils, namely boys.

The EFA NAP, very much touched by these gender issues, will specifically deal with them at the implementation stages of the development plans. The NAP has included training of trainers (ToTs), educational research and advocacy /publicity component in many of its sub-plans (e.g. values education and environmental awareness) in the light to address the multiple facets of educational issues.

The Forum for African Women Educationalists (FAWE) and its local branch have been very supportive and every endeavour will be encouraged to maintain this strong partnership with a view to allow the EFA NAP to address these issues in a quest to create a more gender responsive environment

The EFA NAP as stated was developed by conducting an exercise which included 'the collection/analysis/ summarising of reliable/ accurate data/information at/across different levels of the System'. These have been covered in the preceding paragraphs. Some broad issues proposed were also considered and an effort was made to provide reliable and accurate information/data. These issues were: ICT, Special Educational Needs, Access and Inclusiveness, Quality Assurance, Distance Education, Curriculum and Assessment, Vocational Education and Training, Teachers Education and Professional Development, School Improvement Programme (SIP), Educational Research and Evaluation, Health and Environmental Education, Resources, Certification, Partnerships in Education, Culture and Recreation, Guidance and Counselling.

The NAP also took into consideration matters referred to herewith as 'Cross Cutting Issues' (CCIs) since they are relevant to the six EFA goals and to each level of education:-Crèche to Post Secondary (non tertiary craft level). In a way the CCIs can also be called as Core Pedagogical Issues (CPIs) as they relate to curriculum, instructional techniques, management of class/school, assessment of learning outcomes etc. There are ten cross cutting issues in the NAP which relate to various areas of Education.

	Cross Cutting Issue	Related Area
1	School Improvement Programme	Management of Education
2	Educational Research	Research Methods in Education
3	Assessment and Testing	School Examinations
4	Capacity Building of MOE Staff, Teachers and Support Staff of the MOE/Institutions	Career Advancement
5	Values Education and Environmental Awareness Including HIV/AIDS Drugs, etc.	Foundations of Education
6	Guidance and Counselling	Student Personnel Work
7	Quality Assurance in Education	Efficiency: Internal and External
8	Production of Instructional Materials	Audio-Visual Aids
9	Acquisition of Equipment for the Project	Resources IT, Unit
10	Sub-plans for the Operationalisation of ICT Facilities	Educational Technology

Mechanism for Implementation

The National EFA Forum will assume the steering function and report directly to the Minister for Education and Youth. The Education Planning and the Administration and Finance Divisions will oversee the implementation of projects through their respective sections. These instances will liaise with the EFA National Coordinator and in turn report to the Forum.

An EFA Secretariat will be set up within the Ministry of Education and Youth with the aim to co-ordinate planning and implementation activities, assist with monitoring and evaluation of projects, seek funding and maintain liaison with national and external funding agencies.

At various stages during the implementation phase of the plan, consultative meetings will be held with stakeholders to review progress and share information in an effort to inform strategic forward planning and guide decision making for future development.

5. SPECIFIC TARGETS, ACTIVITIES AND EXPECTED OUTCOMES

GOAL 1: Expanding and improving comprehensive early childhood care and education.

TARGET 1 Ensure provision of adequate services and an environment conducive to learning throughout the planned period (2001-2015).

Activities:

1. Establish current situation in Crèches and Day Care Centers through an audit.
2. Review and reinforce regulations/criteria/requirements for operating Day Care Services in collaboration with other agencies and provide support.
3. Establish minimum training requirements for Day Care attendants and operators in collaboration with relevant partners.
4. Monitor that infrastructure, standard facilities and resources are provided and well maintained.
5. Establish attendant/pupil ratio in Day Care Centres and teacher/pupil ratio in Crèche.
6. Review guidelines and pedagogy as indicated in handbook for Day Care.
7. Review/address policies accordingly.
8. Review and enlist the support of the community, NGOs, international and national organisations.

Expected Outcomes:

1. Better services are provided in Day Care Centres and Crèches.
2. Enhancement of Child Care in Day Care Centres and Crèches.
3. Day Care operators and Crèche teachers will be more aware of what is expected of them.
4. Implementation of regulations and basic requirements in all Day Care Centres and Crèches.
5. Regular upgrading of infrastructure, facilities as well as material and human resources.
6. Set up regional resource centers.
7. Day Care Centres will be more welcoming.
8. Norms are established.
9. New policies are in place

TARGET 2 Ensure that adequate and continuous training is provided for Crèche and Day Care personnel for the planned period (2001-2015).

Activities:

1. Organise training programme for trainers in Child Care.
2. Establish training for health and education programme coordinators
3. Provide training for Day Care attendants, operators, teachers working at early childhood level.
4. Ensure on-going in-service training to meet current needs and development.

Expected Outcomes:

1. Acquisition of updated training skills and knowledge.
2. A wider range of relevant and effective activities organized in Day care Centres and Crèches.

TARGET.3 Empower parents and care givers in better child care by 2015.

Activities:

1. Organise regular working sessions in parenting skills.
2. Sensitise parents on health related issues.
3. Develop policy on parental participation.

Expected Outcomes:

1. Various working sessions for parents and personnel working at early childhood level are organised.
2. Parents, personnel working at early childhood level are more knowledgeable in child care.
3. Increased participation in health related programmes.

TARGET 4 Establish the importance of mass education in early childhood by 2015.

Activities:

1. Promote participation of Day Care operators on DCC forum (District Committee Council).
2. Promote organisation of activities in relation to Child Health Care at District level.
3. Promote networking activities among all partners concerned to ensure better coordination and greater integration of activities.

Expected Outcomes:

1. Networking activities are organized.
2. Closer working relationship is developed among partners in districts.
3. Better understanding on the importance of early childhood.

GOAL 2: Ensuring that by 2015 all children have access to, and complete free and compulsory Primary and Secondary Education of good quality.

TARGET 1 By the year 2015 all Primary and Secondary Schools will be fully staffed with qualified Seychellois teachers.

Activities

1. Promote/publicise the teaching career and support services in the schools and society.
2. Set up a working group to work on recommendation for salary adjustment.
3. Ensure that the scheme of service is favourable to all.
4. Setting up of an in-service training unit.
5. Ensure on-going in-service training in
   - special needs
   - curriculum
   - monitoring
   - assessment
   - evaluation etc....
6. Provide on-going specialist training for teachers at School for the Exceptional Child.
7. Improve the capacity of N.I.E in order to take more students for training of teachers.
8. Localisation plan in place.
9. A human resource plan in place.
10. Have a human data base in place.

Expected Outcomes

1. Adequately and equitably staffed schools.
2. Classrooms and environment conducive for quality teaching and effective learning.

TARGET 2 Provide training in leadership management for all school management teams by 2015.

Activities

1. Establish framework of competencies for schools' managers.
2. Cary out need assessment according to framework of competencies.
3. Develop management training programmes in collaboration with external partners.
4. Building capacities within NIE to implement training programmes.

Expected Outcomes

1. Strengthened capacities within NIE.
2. Staff equipped with knowledge and skills to succeed as managers.
3. School managers lead and manage schools.
4. New framework for leadership established.
5. More effective schools.

TARGET 3 By the year 2010 all schools should be well equipped with furniture, books materials, in accordance with the norms.

Activities

1. Provide adequate resources with emphasis on locally developed materials.
2. Carry out periodic review of norms.

Expected Outcomes

1. More locally produced materials.
2. Schools adequately resourced according to norms.

TARGET 4 By the year 2015 all schools should have a well equipped resource centre which will assist in the improvement of teaching and learning.

Activities

1. Carry out a survey to find out what the existing situation is like (in terms of resources, equipment quality/quantity.
2. Liaise with planning to address findings from survey.
3. Equip the resource centres with necessary equipment (IT equipment/Tape recorder/DVD/Computers/Printers/Photocopier etc..., relevant books/materials in all subjects.
4. Put in place a systematic maintenance / monitoring system.

Expected Outcomes

1. Well equipped up to date resource centres.
2. Systematic maintenance system (budget).
3. Students are exposed to a wider range of teaching strategies and have (through teachers) additional learning materials.

TARGET 5 By the year 2015 all schools staff should have access to a well-equipped regional resource centres, for networking professional development purposes.

Activities

1. Identify space and build regional resource centres.
2. Equip regional resource centres with materials for professional development.

3. Provide regional resource centres with appropriate equipment and facilities for training, preparation, networking of school's staff.
4. Put in place a systematic maintenance / monitoring system.

Expected Outcomes

1. Space for regional resource centre.
2. Well equipped regional resource centre.
3. A budget for systematic maintenance system.
4. Enhanced teachers' ability to provide quality teaching.
5. Increased teachers' access to regional resource centre provision.
6. Increased teacher input / proactiveness into their own professional development

TARGET 6 By the year 2005 all schools and support sections should have a more realistic budget and more autonomy/control over spending.

Activities

1. Liaise with finance to negotiate a more realistic budget for units/sections and schools for basic needs.
2. Training in financial management.
3. Sensitise the accounts section.

Expected Outcomes

1. More autonomy/control over spending for basic needs as well as development.
2. School managers able to better plan for developments within the schools.

TARGET 7 To fully institutionalize School Improvement/School Development Planning in all Primary and Secondary Schools by 2015.

Activities

1. Maintain and sustain school improvement and development initiatives in schools.
2. Train teachers and management teams in monitoring and support for such programmes.
3. Build school capacity to audit and plan for development in priority areas.
4. seek funding to support development activities in schools.

Expected Outcomes

1. Schools able to manage improvement development activities.
2. Staff able to access needs and plan for improvement in terms of self and school development.

TARGET 8 To establish a sustainable programme for the optimisation of resources for Primary and Secondary schools.

Activities

1 Audit need (resources/facilities)
3. Liaise with planning for changes/additions to infrastructure for specialist rooms (e.g. technical/special needs/specialist (curriculum areas).
4. Establish a programme.
5. Identify priorities.
6. Seek funding - locally/overseas.
7. Implementation

Expected Outcomes

1. Sufficient infrastructures for all specialist areas.
2. All schools would be able to provide space for all specialist areas (e.g. P.E hall, music, craft rooms, SEN, etc...).
3. Better maintained school building and facilities.
4. More conducive learning environments.

TARGET 9 To develop and implement a sustainable programme for educators at primary and secondary levels on HIV/AIDS and Reproductive Health Education by phases throughout the planned period (2001-2015).

Activities

1. Sensitise teachers on national information and communication strategy for HIV/AIDS and its implication in schools.
2. Acquire / produce resource materials on HIV/AIDS education.
3. Develop training programmes for educators
4. Conduct workshops for personal and social education teachers and peer counselors in primary and secondary schools.

Expected Outcomes

1. Educators will have access to up to date information on HIV/AIDS and reproductive health problems as well as support services available.
2. Educators will develop appropriate life skills and values in order to empower students to adopt attitudes and behaviour that will promote health and positive sexual behaviours and practices.
3. Educators will have greater awareness of the socio-economic impact on HIV/AIDS.
4. Educators will be aware of the reproductive health services available to young people.

5. Educators will be able to empower students with communication, decsion making and assertive skills.
6. Resource packs for HIV/AIDS education

TARGET 10 To extend the curriculum beyond classroom level to provide quality learning throughout the planned period (2001-2015).

Activities

1. Audit needs.
2. Develop programmes for learning extension.
3. To organize and facilitate outdoor learning activities, networking, educational visits / attachments.
4. Train teachers in new learning mode.

Expected Outcomes

1. 'Hands on' experience for teachers and students (learning by doing).
2. Trained teachers able to deliver such learning modes.

TARGET 11 Develop and implement a standards based assessment programmes for the key stages of primary and secondary education cycle.

Activities

1. Develop a framework and plans of action for the implementation of key stage assessment.
2. Set up subject panels.
3. Build item/task banks for adminstration.

Expected Outcomes

1. Have in place standards-based approach to assessment of high technical specifications.
2. A tool to effectively measure achievements, diagnose weaknesses and report learning outcomes.
3. Build capacity in assessment at school level.

TARGET 12 Establish an internationally recognized and comprehensive system of certification at the end of the secondary cycle.

Activities

1. Set up a task team to review current options and certification at upper secondary.
2. Identify the needs for setting up a system of accreditation in collaboration with an external body.
3. Organise extensive training workshops for teachers on the delivery of curriculum and assessment.
4. Develop local syllabuses, using a phased approached, in collaboration with an external body.
5. Administer locally developed programmes for certification and accreditation.

Expected Outcomes

1. Have a permanent team or body responsible for all aspects of certification of the national curriculum.
2. Have a pool of trained teachers who are accredited to conduct school-based assessment.
3. Have locally produced syllabuses and means of certification of international standard.

GOAL 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

TARGET 1: Establish a policy framework for both the employed and the unemployed by 2006.

Activities:

1. Analyse the actual situation
2. Establish which sectors are the most affected (disadvantaged)
3. Promote access for those with special needs
4. Develop a policy framework
5. Improve existing infrastructure and facilities of ALDEC

Expected Outcomes:

1. A developed policy framework to increase access
2. People will develop a more positive attitude towards learning
3. Better opportunities for re-training and to re-enter the world of work
4. A more efficient national centre (ALDEC)

TARGET 2: By the year 2010 all institutions concerned will establish a flexible structure with a view to increase access to appropriate and relevant learning programmes

Activities:

1. Revise entry requirements
2. Revise structure in order to remove exit barriers
3. Develop appropriate and relevant curricula

Expected Outcomes:

1. Improved access to learning facilities
2. Flexible entry and exit to learning programmes
3. Developed relevant curricula

TARGET 3: By the year 2015 all training institutions will be properly equipped and sufficiently staffed with qualified personnel

Activities:

1. Ensure reasonable budget allocation
2. Provide training for existing staff
3. Promote a culture of maintenance
4. Provide incentives and a reasonable salary for the teaching staff
5. Provide on going professional development for the teaching staff
6. Train new staff

Expected Outcomes:

1. Training institutions will be better equipped
2. Improved quality of training and learning
3. More access to learning programmes
4. Trained staff
5. Institution adequately staffed

TARGET 4: To diversify life skills programmes/opportunities by the year 2006

Activities:

1. Expand life skills provision for girls
2. Link with the following institutions to provide a wider range of life skills programme
   - Centre for Skills Development
   - Youth Health Centre
   - Mont Royale/DAC
   - Seychelles Youth Animator
   - ALDEC
3. Provide entrepreneurial skills programmes for young people
4. Establish accreditation for programmes
5. To harmonise programmes in order to avoid duplication
6. Link with external bodies in order to provide a broader range of distance programmes
7. Improve and expand on existing infrastructure
8. Devise appropriate life skills activities and programmes
9. Identify and train programme implementers

Expected Outcomes:

1. More access to life skills programmes will be available, especially for girls
2. Better opportunities will exist for the unemployed youth
3. Life skill activities and programmes for out of school youth
4. Accredited programmes
5. More programmes through the distance mode will be available
6. Improved infrastructure
7. Pool of trained programme implementers

TARGET 5: Ensure coordination of provision for life skills programmes at national and district level by the year 2008

Activities:

1. Produce a calendar of activities
3. Establish a mechanism for coordination
3. Define terms of reference
4. Establish a working committee/group

Expected Outcomes:

1. A calendar of activities
2. An effective working committee/group
3. Increased networking
4. Improved coordination of life skills activities nationally and at district level

TARGET 6: Establish channels to reach out, to out of school youth by the year 2010

Activities:

1. Identify where the out of school youths are
2. Establish needs of the different target groups to draw appropriate programmes in order to plan
3. Provide support and incentives to out of school youth

Expected Outcomes:

1. Defined target groups
2. More youth will be able to access life skills programmes

GOAL 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015 and equitable access to basic and continuing education for adults.

LITERACY AND BASIC EDUCATION

TARGET 1 By 2005 baseline data for the study of adult literacy will be established

Activities

1. Design a research project to take into consideration the level of adult literacy, selected inputs from ALDEC and selected inputs from post-secondary institutions.
2. Develop English Reading tests, Life Skills questionnaire.
3. Conduct a pilot study.
4. Carry out a national survey.
5. Set up structure to monitor and evaluate adult literacy.

Expected Outcomes

1. Reliable instruments, a developed methodology and capacity to carry out the survey.
2. Baseline data available on adult literacy.
3. Monitoring and evaluation structure.

TARGET 2 By 2013 implement evaluation study to monitor change

Activities

1. Design the sample
2. Prepare computer-based data entry programme
3. Replicate the national survey
4. Prepare a report

Expected Outcomes

1. Information on the success of educational strategies and recommendations.

TARGET 3 By 2006 literacy programmes responsive to needs will have been developed.

Activities:

1 Set up working group.
2. Organise workshops on materials and programme development, selected inputs from NAVC.
3. Review and update existing programmes and materials.
4. Develop new programmes.
5. Train literacy educators in the use of materials.

Expected Outcomes

1. Quality literacy programmes and materials better suited to needs.
2. Enhanced and trained human capacity for delivery of programmes.
3. Links with regional and international agencies and institutions.

TARGET 4 By 2015 the participation of adults on literacy programmes will have been strengthened.

Activities

1. Sensitisation programmes in districts
2. Use media to change public perception of the nature, value and relevance of the programmes.
3. Use media to broadcast literacy programmes to adults who cannot be reached, otherwise.
4. Offer literacy programmes 'closer to doorsteps' to ensure participation of disadvantaged adults and disabled.

Expected Outcomes

1. Increased population of literate adults, particularly the male population.
2. A public more conscious of the benefits of a literate society.
3. New opportunities for learning and increased participation in cultural, social and economic development.
4. Increased access to literacy programmes.

ADULT AND CONTINUING EDUCATION

TARGET 1 By 2005 a resource centre within ALDEC will be set up.

Activities:

1. Identify room for resource centre
2. Acquire equipment and other resources and materials
3. Equip/furnish resource centre.

Expected Outcomes

1. A well equipped resource centre.

TARGET 2 By 2006 an ICT laboratory within ALDEC will have been established.

Activities

1. Identify space for an ICT laboratory

2. Set up infrastructure
3. Acquire equipment, software and other resources
4. Install equipment and software (commissioning)
5. Recruit lab technician.

Expected Outcomes

1. A well equipped ICT laboratory
2. Trained lab technician
3. Increased use of ICT as tool for learning
4. Widened access to ICT training opportunities.

TARGET 3 By 2015 widen access to education and training opportunities

Activities

1. Establish education and training needs with Manpower Development
2. Set up a Distance Education unit
3. Recruit a distance education co-ordinator.
4. Acquire resources to run programmes
5. Introduce new programmes that cater for the needs of both gender
6. Co-ordinate training progammes.

Expected Outcomes

- Available information on training and learning needs
- A distance education unit
- A trained distance education co-ordinator
- Programmes that meet needs of both gender
- Available resources for programmes
- Increased access to training and learning opportunities.

GOAL 5: Eliminating gender disparities in primary and secondary education by 2010 and achieving gender equality in education by 2015 by ensuring full and equal access to and achievement for both genders at primary and secondary levels of education.

TARGET 1 Become a model of good practice in mainstreaming gender

Activities

1. Set up Gender Focal Point in the Ministry of Education
2. Strengthen the role of the Gender in Education Committee
3. Train all directors general, and directors in gender planning, policy making and gender impact
4. Establish national data-bases of gender-disaggregated information on pupil performance and participation at key levels of primary and secondary education cycles
5. Adopt a 'whole-school' approach to eliminating gender imbalances
6. Ensure all divisions integrate gender into their development plans.
7. Develop monitoring systems and quality assurance mechanisms to ensure adherence to gender principles stated in the Ministry's policy document "Education for a Learning Society'

Expected Outcomes

1. Be recognised as a leading organisation for gender mainstreaming in Seychelles
2. Gender is fully integrated into the development plans and operations of the various divisions in the Ministry and schools
3. Gender disaggregated data is used to inform decisions and promote equity in educational outcomes

TARGET 2 Provide adequate resources to sustain gender development work and implement the gender action plan.

Activities

1. Access additional external resources financial/human for gender activities
2. Set up gender resource unit in documentation centre
3. Access additional resources by using opportunities offered by new technologies eg internet

Expected Outcomes

1. Links are established with funding agencies which support gender
2. Gender Resource unit is developed with up-to date documentation on gender.

TARGET 3 Strengthen the capacity of gender trainers to implement the gender action plan

Activities

1. Increase the pool of gender trainers by 30 and target more male trainers
2. Source training opportunities and funding for continued capacity building of gender trainers
3. Provide opportunities for all trainers to put into practice the skills acquired
4. Provide networking opportunities for gender trainers

Expected Outcomes

1. Gender-balanced pool of trainers (male and female) with knowledge, skills and experience to successfully implement the action plan
2. Committed and confident group of trainers prepared to stand by their beliefs, challenge current discriminatory practices and convince others

TARGET 4 Conduct gender research in key areas where disparities exist

Activities

1. Increase capacity of staff in Ministry of Education to conduct gender responsive research
2. Conduct research into boy,' underachievement in primary and secondary schools
3. Examine causes for student drop-out in primary and secondary schools and make recommendations to curb 'drop out'
4. Identify areas (eg. stereotyping in subject choices at primary & secondary levels) requiring intervention for further research
5. Survey the extent and causes of gender-related violence in schools

Expected Outcomes

1. Data on gender, specific to education in Seychelles
2. Data from gender research guides policy and influences change
3. Pool of staff trained to conduct gender sensitive research

TARGET 5 Create gender inclusive teaching/learning environments in primary and secondary schools which enhance academic success for both genders

Activities

1. Incorporate action plans to redress gender inequalities in School Development Plans
2. Establish school data-bases to track the performance of both genders across a variety of subjects

3. Review school practices eg streaming which disadvantage groups of students
4. Ensure that teaching strategies, classroom arrangements and assessment methods cater for the holistic development of both genders
5. Ensure gender balance within classrooms
6. Sensitise key target groups like support staff, PTAs, Student Councils and counsellors
7. Conduct gender sensitisation sessions for all teaching staff at school level
8. Ensure that gender training is included in the pre and in-service programme for teachers
9. Conduct action research at school level to better understand gender constructions
10. Provide careers education programmes which broaden opportunities for both genders
11. Promote a culture of high expectations especially in literacy and numeracy for both genders in the early years
12. Provide early intervention programmes for boys and girls who are falling behind in core subjects
13. Ensure that all school-based training is gender sensitive
14. Ensure that both genders have access to all aspects of the curriculum including information technology

Expected Outcomes

1. School organisations that are gender inclusive
2. Teachers who promote gender equity and challenge stereotyping
3. Equal opportunities to experience academic success by both genders
4. Environments of high expectations and emphasis on holistic development
5. Less stereotyping in student subject choices
6. Reduced gaps in achievements across all subjects
7. Use of school performance data in planning for improvement

TARGET 6 Create school environments where both genders feel safe and where they are respected and valued

Activities

1. Ensure that the PSE curriculum at primary and secondary levels adequately addresses issues related to gender relations, sexual violence, sexual harassment, HIV/aids, health and safety.
2. Organise training sessions for peer counsellors in areas such as relationship skills and the management of conflict
3. Develop school policies that provide clear guidelines for dealing with all forms of violence

4. Create opportunities through students council for students to provide feedback of gender related issues at school
5. Provide equitable access to and use of resources and recreational facilities

Expected Outcomes

1. Establishment of gender friendly schools
2. Reduced incidence and complaints of gender related violence in schools
3. Schools as 'gender safe zones' where everyone feels secure and respected
4. Teachers' attitudes which show respect for both girls and boys
5. Behaviour management policies which are firm and fair for both genders

TARGET 7 Ensure that the new national curriculum addresses gender equity principles which meet the needs of both girls and boys

Activities

1. Organise refresher courses for curriculum developers
2. Monitor the gender sensitivity of the new curriculum

Expected Outcomes

1. New curriculum is responsive to interest and aspirations of both girls and boys
2. New curriculum provides opportunities for both gender to experience success at all cycles

TARGET 8 Sensitise parents and the general public on gender disparities in education

Activities:

1. Organise at least 1 major gender sensitisation activity per year
2. Use national media to sensitise public on gender gaps in education and their negative consequences
3. Participate in the sensitisation of parliamentarians/policy makers
4. Advocate for more male teachers in primary schools
5. Advocate for greater gender balance in school staffing and allocation of responsibilities
6. Encourage schools to set up parental programmes that challenge gender construction
7. Show-case examples of good practice

Expected Outcomes

1. Greater awareness of gender issues among parents and the general public
2. More balanced staffing ratios in schools and equitable sharing of responsibilities
3. More parents helping the schools to challenge stereotypes
4. Policy makers show greater sensitivity and support for gender equity issues in legislation.

TARGET 9 Establish productive links with partners/agencies working with women/children

Activities:

1. Establish working links with relevant NGOs eg SAWOP, NCC, ASSF, through LUNGOS
2. Strengthen partnerships with National Gender Committee and other Government ministries
3. Participate in the work of national, regional (eg FAWE, SADC) and international (eg UNESCO, UNICEF, Commonwealth Secretariat) organisations working towards greater gender equality.

Expected Outcomes

1. Productive working relationships established with all parties
2. Increased networking and collaboration with NGOs on joint projects (eg child protection, parental programmes)

GOAL 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

EARLY CHILDHOOD EDUCATION

TARGET 1 By 2006 a data archive will have been set up for the study of Early Childhood Education

Activities

In collaboration with the Ministry of Health, transfer Seychelles Child Development database from University of Rochester to the Ministry of Education

Expected Outcomes

Availability of information on the characteristics and educational status of Seychellois children

TARGET 2 By 2010 baseline information on attainment at various stages of early childhood will be available.

Activities

1 Implement a longitudinal study to measure the cognitive ability and educational outcome of children from Crèche to P2
2 Build a profile of children with specific areas of need at the beginning of Crèche
3 Assess the educational status and monitor the pre-reading and pre-math attainment after completion of Crèche
4 Monitor the level of achievement in literacy and numeracy at the end of P1 and P2,

Expected Outcomes

The formulation of corrective and preventative strategies

TARGET 3 By 2015 an evaluation of the quality of early childhood education will be carried out

Activities

1. Implement a research to measure change (from 2010 – 2015) in the educational outcome of children at the end of the early childhood cycle
2. Relate outcomes to some of the learning experiences of the children

Expected Outcomes

Evaluation of the educational provisions for the early years of education
Evaluation of the conditions for learning and teaching in early childhood

PRIMARY EDUCATION

TARGET 1 By 2006 baseline information to measure the quality of basic education will be established.

Activities

1. Build data archive from the SACMEQ study and the SIP evaluation
2. In collaboration with Quality Assurance set the level of literacy and numeracy at the end of Primary 6
3. Assess the extent and quality of life skills at the end of Primary 6
4. Monitor educational provision to Primary Schools both in terms of physical resources, human resources and educational processes
5. Monitor the conditions of teaching and learning in primary schools
6. Disaggregate achievement data to compare boys and girls performance

Expected Outcomes

Policy suggestions and the development of strategies for improvement

TARGET 2. By 2010 a structure to monitor the quality of basic education will be set up

Activities

1. Compare achievement level with the baseline data
2. Compare Life Skills data to monitor change
3. Compare conditions of teaching and learning and educational processes to monitor change

TARGET 3. By 2015 an evaluation to measure the quality of educational provisions and outcomes will be carried out

Activities

Design and implement a research project to compare the pace and direction of change over time

Expected Outcomes

A report to document change data

SECONDARY EDUCATION

TARGET 1 By 2006 the level of educational achievement at the end of third year of secondary education will be set

Activities

1. Build data archive from the SACMEQ study and the SIP evaluation
2. In collaboration with Quality Assurance set the level of literacy and numeracy at the end of S3
3. Assess the level of literacy and numeracy at the end of S3.
4. Use Life Skills assessment to indicate the preparedness of S3 students for adult life

Expected Outcomes

Baseline data of educational inputs to secondary education and policy recommendations

Baseline data of educational inputs to secondary education and policy recommendations

TARGET 2 By 2010 the broad educational achievements of students at the end of the third year ofsecondary education will be monitored

Activities

1. Monitor the level of reading, mathematics, science/life skills
2. Monitor the quality of educational provision to secondary schools both in terms of physical resources and educational processes
3. Assess the conditions of teaching and learning in secondary schools

Expected Outcomes

Proposal of Strategies to sustain or improve performance

TARGET 3 By 2015 an evaluation to measure the quality of educational provisions and achievement

Activities

Design and implement a research project to compare the pace and direction of change over time (from 2010 to 2015)

Expected Outcomes

Final report and documentation on the quality of basic education and the achievement of EFA goals

6. PROGRAMME AREA - GLOBAL COSTS OF PROGRAMMED OPERATIONS

NB: Seychelles Rupees (SR 5.3) is approximately US dollar one (1)

	Project Profiles	2001- 2005	2006- 2010	2011- 2015	Total Cost (SR'000)
1	EFA central coordination	6,000.0	6,300.0	6,500.0	18,800.0
2	Procurement of Educational Books and Equipment For Early Childhood Education	4,130.0	5,681.0	4,985.0	14,796.0
3	Training in Child Care and Education for Early Childhood Educators and Carers	911.0	456.0	228.0	1,595.0
4	Enhancement and Extension of Existing Early Childhood Infrastructure facilities	16,300.0	21,000.0	23,100.0	60,400.0
5	Additional Facilities for the Disadvantaged Children	1,080.0	700.0	1,640.0	3,420.0
6	Training for School for the Exceptional Child Personnel	834.0	750.0	750.0	2,334.0
7	In-Service Training Programme for Primary & Secondary Schools Teachers	1,450.0	2,400.0	2,850.0	6,700.0
8	Provision of Textbooks and Reading Materials for Primary and secondary Schools	18,400.0	4,600.0	21,000.0	44,000.0
9	Provision of Equipment, Educational Materials and Related Support Facilities for Primary and Secondary Schools	16,700.0	22,700.0	28,375.0	67,775.0
10	Establishment of a Youth Reach Centre for Students with Highly Disruptive Behaviour	12,300.0			12,300.0
11	Training in Guidance and Counselling for Primary Schools Counsellors	4,200.0	3,150.0	3,500.0	10,850.0
12	Training for Primary School studies coordinators cycles 2&3 in speecial educational needs (Using the Consultative-Collaborative Model)	4,400.0	4,620.0	4,389.0	13,409.0
13	Schools Upgrading and Reconstruction Programmes	92,500.0	21,000.0	70,000.0	183,500.0
14	Leadership and Management Training Programmes for Headteachers, Studies Co-oridnators and Heads of Department	855.0	1,000.0	1,100.0	2,955.0
	Sub Total	**180,060.0**	**94,357.0**	**168,417.0**	**442,834.0**

	Targets	2001 2005	2006 2010	2011-2015	Total Cost (SR'000)
15	Establishment of Resource Centres/Training Rooms in all Secondary Schools	1,354.0	677.0	1,016.0	3,047.0
16	Upgrading Library facilities in the Primary and Secondary Schools	9,110.0	6,110.0	6,900.0	22,120.0
17	Establishment of Model Departments in the Secondary Schools	8,150.0	2,038.0	2,650.0	12,838.0
18	HIV/AIDS Education in Primary and Secondry Schools	2,300.0	500.0	600.0	3,400.0
19	Developing a certificate and accreditaion system for Upper Secondary	10,640.0	1,900.0	1,300.0	13,840.0
20	Procurement of Optical Mark Reader (OMR) and training	64.0	0.0	0.0	64.0
21	Setting of Level descriptions for national targets	135.0	0.0	0.0	135.0
22	Provision for necessary infrastructure and facilities required to meet the learning needs of all young people and adults	60.0	0.0	0.0	60.0
23	Establish structure to facilitate adequate access to relevant learning programmes in all local public institutions	1,500.0	1,500.0	1,500.0	4,500.0
24	Enhancement of on-going staff and professional development for young people and adults	4,000.0	4,000.0	4,000.0	12,000.0
25	Establish a more diversified life skills programmes for young people	4,000.0	4,000.0	4,000.0	12,000.0
26	Establish framework to improve coordination of the life skills programmes at district level	900.0	900.0	0.0	1,800.0
27	Development of programmes to reach out to the youth communities	12,000.0	12,000.0	12,000.0	36,000.0
28	Enhancementof facilities for Institutions providing Craft Level Courses	28,057.0	10,387.0	7,620.0	46,064.0
29	Set up structure to research, monitor and evaluate adult literacy	450.0	250.0	250.0	950.0
30	Review, update and develop new programmes for literacy and basic education	510.0	383.0	500.0	1,393.0
31	Enhancement of on-going staff and professional development programmes for adult and continuing education	600.0	600.0	600.0	1,800.0
32	Sensitisation and Development of media programmes on adult literacy education	3,750.0	15,000.0	15,000.0	33,750.0
33	Setting up a Resource Centre for Adult and Continuing Education	600.0	700.0	600.0	1,900.0
34	Setting up of an ICT laboratory within ALDEC	870.0	2,450.0	1,100.0	4,420.0
35	Introduction of distance education programmes for adult and continuing education	1,040.0	520.0	780.0	2,340.0
36	Implementation of the distance/open learning policy	2,025.0	2,898.0	1,884.0	6,807.0
	Sub Total	**92,115.0**	**66,813.0**	**62,300.0**	**221,228.0**

	Targets	2001-2005	2006-2010	2011-2015	Total Cost (SR'000)
37	Establishment of databases on gender-disaggregated information for pupil performance and participation at key levels of primary and secondary cycles	500.0	500.0	500.0	1,500.0
38	Training in Gender Analysis and Planning for policy-makers	500.0	500.0	500.0	1,500.0
39	Setting up of a Gender Resource Unit in Documentation Centre	2,000.0	1,400.0	1,000.0	4,400.0
40	Recruitment and Training of a Pool of Gender Trainers	2,000.0	500.0	1,000.0	3,500.0
41	Training in Gender Research for Staff of the Evaluation & Research Section and Gender Trainers	1,000.0	500.0	500.0	2,000.0
42	Programmes of sensitisation of school-based staff and pupils	2,000.0	1,500.0	1,500.0	5,000.0
43	Production of Publicity Materials	2,500.0	2,500.0	2,600.0	7,600.0
44	The production of a data archive in Seychelles to study child development outcomes	2,000.0	1,000.0	0.0	3,000.0
45	Monitoring learning in early childhood education	1,800.0	1,700.0	0.0	3,500.0
46	A longitudinal research on early childhood	3,500.0	3,500.0	0.0	7,000.0
47	A national survey of P6 pupils on changes in quality of educatiion from 2002 to2 010	250.0	200.0	0.0	450.0
48	A survey of S3 pupils using English, Mathematis, Science and life skills as outcomes	200.0	100.0	0.0	300.0
49	Evaluation of Secondary Education	0.0	0.0	500.0	500.0
	Sub Total	**18,250.0**	**13,900.0**	**8,100.0**	**40,250.0**
	Grand Total	**290,425.0**	**175,070.0**	**238,817.0**	**704,312.0**

Expanding and improving comprehensive early childhood care and education.

Project Profile/GI/01

A. Sector:

Ministry of Education and Youth

B. Project Title:

Procurement of Educational Books/Equipment For Early Childhood Education

C. Location:

Crèches and Day Cares in the Districts

D. Indicative Costs (SR):

The estimated total project cost is around SR 14,796,000.

E. Goals and Objectives:

The main objective of the project is to upgrade and improve the quality of education in Seychelles. This will enable students to attain higher level of qualification and be better equipped in their pursuit of better job opportunities. More specifically, the project aims at continuously upgrading the educational resources by making available newly developed and revised educational books, reference books and equipment for the Early Childhood Education in line with the Education Strategic Plan.

F. Background and Rationale:

Human resource is the backbone of an economy and education and skill are the pillars engraved in this human resource. The Seychelles educational system has always encouraged education for all. Having achieved this first objective the Government sees the need to further upgrade the current system by improving both the physical and human resources of this sector thus providing an improved quality of education.

Textbooks and educational materials are two fundamental resources that a school requires to attain its goal. Presently the Early Childhood Education institutions are ill equipped in terms of workbooks/activity books, reference books for teachers or equipment. The few books that still remain are old and do not reflect current educational trends. In the light of this teachers lack appropriate information on new teaching methods and strategies required for life-long professional development required to ensure the smooth transition of their students from such institutions to primary.

The project makes provision for books both for teachers and students allowing for better coverage and adaptation to the prevailing situation to be procured for the level. Resources for early childhood educators will also be procured so as to provide the teachers with improved knowledge of current practices worldwide with a view to facilitating dissemination of information on best practices.

Although at this early age students prefer to learn and discover by manipulating and playing and textbooks are used only minimally, some activity-oriented books and a broad range of educational toys and materials will be procured that will help to improve the early childhood teaching/learning process and gradually prepare the students for their eventual introduction to more academic subjects when they progress to primary schools.

G. Technical Description:

Books to be procured range from activity books for students to reference books for teachers. All books will be procured from overseas and local suppliers however the possibility of having them printed locally will also be considered. In view that books and equipment have a limited lifespan, provision will also be made to procure the materials every five years over a period of 15 years as per the EFA planned period.

H. Indicative Costing:

The total cost of the project is estimated at around SR 14,796,000. This can be broken down as follows.

	Description	Total Cost
Phase 1 (2001-2005)	Textbooks	1,900,000
	Reference Books	200,000
	Equipment	2,030,000
	Sub Total Phase 1	***4,130,000***
Phase 2 (2006-2010)	Textbooks	2,001,000
	Reference Books	130,000
	Equipment	3,550,000
	Sub Total Phase 2	***5,681,000***
Phase 3 (2011-2015)	Textbooks	2,150,000
	Reference Books	135,000
	Equipment	2,700,000
	Sub Total Phase 3	***4,985,000***
Total Project Cost		**14,796,000**

Any recurrent costs will be borne by the Ministry of Education under its annual recurrent budget allocation.

I. Plan of Operation:

The Resource Planning and Project Development Section together with the Project Planning and Implementation Section will oversee the implementation of the project. The Purchasing Officer will organise for appropriate bids to be submitted by local or overseas supplier in compliance with financial regulations and award the contract to the most competitive and reliable bidder. The Resource Planning and Project Development Section will then organise for the books/equipment to be distributed to respective institutions as deemed necessary.

Project Profile/G1/02

A. Sector:
Ministry of Education and Youth

B. Project Title:
Training in Child Care and Education for Early Childhood Educators and Carers

C. Location:
MOE

D. Indicative Total Cost (SR):
The total project cost is estimated at around SR 1,595,000.

E. Goals and Objectives:

The principal goal of the project is to enhance the quality of Education offered at Early Childhood Cycle. More specifically the project aims at upgrading the quality of teaching and care offered in early childhood education centres by way of improved teacher and other personnel qualifications.

The training programme in Child Care and Education is aimed at training all staff in the following areas:

- Basic understanding of child development within the early years environment.
- Specific knowledge of activities, areas and the acquisition of teaching skills and resources appropriate to the early childhood development.
- Academic and practical study skills, organisation, creativity, resourcefulness, communication, and critical and reflective analysis.

F. Background and Rationale:

With the creation of the Non Formal Early Childhood Unit, the Ministry of Education in its quest to ensure that every Seychellois benefits from basic Education is continuously placing emphasis on laying a stronger foundation at the Early Childhood Level.

Since 1999, the Schools Section organised joint training sessions/workshops for day care operators/assistants together with crèche teachers. Individual in house training was provided whenever visits were conducted. Since 2001, workshops have been intensified to cater for each level of early childhood - babies, toddlers and infants. This in a way was preparing day care operators for future formal training.

Through the proposed training programme the participants will:

a) Understand the importance in the holistic development of a child i.e. (physical, intellectual, social, emotional and spiritual and address their need accordingly;
b) Be able to create and maintain a child centred environment;
c) Understand how children learn through active and spontaneous play;
d) Recognise and develop ability to communicate with children and develop the skills essential for the introduction of literacy and numeracy at this level;
e) Develop sensitivity and skills for understanding and resolving developmental problems through creative expression;
f) Be sensitised on the importance of Nutrition for the different age groups;
g) Develop appropriate learning materials for the different age groups;
h) Develop knowledge, skills and attitudes regarding child protection issues;
i) Develop appropriate observation checklist for the different age group;
j) Learn of behaviour patterns in children and be able to address them.

G. Technical Description:

The programme will benefit day care operators, crèche supply teachers and ancillaries and will be a pre-requisite for entry to NIE for more advanced studies in Early Childhood Education.

Participants will also familiarise themselves with the principles outlined in the Ministry of Education's Policy Statement 'Education for a Learning Society".

Once the first phase is completed, refresher courses will be provided for the participants to keep them up to date with the latest developments with regards to Early Childhood Education.

H. Indicative Costing:

The total project cost is estimated at around SR 1,595,000. This can be broken down as follows.

Phase	Total Cost
Phase 2 (2006-2010)	911,000
Phase 2 (2006-2010)	456,000
Phase 3 (2011-2015)	228,000
Total Project Cost	**1,595,000**

I. Plan of Operation:

Coordination of the whole project will be assured by the Education Coordinators from the Formal and Non-formal Early Childhood Unit and assisted by other personnel working at the level. Lecturers will be appointed from Schools Division, Early Childhood Unit, from NIE, Health and from NGO's mainly NCC. The facilitators, project coordinator of the Formal early Childhood Unit will be involved in the evaluation procedures and their implementation. Evaluation will be both formative and summative using a variety of techniques that will be used upon completion of each unit.

Project Profile/G1/03

A. Sector:
Ministry of Education and Youth

B. Project Title:
Enhancement and Extension of Existing Early Childhood Infrastructure

C. Location:
Existing Crèches

D. Indicative Total Cost (SRS):
This is estimated at around SR60,400,000.

E. Goals and Objectives:

The main objective of the project is to upgrade and improve the quality of education in Seychelles by way of improved infrastructure and other facilities at early childhood level, while at the same time achieving the educational objective of equality of educational opportunity. Specifically the project aims to provide the crèches with a setting that is conducive to teaching and learning by ensuring that the necessary infrastructure is in place where children can learn and develop physically, socially, emotionally, intellectually and morally

All establishments will be provided with additional facilities such as restrooms.

F. Background and Rationale:

The Seychelles Education System has 33 crèches spread over 3 main islands Mahe, Praslin and La Digue. These cater for around 3000 students each year. Initially the minimum entrance age for crèche pupils was set at 4 years (mean 4 years 3 months) but has gradually decreased to 3 years and 3 months. This has necessitated the provision of additional facilities since the schools were enrolling much younger pupils. Consequently new rooms have to be built such as restrooms for the children's recommended afternoon nap. Likewise since younger children require additional attention smaller groups have to be formed, this implying additional activity areas. The present project makes provision for the extra class area and new restrooms to be constructed in all crèches.

Furthermore, in view of the fact that some schools do not have the required physical classrooms at their disposal, some multipurpose rooms were being subdivided by the use of mobile partitions into classes. This set up is not only inconvenient to teachers but also causes distractions for students who are more interested in what is happening in the adjacent class.

Thus disruption in the teaching-learning process is apparent. In the light of this the project proposes that the crèches be equipped with the necessary classrooms so that all multipurpose rooms can be freed to be used for their initial purposes.

G. Technical Description:

The project comprises of the following:

- Provision of additional classes where necessary (19 classes in total);
- Provision of new restrooms for the younger students;

All new facilities will be furnished with newly manufactured purpose built furniture.

The second and third phase will involve maintenance work on existing and the new facilities.

H. Indicative Costing:

The total cost of the project is estimated at around SR60,400,000. This can be broken down as follows.

Phase	Total Cost
Phase 1 (2006-2010)	16,300,000
Phase 2 (2006-2010)	21,000,000
Phase 3 (2011-2015)	23,100,000
Total Project Cost	**60,400,000**

Any Recurrent costs will be borne by the Ministry of Education under its annual recurrent budget allocation.

I. Plan of Operation:

The Project Planning and Implementation Section of he Ministry will oversee all works. The Section will ensure that bids are submitted by local and reliable contractors. The contract will be awarded to the most competitive and most reliable bidders. Work will be phased in such a way that it is performed during the school holidays so as not to interfere with the school activities. Provision of additional facilities and classrooms will be spread over the first 5 years in order of priority.

Project Profile/G1/04

A. Sector:
Ministry of Education and Youth

B. Project Title:
Additional Facilities for the Disadvantaged Children

C. Location:
School for the Exceptional Child

D. Indicative Total Cost:
The total cost of the project is estimated at around SR3,420,000.

E. Goals and Objectives:

The main objective of this project is to improve upon the facilities offered to the school for the exceptional child in order to achieve the educational objective of equality of opportunity irrespective of gender, status, place of residence and more pertinently to physical or mental ability. This is with a view to help the students to be independent, better adapt and integrate into the society, hence maximising their chances of engaging in income generating practices and leading productive lives. The project aims at achieving the above-mentioned objective through the following specific objectives:

a) To provide purpose built furniture to replace worn out ones that are beyond repair;
b) To provide special equipment and toys that are essential to the effective running of the school;
c) To provide fire safety equipment as recommended by the Seychelles Fire Service;
d) To equip the school's resource room with sufficient printed resource materials for teachers' reference so that information on current and best practices can be obtained and adapted to the local situation.
e) To provide access to special educational opportunity to more disabled students by way of procurement of two special buses for the disabled students.

F. Background and Rationale:

The school for the Exceptional Child is the only institution in the country providing education for children with special needs and has been in existence for more than twenty years.

The success of the School for the Exceptional Child's efforts to prevent disabled students from further deterioration and disintegration from the economy, and reduction or loss of self-esteem depends on the quality of service that is being offered at the institution. Although they are doing their best, the teachers at the school are finding it increasingly difficult to cope with the increasing demands of the job.

Particularly frustrating is the fact that they constantly have to take the children on a long and tiresome journey to the Rehabilitation Centre for special therapy in view of the fact that the school does not possess the necessary equipment. Furthermore since the Centre has other priorities the teachers might find that the equipment are not accessible when they are needed most. The project makes provision for the procurement of some vital equipment that will help to ease the situation and facilitate the day to day running of the school.
Another major concern for the school is the fact that the furniture are old and dilapidated, the majority of which are too old for economic repair. This implies that the health and well being of the staff and students are at risk. Consequently it is essential that due consideration be given to replacing these furniture in order to improve upon the safety, and the overall teaching and learning environment of the school. The betterment of the quality of resources available to the school will also be translated into further improvements in the teaching/learning process.

The Ministry of Education in collaboration with the Seychelles Fire Service, and other educational establishments, is in the process of finalising a policy paper on Fire Safety in all educational establishments. In line with the policy it is essential that all establishments be equipped with the number of special fire safety equipment as recommended by the Seychelles Fire Service. A properly equipped school will instill confidence in students, staff and parents alike. The risk of having casualties will be greatly reduced and if properly trained the staff can slow the spread of the fire thus reducing the risk of having more damages to the school facilities.

Teachers at the school for the Exceptional Child do not have the necessary information on how to effectively carry out their duties, as they do not have the necessary information to help the children with the different disabilities. The School is deficient in reference books depicting new practices, methods and techniques. As such the project proposes a package of reference books deemed necessary to enhance the level of education offered to the students with disabilities. Similarly a package of toys is proposed to diversify the curricular and extra-curricular activities practised in the school.

G. Technical Description:

The project proposes the acquisition of specialist physiotherapy equipment for the School for the Exceptional Child.

All items are necessary equipment that the school is presently being assisted with by the Rehabilitation Centre. Having such equipment at hand will go a long way towards improving the overall efficiency of the school.

Furthermore the project proposes the procurement of furniture to replace the ones presently in the school that are worn out and beyond repair. This consists of purpose built chairs and desks for the students. Last but not least, a list of fire safety equipment is being proposed as recommended by the Seychelles Fire Service in order to ensure a safer environment for the students and staff. Equipment to be procured range from fire extinguishers to fire blankets depending on the contents of specific rooms.

A package of books and educational toys will be purchased as requested by the school to cater for both schools. This is with a view to diversifying the activities on the school curriculum. The books are mainly reference books for the teachers. These will also be placed in the schools once they have been delivered. The Management will be responsible for monitoring the usage of the reference books and the toys ensuring that the books and toys are used appropriately and efficiently.

The project also proposes the procurement of two special buses for the schools. More particularly the project will provide the School for the Exceptional Child with improved transport services. It will help to reach and provide special education to as many disabled children as possible, and preventing them from dropping out of the institution prematurely.

H. Indicative Costing:

The total Cost of the project is estimated at around SR3,,420,000. This can be broken down as follows.

	Description	Total Cost
Phase 1 (2001-2005)	Specialist Equipment	20,000
	Furniture	75,000
	Fire Safety Equipment	6,300
	Educational Toys	73,000
	Reference Books	10,500
	Special Buses	895,200
	Sub Total Phase 1	***1,080,000***
Phase 2 (2006-2010)	Specialist Equipment	300,000
	Furniture	280,000
	Fire Safety Equipment	10,000
	Educational Toys	95,000
	Reference Books	15,000
	Sub Total Phase 2	***700,000***
Phase 3 (2006-2010)	Special Transportation	900,000
	Furniture	280,000
	Safety Equipment	350,000
	Educational Toys	95,000
	Reference Books	15,000
	Sub Total Phase 3	***1,640,000***
Total Project Cost		**3,420,000**

Any recurrent costs necessitated under the project will be borne by the Ministry of Education under its annual recurrent budget allocation.

I. Plan of Operation:

Once the project has been approved the Resource Planning and Project Development Section of the Ministry of Education will oversee the implementation. The Project Planning and Implementation Section of the Ministry of Education will ensure that the said equipment and reference books are purchased and installed in the school. The furniture will be put on tender for local furniture manufacturers to place bids.

A policy paper on Fire Safety has been finalised providing clear guidelines to staff on the proper way to utilise and manage fire safety equipment to ensure that maximum usage is made. The school head teacher will ensure that the equipment are used for fire fighting purposes only. In line with the policy, fire drills will also be organised at least twice a year to train staff and students on appropriate actions to take should a fire incident occur.

All equipment, toys, furniture and special buses will be transferred to the school where the school's management will ensure that they are properly used to ensure maximum lifespan.

Project Profile/G1/05

A. Sector:
Ministry of Education and Youth

B. Project Title:
Training for School for the Exceptional Child Personnel

C. Location:
School for the Exceptional Child

D. Indicative Total Cost (SR):
The estimated total cost is around SR 2,334,000.

E. Goals and Objectives:

The main objective of this project is to improve upon the quality of education offered to children with special needs in order to achieve the educational objective of physical or mental differences. This is with a view to help the students to be independent, better adapt and integrate into the society, hence maximising their chances of engaging in income generating practices. The project aims at achieving the above-mentioned objective by providing expert advice and training in particular fields, to the teachers of the School for the Exceptional Child;

The project proposes training in the following four fields:

a) Speech Therapy
b) Psychology of Children with Special needs
c) Occupational Therapy
d) Physiotherapy

F. Background and Rationale:

The school for the Exceptional Child is the only institution on the islands providing education for children with special needs and has been in existence for more than twenty years. All services are provided free of charge by the government.

The present project requests the help of four specialists, one from each of the four fields cited above to work with the school for a period of time. During their contract they will also provide in-house training to the teachers currently working for the school and in so doing will in the long run equip the school with the qualified personnel that it requires.

The school is for the time being receiving help in speech therapy (for deaf children) on a part time basis from the Rehabilitation Centre. The presence of a full-time speech therapist at the school will help all the children with their therapy daily and not only a small group benefiting as is presently the case. They can also provide individual therapy for the child; consult the child's teachers about the most effective ways to facilitate the child's communication in the class setting and work closely with the parents to develop goals and techniques for effective therapy in class and at home. One of the teachers is following in service training for sign language with the DASSI Project a joint venture between Reunion and Seychelles.

A psychologist can help, guide and advise them on how to plan useful programmes, such as behaviour modification. On the other hand an occupational therapist can encourage students to participate in activities especially those that will be useful in self-employment, recreation, communication and creativity.

The school already has under-utilised physiotherapy equipment (under-utilised in that the institution does not have a qualified physiotherapist in-house). Instead the students are transported to the Rehabilitation Centre twice weekly for therapy. This is especially a problem when there is a breakdown of the available buses. It has happened in the past that students have not received therapy for more than one month. Thus the project also requests the services of one physiotherapist to work with the school for one year and during that time provide on the job training to the staff so that in the future they can effectively carry out therapies on their own.

The second and third phase of the project will involve the Ministry identifying qualified personnel to undergo further training in the above fields so that in the longer run the School for the Exceptional Child can have the necessary qualified staff in-house.

The project falls in line with the Ministry of Education's objective of providing every child with an equal educational opportunity, irrespective of his/her physical or mental state.

G. Technical Description:

The project aims at providing expert advice and training to the teachers who deal with these children on a day-to-day basis. Training is required in specific fields as speech therapy, psychology of children with special needs, occupational therapy and physiotherapy. Basically the project aims at getting one specialist from each of the above fields to work at the school for a period of one year. This will provide on the job training to the local teachers, who will then be better equipped and be in a better position to effectively carry out their role.

H. Indicative Costing:

The total cost of the project is estimated at around SR 2,334,000. This can be broken down as follows.

Phase	Total Cost
Phase 1 (2006-2010)	834,000
Phase 2 (2006-2010)	750,000
Phase 3 (2011-2015)	750,000
Total Project Cost	**2,334,000**

Any recurrent costs will be borne by the Ministry of Education under its annual recurrent budget allocation.

I. Plan of Operation:

The Ministry of Education and in particular the Schools Division will work in close collaboration with international partners to identify the qualified and reliable experts and training candidates in the four fields.

Ensuring that by 2015 all children have access to, and complete free and compulsory primary and secondary education of good quality.

Project Profile/G2/01

A. Sector:
Ministry of Education Youth

B. Project Title:
In-Service Training Programme for Primary Schools Teachers

C. Location:
Schools and NIE.

D. Indicative Costs (SR):
6,700,000.

E. Goals and Objectives:

Goals:
Through this training program all teachers from crèche to Primary Year 6, comprising 800 participants or 15.5% untrained teachers will:

- Equip themselves with a variety of teaching/learning strategies to improve learning outcomes.
- Enhance their capacity to meet learners' needs especially those at the two extremes of the learning spectrum.
- Further develop their skills in the teaching of learning in early years initially and consolidate these skills to teach reading throughout the primary cycle.
- Consolidate and extend their knowledge and skills of different forms of evaluation, recording and reporting and using those to inform future practice.
- Enhance their ability to set realistic targets for both themselves and the students.
- Broaden their knowledge of the National Curriculum and develop skills to implement and manage it at classroom level.
- Refine and extend their skills and knowledge in effective classroom management.

Objectives:

The aims of the training programs are to:

- Up-grade teachers' skill and knowledge related to classroom practice.
- Provide opportunities for teachers to enhance their understanding and appreciation of student's learning
- Familiarise teachers with the Ministry's Policy Statement on Education.

F. Background and Rationale:

Increasingly our schools are facing enormous challenges. They are confined to educate a most diverse student body, and achieve high academic standards. In this task, teacher quality plays a vital role because they are the ones vested with the power to make a difference in the students' lives and in the schools' environment.

In the quest to bring about changes, revitalise education and develop effective schools programmes, there is an urgent need to address the professional development of those who matter most, those who are engaged in the daily classroom interaction. This is supported by research in School Effectiveness and by School Improvement, which shows that teacher development is at the heart of school performance and development. Hence, the importance for improvement in the teaching and learning conditions.

In the past in-service teacher education was carried out as short workshops most often curriculum related, during school vacations. The only intensive training programme was the English Language Improvement Programme, which catered for teachers from crèche to P4 only. This training program, aimed at increasing the teachers' competence and fluency in using the English Language in the classroom and for other professional purposes, was run from May 1996 to December 1997. A total of 400 teachers participated and a good number of them who completed the extended programme, have since graduated to other position within the Ministry.

With the introduction and subsequent implementation of the School Improvement Programme, schools have been pro-active in organising school-based staff professional development. Weekly sessions are held but these tend to address the specific needs of individual schools.

A sizeable proportion of teachers in the primary schools do not hold the necessary teacher qualifications to provide quality teaching at that level. The majority of them have taught for 10 years or more. Feedback from support, supervisory and official visits to primary schools over the last year have highlighted the need to revisit certain aspects of teacher education and on going practices. The teachers have expressed the desire for more extensive training to better equip them to face new challenges in their job and help them keep abreast with current trends and development in education.

G. Technical Description:

The programme is compulsory for all teachers from crèche to primary Year 6.

Six areas will be covered based on the initial survey of training needs, which covered 600 teachers. These areas are in order of priority:

i. Catering for Special Needs
ii. Teaching Beginning Reading
iii. Teaching and learning Strategies

iv. Assessment Recording and Reporting
v. Curriculum Processes and Implementation
vi. Classroom Management and Pastoral Care.

All participants will also have the opportunity as part of the programme to familiarise themselves with the principles of the Ministry of Education's Policy Statement and more specifically study the goals of the Early Childhood and Primary Education. Other areas identified will be covered in the ongoing school-based professional development programme.

Refresher courses will be organised during Phases 2 and 3 to provide teachers with an insight into innovations and keep them abreast with the latest developments related to teaching of primary students.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	1,450,000
Phase 2 (2006-2010)	2,400,000
Phase 3 (2011-2015)	2,850,000
Total Project Cost	**6,700,000**

I. Plan of Operation:

Schools Division will organise all training sessions jointly with the National Institute for Education

Project Profile/G2/02

A. Sector:
Ministry of Education and Youth

B. Project Title:
Provision of Textbooks and Reading Materials for Primary and Secondary Schools

C. Location:
Schools, NIE and Ministry headquarters

D. Indicative Total Cost (SR):
44,000,000.

E. Goals and Objectives:

The main aim is to acquire a range of textbooks and reading materials in all three languages for use by schools and in teacher training at NIE as well as for trainers/coordinators at the headquarters.

F. Background and Rationale:

Over the years the Ministry has supplied schools with ad-hoc quantities of textbooks, equipment and reading materials which were made available by different donor agencies, mainly the British, and the French governments through submission of project memoranda as part of the bilateral corporations between countries for specify programmes.

Some of the textbooks and reading materials have been in use in the primary since about 1992. No new stocks have been acquired /ordered from the publishers for at least 10 years. These have now been in schools for use for quite a long time and most titles are obsolete or outlive their lifespan. The increase in the student's intake is also a contributing factor towards the insufficient number of copies remaining in schools. Most textbooks and reading materials (readers) are used as class sets. This approach handicaps students and teachers.

On the other hand secondary schools have been slightly more fortunate in view that they have received a consignment of books in the year 2000. However even these books need to be replaced in view that they are now reaching towards the end of their lifespan. Furthermore changes in curriculum at that level has necessitated a review of the available curriculum materials.

The acquisition of new textbooks, and reading materials will help improve the quality of teaching/learning and to reach the Ministry's goal of attaining the one to one pupil textbook ratio.

G. Technical Description:

The project will provide for sufficient textbooks and reading materials in accordance with the Ministry's target. The reading materials such as reading schemes, reading books, library books, including charts, etc.., to support the teaching learning process at this level will also be provided in this project on the norms established. The reading materials should be provided in all three national languages for the appropriate levels and respective subject areas.

H. Indicative Costing:

Phase	Description	Total Cost
Phase 1 (2001-2005)	Books for Primary Schools	10,200,000
	Books for Secondary Schools	8,200,000
	Sub Total Phase 1	**18,400,000**
Phase 2 (2006-2010)	Books for Primary Schools	2,550,000
	Books for Secondary Schools	2,050,000
	Sub Total Phase 2	**4,600,000**
Phase 3 (2011-2015)	Books for Primary Schools	11,900,000
	Books for Secondary Schools	9,100,000
	Sub Total Phase 3	**21,000,000**
Total Project Cost		**44,000,000**

I. Plan of Operation:

The Education Planning Division will work closely with the National Institute of Education to establish curriculum materials requirement for primary and secondary schools. Once funds are secured the Division will ensure that bids are submitted by reliable suppliers overseas and local. The contract will be awarded to the most economical and reliable bidder.

Project Profile/G2/03

A. Sector:
Ministry of Education and Youth

B. Location:
Schools, NIE and Ministry headquarters

C. Project Title:
Provision of Equipment, Educational Materials and Related Support Facilities for Primary and Secondary Schools

D. Indicative Total Cost (SR):
67,775,000.

E. Goals and objectives:
The main aim is to acquire a stock of Equipment and educational materials for use by schools and in the process of teacher training at NIE.

F. Background and Rationale:

Over the years the Ministry has supplied schools with ad hoc quantities of equipment and educational materials, which were made available by different donor agencies and government through the submission of project memoranda. The last consignment of such materials received were made available under the ADB Education II Project, which was conceptualised in 1989 and obtained in early 90's. These materials have all outlived their life span.

The Ministry wishes to obtain a significant proportion of education materials and equipment in this planned period with a view to attain the goals and target sets as a process of EFA. This consignment of education materials will close the gaps and eliminate disparities between schools, which have evolved with time.

G. Technical Description:

The project comprised the following:

Science	Equipment, materials, chemical, general apparatus, tools and accessories and safety equipment for the teaching/ learning process and for general support.
Art	Equipment, tools, materials and accessories.
Craft and Technical Studies	Equipment, tools, materials and accessories for carpentry, needlecraft, etc and related activities.
Physical Education	Related equipment and facilities.
Kitchen /Dining Hall	Cooking equipment and appliances, dining and serving facilities and delivery vans to support this scheme.
Mathematics	Mathematical equipment and facilities.
Social sciences	For all subject areas.
Music	Basic musical instruments and facilities.
Audio Visual	All related equipment to support the teaching/learning programmes
Printing	Reprographic equipment and materials
Others	Safety and all other equipment and facilities not listed in the categories above.

Provision for all 24 Primary and 10 secondary schools based on enrolment and one set at NIE for teacher training purposes and Headquarters where necessary.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	16,700,000
Phase 2 (2006-2010)	22,700,000
Phase 3 (2011-2015)	28,375,000
Total Project Cost	**67,775,000**

I. Plan of Operation:

Distribution will proceed systematically and schools will receive identical materials together.

Project Profile/G2/04

A. Sector:
Ministry of Education and Youth

B. Location:
Schools Division

C. Project Title:
Establishment of a Youth Reach Centre for Students with Highly Disruptive Behaviour

D. Indicative Total Cost (SR):
12,300,000

E. Goals and objectives:

Goals

This project aims to establish an alternative temporary environment for highly disruptive students by providing a Centre with residential facilities, necessary assistance and support for behaviour modification.

In the process of behaviour modification students will be actively involved at the Centre through small projects in community work, environmental education, hand crafts and relevant respective academic work related to classroom subjects.

Inputs of counsellors, psychologists and social workers will be sought, wherever possible, and parents will be consulted at different stages of each child's behavioural modification plans. The plan of activities will be designed in collaboration with other stakeholders to suit and occupy students during their stay at the centre for their physical, moral, intellectual, psychological and social growth.

Objectives:

- To help the Youth acquire and develop positive values, high self esteem attitudes and respect for others.
- To provide the Youth with an enabling environment for realisation of personal potentials
- To integrate the Youth into the mainstream of his/her peers' activities in order to develop a sense of solidarity.
- To involve the Youth in relevant classroom work to minimise the effects caused by absence from school.
- To integrate school and centre work programmes with daily experiences of the student.

F. Background and Rationale:

During 1999-2000 the Student Affairs Sub-Unit within the Student Support Unit recorded 3.9% of truancy, 1.3% of temporary suspension, 0.3% indefinite suspension and 0.9% drop out of 17,296 primary and secondary students. Many of the highly disruptive students identified are unable to be supported in mainstream schooling. Currently many of those students, after expulsion from schools, remain in the community at large and are further involved in gradually more serious anti-social activities.

Investigations have shown that highly disruptive students tend to have a complexity of needs (psychological, cognitive and/or social). Such needs require extra support, some of which, in many cases, being entirely separate from their educational needs. In such cases, a very specialised and adapted setting is necessary to provide access to a variety of specialised support, expertise and after care.

It is anticipated that the alternative environment in addition to the specific behavioural programmes will help those students modify their disruptive attitudes and behavioural patterns towards themselves, their peers and their school.

G. Technical Description:

The project consists of the development of an instructional climate that meets the challenges of highly disruptive students. Thus the following components are required for the project.

- The construction of a centre with all necessary facilities in accordance with the norms and the provision to accommodate 30 students with severe disruptive behaviour.
- Training of 2 psychologists and 3 counsellors will be done, overseas in phases from 2002 onwards.
- Assess the existence and extent of delinquency in Primary and Secondary Schools.
- Plan and develop programmes to cater for students with disruptive tendencies.

H. Indicative Costing:

The total project cost is estimated at around SR12,300,000. This can be broken down as follows.

Phase	Description	Total Cost
Phase 1 (2001-2005)	Construction and Equiping Centre	10,800,000
	Technical Assistance	1,500,000
	Total Phase 1	**12,300,000**
Total Project Cost		***12,300,000***

The Ministry of Education will make provision from its annual recurrent budget allocation to bear any recurrent costs associated with the project throughout the plan period.

I. Plan of Operation:

The project is to be implemented over a period of 4 years.

Project Profile/G2/05

A. Sector:
Ministry of Education and Youth

B. Location:
NIE/Schools

C. Project Title:
Training in Guidance and Counselling for Primary and secondary Schools

D. Indicative Total Cost (SR):
10,850,000

E. Goals and Objectives:

The main aims of the project is to:

- Set up a strong counselling service in schools.
- Upgrade counselling capacity in schools
- Equip counsellors with effective counselling skills and knowledge to ensure the provision of qualitative support in schools by way of:
- Training of new counsellors;
- Enhancement of knowledge/skills of existing counsellors.

F. Background and Rationale:

It is evident that schools are presently facing numerous disruptive behaviour cases and are finding it difficult to cope with these situations. Hence counsellors should be provided with necessary knowledge and skills to face such demanding and challenging tasks of helping students acquire appropriate values and behaviour.

G. Technical Description:

The project comprises the following:-

a) Training for 15 new counsellors over a period of 2 years to reach diploma level
b) Training for 21 existing counsellors to diploma level over a one year period
c) One expert to:
   Produce training manual for the programmes
   Provide training to the counsellors for the three years
   Plan for the training and the implementation of programmes
   Monitor and carry periodic evaluation of programmes

Train local expert to follow up on the training and retraining of counsellors and also to monitor and to carry periodic evaluation of programmes.

d) Provision of Reference books/materials to implement the programmes.
e) Provision of handbook/guides on counselling.
f) Training of Headquarters / regional trainers
g) Overseas attachment and exchange of experiences
h) local refresher courses for the counsellors to keep them abreast with the latest developments in careers guidance / counselling during the second and third phases.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	4,200,000
Phase 2 (2006-2010)	3,150,000
Phase 3 (2011-2015)	3,500,000
Total Project Cost	**10,850,000**

I. Plan of Operation:

The Careers Section of the Ministry of Education and Youth will organise the training sessions in close collaboration with the Schools Division and NIE.

Project Profile/G2/06

A. Sector:
Ministry of Education and Youth

B. Location:
NIE/Schools

C. Project Title:
Training for Primary Schools Studies Coordinators Cycles 2 & 3 in Special Educational Needs (Using the Consultative-Collaborative Model)

D. Indicative Total Cost (SR):
13,409,000

E. Goals and objectives:

To provide Studies Coordinators (SCs) with knowledge and skills so that in return they can provide direct and effective support to classroom teachers, with the goal of enabling students with special educational needs who require individualised support to participate and benefit from classroom instructions.

Establish a mechanism for systematic identification and intervention in Children's learning problems. Make the schools a place where all children can participate in activities and experience feelings of achievement

F. Background & Rationale:

During 1998-2000 the percentage of students scoring below 50% in the P6 National Attainment Tests has been considerably perturbing. In 1998, the figures stood at 34% for English, 25% for French, 33% for Creole and 64% for Mathematics. The figures for 1999 were even more distressing: English 42%, French 47%, Creole 37% and Maths 72%. The results for 2000 were still way below expectation; English 45%, Creole and French 31% respectively, and Mathematics 66%.

Studies have shown that low achievement undermines confidence and breeds discouragement and acrimony at every level (teacher, child, school, community & nation). Some low achievers become highly disruptive and are unable to be supported in the mainstream. Those with commendable comportment are somehow unable to receive assistance from the classroom teachers who lack the training and ability to deal with low performing students. Since the Ministry of Education is committed to fostering successful achievement, it is imperative to counteract low achievement by providing adequate support to low achievers. This entails, among other things, the training of teachers to meet the needs of students with learning difficulties.

This project, which is expected to start in Jan. 2003-Jan.2004 is intended to provide training to at least 48 Studies Co-ordinators.

G. Technical Description:

a) Training for Primary Schools Studies Co-ordinators in Special Educational needs at cycles 2 and 3 (2 per school for 24 primary schools) & other logistical arrangements in two groups over a period of two years starting in 2003
b) Technical assistance/consultancies for the development of programmes and to conduct training
c) Reference materials
d) Production and printing of training materials
e) Local transportation for Praslin/La Digue SCs
f) Overseas training, attachment and exchange.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	4,400,000
Phase 2 (2006-2010)	4,620,000
Phase 3 (2011-2015)	4,389,000
Total Project Cost	**13,409,000**

I. Plan of Operation:

This project is expected to start in January 2003. The Student Support Unit will oversee the planning and implementation of the project.

Project Profile/G2/07

A. Sector:
Ministry of Education and Youth

B. Location:
MOE/Schools

C. Project Title:
School Upgrading and Reconstruction Programme

D. Indicative Total Cost (SR):
306,965,943.

E. Goals and objectives:

The main objective of the project is to upgrade and improve the quality of education in Seychelles by way of improved infrastructure and other facilities to six primary schools, while at the same time achieving the educational objective of equality of educational opportunity. The primary schools have been included in this project because unlike other schools they have not benefited from past projects. Consequently, the schools are either dilapidated or considered inappropriate for the effective teaching-learning process.

The project aims at achieving the above-mentioned objectives through the specific objectives that are specified below.

a) To provide purpose built infrastructure facilities in accordance with norms established for primary schools keeping in mind classroom size.
b) To ensure the smooth functioning of the teaching-learning process for effective learning.
c) To protect the school environment from anti-social influences, such as thefts and acts of vandalism.
d) To provide additional facilities to primary schools such as a computer room as spelled out by the new norms for primary schools.
e) To improve the school environment through improved infrastructure and improved facilities
f) To provide a new schools meals centre in the south region.
g) To supplement the existing stocks of furniture with purpose built furniture

F. Background and Rationale:

Some primary schools did not benefit from recent reconstruction projects. The facilities offered in these schools do not meet the established norms for primary schools. They require immediate rebuilding or renovation works. Generally the schools consist of old or dilapidated prefabricated building complexes that have exceeded their serviceable years and are considered inappropriate for the effective teaching-learning process.

In addition these old buildings consist of small classrooms that do not adhere to the Ministry's established classroom size norms. Similarly a number of facilities stipulated under the norms such as computer rooms, shower rooms, School halls and resource rooms are not provided in some of the schools. Thus the reconstruction and renovation of the schools will be undertaken so that the school infrastructure and facilities comply with the norms. A component for furniture and equipment needs to be added and the new schools will also need to be fully equipped and furnished.

Plaisance primary is presently the only primary school in the Roche Caiman and Plaisance regions. It is currently catering for students from these two regions and Le Rocher and is being used to full capacity. An increase in the number of primary students in the region is anticipated seeing the number of housing projects planned by the Ministry of land Use and Habitat in the area. It is expected that this influx will necessitate the construction of a new two-stream primary school to accommodate the new students with a view not to further congest Plaisance Primary.

Presently there is only one school meals centre serving all schools on Mahe. It is imperative that a second centre be build so that the delays in getting lunch to the students are reduced. Anse Boileau has been identified as the best location.

G. Technical Description:

School infrastructure improvement in this project entails the reconstruction and rehabilitation of existing schools and the construction of new ones. This will involve the demolition of all pre-fabricated or wooden buildings and any other buildings considered unsafe, the construction of new building complexes to replace the old. The buildings that are not demolished will be renovated and upgraded wherever deemed necessary. In all schools site works will include the provision of a paved car park and access road, landscaping and drainage and the addition of fences and gates.

H. Indicative Costing:

The total capital cost of the Phase one projects is estimated at around SR 306,965,943. This can be broken down as follows. It is expected that civil and construction and the refurbishment works along with the furniture and equipment for the following schools will be achieved by the end of the first phase, i.e. by 2005.

	School	Total Cost
Phase 1	La Rosiere Primary& Crèches	20,479,018
	Mont Fleuri Primary & Crèche	17,359,150
	Baie Lazare Primary & Crèches	11,204,561
	Cascade Primary & Crèche	12,096,497
	Glacis Primary & Crèche	13,950,367
	Le Rocher Primary & Crèche (New)	18,033,578
	Union Vale Primary & Crèche (New)	21,000,000
	Sub Total Total Primary	**114,123,171**
	Technical Assistance	**1,645,961**
	Total Cost Phase 1	**115,769,132**

The total capital cost of the Phase two projects is estimated at SR 115,769,132. This can be broken down as follows. It is expected that civil, construction and the refurbishment works along with the furniture and equipment components for the following schools will be achieved by the end of the second phase, i.e. by 2010.

	School	Total Cost
Phase 2	Beau Vallon Secondary	5,500,000
	Pointe Larue Secondary,Primary & Crèche	9,600,000
	Anse Boileau Secondary,Primary & Crèche	7,200,000
	Belonie Secoondary	12,500,000
	English River Secondary	3,600,000
	La Digue Secondary	4,300,000
	Grand Anse Praslin Secondary,Primary & Crèche	8,700,000
	Anse Royale Secondary	3,500,000
	Mont Fleuri Secondary	2,100,000
	Plaisance Secondary,Primary & Crèche	5,200,000
	La Retraite Primary & Crèche	2,000,000
	Au Cap Primary & Crèche (New)	17,200,000
	Sub Total	**81,400,000**
	Technical Assistance	**1,645,961**
	Total Cost Phase 2	**83,045,961**

The total capital cost of the Phase three projects is estimated at around SR 115,769,132.

This can be broken down as follows.

It is expected that civil and construction and the refurbishment works for the following schools will be achieved by the end of the third phase, i.e. by 2015

	School	Total Cost
Phase 3	La Misere Primary & Crèche	1,800,000
	La Retraite Primary & Crèche	2,100,000
	Anse Etoile Primary & Cèche	1,800,000
	Beau Vallon Primary & Crèche	1,800,000
	Silhouette Primary & Crèche	850
	Ansse Royale Primary & Crèche	4,500,000
	North East Point Secondary (New)	37,000,000
	North East Pointe Primary & Crèche (New)	19,000,000
	Anse Aux Pins Secondary (New)	37,000,000
	Sub Total Total Primary	**105,000,850**
	Technical Assistance	**3,150,000**
	Total Cost Phase 3	**108,150,850**

Recurrent costs will be borne by the Ministry of Education under its annual recurrent budget allocation.

I. Plan of Operation:

The Ministry of Education already has a Project Planning and Implementation Section in place assigned with the following duties:.

a) supervise the implementation of the programme for the construction/alteration of the primary school facilities. This will include the collection of necessary documents dealing with all sites (topographical survey, soil analysis), the preparation of working drawings and the preparation of tender documents. This also includes inviting tenders, opening bids, preparing bid analysis reports and monitoring the performance of contracts. A Quantity Surveyor will be hired for Quantity Surveying Services, which will include preparation of Bill of Quantities and valuation of works during implementation;

b) co-ordinate the activities of the various departments of the MOE and other Ministries involved in the project implementation;

c) prepare quarterly progress reports on project implementation as well as documents in support of disbursement requests, in accordance with financial regulations; and

d) maintain the project accounts.

Once the construction work has been completed the school management will ensure the proper use of all facilities. A separate budget will be allocated to each school each year for all maintenance works on the building complexes.

Project Profile/G2/08

A. Sector:
Ministry of Education and Youth

B. Location: Ministry of Education/NIE

C. Project Title:
Leadership and Management Training Programmes for Headteachers, Studies Coordinators and Heads of Department.

D. Indicative Total Cost (SR):
2,955,000

E. Goals and Objectives:

- Introduce participants to new management and leadership theories and allow them to reflect critically on current practice
- Equip staff who hold managerial responsibilities with knowledge and skills to succeed as managers in a new competitive and 'accountable' educational environment
- Enable practising and prospective school managers to acquire new skills in development planning , monitoring of teaching and learning and evaluation processes so as to be able to better monitor the quality of teaching and learning and to report effectively on the school's performance to a wide variety of audiences
- Allow participants to study for a recognised degree in educational management which will increase their self-confidence and gain them the respect of the schools and communities they serve.

F: Background and Rationale:

Leading and managing schools today is an increasingly complex task. Organisational changes and expansion, the introduction of new curriculum areas, and the implementation of the School Improvement Programme and Quality Assurance have all placed new demands on staff who have managerial responsibility in schools today. Besides the traditional administrative and supervisory functions associated with headship in the past, schools managers are called upon to play a more pro-active role in bringing about qualitative changes to their schools through development planning, training and management of staff and more efficient monitoring of teaching and learning. There is also increasing pressure from a better-informed parent and community group for schools to be more accountable for pupil performance and results.

School Effectiveness Research stresses the key role of strong and clear leadership in bringing about qualitative improvements in pupil learning. The country thus needs a new generation of school leaders with updated skills and competencies to bring about the required transformation in schools.

The last formal training for schools managers organised by the Ministry of Education was the Certificate course in Administration run by the University of Trois Rivieres, Quebec which dates back to 1992. 40 staff followed the course. A number of them have since retired or have moved to new positions within the Ministry. Out of the 35 practising headteachers, only 19 hold a formal qualification in educational administration. Heads of Departments which are newly created positions, have had no formal preparation for the job apart from short familiarisation and induction courses. The same applies for many studies coordinators.

G. Technical Description:

The training programme will cover the following areas of headship.

- Leadership
- Strategic Planning and School Development
- Resource Management
- Staff Management and Support
- Pupil Support
- Monitoring of Teaching and Learning
- Professional Development and Networking
- Links with Outside Agencies/Publicity

The training will be conducted in partnership with an external organization. Linkages with Universities in UK eg Reading, where a number of headteachers are currently following masters courses are being explored. It is proposed that training modules be developed/adapted from existing units which cover each of the main areas of responsibility identified above and taught through a mixed mode model which will include distance education and on–site workshops and mentoring. The training programme will be modularised and be open to a wide category of schools managers including headteachers, deputies, studies coordinators, and heads of departments. The full programme will lead to a recognised Masters in Education Management through the linkage programme but it would be possible for participants to work towards a Certificate or Diploma Programme by completing a set number of modules.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	855,000
Phase 2 (2006-2010)	1,000,000
Phase 3 (2011-2015)	1,100,000
Total Project Cost	**2,955,000**

I. Plan of Operation:

The Ministry of Education will need to establish a center/focal point for management training within the Ministry and develop capacity to deliver courses in educational management. The project will be coordinated by Schools Division and the National Institute of Education.

Project Profile/G2/09

A. Sector:
Ministry of Education and Youth

B. Location:
Regional Secondary Schools

C. Project Title:
Establishment of Resource Centres/Training Rooms in all Secondary Schools.

D. Indicative Total Cost SR:
3,047,000

E. Goals and Objectives:

- To fully equip all Secondary Schools with an up to date Resource Centre.
- To upgrade teachers' teaching methods by exposing them to modern equipment.
- To enhance teachers' skills and effectiveness in the delivery of the lessons.

F. Background and Rationale:

In line with the Ministry of Education's endeavour, to keep up with the ever rapid changes in the Global Education movement, insurance has to be made that schools are equipped with the best up do date facilities and resources to face the challenge. This is more so in the secondary schools where students are more exposed to a high level of informal instructional material via the form of Internet, CD-ROM and other multimedia and on line resources. Whilst students who fail miserable with the usual traditional teaching method, succeed beyond all expectation when exposed to the like of technologies mentioned above. This is the indication that a new era of the learning process is dawning on us. It is thus a necessity for the schools to have the proper facilities to cater for these new age students and to ride on the wave of these technological changes.

In preparing for such a change, teachers have to familiarise themselves with the facilities and paraphernalia. The resource centres would therefore enable optimum utilisation of these resources and ensure that teachers are also well served.

G. Technical Description:

There exists currently 10 Regional Secondary Schools. Equipment and facilities would have to be provided for all 10 Schools. The rooms will have to be large enough to cater for the list of material and a group of at least 40 teachers during a training session.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	1,354,000
Phase 2 (2006-2010)	677,000
Phase 3 (2011-2015)	1,016,000
Total Project Cost	**3,047,000**

I. Plan of Operation:

The first phase project is to be implemented over a period of five years. The second and third phases are basically to replenish the diminished stock over the years as they reach the end of their lifespan and with a view to keeping abreast with latest technologies.

Project Profile/G2/10

A. Sector:
Ministry of Education and Youth

B. Location:
Regional Secondary Schools

C. Project Title:
Upgrading Library facilities in the Primary and Secondary Schools.

D. Indicative Costing (SR):
22,120,000.

E. Goals and Objectives:

- To provide a better learning environment and learning support to students
- To upgrade learning material in the library to meet the needs of the information age.
- To computerise the library cataloguing system so that inter-library loan may be facilitated.
- To encourage students to make maximum use of library resources.

F. Background and Rationale:

Students in a learning environment are more likely to succeed if it has a good supportive structure and adequate materials are available. The environment must thus be a stimulating agent to entice students. In the modern schools setting, an ideal library becomes the most likely ultimate setting; the place for independently pursuing, assimilating and reflecting on what one has learned in class. As the field of knowledge expands exponentially, the library facilities and its service must likewise keep up to it otherwise the facilities already available become obsolete. In this context, it is therefore imperative to upgrade all library facilities and content to adequately cater for all areas of knowledge. Already students are beginning to explore these realms of new knowledge.

At present, at least one secondary school library, (the Mont Fleuri Secondary School) is in need of urgent upgrading. In spite of being a new school, provision was not made for its proper furnishing in term of learning resources and furniture. The project has taken this into account, the necessity for the complete supply of the like.

The other 9 secondary schools and all the primary schools libraries will need furnishing in terms of reference material, fiction and non-fiction books, and CD-ROM or multimedia material. (All secondary schools are equipped with one multimedia computer with Internet facilities.)

To ensure optimum usage of all facilities, inter-library loan is to be encouraged. To better monitor such a system and in line with I T commission to network all schools, the cataloguing system will need to be computerised.

G. Technical Description:

A thorough audit of all materials available in the library will need to be undertaken prior to the distribution of the materials. A proper inventory system will need to be put in place to facilitate periodic check.
Librarians will also need to be computer literate as well as being well familiar with all material available.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	9,110,000
Phase 2 (2006-2010)	6,110,000
Phase 3 (2011-2015)	6,900,000
Total Project Cost	**22,120,000**

I. Plan Of Operation:

The documentation section together with the Technical Advisor IT will oversee the successful implementation of the project.

Project Profile/G2/11

A. Sector:
Ministry of Education and Youth

B. Location:
Regional Secondary Schools

C. Project Title:
Establishment of Model Departments in the Secondary Schools

D. Indicative Total Cost (SR):
12,838,000

E. Goals and Objectives:

- To provide models or good practices/examples of Departmental/ Organisation and Management.
- To provide a more effective and efficient departmental service.
- To provide a better subject environment thus increasing students interest in the subject.
- To allow optimum use of teaching material and facilities.

F. Background and Rationale:

To ensure a more effective and efficient subject management structure. Subject departments were introduced in the Secondary Educational system following the Secondary Educational Reform. Today each Secondary school is functioning with six main subject departments; English, French, Mathematics, Science, Social Science and Technical. Each department is managed directly by a Head.

Whilst the general idea has been well accepted, the infrastructure of some schools, couple with a lack of adequate resources have prevented these schools from establishing physical space/room to develop proper Departmental set up. The physical departmental set-up are therefore not so obvious and the departments are not functioning to the ultimate. One way to ensure maximum efficiency is to encourage schools to develop model departments.

G. Technical Description:

This project's aim is to start with each school developing one or two departments as true examples of what a subject department should look like and later the idea be extended to all departments. As much as possible the development of the department should come from within the department itself. Respective teachers and head of department should try to collect resources to a central venue specially designed to reflect the subject. This will also ensure departmental responsibility, proper monitoring of resources and greater sharing and care of resources.

Such a venue will encourage more students interaction and entice the students' sense of discovery. The aura of the room should exhilarate the joy of learning the subject.

H Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	8,150,000
Phase 2 (2006-2010)	2,038,000
Phase 3 (2011-2015)	2,650,000
Total Project Cost	**12,838,000**

I. Plan of Operation:

Civil and construction works will start no sooner than fund is made available. The concept is being implemented at some initial stages in schools.

Project Profile G2/12

A. Sector:
Ministry of Education and Youth

B. Location:
Schools/and NIE

C. Project Title:
HIV/AIDS Education in Primary and Secondary Schools

D. Indicative Total Cost (SR):
3,400,000

E. Goals and Objectives:

- To provide teachers/students with a sustainable training programme in the primary/secondary schools on HIV/AIDS/STIs and Reproductive Health Education.
- Acquire up to date knowledge on reproductive Health and HIV/AIDS including definitions, modes of transmission, sign and symptoms and strategies for prevention.
- To equip participants to acquire skills in counselling, communication and decision making.

F. Background and Rationale:

The health of young people is becoming a major concern for governments all around the world. Young people today live with the dangers of death or sickness from AIDS, sexually transmitted disease, alcohol and drugs abuse and sexual abuse.

Reproductive Health is one area that young people in Seychelles face many difficulties. A review of existing figures and research carried out by the participants in IEC workshop in July 1997 organised by UNFPA the following to be the main reproductive health problems facing the young people adolescent in Seychelles.

- High teenage pregnancy rate around 20%.
- Teenage abortions both legal/illegal
- Rates of infection STD and HIV.

Although all Secondary Schools have a Personal and Social Education PSE programme targeted at students up to the age of 16, this programme does cover adequately trained teachers in sexual/reproductive health issues and most students are not aware of the existence of youth friendly health facilities. Students are exposed to conflicting messages and information from different sources including their peers.

Our youth is a highly vulnerable group, the cost of inaction can have disastrous consequences on a small community like Seychelles. It has been forecast that if the HIV incidence goes unchecked almost 25% of the population will have become infected with HIV by 2010. The youth however, has the potential for clarifying this picture of gloom into one of hope, this would require the appropriate information, skills and support to make this happen, hence the need for such a project.

G. Technical Description:

There exists currently 24 primary and 10 secondary schools and 1 school for the exceptional child. We need to develop teaching programme based on identified needs, and training/resource guide for teachers and peer groups. We will also need to organize workshops for teachers from primary and secondary schools.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	2,300,000
Phase 2 (2006-2011)	500,000
Phase 3 (2011-2015)	600,000
Total Project Cost	**3,400,000**

I. Plan of Operation:

Schools Division and NIE in collaboration with Ministry of Health will organise the training session jointly.

Project Profile/G2/13

A. Sector:
Ministry of Education and Youth

B. Location:
Assessment & Testing

C. Project Title:
Developing a certificate and accreditation system for Upper Secondary

D. Indicative Total Cost (SR):
13,840,000

E. Goals and Objectives:

Goals

Seychelles is in need of a certification system which is consonant with its current education philosophy and of a reputable international standard. This system needs to replace the now redundant O' Level tradition which is not catering for the majority of our children of school leaving age.

Objectives

- Establish, in consultation with a reputable international body, examination syllabuses that reflect the needs and aspirations of the country.
- Develop an effective and comprehensive certificate and accreditation system for all examinations at Upper Secondary.
- Build our human resource capacity in effective curriculum delivery and in the conduction of school-based assessments.
- Have in place an efficient and an information technology-driven system of examination administration ranging from registration of candidates to grading.

F. Background and Rationale:

Since the early 1990s various consultancies and reports have addressed the issue of having a comprehensive and meaningful certification at the end of compulsory schooling. However, the lack of progress have left the system with a dual system of examinations at the end of year 11 that are putting a lot of pressure not only on students but also on resources.

Many countries in the Commonwealth have realised that the reliance on external examinations has not and is not benefiting their education systems for a variety of reasons.

The O' Level for instance, is designed for the top 20% of students meaning that alternative certification need to be found for the remaining 80% and this is often second rate and also imported curriculum means an outflow of scarce foreign currency as syllabuses, textbooks and often training have to come from overseas. Also, the reliance on imported curriculum leaves very little scope for local initiatives to take root or to build human resource capacity.

Considering the goals set under the Education For All Forum, it is imperative that the Seychelles looks seriously at its current certification system as it poses a potential threat to the anticipated move towards a new threshold in economic and human resource development.

G. Technical Description:

- Setting up of a task group to look at certification.
- Phasing out of the current dual system of examinations.
- Introduction of IGCSE or a similar comprehensive examination suite.
- Development of examination syllabi in selected subjects for review by external accreditation body.
- Training of teachers.
- Administration of local examinations in a phased approach.
- Acquisition of examination administration software and training.
- Fully developed local suite of examinations, externally accredited.

H. Indicative Costing:

Phase	SR
Phase 1 (2003 – 2005)	
- Switch to IGCSE @ 1,700,000 per year	5,100,000
- Development of syllabuses by panels	40,000
- Training of teachers (in 10-12 subjects)	3,500,000
- Procurement of Examination Administration Software package	2,000,000
	10,640,000
Phase 2 (2006 – 2010)	
- Administration of local examination in 2-5 subjects	500,000
- Ongoing IGCSE	1,200,000
- Accreditation fees	200,000
	1,900,000
Phase 3 (2011 – 2015)	
- Administration of full suite of local examination	800,000
- Accreditation fees	400,000
- Ongoing training	100,000
	1,300,000
Total Costs	**13,840,000**

I. Plan of Operation:

The plan outlined above will be implemented jointly by the ATA section, Schools Division and other local partners in collaboration with an identified external partner.

Project Profile/G2/14

A. Sector:
Ministry of Education and Youth

B. Location:
Assessment & Testing/UK

C. Project Title:
Procurement of Optical Mark Reader (OMR)

D. Indicative Total Cost (SR):
65,000

E. Goals and Objectives:

Goal

Coherent with the overall mission of the Education Planning Division, the Assessment and Testing section seeks to develop a reliable and efficient system of examination administration through the acquisition of appropriate technology.

Objectives

- To acquire appropriate technology and to improve the technical expertise of personnel.
- To decrease the overall cost of examinations.
- To develop an efficient system of data capturing.
- To increase the reliability of the marking of some examination components.

F. Background and Rationale:

Since its inception in the early 1980s, the Examination Unit which now forms part of the Assessment & Testing section, has not kept abreast with the development in technology which has in effect, reduced the amount of paper work and overall costs of examinations. In fact, administration personnel have seldom benefited from the use of appropriate technology in facilitating their work.

Optical Mark Readers can effectively assist the section in reducing the load of examiners in certain examination components, as well as streamline our data capture capability. In reducing the load on examiners, the overall costs can be correspondingly lowered and the time saved can be used more effectively in the moderation process.

Equally, as an OMR can be easily fitted to a computer system, the inputting and analysis of examination results can become more reliable, as it eliminates labour intensive and error-prone processes.

As part of the upgrading of the personnel, especially in the use of technology, short attachments with the overseas supplier can also be organised which should improve both staff morale and efficiency.
The acquisition of an OMR, with its related accessories such as mark and answer sheets and entry forms, should improve the professional outlook of the section and more importantly, it should enhance its productivity.

G. Technical Description:

Product name: CD 230 handfed Optical Mark Reader.
Supplier: Data & Research Services Plc. Milton Keynes, England.
Speed: (practice) 500 forms/hour
(theoretical) 3000 forms/hour
Environmental: operating temp 10 ~ 35°C
Humidity 4010 ~ 80%

Communication: RS232/V24
Power: <50 Watts
Supply: 240 V 50 Hz AC

H. Indicative Costing:

Item/Activity	Cost (SR)
Cost of CD 230 & Air Freight	SR 36000
Overseas Attachment for 2	
Airfares: SR 8000 x 2	SR 16000
Per Diem 5 days @ SR 800	SR 8000
Accommodation @ 400 per day	SR 4000
Total	**64 000**

I. Plan of Operation:

One week's training in envisaged for two ATA staff and the supplier and the training will be conducted in the UK.

Project Profile/G2/15

A. Sector:
Ministry of Education and Youth

B. Location:
Ministry of Education

C. Project Title:
Setting of Level Descriptions for National Targets

D. Indicative Total Cost (SR):
135,000

E. Goals and Objectives:

The project aims to harmonise a national system of performance criteria that will guide schools in setting attainment targets.

- To define nationally expected levels of attainment in the key subjects, namely, English and Mathematics.
- To establish performance criteria in the key subjects using both professional judgements and statistical procedures.
- To set attainment benchmarks in the two key subjects to be used nationally and by schools.
- To assist schools in measuring attainment and monitoring standards.
- To assist schools in being more focused in striving to improve attainment standards.
- To provide a basis for external evaluation of schools through nationally set standards.

F. Background and Rationale:

Over the past decades, the Seychelles invested mostly in educational infrastructures and the past reforms have been primarily structural in nature. Recently, and with increasing importance, the impetus has been on the provision of high quality education to all and on accountability. The setting up of the Quality Assurance Service has been due to the call for excellence, twinned with school improvement initiatives.

The school, being the central focus for learning, is specially placed to play a pivotal role in setting and maintaining of high attainment standards of their own, in partnership with key educational partners.

The setting of targets however, is not an isolated process. There needs to be a clear national framework that should provide guidelines as to the expected levels of attainment throughout the education system.

Such guidelines or performance criteria can be established through the use of professional judgements provided by subject experts and by statistical procedures through the use of benchmarking. A core group had already started work in setting level descriptors in mathematics but progress has been slow, due to constraints of time and finance.

As schools are being asked to set their own targets, it is pertinent that nationally the same is done. In the absence of national benchmarks, the setting of targets by school becomes precarious. Hence, it is expected that with the setting up of a national framework for target setting, self-evaluation of individual school sustained by external support through QAS, should go a long way in building schools of excellence.

G. Technical Description:

It is anticipated that national targets will be set in English and Mathematics extending to other subjects where feasible. A "growth model will be used, starting with cycle one (i.e. from Creche 2 to Primary 2). In general, the following processes are envisaged.

- Review of literature on national target setting
- Overseas attachment for two officers for 10 days.
- Designing and trialling of tests and analyses of test results.
- Setting of national benchmarks.
- Production of final document to be used in conjunction with the National Curriculum.

H. Indicative Costs:

Item/Activity	Cost (SR)
Overseas attachment	
Airfares @ SR 8000	16000
Per diem @ SR 600 x 10 days	12000
Accommodation SR400 per day	8000
Personnel	
Data Analysts	6000
Honorarium (8 persons per subject teams) SR600 per month for 15 months	72000
Printing and Collating assistants @ SR15 per hour	4000
Typist @ SR 300 per session	4000
Stationery (papers, transparencies)	3500
Printing (ink, stencils)	1500
Printing of National Framework documents (80 copies x 100)	8000
Total	**135000**

I. Plan of Operation:

The project is expected to last a period of 15 months.

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Project Profile/G3/01

A. Sector:

Ministry of Education and Youth

B. Project Title:

Provision for necessary infrastructure and facilities required to meet the learning needs of all young people and adults.

C. Location:
ALDEC

D. Indicative Total Cost (SR):
60,000

E. Goals and Objectives:

- Establish agreements with all local centres for the use of their facilities for meeting the learning needs of young people and adults
- Continuous review of programmes and developments so as to ensure that the most appropriate learning and life skills programmes are on offer and are accessible

F. Background and Rationale:

The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level, and still programmes remain in the area of languages, mathematics and computer literacy in most districts.
The facilities of the local institutions, if agreeable and beefed up, could be essentially used to the benefits of all young people and adults including those outside the formal education system.

G. Technical Description:

The Adult Learning and continuing Education Centre at the Ministry of Education and Youth will negotiate with all local institutions for the use of their facilities.

H. Indicative Costing:

The costs of putting the framework together are mainly in kind. However, a sum of SR 60, 000.00 is required to develop and reproduce the policy document.

Phase	Total Cost
Phase 1 (2001-2005)	60,000
Total Project Cost	**60,000**

I. Plan of Operation:

The implementation of this project is already underway and much more effort is required in the next few years as of 2003.

Project Profile/G3/02

A. Sector:
Ministry of Education and Youth

B. Project Title:
Establish Structure to Facilitate adequate access to relevant Learning Programmes in all Local Public Institutions

C. Location:
ALDEC

D. Indicative Total Cost (SR):
4,500,000

E. Goals and Objectives:

- All local institutions extend the use of their facilities for adult and continuing education
- Continuous review of programmes and developments so as to ensure that the most appropriate learning and life skills programmes are on offer and accessible to all.

F. Background and Rationale:

The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level, and are essentially requirements for the world of work and business.
The facilities of the local institutions, if agreeable and beefed up, could be essentially used in the benefits of all young people and adults including those outside the formal education system.

G. Technical Description:

All local institutions will be asked to extend the use of their facilities for adult and continuing education

H. Indicative Costing:

The costs of this project are mainly in kind. However, an annual cost of approximately SR 300, 000.00 will be required to allow the extension of the facilities and the adult and continuing education programmes.

Phase	Total Cost
Phase 1 (2001-2005)	1,500,000
Phase 2 (2006-2010)	1,500,000
Phase 3 (2011-2015)	1,500,000
Total Project Cost	**4,500,000**

L. Plan of Operation:

The implementation of this project is already taking place in few selected institutions and much more effort is required in the next three years as of 2003.

Project Profile/G3/03

A. Sector:
Ministry of Education and Youth

B. Project Title:
Enhancement of on-going staff and professional development programmes for young people and adults

C. Location:
Educational Planning Division

D. Indicative Total Cost (SR):
12,000,000

E. Goals and Objectives:

- Establish agreements with all local institutions for the use of their facilities in order to give both pre-service and in-service training to the required number of local teachers
- Establish and effect overseas training initiatives and programmes in line with local needs
- Continuous review of staff needs and development programmes so as to ensure that the most appropriate staff development needs are addressed.

F. Background and Rationale:

The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level. To achieve these needs and requirements, sufficient well-trained staff is a pre-requisite.
The facilities of the local institutions, if agreeable and beefed up, could be essentially used in the quest to train teachers in areas of most pressing and persistent needs.

G. Technical Description:

Facilities at local institutions will be utilised in order to give both pre-service and in-service training to 90% of the required number of local teachers

H. Indicative Costing:

The costs of this project remain tentative though an annual training vote of around RS 800,000.00 is required for such a project.

Phase	Total Cost
Phase 1 (2001-2005)	4,000,000
Phase 2 (2006-2010)	4,000,000
Phase 3 (2011-2015)	4,000,000
Total Project Cost	**12,000,000**

I. Plan of Operation:

The initial implementation of this project is already underway and needs to be sustained over the planned period.

Project Profile/G3/04

A. Sector:
Ministry of Education and Youth

B. Project Title:
Establish a more diversified life skills programmes for young people

C. Location:
Technical and Further Education Division

D. Indicative Total Cost (SR):
12,000,000.

E. Goals and Objectives:

- Establish agreements with all local institutions for the use of their facilities in order to give both pre-service and in-service training in high demands, locally.
- Establish and effect overseas training initiatives and programmes in line with local needs
- Continuous reviews of life skills needs so as to ensure that the most appropriate programmes and opportunities are created.

F. Background and Rationale:

The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level.
The facilities of the local institutions, if agreeable and beefed up, could be essentially used to offer greater opportunities to life skills programmes that are most pressing and needed.

G. Technical Description:

All local institutions will be encouraged to extend the use of their facilities for adult and continuing education

H. Indicative Costing:

The costs of this project are estimated at RS 800,000.00 annually and include both material and staff costs.

Phase	Total Cost
Phases 1,2 & 3 (2001-2015)	12,000,000
Total Project Cost	**12,000,000**

I. Plan of Operation:

The implementation of this project is already underway and much more effort is required for the planned period..

Project Profile/G3/05

A. Sector:
Ministry of Education and Youth

B. Project Title:
Establish framework to improve coordination of life skills programmes at district levels.

C. Location:
ALDEC and TFE Institution involved with EFA NAP Strategies.

D. Indicative Total Cost (SR):
1,800,000.

E. Goals and Objectives:

- Continuously have in place a calendar of activities free of duplication and repetition
- Put in place an effective working committee/group to oversee the co-ordination of all life skills programmes in the country
- Provide and promote increased networking amongst educational service providers

F. Background and Rationale:

The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion at all levels. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level, but still remain loose and uncoordinated.

The coordination of these activities, if established, could minimize duplication and wastage and offer a clear framework operation and development.

G. Technical Description:

A team will be set up within the Ministry of Education and Youth to oversee all life skills programmes and ensure effective coordination.

H. Indicative Costing:

The costs of this project is estimated at RS 1,800,000.00 for the whole of the fifteen years.

Phase	Total Cost
Phases 1,2 & 3 (2001-2015)	1,800,000
Total Project Cost	**1,800,000**

I. Plan of Operation:

The implementation of this project is already underway and much more support is required in the next fifteen years.

Project Profile/G3/06

A. Sector:
Ministry of Education and Youth

B. Project Title:
Development of Programmes to reach out to the youth Communities

C. Location:
ALDEC and Youth Communities

D. Indicative Total Cost (SR):
36,000,000.

E. Goals and Objectives:

- Establish needs of the different out-of-school groups to draw appropriate programmes in order to plan
- Provide access to life skills programmes for the youths

F. Background and Rationale:
The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion at all levels. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level for the out-of-school youths. Further decentralization of these activities to local regions and/or districts, if necessary, would essentially facilitate access and reach to the youths.

G. Technical Description:
Basically the project proposes further decentralisation of ALDEC and to bring in partners at district community levels in the various activities.

H. Indicative Costing:
The annual costs of this project is estimated at RS 1,800, 000.00 and includes an annual instructor allowances of SR500, 000.00 for the duration of the project.

Phase	Total Cost
Phases 1,2 & 3 (2001-2015)	36,000,000
Total Project Cost	**36,000,000**

I. Plan of Operation:

The implementation of this project is already underway and will require additional supports for the next fifteen years.

Project Profile/G3/07

A. Sector:
Ministry of Education and Youth

B. Project Title:
Enhancement of Facilities for Institutions providing Craft level courses

C. Location:
ITC

D. Indicative Total Cost (SR):
46,064,000.

E. Goals and Objectives:

- Revitalise the provision of Technical Vocational Education and Training in Seychelles.
- Construct physical infrastructure facilities to relocate the ITC
- Provide purpose-built furniture for the new building.
- Acquire necessary equipment to enhance teaching and learning in the institution.

F. Background and Rationale:

The need to streamline technical Vocational Education and Training in Seychelles has been a long felt need. The prevailing mismatch between the demand and supply for many categories of skilled workers is, by and large attributed to the inability of the system of education to reorientate itself to emerging needs of the employment sector in the economy. The Educational Reforms of 1999 has initiated a series of changes in the provision of Vocational Education in this regard, in the pursuit of fulfilling the legitimate role of education, as the supplier of manpower resources to all sectors in the economy.

The establishment of the ITC, dedicated to occupational training in the Construction and Engineering industries, is considered a landmark in the history of education in Seychelles. It not only helps maintain the continuity in the secondary school Vocational Education Programme by providing opportunities for further training and specialisation, but also expresses the intention of the Ministry of Education to give equal importance to both academic and vocational studies.

The project proposes the construction of a new building for the ITC, thus providing this national level educational institution with an environment conducive to learning and to locate it in an appropriate setting to ensure the enhancement and maintenance of its internal efficiency and external productivity.

G. Technical Description:

A suitable parcel has already been identified in the reclaimed area in providence and secured for the purpose. A list of equipment required has already been drawn up to equip the new building.

H. Indicative Costing:

Phase	Description	Total Cost
Phase 1 (2001-2005)	Construction	22,032,000
	Furniture	1,538,000
	Equipment	4,487,000
	Sub Total Phase 1	**28,057,000**
Phase 2 (2006-2010)	Construction	6,000,000
	Furniture	308,000
	Equipment	4,079,000
	Sub Total Phase 2	**10,387,000**
Phase 3 (2011-2015)	Construction	2,000,000
	Furniture	1,540,000
	Equipment	4,080,000
	Sub Total Phase 3	**7,620,000**
Total Project Cost		**46,064,000**

I. Plan of Operation:

The Project Planning and Implementation Section of the Ministry of Education will oversee the successful implementation of the project

Achieving a 50 per cent improvement in levels of adult literacy by 2015 and equitable access to basic and continuing education for adults.

Project Profile/G4/01

A. Sector:
Ministry of Education and Youth

B. Project Title:
Set up structure to research, monitor and evaluate adult literacy

C. Location:
ALDEC

D. Indicative Total Cost (SR):
950,000

E. Goals and Objectives:

- Prepare computer-based data entry programme
- Establish structure to enable continuous replication of the national survey
- Have reliable and up-to-date information on the success of educational strategies and recommendations.

F. Background and Rationale:
The literacy and basic education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level and it is often necessary to incorporate them in the literacy programmes. As such, up-to-date and reliable information is necessary for the purpose of decision-making and forward planning.
The establishment of proper structure for research, monitoring and evaluation of the on-going programmes and their deliveries would facilitate these processes.

G. Technical Description:
The basic ICT requirements will be procured first in close collaboration with the Technical Advisor IT.

H. Indicative Costing:
A fixed cost of RS 200, 000.00 is required to cover basic ICT systems in phase one and other related resources. A cost of RS 150, 000.00 for every phase is also foreseen for the collection of data and information in the first five years of the project.

Phase	Total Cost
Phase 1 (2001-2005)	450,000
Phase 2 (2006-2010)	250,000
Phase 3 (2011-2015)	250,000
Total Project Cost	**950,000**

I. Plan of Operation:

The implementation of this project is to take place no sooner than fund is made available.

Project Profile/G4/02

A. Sector:
Ministry of Education and Youth

B. Project Title:
Review, update and/or develop new programmes for literacy and basic education

C. Location:
ALDEC

D. Indicative Total Cost (SR):
1,393,000

E. Goals and Objectives:

- Organise workshops on materials and programme development, selected inputs from NAVC for use in the literacy and basic education programmes
- Review and update existing programmes and materials to reflect new and emerging needs
- Develop new programmes better suited to the literacy and basic education needs
- Train literacy educators in the use of materials and delivery of programmes.

F. Background and Rationale:
The literacy programmes and basic education programmes are becoming important provisions in the country's effort to ensure a literate and competent workforce. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level, and at the workplace.
The review, updating and development of new programmmes and their delivery would be essentially used to the benefits of all young people and adults including those outside the formal education system.

G. Technical Description:
The project is proposing to review and update existing programmes and materials to reflect new and emerging needs.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	510,000
Phase 2 (2006-2010)	383,000
Phase 3 (2011-2015)	500,000
Total Project Cost	**1,393,000**

I. Plan of Operation:

The implementation of this project will be over a period of fifteen years.

Project Profile/G4/03

A. Sector:
Ministry of Education and Youth

B. Project Title:
Enhancement of on-going staff and professional development programmes for adult and continuing education.

C. Location:
ALDEC

D. Indicative Total Cost (SR):
1,800,000

E. Goals and Objectives:

- Continuously review staff needs and development programmes so as to ensure that the most appropriate staff development needs are addressed.
- Establish agreements with all local institutions for the use of their facilities in order to give both pre-service and in-service training to the required number of local literacy teachers
- Establish and effect overseas training and attachment initiatives and programmes in line with local needs
- Secure consultancy services in adult and literacy education in-house

F. Background and Rationale:
The literacy and basic education programmes are becoming important provisions in the country's effort to ensure an educated and literate society. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level, and in the workplace.
To ensure the achievement of these goals, a well-trained and competent pool of educators is an absolute essential.

G. Technical Description:
ALDEC will establish agreements with all local centres for the use of their facilities in order to give both pre-service and in-service training to the required number of local literacy teachers

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	600,000
Phase 2 (2006-2010)	600,000
Phase 3 (2011-2015)	600,000
Total Project Cost	**1,800,000**

I. Plan of Operation:

The implementation of this project is pressing and should be continuous even after the plan period.

Project Profile/G4/04

A. Sector:
Ministry of Education and Youth

B. Project Title:
Sensitisation and Media Programmes on Adult and Literacy Education

C. Location:
ALDEC

D. Indicative Total Cost (SR):
33,750,000.

E. Goals and Objectives:

- To sensitise people on the nature, value and relevance of adult and literacy education in the Seychelles
- To have a public who is more conscious of the benefits of a literate society.
- To use media to broadcast literacy programmes to adults who cannot be reached, otherwise.
- To increase population of literate adults, particularly the male population.
- To provide new opportunities for learning and increased participation in cultural, social and economic development.

F. Background and Rationale:
The literacy and basic education programmes are becoming important provisions in the country's effort to ensure professional and personal learning and life skills. However, the nature, value and relevance of the programmes are still misunderstood and undermined. The sensitisation programme would help to support and strengthen the role and benefits of these programmes, and give a boost to local participation.

G. Technical Description:
Basically the project involves ALDEC using media to broadcast some literacy programmes while sensitising people of the benefits of the literacy and basic education programmes.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	3,750,000
Phase 2 (2006-2010)	15,000,000
Phase 3 (2011-2015)	15,000,000
Total Project Cost	**33,750,000**

I. Plan of Operation

The project will start in 2003 and will be co-ordinated by the Adult Learning and Distance Education Centre.

Project Profile/G4/05

A. Sector:
Ministry of Education and Youth

B. Project Title:
Setting up a Resource Centre for Adult and Continuing Education

C. Location:
ALDEC

D. Indicative Total Cost (SR):
1,900,000

E. Goals and Objectives:
- To provide teaching/learning materials to the instructors and adult learners
- To provide reference materials and books to the instructors and adult learners for learning, teaching and research
- To provide access to reading materials to the instructors and the adult learners
- To provide necessary facilities to undertake Distance Education and Distance Learning programmes

F. Background and Rationale:
The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion at all levels. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level, and still resources are limited in scope and depth.
A well-equipped resource center will provide staff and students with the necessary facilities that will facilitate teaching, learning and research.

G. Technical Description:

The project involves providing and furnishing the room, procuring equipment, materials and reference/reading books.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	600,000
Phase 2 (2006-2010)	700,000
Phase 3 (2011-2015)	600,000
Total Project Cost	**1,900,000**

I. Plan of Operation

The implementation of this project will span over the fifteen years.

Project Profile/G4/06

A. Sector:
Ministry of Education and Youth

B. Project Title:
Setting up of an ICT laboratory within ALDEC

C. Location:
ALDEC

D. Indicative Total Cost (SR):
4,420,000.

E. Goals and Objectives:
- To increase use of ICT as tool for teaching, learning and research
- To widen access to ICT training opportunities.

F. Background and Rationale:
The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion at all levels. Furthermore, professional and personal learning, new knowledge and life skills are increasingly in demand at all levels.
The ICT laboratory will support the decentralization of these activities to local regions and/or districts. Furthermore, it will facilitate teaching, learning, and communication.

G. Technical Description:
The Technical Advisor for IT will oversee all technical aspects of the project.
The equipment to be procured include: computers, hardwares and softwares, furniture, air-condition unit and other accessories and references.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	870,000
Phase 2 (2006-2010)	2,450,000
Phase 3 (2011-2015)	1,100,000
Total Project Cost	**4,420,000**

I. Plan of Operation:

The implementation of this project is expected to start no sooner than fund is made available. The co-ordination of the project will be ensured by ALDEC.

Project Profile/G4/07

A. Sector:
Ministry of Education and Youth

B. Project Title:
Introduction of distance education programmes for adult and continuing education.

C. Location:
ALDEC

D. Indicative Total Cost (SR):
2,340,000

E. Goals and Objectives:
- To opt for increased use of Distance Education as a mode of teaching, learning and research
- To widen access to training opportunities.

F. Background and Rationale:
The adult and continuing education programmes are becoming important provisions in the country's effort to ensure educational accessibility and inclusion at all levels. Furthermore, professional and personal learning and life skills are increasingly in demand at local/districts level but limited to face-to-face delivery.
The Distance Education Centre and the Distance Education Programmes will support the provisions to widen access to education and training opportunities.

G. Technical Description:

The project includes the provision of physical resources, procurement and design of material, training and consultancy.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	1,040,000
Phase 2 (2006-2010)	520,000
Phase 3 (2011-2015)	780,000
Total Project Cost	**2,340,000**

I. Plan of Operation:

The implementation of this project is expected to start in 2003 and includes links with other institutions, training and consultancy, acquisition of resources and development of programmes.

Project Profile/G4/08

A. Sector
Ministry of Education and Youth

B. Project Title
Implementation of the Distance/Open Learning Policy

C Location
ALDEC and Ministry of Education and Youth's Headquarters

D. Indicative Total Cost (SR)
6,807,000

E. Goals and objectives
The main objective of the project is to further enhance the quality of education in accordance with the policy statement of the Ministry of Education and Youth. More specifically the project aims at making use of new information and communication technologies to enhance the delivery of the distance and open learning programmes by way of providing increased access to computer and Internet facilities for distance/open learning students.

F. Background and Rationale:
Since January 1999, the Adult Learning and Distance Education Centre (ALDEC) has been administratively independent of the Seychelles Polytechnic and has been functioning very much like an 'autonomous' body. The adult and literacy education programmes then fell under the auspices of the Education Management Division and now under the Technical and Further Education Division, Ministry of Education and Youth, Seychelles. As such, the Centre assumes expanding roles and responsibilities in its attempt to offer improved learning opportunities to all individuals and in particular, to those who are not in the formal system but still seek to broaden and update their personal and professional development.

In this new context, the "Education Provisions" of the Centre have new concepts and on no account cater exclusively for:

- Failure in formal system
- Schools' drop-outs
- The disadvantaged and the dispossessed, as may have been misconceived.

The ALDEC has been established and been mandated to take the full responsibility of the 'Open' and "Distance' learning activities (Continuing education courses, literacy, in-service, distance education programmes) recognised by the Ministry of Education and Youth.

"The Mission of the Ministry of Education is to build a coherent and comprehensive system of quality education and training, reflecting shared universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development." (Education for a Learning Society)

It is the aim of the Ministry of Education and Youth to expand access to educational opportunities beyond the formal education and training programmes which will allow a person to develop active commitment to life-long learning and seek the continuous enhancement of his/her social and occupational prospects by capitalising on the opportunities provided for adult learning.

However, recent developments in on-line technologies have seen the terminology of distance education and open learning being replaced by e-learning. These new generations of courses are intended for global markets and mostly make use of the Internet for delivery. They are often interactive in nature and build collegiality and a sense of community amongst remote learners through on-line discussion groups as well as real-time chat and Internet based video conferencing.

The Ministry of Education and Youth is in the process of implementing the Distance/Open Learning Policy and in this context need to address some of the issues pertinent to the reinforcement of e-learning in the distance education programmes. Some of the issues and their solutions will be addressed in this project, notably:

Equality of access – Seychelles has a low ratio of personal computer ownership and private Internet access.

Solution –adopt an " internet café" model where public access to the Internet is provided at a reduced cost possibly in collaboration with private enterprise. Access to this facility is available after normal school hours for O/DL students, maximising the use of the valuable resources.

Quality Control – Distance education materials and courses offered to students need to be both accredited and of sound pedagogy and appropriate to the culture and learning styles of the Seychelles people.

Solution – An ALDEC based "reference group" will be set up to vet materials offered from overseas and maintain quality control of locally produced materials.

Local content production – Local expertise in online course development needs to be developed to reduce reliance on overseas courses and to ensure cultural appropriateness

Solution – A train the trainer professional development model be adopted to increase the number of local educators with these skills. Initial support from an overseas trainer/consultant is required.

Cost effectiveness – Quality e-learning can be expensive to develop and deliver.

Solution – The hardware and software resources for delivery would be shared by ALDEC, NIE, and the Ministry of Education and Youth as well as allowing for industry training. The content materials developed could in many cases be used as teaching and learning resources for students studying in normal on campus mode as well as for those who wish to further their education. The design employed will allow for a scaled implementation, starting with the main server deploying to existing online venues such as the Polytechnic and NIE. The Seychelles gains a "cutting edge" online learning system from day one rather than following, old paper based methodologies and then updating at a later date.

In the light of the above the project will go a long way towards offering opportunities for the development of specialised functional skills as well as the acquisition of higher educational qualifications to allow adults to keep pace with change, globalisation and the emergence of new and powerful technologies, in line with the policy statement.

G. Technical Description

The following ideas for implementation have been generated in conjunction with, and are supportive of achieving the aims of the Distance/Open Learning Policy of the Seychelles (June 2001).

The project involves the following key stages:

1. Visit to overseas institutions by key personnel to examine the design and deployment of online courses, as well as delivery systems.

2. Consultant to visit Seychelles and assist with the development of an implementation plan as well as identification of ITC requirements and visiting outer islands to examine infrastructure, etc.

3. Server implementation – web portal and online learning system.

4. Consultant to run a train the trainer course on online course development for selected staff from ALDEC, NIE, Polytechnic and Ministry of Education and Youth.

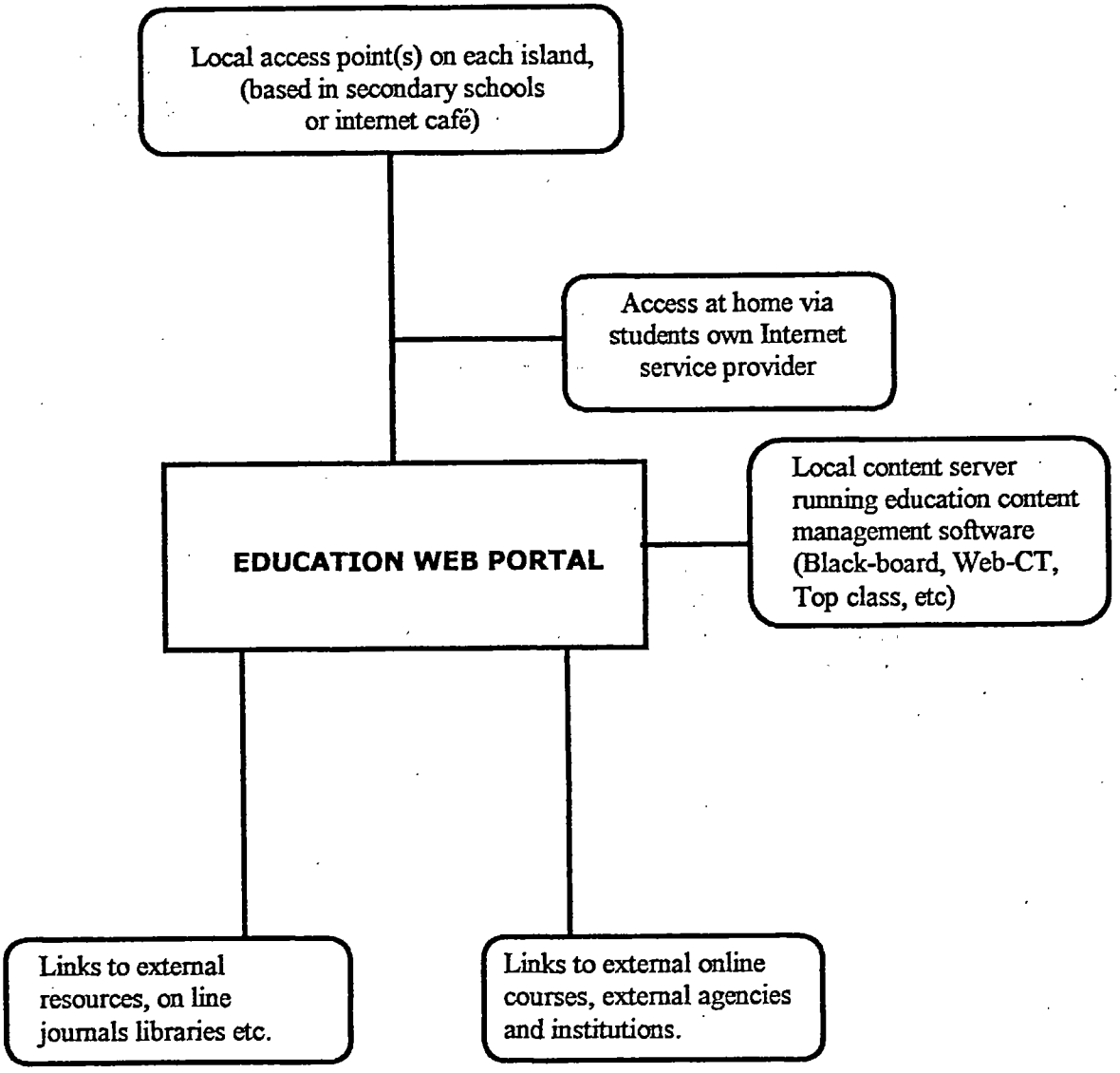
5. The design and implementation of initial local units.

6. Piloting the initial local units online on the main Island (Mahe).

7. Set up accreditation and quality assurance team to examine overseas and local content.

8. Deployment to other islands.

Proposed conceptual model



The "education portal" is a web site dedicated to distance education in the Seychelles and provides links to education resources such as online journals, content sites and libraries. It also provides a gateway to Seychelles accredited overseas courses and local distance education content.

H. Indicative Costing

Phase	Total Cost
Phase 1 (2001-2005)	2,025,000
Phase 2 (2006-2010)	2,898,000
Phase 3 (2011-2015)	1,884,000
Total Project Cost	**6,807,000**

I. Plan of Operation:

The Adult learning and Distance Education Section of the Ministry of Education and Youth in conjunction with the Technical Advisor for Information and Communications Technology will have the task of overseeing the successful implementation of the project.

Eliminating gender disparities in primary and secondary education by 2010 and achieving gender equality in education by 2015 by ensuring full and equal access to and achievement for both genders at primary and secondary levels of education

Project Profile G5/01

A. Sector
Ministry of Education and Youth

B. Project Title
Establishment of databases on gender-disaggregated information for pupil performance and participation at key levels of primary and secondary cycles.

C Location
Primary and secondary schools

D. Indicative Total Cost (SR)
(1.5 Million)

E. Goals and Objectives

- To ensure that gender-disaggregated information is used to inform policy and promote equity.
- To develop indicators for monitoring equity in educational outcomes
- To establish reliable and updated data bases

F. Background and Rationale

Equality of 'access' as a goal has been successfully achieved by the Ministry and is not an area of concern for educators. Girls and boys are equally well represented at all levels of the primary and secondary schools and have the opportunity to benefit fully from educational investments. There are however some disparities in the achievement, performance and retention of the two genders which cannot be captured by the 'access' indicator only. There is a need to develop new gender indicators, which take account of our developments and can accurately measure progress in 'equity' in a number of other dimensions.

For example, results of national exams over the last few years reveal that there are widening gaps in performance between boys and girls at various levels of the education system. There are other imbalances in pupils' experiences of schooling and restrictions of opportunities, which are reinforced by 'gender blindness' because important data is not systematically disaggregated in order to allow policy makers to make informed decisions on the relative progress of the two genders in education.

The setting up of regularly updated databases of gender disaggregated information on pupil performance and participation will help policy makers to monitor progress in equity.

G. Technical Description:

The project will involve the training of statisticians to collect, and analyse relevant data along gender dimensions. It will involve the acquisition of relevant hardware and software to establish databases within the Ministry. All statistics and official publications produced by the Ministry will be disaggregated by gender.

Examiners will be sensitised on the need to examine and analyse examination results by gender and report on progress.

School staff will also be trained to collect and analyse all their data on performance and participation by gender.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005	500,000
Phase 2 (2006-2010	500,000
Phase 3 (2011-2015)	500,000
Total Project Cost	**1,500,000**

I. Plan of Operation:

The gender focal point with the Education Planning Division will assume the task of implementing this project over the whole fifteen year period

Project Profile G5/02

A. Sector
Ministry of Education Youth

***B.* Project Title**
Training in Gender Analysis and Planning for policy-makers.

C Location
Ministry of Education

D. Indicative Total Cost (SR)
(1.5 Million)

E. Goals and Objectives

- To ensure gender is mainstreamed in all divisions of the ministry
- To enable gender responsive policy and programming
- To improve skills of managers and policy makers.

F. Background and Rationale

In order to ensure that the Ministry of Education and Youth becomes a model of good practice in mainstreaming gender and engages in responsive policy and programming, it is necessary to provide all heads of divisions and decision-makers with the necessary skills to analyse new policies and projects from a gender perspective.

The last training in gender analysis and planning for decision makers was held in 1995. This was a short one-week intensive course conducted by an Australian consultant. Many of the people who were then in post have moved to new positions outside the Ministry. Over three-quarters of the current (approx 50) staff who make up this target group and hold key positions within the Ministry, have had no training or sensitisation in gender. Policies and projects adopted do not sufficiently measure the differential impact of decisions on the two genders. This gender 'blindness' may unconsciously be disadvantaging one or other of the genders and represents a big drawback in furthering the Ministry's goal of gender equity.

G. Technical Description:

The project will develop training materials adapted to the local context for use with this target group. A series of two-week intensive courses will be conducted for all directors, advisors and directors general in the Ministry of Education and Youth.

The training will be repeated over the years for new staff joining the Ministry at that level.

The project will also involve the development of monitoring systems and quality assurance mechanisms to ensure that gender is being effectively mainstreamed.

H. Indicative Costing:

Phase 1 (2001-2005)	500,000
Phase 2 (2006-2010)	500,000
Phase 3 (2011-2015)	500,000
Total Project Cost	**1,500,000**

I. Plan of Operation:

The first step will be the setting up of a gender focal point in the Ministry and the appointment of a full time person to coordinate gender-related matters and monitor how gender is being mainstreamed in the various divisions. A team of gender trainers will conduct all training of policy makers. An external consultant will be recruited initially for a period of 3 months to help the team develop training materials and equip them with updated skills to conduct training for this special target group. The training manual and materials produced will be periodically revised to suit the needs of new staff and those promoted to positions of responsibility within the Ministry over the next ten years.

Project Profile G5/03

A. Sector
Ministry of Education and Youth

***B.* Project Title**
Setting up of a Gender Resource Unit in Documentation Centre

C Location
Ministry of Education

D. Indicative Total Cost (SR)
(4.4 Million)

E. Goals and Objectives

- Make available and disseminate up to date documentation/reference materials on gender.
- To support gender research work.

F. Background and Rationale

There is currently a lack of reference materials and resources on gender in the Ministry of Education. Materials on gender that are available are scattered in different places and not easily accessible. This is a great disadvantage to staff and students who want to engage in gender-related research or who seek up to date information/ data on gender issues in Seychelles. A lot of misconceptions about gender arise because people are not sufficiently informed about new developments in gender and cannot see is relevance to their work. The lack of data on gender reinforces stereotyped assumptions about male and female roles and status in Seychellois society.

The project will address this need by procuring, collecting and cataloguing up to date documentation and resources in one central location (Ministry's central Documentation Centre) that can be easily accessed by staff and gender trainers.

G. Technical Description:

The project will involve sourcing, locating and ordering relevant documents and resources on gender that can be of use to staff and gender trainers in the Ministry. It will involve making space and equipment available within the present documentation centre to catalogue and display the materials. It will also include the purchase of 6 additional computers with Internet access for the use of researchers.

Staff of the documentation centre will be provided with relevant training to help researchers and trainers access relevant resources.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	2,000,000
Phase 2 (2006-2010)	1,400,000
Phase 3 (2011-2015)	1,000,000
Total Project Cost	**4,400,000**

I. Plan of Operation:

The first step in the project will be to sensitise staff of the documentation centre on the need to expand their collection of gender materials. Gender Trainers will assist documentation centre staff in sourcing relevant resources and books on gender from catalogues and relevant web sites. The centre will be upgraded with new furniture and equipment to provide improved facilities for research work.

Project Profile G5/04

A. Sector
Ministry of Education and Youth

B. Project Title

Recruitment and Training of a Pool of Gender Trainers

C Location
Ministry of Education and Schools

D. Indicative Total Cost (SR)
(3.0 Million)

E. Goals and Objectives

- Increase the current pool of gender trainers.
- Provide updated training.
- Improve skills of gender trainers for implementing plan of action.

F. Background and Rationale

A team of 22 gender trainers from within the Ministry of Education followed a training of trainers course run by FAWE in 1994 and 1996. Out of this initial team, ten persons are no longer working for the Ministry. The remaining group of 12 persons are a highly committed group who have received no other upgrading or exposure to gender-related developments for the last six years. They hold other full-time positions within the Ministry and have maintained their commitment to gender work only through personal conviction.

The implementation of the EFA National Action Plan will make great demands on this group of people who will be required to run training programmes for large numbers of ministry staff at different levels. In order for the plan to be successfully implemented, an additional 30 trainers will need to be recruited and trained. Efforts will have to be made to recruit more male trainers to create gender balance and ensure that it does not continue to be perceived as women's issues only. The present group of trainers will need to be upgraded with new information and skills to conduct this very extensive training and sensitisation programme.

G. Technical Description:

The project will involve the recruitment initially of an external consultant who will develop a training manual and conduct the training for the 50 gender trainers over a period of 1 month.

Opportunities will also be provided for gender trainers to make study visits/attachments abroad in order to widen their experiences of gender.

Promising staff will be enrolled in Masters courses to deepen their understanding of gender and development work.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	2,000,000
Phase 2 (2006-2010)	500,000
Phase 3 (2011-2015)	1,000,000
Total Project Cost	**3,500,000**

I. Plan of Operation:

The first step will involve the recruitment of potential trainers. An external consultant will also be recruited to conduct the training and upgrading of the pool of gender trainers. Training manual and materials will need to be revised and developed. The gender focal point will oversee the project.

Project Profile G5/05

A. Sector
Ministry of Education and Youth

B. Project Title
Training in Gender Research for Staff of the Evaluation & Research Section and Gender Trainers

C Location
Ministry of Education and Schools

D. Indicative Total Cost (SR)
(2.0 Million)

E. Goals and Objectives

- To improve skills to conduct qualitative and quantitative gender sensitive research.
- To develop research capacity of gender trainers.
- To increase knowledge of gender issues specific to Seychelles

F. Background and Rationale

There is at present very little research on gender that is specific to education in Seychelles. Gender as an issue in education has received very little serious attention. It is only in the last few years that people have come to realize that inequalities in performance and experiences among pupils may be attributed to gender and that is important that these areas are thoroughly researched. The specificities of a small island, matriarchal society has promoted gender relations, which are complex and very different from our neighbouring African countries. There is no one in the Ministry trained specifically to conduct gender sensitive research and the lack of research on classrooms and schools is a major drawback.

A number of areas for research such as student dropout, gender related violence, stereotyping in student choices, HIV/Aids, etc have already been identified for further research.

G. Technical Description:

The project will equip staff of the evaluation and research section and gender trainers with skills to be able to design and conduct gender responsive research in identified areas. The training will be conducted both locally and overseas.

H. Indicative Costing:

Phase 1 (2001-2005)	1,000,000
Phase 2 (2006-2010)	500,000
Phase 3 (2011-2015)	500,000
Total Project Cost	**2,000,000**

I. Plan of Operation:

The Research, Evaluation and Curriculum Section in Education Planning Division and the gender focal point will oversee the project.

Project Profile G5/06

A. Sector
Ministry of Education and Youth

B. Project Title
Programme of sensitisation of school-based staff and pupils

C Location
Ministry of Education, Primary and Secondary Schools

D. Indicative Total Cost (SR)
(5.0 Million)

E. Goals and Objectives

- To provide gender sensitive education, guidance and counselling.
- To challenge stereotyped attitudes among teachers and school staff.
- To remove disparities at school level.

F. Background and Rationale

The result of a gender study carried out recently in primary schools reveals that boys and girls experience schooling differently and that gaps in performance between the two genders are fairly wide. The study also reveals that teachers are insufficiently aware how their attitudes and behaviours reinforce gender stereotyping in school. Performance data is not analysed by gender and existing inequalities between boys and girls are not exposed, and challenged by management and teachers.

There has also been an increase in the number of incidents of gender-related violence among pupils in secondary schools and a lack of effective counselling and career guidance provided to pupils. This results in stereotyping and limitations on career options at post secondary level.

The project is thus aimed at sensitising large groups of staff and pupils at school level in order to create gender inclusive learning environments in schools that promote optimum success for both genders.

G. Technical Description:

The project will include a very vast programme of sensitisation for all primary and secondary teachers. A special training of trainers course will be run for selected staff in schools.

These trainers will then impart training to their colleagues at school level. Staff will also be trained in action research in order to review teaching strategies, and classroom practices which disadvantage groups of pupils.

All schools will be helped to identify gender inequalities within their own schools and develop action plans to redress the situation.

PSE programmes at school will be reviewed for gender sensitivity and peer counsellors will be provided with training to help pupils create more gender friendly environments in schools.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	2,000,000
Phase 2 (2006-2010)	1,500,000
Phase 3 (2011-2015)	1,500,000
Total Project Cost	**5,000,000**

I. Plan of Operation:

The PSE unit in Education Planning Division and the gender focal point will oversee the project.

Project Profile/G5/07

A. Sector
Ministry of Education and Youth

B Project Title
Production of Publicity Materials

C Location
Ministry of Education and Media

D. Indicative Total Cost (SR)
(7.6 Million)

E. Goals and Objectives

- To produce publicity materials for sensitisation of parents and public.
- To disseminate examples of good practice.
- To promote greater awareness of gender issues.

F. Background and Rationale

There is a lack of awareness among parents and the general public about how gender stereotyping can affect their children's' learning and their chances of meeting their goals and pursuing a fulfilling career. There is also a strong misconception among the general public that gender is not a serious issue in Seychelles. Although there is no overt discrimination against man or women, there are many areas where disparities exist and these need to be addressed.

The project will involve sensitisation of key target groups such as parliamentarians /policy makers, media people and relevant NGOs. It will also involve the production of leaflets, brochures, posters and radio and TV programmes for the sensitisation of parents and the public at large.

G. Technical Description:

The project will involve sensitisation of key target groups such as parliamentarians /policy makers, media people and relevant NGOs. It will also involve the production of leaflets, brochures, posters and radio and TV programmes for the sensitisation of parents and the public at large.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	2,500,000
Phase 2 (2006-2010)	2,500,000
Phase 3 (2011-2015)	2,600,000
Total Project Cost	**7,600,000**

I. Plan of Operation:

The gender focal point in collaboration with the media will oversee the project.

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Project Profile/G6/01

A. Sector:
Ministry of Education and Youth

B. Project Title:
Production of a data archive in Seychelles to study child development outcomes

C. Location:
MOEY

D. Indicative Total Cost (SR):
3,000,000

E. Goals and Objectives:
- Set up data archive
- Transfer data from University of Rochester to the Ministry of Education and Youth

F. Background and Rationale:
The Ministry of Education and Youth seeks to improve the quality of its early childhood education through the formulation of enabling policies and preventive and corrective strategies. These exercises require valid and reliable information on the characteristics and educational status of Seychellois children. The production of a data archive is absolutely essential and the existing data has to be transferred from University of Rochester to the Ministry. This requires study visits to the University so as to become acquainted with the SCDS Database.

G. Technical Description:
The project includes study visits to Rochester, transfer of data and extension of database.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	2,000,000
Phase 2 (2006-2010)	1,000,000
Total Project Cost	**3,000,000**

I. Plan of Operation:

The implementation of this project is already underway and much more effort is required in the next two phases as of 2003.

Project Profile/G6/02

A. Sector:

Ministry of Education and Youth

B. Project Title:
Monitoring learning in early childhood education

C. Location:
MOEY

D. Indicative Total Cost (SR):
3,500,000

E. Goals and Objectives:

- To assist in the review of practices
- To formulate preventive strategies

F. Background and Rationale:

The Ministry of Education and Youth seeks to improve the quality of its early childhood education through the formulation of enabling policies and preventive and corrective strategies. These exercises require valid and reliable information on the characteristics and educational status of Seychellois children. The need to assess level of achievement in literacy and numeracy at the end of crèche/beginning of P1 and at the end of P2/beginning of P3 is important. This will allow the ministry to relate achievement to cognitive levels of the pupils, identify the characteristics of pupils with learning difficulties and design preventative measures.

G. Technical Description

The project covers reviews and formulation of preventative strategies.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	1,800,000
Phase 2 (2006-2010)	1,700,000
Total Project Cost	**3,500,000**

I. Plan of Operation:

The implementation of this project is already taking place in schools. However, with additional funding the baseline information on attainment at various stages will be available by 2010.

Project Profile/G6/03

A. Sector:
Ministry of Education and Youth

B. Project Title:
A longitudinal research on early childhood

C. Location:
MOEY

D. Indicative Total Cost (SR):
7,000,000

E. Goals and Objectives:
- Evaluate the quality of early childhood education

F. Background and Rationale:

The Ministry of Education and Youth seeks to improve the quality of its early childhood education through the formulation of enabling policies and preventive and corrective strategies. These exercises require valid and reliable information on the characteristics and educational status of Seychellois children. The project is proposing a setting that will facilitate the collection of such reliable data. We can only, then, relate cognitive ability to achievement.

G. Technical Description:
The project proposes the procurement of standardized instruments for cognitive development and achievement, and training for teachers to administer the tests and to collect baseline and endpoint data.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	3,500,000
Phase 2 (2006-2010)	3,500,000
Total Project Cost	**7,000,000**

I. Plan of Operation:

The implementation will span over the next ten years.

Project Profile/G6/04

A. Sector:
Ministry of Education and Youth

B. Project Title:
A national survey of P6 pupils on changes in quality of education from 2002 to 2010

C. Location:
MOEY

D. Indicative Total Cost (SR):
450,000

E. Goals and Objectives:
- To measure the quality of primary education
- To assess inputs to primary schools and processes within schools and classrooms

F. Background and Rationale:
The Ministry of Education and Youth seeks to improve the quality of its early childhood education through the formulation of enabling policies and preventive and corrective strategies. These exercises require valid and reliable information on the characteristics and educational status of Seychellois children. Furthermore, it is important that we develop contextual instruments using both SACMEQ II and SIP questionnaires, and compare conditions of teaching and learning and educational processes to monitor change.

G. Technical Description:
The project proposes to use SACMEQ II TESTS for reading and mathematics and SIP's life skills tests to compare achievement level with baseline data.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	250,000
Phase 2 (2006-2010)	200,000
Total Project Cost	**450,000**

I. Plan of Operation:

The implementation of this project is already underway and requires support for the next eight years.

Project ProfileG6/05

A. Sector:
Ministry of Education and Youth

B. Project Title:
A survey of S3 pupils using English, Mathematics, Science and life skills as outcomes

C. Location:
MOEY

D. Indicative Total Cost (SR):
300,000

E. Goals and Objectives:

- Set baseline data for secondary schools
- Assess the preparedness of S3 students for adult life

F. Background and Rationale:

The Ministry of Education and Youth seeks to improve the quality of its early childhood education through the formulation of enabling policies and preventive and corrective strategies. These exercises require valid and reliable information on the characteristics and educational status of Seychellois children. Here, we need the review findings from SIP evaluation, construct tests and questionnaires and develop observational instruments.

G. Technical Description:

The project proposes a review of the findings from SIP evaluation, the construction of tests and questionnaires and development of observational instruments.

H. Indicative Costing:

Phase	Total Cost
Phase 1 (2001-2005)	200,000
Phase 2 (2006-2010)	100,000
Total Project Cost	**300,000**

I. Plan of Operation:

The implementation of this project will span over the next seven years.

Project Profile/G6/06

A. Sector:
Ministry of Education and Youth

B. Project Title:
Evaluation of National Secondary Education

C. Location:
MOEY

D. Indicative Total Cost (SR):
500,000

E. Goals and Objectives:

- Monitor change from 2010-2015 in: educational outcome, provisions and conditions for teaching and learning

F. Background and Rationale:
The Ministry of Education and Youth seeks to improve the quality of its early childhood education through the formulation of enabling policies and preventive and corrective strategies. These exercises require valid and reliable information on the characteristics and educational status of Seychellois children. Here, we need the review findings from SIP evaluation, construct tests and questionnaires and develop observational instruments.

G. Technical Description:

The project proposes a review of the findings from SIP evaluation, the construction of tests and questionnaires and development of observational instruments.

H. Indicative Costing:

Phase	Total Cost
Phase 3 (2011-2015)	500,000
Total Project Cost	**500,000**

I. Plan of Operation:

The implementation of this project is over a five-year period as from 2011.

List of Project Profiles

Goal One

1. Procurement of educational books and equipment for early childhood education.
2. Training in child care and education for early childhood educators and carers.
3. Enhancement and extension of existing early childhood infrastructure facilities.
4. Additional facilities for the disadvantaged children.
5. Training for school for the exceptional child personnel.

Goal Two

1. In-service training programme for primary and secondary schools teachers.
2. Provision of textbooks and reading materials for primary and secondary schools.
3. Provision of equipment, educational materials and related support facilities for primary and secondary schools.
4. Establishment of a youth reach centre for students with highly disruptive behaviour.
5. Training in guidance and counselling for primary schools counsellors.
6. Training for primary schools studies coordinators cycles 2 & 3 in special educational needs (using the consultative-collaborative model).
7. Schools upgrading and reconstruction programmes.
8. Leadership and Management Training Programmes for Headteachers, Studies Co-ordinators and Heads of Department.
9. Establishment of resource centres/training rooms in all secondary schools.
10. Upgrading of library facilities in primary and secondary schools.
11. Establishment of model departments in the secondary schools.
12. HIV/AIDS Education in Primary and Secondary schools.
13. Developing a certificate and accreditation system for upper secondary.
14. Procurement of Optical Mark Reader (OMR).
15. Setting of level descriptions for national targets.

Goal Three

1. Provision for necessary infrastructure and facilities required to meet the learning needs of all young people and adults.
2. Establish structure to facilitate adequate access to relevant learning programmes in all local public institutions.
3. Enhancement of on-going staff and professional development programmes for young people and adults.
4. Establish a more diversified life skills programmes for young people.
5. Establish framework to improve coordination of life skills programmes at district levels.
6. Development of programmes to reach out to the youth communities.
7. Enhancement of facilities for institutions providing craft level courses.

Goal Four

1. Set up structure to research, monitor and evaluate adult literacy.
2. Review, update and develop new programmes for literacy and basic education.
3. Enhancement of on-going staff and professional development programmes for adult and continuing education.
4. Sensitisation and media programmes on adult and literacy education.
5. Setting up a resource centre for adult and continuing education.
6. Setting up of an ICT laboratory within ALDEC.
7. Introduction of distance education programmes for adult and continuing education.
8. Implementation of the distance/open learning policy.

Goal Five

1. Establishment of databases on gender-disaggregated information for pupil performance and participation at key levels of primary and secondary cycles.
2. Training in gender analysis and planning for policy-makers.
3. Setting up of a gender resource unit in documentation centre.
4. Recruitment and training of a pool of gender trainers.

5. Training in gender research for staff of the evaluation & research section and gender trainers.
6. Programme of sensitisation of school-based staff and pupils.
7. Production of publicity materials.

Goal Six

1. Production of a data archive in Seychelles to study child development outcomes.
2. Monitoring learning in early childhood education.
3. A longitudinal research on early childhood.
4. A national survey of P6 pupils on changes in quality of education from 2002 to 2010.
5. A survey of S3 pupils using English, mathematics, science and life skills as outcomes.
6. Evaluation of national secondary education.

National EFA Forum Members

Mrs. Jeanne Simeon	Director General Schools Ministry of Education	Chairperson
Mr. Jones Belmont	Director Resource Planning & Project Development Ministry of Education	Vice Chairperson & EFA Co-ordinator
Mr. Jeffrey Lagrenade	Director Secondary Schools Ministry of Education	Member
Mrs. Savinia Morel	Director Non Formal Early Childhood & Primary Schools Ministry of Education	Member
Mrs. Mahrookh Pardiwalla	Director School Improvement Programme Ministry of Education	Member
Mr. Egbert Benstrong	Director Assessment Testing & Accreditation Ministry of Education	Member
Dr. Andre Leste	Director Research Evaluation & Curriculum Planning Ministry of Education	Member
Mrs Fiona Ernesta-Uranie	Director Adult Learning & Distance Education Ministry of Education	Member

Mrs. Stella Marie	Chairperson Seychelles Day Care Association	Member
Dr. Anne Gabriel Gedeon	HIV/AIDS Programme Officer Ministry of Health	Member
Mr. Daniel Savy	Chairperson Council for the Disabled	Member
Mr. Nirmal Jivan Shah	Chairperson LUNGOS	Member
Mr. John Lesperance	Director Industrial Training Centre	Member
Mr. Jacques Koui	Chairperson Primary School's PTA	Member
Mr. Lindsay Chong-Seng	Chairperson Secondary School's PTA	Member