REPUBLIC OF SEYCHELLES

MINISTRY OF EDUCATION AND HUMAN
RESOURCE DEVELOPMENT

EDUCATION SECTOR

MEDIUM TERM STRATEGIC PLAN

2018 – 2022 AND BEYOND

Education for a Learning Society

Equality

Quality

Accountability

Education for Empowerment

Education for productivity

Education for social Cohesion

Education for Global Partipation

Operational Goals

Terminal Goals

Education and Training Services - Good Governance, Transparency and Accountability

Enhancing the Ministry's Institutional and Human Resource Capacity for shared Governance, Responsibility and Accountability within a Result-Based Management Framework to further transform the education and training services with a view to improve the cost effectiveness, accessibility, inclusiveness and quality of the services; the holistic development and performance of the diversity of learners; and the contribution of education and training to the National Sustainable Development Goals.

September 2018

Foreword

It is internationally recognized that education and human resource development are the drivers for sustainable national socio-economic development.

The publication of the Education and Human Resource Development Medium Term Strategic Plan 2018-2022 and Beyond, which follows the Education Sector Medium Term Strategic Plan 2013-2017 and Beyond represents a significant achievement in the process of the further transformation of the education and human resource development to meet the present and emerging needs and priorities of national sustainable socio-economic development.

Having taken stock of the accomplishments of the Education Sector Medium Term Strategic Plan 2013-2017 and Beyond, the lessons learnt and the experiences gained, the unaccomplished priorities and emerging challenges within the context of the national, regional and international agendas, the Education and Human Resource Development Medium Term Strategic Plan 2018-2022 and Beyond constitutes a rationalized and harmonized, transformative follow-up Plan of Action of the Sub-sector's vision, mission, principles and values, priority areas and interventions, and related performance indicators to be addressed over the next five years and beyond, with a view to further enhance the competencies of the diversity of learners and their capacity to contribute to sustainable national socio-economic development.

The recognition of education as a public good is reflected in the effort to include in the Medium-Term Strategy, the environment in which the sub-sector is expected to provide the services and pertinent matters of relevance to key stakeholders in particular, the parents, through appropriate modalities of engagement.

The Education and Human Resource Development Medium Term Strategic Plan 2018-2022 and Beyond is the outcome of the most appropriate modality of use of in-house experience and expertise, collective engagement, partnership, consultation with stakeholders considering the limited time within which it had to be formalized.

The formulation of the Education and Human Resource Development Medium Term Strategic Plan 2018-2022 and Beyond, has been undertaken at a time of increased national call for improved participatory governance, transparency and accountabilities, judicious utilisation of limited resources at all levels. At the level of the sub-sector there has been renewed impetus on the devolution of responsibilities and accountabilities away from the headquarters to the entity directly providing the education and human resource development services within an effective institutionalised, coordinated and monitoring framework.
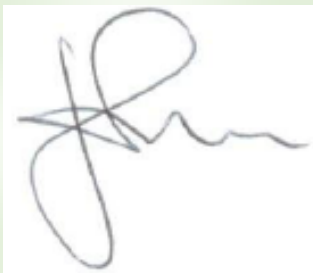
In response to these calls, a new harmonized organisational structure that seeks to consolidate and institutionalize the four pillars of Result Based Management for Primary and Secondary schools between headquarters, school management and School Councils introduced in 2010 has been approved for implementation effective April 2018 to provide systematic and co-ordinated leadership to the implementation of the Strategic Plan. Additionally, a new model of administrative and financial autonomy at the level of Professional Centres has been adopted for implementation effective April 2018.

The successful implementation of the Education and Human Resource Development Medium Term Strategic Plan 2018-2022 and Beyond will require the timely embracing and commitment to the transformative leadership by personnel with strategic responsibilities within the new organisational structure at the headquarters and at operational levels necessary for the systematic coordination and monitoring of the implementation process.

Furthermore, the process needs to be backed by institutional stability, sound documented policies, coordinated planning, efficient institutional mechanism, purposeful stakeholder collaboration and participation, robust data collection and analysis capacity, relevant capacity building initiatives, strong inter-ministerial collaboration and support, sustained adequate government financing, complementary financing and technical assistance from regional and international partners and robust and transparent accountability systems.

I express my gratitude to the staff of the Ministry of Education and Human Resource Development and the wide spectrum of stakeholders for their invaluable contribution and their committed efforts during the formulation stage of the Strategy.

The spirit of collective engagement, hard work, conviction, commitment and partnership that have characterised the formulation process of the Strategy will be essential in the delivery of the agenda set to be accomplished in the quest to further transform the education and human resource services with a view to improve the cost-effectiveness, accessibility, inclusiveness, accountability and quality of the services provided, the participatory governance for providing the services, and the holistic development and performance of the diversity of learners, so as to enhance their capacities to contribute positively to National Sustainable Development Agendas.

Mrs Jeanne Simeon

Minister for Education and Human Resource Development

Executive Summary

The implementation of Education Sector Strategic Plan 2013-2017 and Beyond, one of the most ambitious Plans of the Ministry, resulted in the accomplishments of a number of the stated strategic objectives, strategic interventions and targets. However, given the ambitiousness of the Plan, by the end of the period of implementation, many of the strategic objectives, strategic interventions and targets remained unaccomplished. At the same time, a number of significant on-going developments at the sector, national and international levels and, on the Ministry's capacity to sustain the provision of quality education and training services to all, resulting in the growing recognition that the strategies in place for implementation of Education Sector Strategic Plan 2013-2017 and Beyond will need to be revisited.

At the Sector level, the following developments are of relevance:

- The expansion of the mandate of the Ministry to include responsibility for national human resource development resulting from the establishment of a Ministry of Education and Human Resource Development in January 2018.
- The adoption of a new Organisational structure in April 2018 which incorporate other pillars of Result-Based Management, namely Performance Monitoring and Evaluation (PM&E) and Performance Management System (PMS).

At the national level:

- The Ministry's participation in *Agenda 2032* deliberations as part of the process of formulating a new National Development Agenda.
- The sustained call for improved governance, transparency and accountability through which education and human resource development services is provided, with particular emphasis on the devolution of operations away from central administration and the building of functional partnership with key stakeholders.

At the regional and international levels, the Ministry has contributed to the process of development, adoption and made commitment to the implementation of important education and human resource development related agenda according to its specific conditions, in particular:

- *The UNESCO Education 2030 Framework of Action for the Implementation of Sustainable Development Goal 4 – Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.*
- *The African Union Continental Education Strategy for Africa 2016-2025.*

The successful realization of the unaccomplished but still relevant strategic objectives, interventions and targets of the Education Sector Medium Term Strategic Plan: 2013-2017 and Beyond, and identified new ones within the context of the stated emerging developments require revised systems, structures and operational models to be adopted, implemented and institutionalized.

Formulated against this background, the Education Sector Medium Term Strategic Plan: 2018-2022 and Beyond is premised on the fact that the education and human resource development system must enhance the commitment to institutionalize a culture of achievement and excellence for all at all levels of the education and human resource development system.

Strong foundations at the lower levels of the system need to ensure that all learners acquire confidence in their learning abilities to ensure that they will succeed at the higher levels of the system, and be prepared to enter a competitive, dynamic job-market with respect and thirst for knowledge and competencies that will maintain their employability throughout their life, during market fluctuations and employment diversity, whilst at the same time empowering them to be able to demonstrate the values and dispositions of sound citizenship.

The process of institutionalizing a culture of achievement and excellence requires the on-going re-alignment of the education and human resource development system to better provide for the diversity of needs of all learners within the context of a dynamic national and international socio–economic landscape.

It requires sustained commitment at all levels of the Ministry to transform the leadership, governance, responsibility, accountability and partnership that better facilitate the enhancement of student learning outcomes.

The Education Sector Strategic Plan: 2018 - 2022 and Beyond is in essence a mandate for the further transformation of the education and human resource development system to improve learner achievement and excellence by:

- Consolidating the Programme Performance Based Budgeting (PPBB) a pillar of Result Based Management (RBM) and adopting the additional pillars of Performance Monitoring and Evaluation (PM&E) and Performance Management System (PMS)
- Re-defining the Ministry's structural, operational and monitoring mechanism and governance to further enhance the greater devolution of responsibilities to and engagement of critical partners in quality relevant education and training for ALL.

Comprising of nine chapters, the Education Sector Strategic Plan: 2018-2022 and Beyond is a realistic roadmap providing an overarching framework that consolidates relevant policies, plans and initiatives into one common, comprehensive and widely shared education and human resource development strategy that will guide the development of education and human resource within a newly approved organisational structure for the next five years and beyond.

The Context, Background and institutional arrangements for formulating the Education Sector Strategic Plan: 2018-2022 and Beyond are set out in **Chapter One**: The chapter establishes the overall purpose of the Strategic Plan and the efforts undertaken to accommodate key dimensions of sub-sector initiatives; emerging sector and national issues of relevance; and regional and international education and human resource development agendas. It also recognises how the successful experience of the institutional arrangement for formulating the Education Sector Strategic Plan: 2018-2022 and Beyond, given the various limiting factors, in particular, the short time-frame within which the formulation of the plan had to be completed, considering the strategic value of the plan to the Ministry.

Chapter One further recognises that through the capacity acquired in the process of formulating the Education Sector Strategic Plan: 2013-2017 and Beyond, and despite the mobility of certain members of the focal team, the Ministry has been able to undertake the exercise of formulating the Education Sector Strategic Plan: 2018-2022 and Beyond, with minimum external expertise.

The Context and Background to the formulation of the Education Sector Strategic Plan: 2018-2022 and Beyond is further elaborated through **Chapter Two** by drawing attention to the key sources at sub-sector, national, regional and international levels considered in the formulating process. Of particular significance are the observations, comments and recommendations arising from the two evaluations of Education Sector Strategic Plan: 2013-2017 and Beyond, the on-going work on Vision 2032 as part of the process of formulating the next National Strategic Plan; on-going work on the process of institutionalising the pillars of Result-Based Management; and the UNESCO Agenda 2030.

Chapter Two further elaborates the challenges to the process of formulating the Strategic Plan and reminds of the enabling conditions that should be in place to translate the challenging work of formulating the Plan into its successful implementation.

The diversity of contexts in which the Ministry provides its services and an overview of the different stakeholders for which the services are provided are considered in **Chapter Three**. The challenges to the Ministry to satisfactorily attend to the various expectations and demands in a sustained manner in a continuously evolving environment is acknowledged.   The chapter also recognises the interdependency of the Ministry of Education and Human Resource Development and other critical

governmental as well as non-governmental partners, including the private sector, in satisfactorily attending to the evolving expectations and demands of its diverse stakeholders.

The consensus direction and strategic areas of focus in the pursuit of the further improvement of learning outcomes and employability preparedness of the diversity of learners through the system for the next five years and beyond is the focus of **Chapter Four**. The inter-relationship of elements of the new roadmap and Education Sector Strategic Plan: 2013-2017 and Beyond and the on-going process of consolidation and harmonization between the Strategic Focus Areas or Goals and the Programmes and Sub-Programmes of Programme Performance Based Budgeting is highlighted. Information on the revised Programme Performance Based Budgeting operational Programmes and Sub-Programmes for 2019 and beyond to better fit the recently approved Organisational Structure which incorporates human resource development, is also provided.

The importance of ensuring the link between the vision, mission, principles and values underpinning the provision of education and human resource services in the process of prioritizing elements of the Education Sector Strategic Plan: 2018-2022 and Beyond, is addressed in **Chapter Five**.

The multiple national sources where the vision, mission, principles and values are featured and their comparability with those from international organisations with an education and human resource development focus, like the UNESCO are also addressed.

An overview of the Education and Human Resource Development System is presented in **Chapter Six**, describing the stages of education and training, progression and articulation between the stages and the financing and management of education. On the critical issue of financing, the responsibility of government as the main funder of state education within the context of Programme Performance Based Budgeting and its contributory role to the development of private education and training is highlighted.

One of the strategic interventions of Component 11: *Governance, Management and Quality Assurance* of Education Sector Strategic Plan 2013-2017 and Beyond *is "Reviewing the Ministry of Education's Organisational Structure to better support and strengthen the process of the collaborative model and management".*

The resulting organisational structure including those for the four Budget Dependent Public Bodies that integrates the decision to establish an expanded Ministry of Education and Human Resource Development and pillar of the Results Based Management is presented at **Chapter Seven**. Some of the new elements of the organigram compared to the previous ones include the integration of curriculum responsibilities within the entities responsible for school matters; entities responsible for Governance and Regulatory Affairs; Technical and Vocational Education and Training and Entrepreneurship; Teacher Development and Management and Performance Monitoring and Evaluation.

*The Framework of Action and Results for the Implementation of Education Sector Stra*tegic Plan: 2018-2022 and Beyond which brings together, in a matrixed format, the inter-related components through which the established mission, vision, principles and values and agreed priority areas and targets are to be achieved for the next five years and beyond, and for which leadership for its implementation is to be provided by the relevant entities of the newly approved organisational structure, is at **Chapter Eight**.

An important characteristic of the Framework for Action is the integration of the Strategic goals and interventions within the adopted Programmes and Sub-Programmes of the Programme Performance Based Budgeting pillar of the Results Based Management.

The implementation, monitoring, reporting and evaluation framework of the Education Sector Strategic Plan: 2018-2022 and Beyond is set out in **Chapter Nine**. It emphasizes that the successful implementation of the plan will, to a large measure, depend on the effective collaboration and interventions of key stakeholders. It stresses further that the implementation of the plan will need to be characterized by strong Government commitment and leadership, effective communication,

coherent, synchronized, co-ordinated, timely and sustained national support, strengthened financial and procurement procedures and effective decentralized planning and implementation.

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List of acronyms

AAT	Advanced Accounting Technician
ACCA	Association of Chartered Certified Accountants
ADEL	Advanced Diploma in Education Leadership
ALDEC	Adult Learning and Distance Education Centre
ANHRD	Agency for National Human Resource Development
CBA	Competency-Based Approach
CEO	Chief Executive Officer
CCATS	Centre for Curriculum, Assessment and Teacher Support
DCATS	Division for Curriculum, Assessment and Teacher Support
DICT	Division for Information and Communication Technologies
DPA	Department of Public Administration
DPPR	Division for Policy, Planning and Research
DRDM	Division of Risk and Disaster Management
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EDP	Emergency and Disaster Preparedness
EDM	Emergency and Disaster Management
EMIS	Education Management Information System
GEQAF	General Education System Quality Analysis/Diagnosis Framework
HOD	Head of Department
HRA	Human Resource and Administration
HRIS	Human Resource Information System
ICT	Information Communication Technology
IT	Information Technology
IECD	Institute for Early Childhood Development
IGCSE	International General Certificate of Secondary Education
IIEP	International Institute for Educational Planning
IMO	International Maritime Organization
KPI	Key Performance Indicator
KSA	Key Stage Assessment
M&E	Monitoring and Evaluation
MoFTEP	Ministry of Finance, Trade and Economic Planning
MoE	Ministry of Education
MoE-HRD	Ministry of Education and Human Resource Development
MEHRD	Ministry of Education and Human Resource Development
MTC	Maritime Training Centre
MTES	Medium Term Expenditure Strategy
MTS	Medium-Term Strategy
MTSP	Medium-Term Strategic Plan
NCF	National Curriculum Framework

NFETPB	National Further Education and Training Placement Board
NHRDC	National Human Resources Development Council
NIE	National Institute of Education
NIHSS	National Institute of Health and Social Studies
NQF	National Qualifications Framework
PAF	Performance Assessment Framework
PAPS	Public Administration and Public Service
PC	Professional Centre
PPBB	Programme Performance-Based Budgeting
PSI	Post-Secondary Institutions
PSIP	Public Sector Investment Plan
PM&E	Performance Monitoring and Evaluation
PMS	Performance Management System
PTA	Parents Teachers Association
RBM	Results-Based Management
RDM	Risk and Disaster Management
SADC	Southern African Development Community
SALS	School of Advanced Level Studies
SBSA	Seychelles Business Studies Academy
SCR	Seychelles Rupees
SER	Self-Evaluation Report
SENCO	Special Education Needs Coordinator
S.I.	Statutory Instrument
SIAD	Seychelles Institute of Arts and Design
SIAH	Seychelles Institute of Agriculture and Horticulture
SIDOL	Seychelles Institute of Distance and Open Learning
SIT	Seychelles Institute of Technology
SITE	Seychelles Institute of Teacher Education
SLAC	School Leavers Attendance Certificate
SMS	Senior Management of the School
SNE	Special Needs Education
SOP	Standard Operating Procedures
SONA	State of the Nation Address
SPA	Seychelles Police Academy
SPC	Secretariat for Professional Centres
SQA	Seychelles Qualifications Authority
SSO	Student Support Officer
STA	Seychelles Tourism Academy
TE	Technology and Enterprise
TEA	Tertiary Education Act
TEC	Tertiary Education Commission

TFE	Technical and Further Education
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
TVETE	Technical Vocational Education and Training and Entrepreneurship
UAE	United Arab Emirates
UNESCO	United Nations Educational Scientific and Cultural Organization
UniSey	University of Seychelles
USAIM	University of Seychelles-American Institute of Medicine
WB	World Bank

Chapter One: Context, Background and Institutional Arrangement for the Formulating of Education Sector Strategic Plan 2018-2022 and Beyond

The Education Sector Medium Term Strategic Plan 2018-2022 and Beyond, represents a consensus decision on the Ministry's on-going engagement to further transform the education and training and human resource development landscape with a view to further improve the quality of student overall development and learning outcomes for all in a cost-effective and sustainable manner. This has been achieved by firstly, consolidating the accomplishments vis-à-vis the thirteen (13) Components of the Education Sector Strategic Plan 2013-2017 and Beyond, secondly, by strategizing to accomplish those interventions and actions retained that due to various circumstances could not be satisfactorily accomplished within the time-frame of the Education sector Strategic Plan 2013-2017 and Beyond, and thirdly, by bringing on board relevant educational and human resources development issues that have emerged since the adoption and implementation of the Education Sector Strategic Plan 2013-2017 and Beyond. Its formulation is in the spirit of Section 5A(1) of the Education (Amendment) Act 2017 which obliges the Ministry to have a Sector Strategic Plan formulated at least every five years.

In developing the Education Sector Strategic Plan 2018-2022 and Beyond, every effort have been made within the time-frame available for the undertaking, to integrate and rationalize elements of other education and training and human resource strategic plans and initiatives in place nationally since the adoption and implementation of the Education Sector Strategic Plan 2013-2017 and Beyond.

Additionally, steps have been taken to ensure that the Strategic Plan is adequately guided by the relevant national development agendas as well as the international and regional education and training and human resource development agendas.

The Education Sector Medium Term Strategic Plan 2018-2022 and Beyond is a result of some six months of dedication of a core Ministry Team supplemented by inputs from partner ministries and agencies.

Members of the team have undertaken the tasks alongside their day to day administrative responsibilities with minimum direct assistance from external partners.

Drawing from the experience of the organisational arrangement adopted for steering and coordinating the formulation process of the Education Sector Strategic Plan 2013-2017 and Beyond, and taking into consideration the necessity to, as much as possible, optimize the active participation and engagement of crucial stakeholders within and outside of the Education Sector within a short time-frame, the modified organisational arrangement to that implemented for the formulating process of the Education Sector Strategic Plan 2013-2017 and Beyond at Figure 1 was adopted.

Figure 01: Organisational Arrangement Adopted for Steering and Coordinating the Formulation Process of Education Sector Medium Term Strategic Plan: 2018-2022 and Beyond
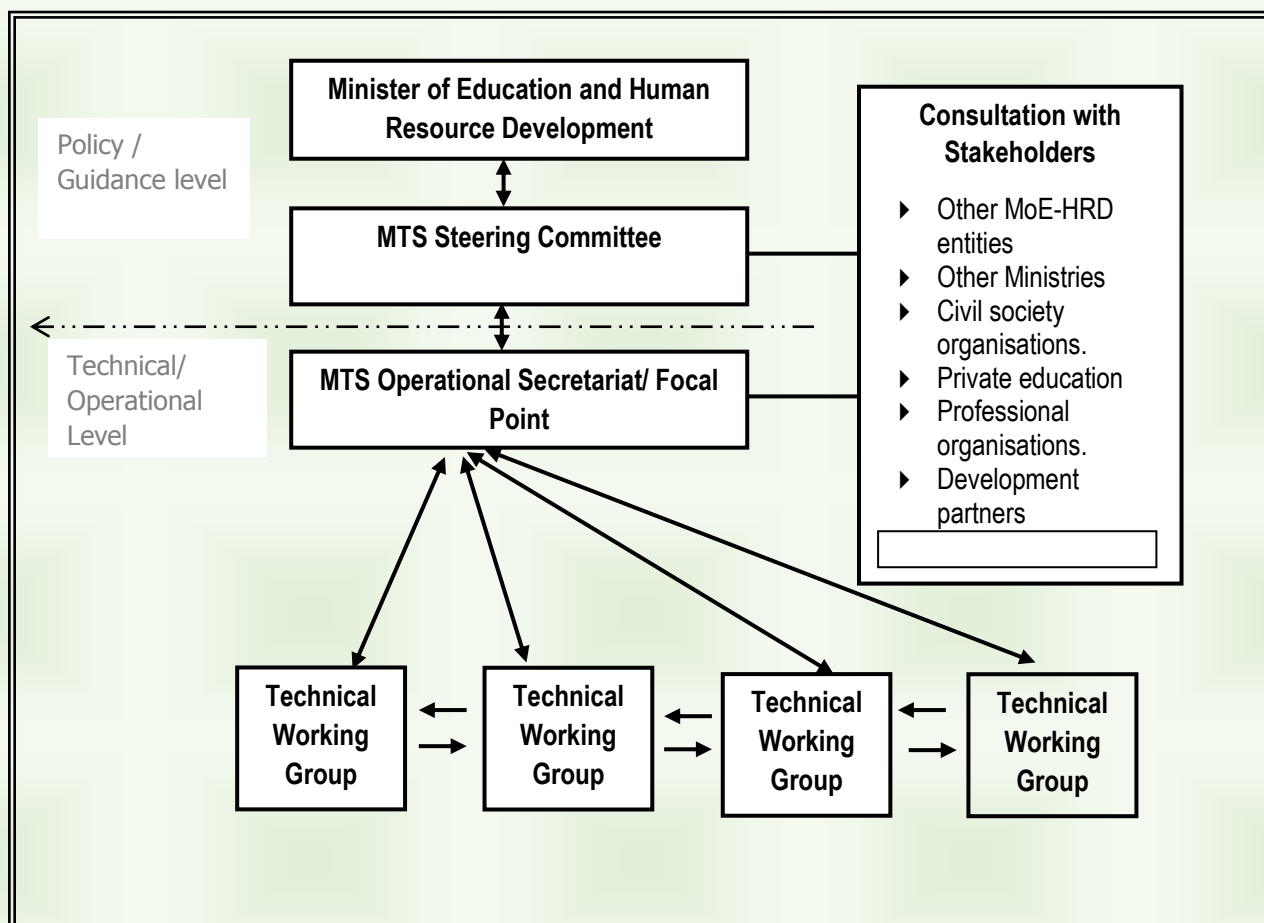
Chapter Two: Preparation for and Challenges to the Process of Formulating the Education Sector Strategic Plan 2018-2022 and Beyond

The process of formulating the Education Sector Strategic Plan 2018-2022 and Beyond benefitted from findings, observations and recommendations from two evaluations of the Education Sector Strategic Plan 2013-2017 and Beyond.

Firstly, an evaluation undertaken at the level of the Education Sector, *Audit Exercises as Part of the Evaluation Process of the MTS 2013-2017 and Beyond in Preparation for the Development of the MTS 2018-2022 and Beyond* (November, 2017).

A summary of the implementation status of planned interventions for the thirteen (13) Components of the MTS 2013-2017 and Beyond and some of the main accomplishments for the period is at **Annexes 01** and **02** respectively.

Some of the pertinent observations from the audit exercise include the following:

- The majority of the planned interventions have not been accomplished and they remain relevant to the further transformation process of education and training and human resource development.
- The majority of the planned targets and activities were either partially achieved or not achieved owing to the fact that they remained outside the Programme Performance Based Budgeting (PPBB), Programmes and Sub-Programmes and related Performance Assessment Framework (PAF) during the process of aligning the Programme Performance Based Budgeting Programmes and Sub-Programmes and the planned interventions, targets and matrixed activities of the thirteen components of the MTS 2013-2017 and Beyond.

Secondly, the pre-final report financed by the European Union "*Final Evaluation of the Preparation and Implementation of the Medium Term Education Strategy for Seychelles*" (January, 2018)

The main recommendations from the pre-final draft Report are at **Annex 03**

The process of formulating the Education Sector Strategic Plan 2018-2022 and Beyond, has, as much as possible, been guided by the relevant information from the following sources:

At the **international level**, the Key Performance Indicators for Sustainable Development Goals on Education (Goal 4) at **Annex 04** and other related documents, namely:

- The World Bank Group Report "The Republic of Seychelles Country Diagnostic (Pg155-250) of June, 2017.
- The Continental Education Strategy 2016-2025 Indicators Manual.

At the **national level**, the current work on *Seychelles Vision 2032* being led by the Department of Economic Planning of the Ministry of Finance, Trade and Economic Planning.

The draft *Policy for Strategic Planning within the Public Sector* and the *Strategic Planning Policy* and the *Strategic Planning Template* from the Department of Economic Planning of the Ministry of Finance, Trade and Economic Planning.

- Cabinet Decisions on issues that have both direct and indirect implications on the mandate of the Ministry of Education and Human Resource Development;
- National Assembly decisions on issues that have both direct and indirect implications on the mandate of the Ministry of Education and Human Resource Development;

- Pronouncements from the State of the Nation Address (SONA) by the President of the Republic that have both direct and indirect implications on the mandate of the Ministry of Education and Human Resource Development;
- The Ministry's Plans and Targets 2016-2020 Summary to the Cabinet of Ministers;
- The current Strategic Plan of the Department of Employment of the Ministry of Employment, Immigration & Civil Status;
- The on-going work at the Education Sector level on the Performance, Monitoring and Evaluation (PM&E) and Performance Management System (PMS) pillars of the Performance Management Framework by the Department of Public Administration in collaboration with the World Bank;
- The Strategic Plans of the following Agencies of the Ministry of Education and Human Resource Development - The Seychelles Institute of Early Childhood Development (IECD), the Seychelles Qualifications Authority (SQA), The Tertiary Education Commission (TEC) and the Agency for National Human Resource Development (ANHRD);
- The Strategic Plan of the University of Seychelles;
- The Strategic Plan of the Seychelles Institute of Teacher Education (SITE);
- The Medium Term Expenditure Strategy (MTES) for the period 2018-2020 of the Ministry and its four Agencies;
- The Minister for Education and Human Resource Development recent Press Conference of February 2018 and related documents on the accomplishments and future direction of Education and Human Resource Development;
- The Policy on National Human Resource Development;
- The pre-final draft of the National Human Resource Development Strategy: 2018-2022 "*Upskilling and*

Empowering Youth for Greater Economic Development";
- The increasing trend in negative student behaviour related matters at the level of educational institutions;
- The persisting decreasing trend in students' performance in national and international examinations for the last ten (10) years;
- The decreasing trends in the number of students acquiring the number of academic points to qualify for government scholarships for university studies for the last five (5) years.

Additionally, the process of formulating the Education Sector Strategic Plan: 2018-2022 and Beyond, has, as far as possible, given due consideration to the following developments:

- The on-going work by the Ministry of Finance, Trade and Economic Planning in partnership with the World Bank in respect to the Medium Term Expenditure Strategy Framework;
- The on-going review of the related Key performance Indicators;
- The further review of the Education sector Programme Performance Based Budgeting Programmes and Sub-Programmes;
- The 2016 National Education Conference Report - Transforming Technical and Vocational Education and Training (TVET) in Seychelles;
- The engagement of the Education Sector with the piloting of the following two additional pillars of the Result Management Framework, Performance Monitoring and Evaluation (PM&E) and Performance Management Systems (PMS) whilst institutionalising the Programme Performance Based Budgeting pillar being implemented since 2014 following its piloting the previous year.

Significant challenges encountered during the formulation process of the Education Sector Medium Term Strategic Plan 2018-2022 and Beyond included the following:

> ‣ Limited Time for the Formulation Process

Based on the experience of the formulation process of the Education Sector Strategic Plan: 2013-2017 and Beyond, the time available for the formulation of the Education Sector Strategic Plan: 2018-2022 and Beyond was inadequate, despite the extension granted. This resulted in the process being compromised.

> ‣ Quality Time for the Working Group to Meet and Work Collaboratively on the Tasks

Given the daily other engagements of those involved in the process, many of whom hold senior responsibilities, time to meet collectively to attend to the necessary tasks as anticipated through the institutional arrangement at **Figure 1,** proved very challenging.

As a consequence, considerable work had to be undertaken through distance mode.

> ‣ Level of Commitment and Engagement of Personnel in the Process

Compared to the formulation process of the Education Sector Strategic Plan: 2013-2017 and Beyond, the commitment and engagement of personnel both from within and outside the Education sector was below expectation.

In the case of personnel within the Education Sector, this was attributed to many competing responsibilities as well as personal uncertainties related to the delay in finalizing the Ministry's revised Organisational Structure.

> ‣ On-going Work on Important Frameworks that Had Implications for the Successful Formulation Process

During the formulation process, a number of parallel works were being undertaken by other authorities on various frameworks that have implications for the formulation process. These included the following:

> ▪ Work on the Performance Monitoring and Evaluation (PM&E) and Performance Management System (PMS) pillars of the Result Based Management Framework led by the

Department of Public Administration (DPA).

> ▪ Work on Key Performance Indicators (KPI), further alignment of the Programmes and Sub-Programmes of the Programmes Performance Based Budgeting (PPBB) and the review of the Medium Term Expenditure Strategy (MTES) of the Ministry and its Agencies.

The system-wide achievements of the goals and successful implementation of the Education Sector Strategic Plan: 2018-2022 and Beyond, is premised on a number of key assumptions which include the following:

At the national level

> ▪ Continued political support for the education and training transformation process;
> ▪ Sustained commitment and engagement of government to the vision and mission of education and training and human resource development;
> ▪ Sustained commitment of local collaborating government partners, the private sector and civil society;
> ▪ Effective collaboration and interventions of key stakeholders that will impact on the implementation of the strategic plan;
> ▪ Adequate level of financial and human resources to meet the scale and complexity of the transforming of the education and training landscape within which the strategic plan will be implemented;
> ▪ Sustained progress in the Public Sector Reform Agenda in the institutionalization of all the pillars of Results Based Management Policy introduced in 2013 within the Ministry's Organigram being finalized.

At the Education Sector level

> ▪ Effective institutionalization of the new model of School Governance and sustained strong governance,

leadership and direction from educational institutions;

- Effective monitoring, evaluation and reporting institutional mechanism at the level of the headquarters and educational and training institutions;
- Increased commitment to work and operate within the Result Based Management related Frameworks;
- Improved knowledge and awareness of the Strategic Plan by all members of the educational institutions;
- Effective transformation of the institutions' development plans into institutions' strategic plans that are better harmonized within the priority areas, goals, intervention programmes and sub-programmes of the Ministry's Strategic Plan;
- Sustainable supply of the required quality and quantity of teachers and personnel in key leadership positions;
- Improved institutional mechanisms to ensure qualitative monitoring, evaluation and reporting of the implementation of the institutions' Strategic Plans;
- A robust and functional Education Management Information Systems (EMIS);
- Adoption and implementation of the revised Organisational Structure of the Ministry, its stability and that of the personnel.

Chapter Three: The Environment in which the Ministry Provides Education and Human Resource Services

Increased International and Regional Visibility and Exposure

Through our membership on various regional and international organisations such as, the World Bank, UNESCO, SADC and IIEP, information on the state of the education and training system are increasingly being shared, discussed, analysed, compared and published at the regional and international levels.

Increased National Demands and Expectations

As the largest Ministry, catering for the largest percentage of the public service personnel, the Ministry of Education and Human Resource Development, understandably, provides a multi-service delivery, attending to diverse categories and sub-categories of customers, who require and expect various levels of standards and quality of the Ministry's service delivery.

Given this situation, achieving 'quality service delivery for all' poses significant challenges and pressures for the Ministry and its Agencies.

Furthermore, the Customers image of a performing Ministry of Education and Human Resource Development and its agencies are being influenced by a number of pertinent developments, and particularly the following -

Increased Competitiveness

In a climate of increased competitiveness in employment opportunities, the changing role of government in employment, rising expectations from students, parents and the wider community, there is a corresponding pressure on the Ministry and its education institutions to be more accountable for the provision of quality education services and student learning outcomes that better facilitate employment in the private sector and in general.

Call for Improved Transparency and Accountability

Education is a major beneficiary of public funds at a time of increasing calls for greater transparency, accountability and discipline in the use of public funds. The entire education and human resource development system is required to become more efficient, and to show that it has transparent processes in place for monitoring and evaluating spending and exercising fiscal discipline.

This need is becoming more pressing with the further implementation of the Programme Performance-Based Budgeting approach (PPBB) to financing education and training, a process about which many customers have little or no awareness.

Better Educated, Informed and Politicised Parents

Increasingly, in a more modernized and technologically orientated Seychelles, parents are better educated, informed and more politically aware, who not only want more say in, and to be kept informed and consulted on matters that affect them and the education of their children. They also want more open and transparent systems and processes that provide regular, credible and updated information on all aspects of their children's education and training.

Rapid Socio-Economic Change

Rapid economic and social changes, and the corresponding increase in social ills is resulting in educational institutions having to address increasingly complex and diverse student profiles, often requiring specialized services not readily available within the services of the Ministry of Education and Human Resource Development (e.g. educational psychologists, sociologists). Such situations impact negatively on the learning environment, at a time when there is increased parental/public expectation for improved standards of educational services, the teaching/learning environment, and greater

accountability for improved learner performances for all categories of learners.

Major changes in the Seychelles education and training 'landscape' during the past 10 years or so

Because of the rapidity of change in the Seychelles education and human resource development 'landscape' during the past 10 years or so, there may not be an awareness or proper appreciation of the range and scope of these changes, or of their implications for the growing level of services the Ministry is now required to provide. Nor is the full impact of these major changes fully realised or appreciated, both by the 'customers' and the 'providers'.

The Education Transformation Agenda, initiated through the 2009-2010 Education Reform Programme has heralded a wide range of major developments including the following:

- the establishment of a new University in 2009;
- the enactment of the Tertiary Education Act in 2011, following which the Tertiary Education Commission was established in 2012;
- the reconstitution of the post-secondary institutions as Professional Centres (with new Charters and newly-appointed Boards of governance) in 2015;
- the Cabinet decision for the transformation of SALS, now an Upper Secondary School in 2013;
- the establishment of School Councils in 2010 through regulations;
- the establishment of the IECD, following the enactment of the Act in 2014;
- the impending establishment of the Teaching Council;

Moreover, the Medium-Term Strategy 2013-17 and Beyond, formulated with the assistance of the International Institute of Educational Planning (IIEP) to follow-up on the unaccomplished actions of the Education Reform Plan 2009-2010, has further strengthened and extended the education reform process, through a wide range of

targets to be attained across all levels of the education system, in accordance with specific timelines.

A summary of the main accomplishments of the Education Sector Plan 2013-2017 and Beyond is at **Annex 05**.

Level, Quality and Effectiveness of Assistance to Ministry of Education and Human Resource Development and its Agencies from Other Public Service Organisations.

From a human resources standpoint, the Ministry of Education and Human Resource Development can be regarded as the most important Ministry nationally, given that it is through a successful Ministry of Education and Human Resource Development that other public services organisations, the private sector and the nation in general can benefit in a sustained manner from quality human resources.

The Ministry of Education and Human Resource Development and its agencies are, understandably, directly and indirectly dependent on a wide spectrum of partners for the successful implementation of the education transformation agendas.

This has been recognized through the MTS Implementation, Monitoring and Evaluation Framework, which identified some of the critical partner Ministries, and the sectors and agencies related to these Ministries, which could be of assistance to the Ministry of Education and Human Resource Development.

The significant changes outlined above, during a period of rapid economic and social developments, are important factors which must now be taken into account in relation to the services to be provided by the Ministry of Education and Human Resource Development and its Agencies, through the Education Sector Strategic Plan 2018-2022 and Beyond.

Chapter Four: Purpose of the Education Sector Strategic Plan 2018-2022 and Beyond and Priority Areas of Action

Purpose of the Education Sector Strategic Plan: 2018-2022 and Beyond

Education Sector Medium Term Strategic Plan: 2018-2022 and Beyond constitutes the strategic Roadmap underpinned by the Ministry's vision, mission, principles and values of the *Education Policy Statement – Education for a Learning Society* (2000) that will provide further transformation of Education over the next five years 2018-2022 and Beyond with a view to create a high quality and performing education and human resource development system that remain responsive to the national development needs and which provide learners at all levels with appropriate opportunities to achieve their diverse potentials in line with the national vision and goals of national development.

It focuses on key priorities, realistic measurable interventions across the entire education and human resource development system, with a view to achieve the further improvements in the learning outcomes of the diversity of learners at all levels of the education and training system.

It seeks to provide a clear articulation to the Ministry's stakeholders and partners on the focus and direction of education, training and human resource development over the next five years and beyond.

It fully recognises the sustained presence of an enabling environment for its successful implementation.

Priority Areas of the Education Sector Strategic Plan: 2018-2022 and Beyond

Arising from the observations, comments and recommendations already made through the previous chapters and given the expanded mandate of the Ministry to now include human resource development since this year, the following five (5) overarching goals and related interventions and strategies of the Education Sector Strategic Plan 2013-2017 and Beyond have been maintained.

1. **Meet the needs of the individual through the delivery of education that is relevant to personal, social, cultural and economic needs by**:

   ‣ Supporting the development and provision of quality early childhood education;
   ‣ Enabling primary, secondary and other educational institutions to deliver quality education by providing a comprehensive range of provisions (financial, staffing, curricular), improvement to organizational structure, service delivery and other supports;
   ‣ Providing for a range of supports and services for children with special education needs.

2. **Support a socially inclusive society with equal opportunities for all by**:
   ‣ Providing and reviewing targeted support programmes for children experiencing or at risk of educational disadvantage and early school leaving;
   ‣ Promoting the development of a high-quality inclusive lifelong education and technical vocational training system, which is relevant to social and economic needs;
   ‣ Promoting the personal and social development of learners with regard to the needs of those experiencing social and economic disadvantage;
   ‣ Promoting greater equity of access to tertiary education particularly for disadvantaged and mature students and students with disabilities, through

improved targeting of student support/access initiatives;

▸ Promoting gender equality in services, actions, programmes and measures for learners at all levels of education.

3. **Contributing to economic prosperity, development and international competitiveness by**:
   ▸ Promoting the contribution of tertiary education to economic and social development in the context of changing needs, and preparing adequately qualified and skilled personnel to support the competitiveness and economic and social development of Seychelles;
   ▸ Promoting the use of information and communications technology in schools and encouraging learners to achieve computer literacy and acquire the necessary skills and competencies for participation in the information society;
   ▸ Cooperating in decision-making with regional and international organizations and bi-laterally, and through participation in programmes and initiatives in education, scientific and training areas at these levels;
   ▸ Developing Seychelles as a leading knowledge-based economy in selected areas.

4. **Improving the standard and quality of education and promoting best practice in classrooms, schools and other centres for education by**:
   ▸ Promoting regular inspections, evaluation and planning;
   ▸ Supporting the further development and implementation of the National Qualifications Framework (NQF);
   ▸ Supporting excellence in the quality of teaching and learning in tertiary education;
   ▸ Promoting teaching as a profession and maintaining and improving the quality of teaching;
   ▸ Contributing in the context of international and regional cooperation in the field of education and the development of cooperation, in particular with regards to education in

Small Island Development States contexts.

▸ Planning for the provision of suitable cost effective accommodation to underpin the delivery of quality education.

5. **Developing capacity to deliver education through quality planning, policy formulation and Customer Service Delivery by**:
   ▸ Creating greater capacity within the Ministry to concentrate on core functions, especially strategic planning;
   ▸ Recruiting, deploying, developing and supporting staff to enable them to contribute to their fullest in a well-managed, performance driven culture and in a more open and positive working environment;
   ▸ Supporting managers and staff to effectively deliver high-quality services within a strategic, value-for-money framework;
   ▸ Providing IT services that support policy formulation, policy evaluation and modern, effective service delivery to our clients;
   ▸ Providing a range of financial functions and supports to underpin improved financial management in the provision of educational services, including monitoring and reporting on progress in relation to educational measures financed by external partners;
   ▸ Promoting good working relationships with partners throughout the education sector and encouraging and supporting the modernization of the sector through a sustainable partnership process;
   ▸ Supporting improved administration and forward planning by developing policy and legislative proposals and by collecting and analysing relevant education statistics;
   ▸ Implementing the decentralization of relevant services to educational institutions in the context of relevant frameworks;
   ▸ In the context of achieving better value for money, promoting

procurement management reform to develop policies, process and priorities in support of a more strategic approach to procurement within the Ministry and the bodies for which it is responsible.

The realization of the overarching goals will be through the fifteen (15) strategic components/ priority areas at **Table 01**, the first thirteen (13) of which have been maintained from the Education Sector Strategic Plan: 2013-2017 and Beyond.

In line with the Programme Performance-Based Budgeting (PPBB), approach to Strategic Planning being fully implemented by the Ministry since 2015, the fifteen (15) priority areas have been harmonized into the related corresponding Programmes and Sub--Programmes of Programme Performance-Based Budgeting at **Table 02**.

With the adoption of the Programme Performance Based Budgeting (PPBB) in 2013, a number of compromises had to be made to the organizational units of an organizational structure which did not include Human Resource Development, to adequately provide for services through the seven (7) programmes and Sub-Programmes.

To further enhance the alignment between Programme Performance-Based Budgeting Programmes and Sub-programmes and the functioning of the newly adopted Organisational Structure in April 2018 which integrates human resource development, a revised Programme Performance-Based Budgeting Framework has been approved for implementation in 2018.

Table 01: Summary of the fifteen (15) Strategic Components or Areas of the Medium Term Strategic Plan 2018-2022 and Beyond.

Strategic Component or Areas	Component Title
Component 01	**Early Childhood Care and Education** - Building a solid foundation for learning
Component 02	**Primary Education –** Reinforcing confidence in learning and achievement
Component 03	**Secondary Education** – Establishing a strong transition through adolescence to adulthood
Component 04	**Tertiary Education** – Enhancing relevance and responsiveness to national human resources needs.
Component 05	**Technical and Vocational Education and Training**– Fostering lifelong skills and employability
Component 06	**Lifelong Learning and Open and Distance Education** – Fostering a culture of continuous training and lifelong learning for employability and increased productivity
Component 07	**Information Communications Technology** – Enhancing the role of ICT in Education
Component 08	**Curriculum and Assessment**–Preparing individuals to better respond to the realities and challenges of a changing world
Component 09	**Teacher Recruitment, Deployment, Development and Retention** – Supporting the teaching profession for better student learning outcomes.
Component 10	**Risk and Disaster Preparedness and Management** – Developing and maintaining a culture of safety and disaster preparedness with a view to build resilience to disasters within social communities and nationally.
Component 11	**Governance, Management and Quality Assurance** – Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in the context of reduced resources.
Component 12	**Infrastructure Quality and Standards and Maintenance** – Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all
Component 13	**System Management Reform** – Transforming the Ministry of Education and Human Resource Development.
Component 14	**Customer Service Delivery** – Fostering and sustaining quality service delivery for all.
Component 15	**Human Resource Development** – Empowering learners to better contribute to the National Sustainable Development

Table 02: Summary of the Programme Performance-Based Budgeting (PPBB) Programmes and Sub-Programmes and the Corresponding components or Areas of the Education Sector Strategic Plan 2018-2022 and Beyond.

PPBB Programmes and Sub-Programmes	Purpose	Corresponding MTS 2018-2022 Priority Components/Areas
Programme 01- Governance, Policy and Management	• Provides the overall strategic leadership, management and policy direction to the Ministry through evidenced-based information in accordance with relevant legal, policy and strategy frameworks through the following three (3) sub-programmes.	**Component 10: Risk and Disaster Preparedness and Management** – Developing and maintaining a culture of safety and disaster preparedness with a view to build resilience to disaster within school communities and nationally
Sub-Programme 1.1: Minister's Secretariat	• Provides overall policy direction and coordination to the Ministry and its Agencies.	**Component 11: Governance Management and Quality Assurance** – Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in the context of reduced resources.
Sub-Programme1.2: Central Administration, Finances and Procurement	• Provides effective management of financial resources in line with policy direction and established protocol • Ensures effective administration of Ministry's assets in line with policy direction and established protocols • Ensures implementation, evaluation and monitoring of financial resources and Ministry's assets in line with established protocol	**Component 12: Infrastructure Quality and Standards and Maintenance** – Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all.
Sub-Programme 1.3: Infrastructure Development	• Ensures the development and implementation provision of physical infrastructure as per established policies and standards.	**Component 13: System Management Reform** – Transforming the Ministry of Education and Human Resource Development. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service delivery for all.
Programme 2.0: Education Development	• Seeks to provide equitable, adequate, sustainable and qualitative teaching and learning support for the integrated development and empowerment of the diversity of learners through three (3) Sub-	**Component 05: Technical and Vocational Education and Training** – Fostering lifelong skills and employability **Component 08: Curriculum and Assessment** – Preparing

PPBB Programmes and Sub-Programmes	Purpose	Corresponding MTS 2018-2022 Priority Components/Areas
	Programmes.	individuals to better respond to the realities and challenges of a changing world
Sub-Programme 2.1: School Management	• Ensures the implementation of educational policies and provide direction, guidance and support for quality teaching and learning in school, in partnership with key stakeholders	**Component 09: Teacher Recruitment, Deployment, Development and Retention** – Supporting the teaching profession for better student learning outcomes.
Sub-Programme 2.2: Policy Planning, Research and Resource Planning	• Undertakes and commission relevant cost-effective, timely research to inform planning implementation and monitoring direction and the sustainable physical resourcing of schools in line with established minimum standards.	**Component 11: Governance, Management, and Quality Assurance** – Enhancing and Improving the efficiency and effectiveness of the governance and management and educational institutions in an environment of reduced resources.
Sub-Programme 2.3: Technical Vocational Education and Training	• Provides strategic leadership, guidance and support to educational institutions for the improved promotion and development of TVET and Entrepreneurship at all levels of the national curriculum in line with the Ministry's Strategic Plan	**Component 13: System's Management Reform** – Transforming the Ministry of Education and Human Resource Development.

Component 14: Customer Service Delivery – Fostering and sustaining quality service of delivery for all. |
| Programme 3.0 : Early Childhood Care and Education | • Provides for the qualitative support and development of early childhood education (Creche to Primary 2) | **Component 01: Early Childhood Care and Education** -Building a solid foundation for learning

Component 14: Customer Service Delivery – Fostering and sustaining quality service of delivery for all. |
| Programme 4.0: Primary Education | • Provides for the qualitative support and development of primary education (Primary 3 to Primary 6) | **Component 2: Primary Education –** Reinforcing confidence in learning and achievement.

Component 7: Information Communications Technology – Enhancing the role of ICT in |

PPBB Programmes and Sub-Programmes	Purpose	Corresponding MTS 2018-2022 Priority Components/Areas
		Education. **Component 8: Curriculum and Assessment** – Preparing individuals to better respond to the realities and challenges of a changing world. **Component 14: Customer Service Delivery** – Fostering and sustaining Quality Service of Delivery for All.
Programme 5.0: Secondary Education	• Provides for the qualitative leadership development, support, implementation guidance and quality assurance for diversified credible education and training pathways (including the School of Advanced Level Studies)	**Component 3: Secondary Education** – Establishing a strong transition through adolescence to adulthood. **Component 5: Technical and Vocational Education and Training (TVET)** – Fostering lifelong skills and employability. **Component 07**: **Information Communications Technology** – Enhancing the role of ICT in education and human resource development. **Component 08: Curriculum and Assessment** – Preparing individuals better respond to the realities and challenges of a changing world. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all

PPBB Programmes and Sub-Programmes	Purpose	Corresponding MTS 2018-2022 Priority Components/Areas
Programme 6.0: Tertiary Non-University Education and Training.	• Provides leadership for the qualitative development, support, implementation guidance and quality assurance for diversified education and training beyond secondary to better meet the human resource needs of the country.	**Component 4**: **Tertiary Education –** Enhancing relevance and responsiveness to national human resources needs. **Component 6: Lifelong Learning and Open and Distance Learning –** Fostering a culture of continuous training and lifelong learning for employability and productivity. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
Programme 7.0: Human Resource Development	• Provides for the qualitative leadership, oversight, support, strategy implementation guidance and quality assurance to enhance the development of an education and training system capable of providing a sustainable flow of future human needs for the private and public sectors and the country in general.	**Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all **Component 15: Human Resource Development** – Empowering learners to better contribute to the National Sustainable Development

Table 03: MTS 2013 - 2017 and Revised Programme Performance Based Budgeting (PPBB) Programmes and Sub-Programmes Framework for 2019 and Beyond

MTS Framework (2013 - 2017 and Beyond)	Revised Framework (2019 and Beyond)
Department of Early Childhood, Primary and Secondary	**Combined Department of Early Childhood, Primary and Secondary and Tertiary Education and Human Resource Development**
Programme 01: Governance, Management and Administration	**Programme 01: Governance, Management and Administration**
Sub-Programme 1.1: Minister's Secretariat	*Sub-Programme 1.1*: Minister's Secretariat
Sub-Programme 1.2: Central Administration, Finance and Procurement	*Sub-Programme 1.2*: Central Administration, Finance and Procurement
Sub-Programme 1.3: Infrastructure Development and Resource Planning	*Sub-Programme 1.3*: Infrastructure Development
Sub-Programme 1.4: Policy Planning and Research	
Programme 02: Education Development	**Programme 02: Education Development**
Sub-Programme 2.1: Schools Management	*Sub-Programme 2.1*: Schools Management
Sub-Programme 2.2: Curriculum, Assessment and ICT	*Sub-Programme 2.2*: Policy Planning, Research and Resource Planning
Sub-Programme 2.3: Educational Support Services	*Sub-Programme 2.3*: Technical and Vocational Education and Training
Sub-Programme 2.4: Teacher Development and Training	*Sub-Programme 2.4*:
Programme 03: Formal Early Childhood Care and Education	**Programme 03: Formal Early Childhood Care and Education**
Programme 04: Primary Education	**Programme 04: Primary Education**
Programme 05: Secondary Education	**Programme 05: Secondary Education**
Programme 06: Tertiary Non-University Education	**Programme 06: Tertiary Non-University Education**
Department of Human Resource Development	
Programme 01: Human Resource Development	**Programme 07: Human Resource Development**

Chapter Five: Vision, Mission, Goals, Principles and Values of Education and Human Resource Development

Philosophy of Education

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

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

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

▸ The education process as a basic human right, as enshrined in Article 33 of the Constitution (1993), should provide individual learners with adequate opportunities to acquire broad-based knowledge, selective attitudes, values, communication, and information gathering and processing competencies as a basis for continuous learning, so that they can respond to new opportunities, adjust to social and cultural changes, technology and scarce resources, find workable solutions to life's problems, and be capable of participating in human development in the context of a globalized environment.

▸ The education process as a means that can initiate, facilitate, accelerate and sustain peaceful development should, as a priority, be concerned with the intellectual skill and competencies development of future human resources at all levels, so as to effectively manage information, capital, technology and scarce resources, and offer high-quality services in every sector of the economy. The benefits to the learner, their families and fellow citizens should lead to sustainable social harmony, political stability and economic wellbeing.

▸ The education process as a major force in the transmission of a common culture and a common standard of citizenship and the promotion of the orderly progress of all citizens recognizes that the development of democratic values and culture requires an educated and informed electorate.

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

Furthermore, since the Second Republic the Government's vision of the education process, with regard to individual and national development, has been expressed through two key policy documents: **Education for a New Society (1985) and Education for a Learning Society (2000)**. The Government's philosophy of education as expressed in these documents is premised on certain fundamental beliefs, including the following:

▸ Every individual has an equal right to education.
▸ Every individual has the ability to learn
▸ The education process must be innovative and responsive to the needs of the learner and wider society.
▸ Teaching should be centred on the needs and interests of the learner.
▸ There is a basic set of competencies and skills that all students must acquire, including reading, writing, communicating in a foreign language, and information and communication technology.

- Knowledge without application is of limited value.
- The learner's total development must be attended to, including spiritual, intellectual, emotional and personal development.
- Learning is cumulative and every developmental stage is important, but the formative years are critical.
- Parents and community are essential partners in the education process.

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

- **Learning how to learn**: education must provide the capacity for continuous learning so that the individual and collective knowledge can be renewed and updated.
- **Learning to do**: learning must be practical, facilitate personal growth and foster the development of community and society; and knowledge must function as a useful tool for individual and collective empowerment.
- **Learning to live together**: education and learning must contribute to the growth of tolerance, strengthen understanding, and promote social harmony and the appreciation and respect for diversity and difference in society.
- **Learning to be**: learning must enable the individual learner to become a better and more integrated person. Education should facilitate a better understanding of the self as a basis for understanding and appreciating others.

Vision Statement

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

Mission Statement

The mission of education, which is elaborated in the Policy Statement **Education for a Learning Society (2000)** and enshrined in the **Education (Amendment) Act 2017**, is to: **Build a coherent and comprehensive system of quality education and training reflecting universal and national values that will promote the integrated development of the person and empower him/her to participate fully in social and economic development**.

Mandate and Goals of Education

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

- To provide compulsory education which shall be free in state schools for not less than ten years, as may be prescribed by law;
- To ensure that educational programmes in all schools are aimed at the complete development of the person;
- To offer on the basis of intellectual ability to every citizen equal access to educational opportunities and facilities beyond the period of compulsory education;

- To allow any person organization or institution to establish and maintain a private school, subject to reasonable restrictions, supervision and conditions as are necessary in a democratic society; and
- To respect the right of parents to choose whether to send their children to a State or private school."

This Constitutional provision was translated into the Education Act 2004 and maintained in the Education (Amendment) Act, 2017. In line with its vision and mission, the mandate of education is: *To play a key role in shaping a high-quality education system that meet the needs of all learners, supports their participations in communities and in society, promotes and enhances lifelong learning and contributes to the development of a knowledge-based society in Seychelles.*

Guiding Principles and Values

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

- The overall concern to achieve economic prosperity, social well-being and good quality of life within a democratically structured society and within the broad principles of the promotion of fundamental rights enshrined in the Seychelles Constitution (1993);
- The overall responsibility to protect the rights of individuals and to safeguard the common good. Education is a constitutional right for each individual (Article 33 of Seychelles Constitution 1993) and a means to enhancing wellbeing and quality of life for the entire society;
- The responsibility to create, promote and support the conditions within which education can realize its potential in society. The democratic

pursuit of Seychelles society requires education to embrace the diverse traditions, beliefs and values of its people as elaborated in the Constitution (1993);
- The duty to recognize and respect the legitimate interests of various partners in education in line with the principles and rights upon which the building of a democratic society is based;
- The realization and belief that the development of education and the competencies of people are a source of wealth as important as the accumulation of more traditional forms of capital. This belief is supported by regional and international bodies that never cease to call for the recognition of the central role of education and training as one of the critical sources of economic and social well-being in modern society;
- The realization and belief in the centrality of knowledge and competencies and skills has become out-dated;
- Consequently, government expenditure on education and training is essentially an investment in sustaining economic growth and improved social cohesion;
- The belief in the importance of links between education and the economy at national, regional and international levels by successive governments, which has placed education at centre stage as part of more broadly based economic and social policies. Government's concern with this key dimension of education complements and reinforces the fundamental contribution of education to individual and social development;
- The realization that enhancing the contribution of education and training to economic prosperity requires the coexistence of state and private engagements within a dynamic education and training system, which is systematically linked to economic planning progress;
- Government's realization and conviction that economic activity is increasingly dependent on the quality

of knowledge, competencies and skills of people and their capacity to learn continually throughout their lives. Consequently, sustainable investment in education remains a crucial concern and obligation for Government to enhance the country's capacity to compete effectively in a rapidly changing national, regional and international landscape.

Statement of Goals

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

- Providing for the Delivery of Educational Needs and National Development Priorities.
- Guaranteeing quality of education in schools.
- Improving the quality of teachers.
- Improving the Governance of Educational Institutions.
- Creating responsible and empowered students.

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

Priorities for Action in the Medium Term

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

- Early childhood care and education: Building solid foundations for learning

- Primary education: Reinforcing confidence in learning and achievement
- Secondary education: Establishing a strong transition through adolescence to adulthood
- Tertiary education: Enhancing relevance and responsiveness to national human resources needs
- Technical and Vocational Education and Training: Fostering lifelong skills development and employability
- Lifelong learning and open and distance education: Fostering a culture of continuous training and lifelong learning for employability and production
- ICT: Enhancing the role of ICT as a tool for completing teaching and learning and strengthening management
- Curriculum and assessment: Preparing individuals to better respond to the realities and challenges of a changing world
- Teacher recruitment, development and training: Facilitating professional development for enhancing efficiency and the quality of teaching and learning
- Disaster management and education sector preparedness: Developing and maintaining a culture of safety and disaster preparedness with a view to build resilience to disasters in school communities and nationally
- Governance, management and quality assurance: Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in an environment of reduced resources
- Infrastructure quality and standards and maintenance: Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all
- Reform of education system management: Transforming the Ministry of Education.

Chapter Six: Overview of the Education and Human Resource Development System

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

- The system accommodates both compulsory/non-compulsory and fee paying/non-fee paying dimensions, and falls predominantly under the responsibility of the state, supplemented by private initiatives at all levels from early childhood to tertiary education.
- The system provides for education from early childhood through to secondary level, free of direct charge at point-of-use to all Seychellois children for a period of 13 years (nominally from 3+ to 16+ years of age) and makes tertiary education and training opportunities available through cost sharing mechanisms to all Seychellois who meet the selection criteria appropriate to the particular validated course of study or training for which the learner qualifies.
- The system provides eleven (11) years of compulsory education from primary 1 to secondary 5, effective June 2015.
- As of 2018, two legal frameworks will govern the system: the Education (Amendment) Act 2017 and the Tertiary Education Act 2011.

Stages of the Education and Training System

In line with Section II of the Education (Amendment) Act 2017, the education and training system is organized into five stages, described in the following sections.

Formal early childhood or crèche education

Formal early childhood education lasts for two years and is available for children aged 3½ to 5½ years free of charge by the state in all districts. Although this stage is non-compulsory, almost all children in this age group attend. Early childhood education classes are attached or adjacent to district primary schools and are administered by primary school head teachers. Fee-paying private providers registered with the Ministry of Education and Human Resource Development also provide formal early childhood education. At present, there are 32 state and five private fee-paying registered crèches offering formal early childhood education.

Primary education

Primary education lasts for six years (Primary 1 to Primary 6) and is compulsory for all children. A system of zoning[1] in line with Section 56 of the Education (Amendment) Act 2017 makes it compulsory for children to attend state primary school in their parent's or guardian's district of residence.

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

Secondary education [2]

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[1] Where justifiable, requests for exemption from zoning by parents may be approved by the Principal Secretary

[2] Since 2014, includes the School of Advanced Level Studies (SALS)

As with primary education, provision of secondary education by the state is non-fee paying. Secondary education (S1-S5) is compulsory and is delivered in regional secondary schools at the state level. Regionalization means that secondary-age students are concentrated in fewer regional centres, rather than remaining in relatively small district primary schools. Secondary education also includes the non-compulsory School of Advanced level Studies (SALS).

For curriculum purposes, this stage is sub-categorized as lower, middle and upper secondary. Both state and fee-paying private providers offer secondary education. As of 2018, there are eleven (11) state regional secondary schools and three fee-paying registered private schools offering secondary education.

Professional Centres or non-university tertiary education and training

Full-time post-secondary or non-university tertiary education and training (one to two years) are offered by a number of Professional Centres. Over the years, the responsibility and management of post-secondary institutions has shifted between the Ministry of Education and other parent ministries. Currently, the following nine non-university tertiary institutions are in operation. With the exception of the Seychelles Tourism Academy (STA), which falls under the responsibility of the Ministry of Tourism, Civil Aviation, Ports and Marine, the Seychelles Police Academy (SPA), which falls under the Ministry of Home Affairs and Local Government and the National Institute of Health and Social Studies (NIHSS), which falls under the Ministry of Health, the remaining Professional Centers fall under the responsibility and management of the Ministry of Education and Human Resource Development.

- Seychelles Business Studies Academy (SBSA)
- Seychelles Institute of Technology (SIT)
- Seychelles Institute of Teacher Education (SITE)
- Seychelles Maritime Academy (SMA)
- Seychelles Institute of Agriculture and Horticultural (SIAH)
- National Institute of Health and Social Studies (NIHSS)
- Seychelles Tourism Academy (STA)

- Seychelles Institute of Art and Design (SIAD)
- Seychelles Police Academy (SPA)
- Seychelles Institute of Distance and Open Learning (SIDOL)

University tertiary education and training

Tertiary education and training at university level, which constitutes the fifth stage of education and training, is in its infancy in Seychelles and falls under the Tertiary Education Act 2011, being amended.

From 2000 to 2009, the University of Seychelles– American Institute of Medicine (USAIM) was the only (private) university established in Seychelles, registered under the Education Act 2004, specifically the regulations on private schools. In September 2009, a new public university, the University of Seychelles (UniSey), came into operation. Traditionally, university-level education and training has been accessed overseas through government sponsored/approved scholarships in key fields matching the human resource needs of the country. The level of self-financed or privately sponsored university education and training has generally been insignificant. Additionally, a few non-university tertiary education institutions have operated partnership courses for a number of years with selected overseas universities and/or Institutes of Higher Learning.

Additional features of the education and training system

Non-formal early childhood (day care) education

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

The Ministry of Education and Human Resource Development is responsible for monitoring the quality of non-formal early childhood education and provides guidance for the development of this service. There are

presently 26 registered private non-formal early childhood education centres

With the coming to force of Education (Amendment) Act 2017 the responsibility for non-formal early childhood education becomes the legal responsibility of the Institute of Early Childhood Development (IECD) in line with the provision of the IECD Act 2014.

Open and Distance Education and Learning

In line with relevant provisions of the Tertiary Education Act 2011 and the policy on Open and Distance Learning (2015), open and distance education is provided by the Seychelles Institute of Open and Distance Learning (SIDOL), formally the Adult Learning and Education Centre (ALDEC).

Private education and training

The Constitution (1993) under the Right to Education and Part Three of the Education (Amendment) Act 2017, Private Education Institutions, and the related regulations S.I.45 of 2005 – Education (Private Educational Institutions) Regulations 2005, provide for the establishment, operation and coordination of the development of fee-paying private education and training alongside the state system.

As of 2018, there are 14 registered, private fee-paying education and training institutions in operation offering limited to more comprehensive learning experiences

Progression and articulation between stages of education

Progression and articulation between early childhood, primary and secondary stages of education is non-selective. Results of assessment where applicable are used essentially for orienting learners into appropriate courses of study. Provision for grade repetition as per related policy is made in particular at the primary stages of education.

Progression from secondary to tertiary is competitive and selective depending on the

interrelationship between student performance (based usually on international examinations) and availability of places in the Professional Centres.

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

Figure 02: Stages of education and other related matters

Age	Stages, Assessment	NQF Level	Progression between Stages
18	Tertiary University Education & Training 01 State	7-10	Selective/ Dependent on Student Performance in International Examinations .
17	National and International Examinations and Tertiary Non-University Education & Training 10 State 03 Private	3-6	Selective/ Dependent Predominantly on Intake Capacity and Student Performance in Assessments/ Examinations and meeting Minimum requirements.
16	National and International Examinations & Records of Achievement (ROA)	←→	Selective/ dependent on Intake Capacity/ International Examinations (S5 → A-Levels)
15 14 13 12	2 Years (S6-S7) in single institution SECONDARY EDUCATION 5 years (S1-S5) in Regional Schools 11 State 04 Private	2	Non-Selective Not dependent solely on student Performance in Assessment Examinations
11 10	National Examinations and Student Profiling	1	Non-Selective Not dependent solely on student Performance in Assessment/ Examinations
9 8 7 6	PRIMARY EDUCATION 6 years (P1-P6) in District Schools 24 State 04 Private		
5 4	EARLY CHILDHOOD (CRÈCHE) 29 State 04 Private	0	Non-Selective Not dependent solely on student Performance in Assessment/ Examinations (provision for grade repetition exists)
0-3	NON-FORMAL EARLY CHILDHOOD (Day Cares) 26 Registered Private Day Cares		

Financing of Education and Human Resource Development

Government remains the main funder of state education through recurrent and capital projects as part of the Education Sector annual budget which is presented as a component of Government's annual budget approved yearly by the National Assembly. Traditionally the Education Sector has been one of the top beneficiaries of Government annual budget.

For 2017 and 2018 the Ministry of Education and Human Resource Development annual budget was SCR 747,309,480 and SCR 822,345,040 respectively or 3.7 percent of GDP and 3.8 percent of GDP respectively.

Note: The recommended UNESCO benchmark for education spending within the context of the Sustainable Development Goal Agenda 2030 is 4 to 6 percent of GDP.

Educational Institutions manage and supplement, where necessary, their allocated budget in line with Programme Performance Based Budgeting (PPBB) related financial guidelines and regulations.

To ensure that financial status of learners and/or their families do not become a barrier to access beyond the secondary stage of education, the National Welfare Agency, established through the National Welfare Agency Act (2008) has put in place mechanisms to facilitate access by these categories of learners.

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

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

The realization of the Plan of Action of MTS 2018-2022 and Beyond will require sustained, targeted and adequate spending and efficient implementation arrangements. Whilst it is expected that government will remain the main funder of MTS 2018-2022 and Beyond, other sources of funding to complement government spending will be required.

Chapter Seven: A New Organisational Structure for the Ministry of Education and Human Resource Development

Background to the New Organisational Structure

Following the appointment of the second Principal Secretary in 2015, by the President on the occasion his pronouncement to the National Assembly on the 16th October 2016 and subsequently the newly constituted Cabinet of Ministers on the 29th October 2016, announced the establishment of a Ministry of Education and Human Resource Development.

Arising from these developments, the Organisational Structure was revised in 2016 in line with *Component 13: System Management Reform – Transforming the Ministry of Education.*

The structure sought to facilitate the implementation of the Programme Performance Based Budgeting pillar of Result Based Management. It consisted of:

A Department of Early Childhood, Primary and Secondary Education

A Department of Tertiary Education, Policy Planning and Administration

In January 2018, the Department of Tertiary Education, Policy Planning and Administration was renamed, Department of Tertiary Education and Human Resource Development

The new Organisational Structure which was adopted in April 2018 seeks to further facilitate the operationalisation of the key pillars of Result Based Management – Programme Based Budgeting (PPBB), Performance Monitoring and Evaluation (PM&E) and Performance Management System (PMS).

Main Features of the New Organisational Structure - 2018

To realize the vision, mission, principles and values, goals and the priority interventions of the *Education Sector Strategic Plan: 2018-2022* and Beyond, the Ministry of Education and Resource Development is, effective March 2018, organized into a Minister's Secretariat and two Departments.

Department of Early Childhood, Primary and Secondary Education

Department of Tertiary Education and Human Resource Development.

The Organisational structure is complemented by four (4) Budget Dependent Public Bodies with their own legal frameworks.

i. Seychelles Qualifications Authority (SQA), 2005

ii. Tertiary Education Commission (TEC), 2012

iii. Agency for National Human Resource Development (ANHRD), 2013

iv. Institute of Early Childhood Development (IECD), 2014

The two Departments consist of six (6) Divisions as follows and a number of administrative entities.

Department of Early Childhood, Primary and Secondary Education (four (4) Divisions)

Policy, Planning, Performance Monitoring and Evaluation Division

Early Childhood and Primary Education Division

Secondary Education Division

Technical and Vocational Education and Training (TVET) Division

Department of Tertiary Education and Human Resource Development Division (two (2) Divisions)

Human Resource Management and Administration and Support Services Division

Infrastructure Planning and Management Division

The overall organizational structure is summarized at **Figure 3**.

Figure 03:   **The New Organisational Structure of the Ministry of Education and Human Resource Development**

MEHRD, 2018 ORGANISATIONAL STRUCTURE

Minister
Education and Human Resource Development

Private Office of Minister

Regulatory Affairs & Governance

Legal Services

Professional Center Boards

Tertiary Education Commission

Access to Information Bureau

Students' Council

Seychelles Qualifications Authority

International Relations

School Councils

Institute of Early Childhood Development

Public Relations & Communication

Teachers' Council

Agency for National Human Resource Development

Principal Secretary
Early Childhood, Primary and Secondary Education

Principal Secretary
Tertiary Education & Human Resource Development

Private office of Principal Secretary

Teacher Management & Development

Private office of Principal Secretary

Policy, Planning and PM&E

Student Support Services
(Student Welfare, Psychological & Special Education Services, Student Affairs, Alternative Education Pogramme)

Assessment & Certification

Finance & Procurement

PM&E & Internal Quality Assurance

Policy & Research

Health, Physical Education & ECA

Education for Sustainable Development

Policy, Planning and PM&E Division

Early Childhood & Primary Education Division

Secondary Education Division

Technical & Vocational Education & Training & Entrepreneurship Division

Infrastructure Planning & Management Division

Human Resource & Administration Division

Crèche to P2 Curriculum Leadership & Teacher Support

P3 to P6 Curriculum Leadership & Teacher Support

Lower Secondary (S1- S3) Curriculum Leadership & Teacher Support

Middle & Upper Secondary (S4-SALS) Curriculum Leadership & Teacher Support

Project Design, Planning & Technical Services

Infrastructure Quality Control

Staff Welfare

Civil Works Procurement

Project Execution & Maintenance

Health, Safety & Risk Management

Human Resource Planning and Development

Policy, Planning & Research

Resource Planning

PM&E & Education Management Information System (EMIS)

Pedagogy, Professional Support Entrepreneurship & Research

Administration, Student Support & Promotion

Maintenance & After Care

Outsourcing

Administration

Human Resource Management

Stores & Supplies Management

IT support Services

Education Resource Planning

Systems

Statistics

Outsourcing Services

Transport

Registry

Primary and Secondary Schools

Professional Centres

Minister's Secretariat – Structure and Mandate

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┌─────────────────────────────┐
│     Minister's Secretariat   │
└─────────────────────────────┘
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| Private Office of the Minister | | Regulatory Affairs and Governance |

| Access to Information Bureau | | Teachers' Council | | Tertiary Education Commission (TEC) |

| Legal Services | | Professional Centre Boards | | Seychelles Qualifications Authority (SQA) |

| Public Relations & Communication | | School Councils | | Agency for National Human Resource Development (ANHRD) |

| International Relations | | Student's Council | | Institute of Early Childhood Development (IECD) |

Department of Early Childhood, Primary and Secondary Education

Department of Tertiary Education and Human Resource Development

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Mandate: The Minister's Secretariat ensures that the Government's defined mandate and strategic priorities for the sector are successfully implemented through the development, implementation and oversight of legal/policy frameworks and plans of action and through the effective leadership, management, operations, and oversight at the level of Departments and the Budget Dependent Public Bodies.

The Secretariat provides policy direction to the Ministry, and the Ministry's Public Bodies. It undertakes international cooperation activities in the pursuit of best practices and policies, networking with relevant regional and international partners in education and training. It communicates and shares timely and credible information internally and externally to all stakeholders and partners.

The main entities of the Minister's Secretariat are:

Regulatory Affairs and Governance

Provides an effective communication, support and guidance platform between the Minister's Secretariat and the advisory, regulatory and governance bodies for which the Minister has oversight and contribute to the process of formulation of appropriate legal and governance instruments with the guidance of the Attorney General's Office with a view to enhance the contribution of the advisory, regulatory and governance bodies to the

improvement of the education and training and human resource development system.

Information, Public Relations and Customer Care

Provide for a communication strategy and protocol that efficiently gathers, disseminate and constantly shares timely credible information within the Ministry, between the Ministry and its public bodies, with stakeholders and partners, the general public and other clientele through appropriate means with a view to:

- Improve the Ministry's visibility and image of success;
- Improve citizen's participation in the portfolio affairs of the Ministry, consolidating partnerships with NGO Community-Based Organisations, the private sector and other social partners at community level;
- Improve service delivery for all categories of clientele

International Cooperation

Provide for cooperation, partnership, dialogue and resource mobilization through local public-private partnership, bi-lateral and multi-lateral, regional and international organization levels in collaboration, where appropriate, with the Ministry of Foreign Affairs.
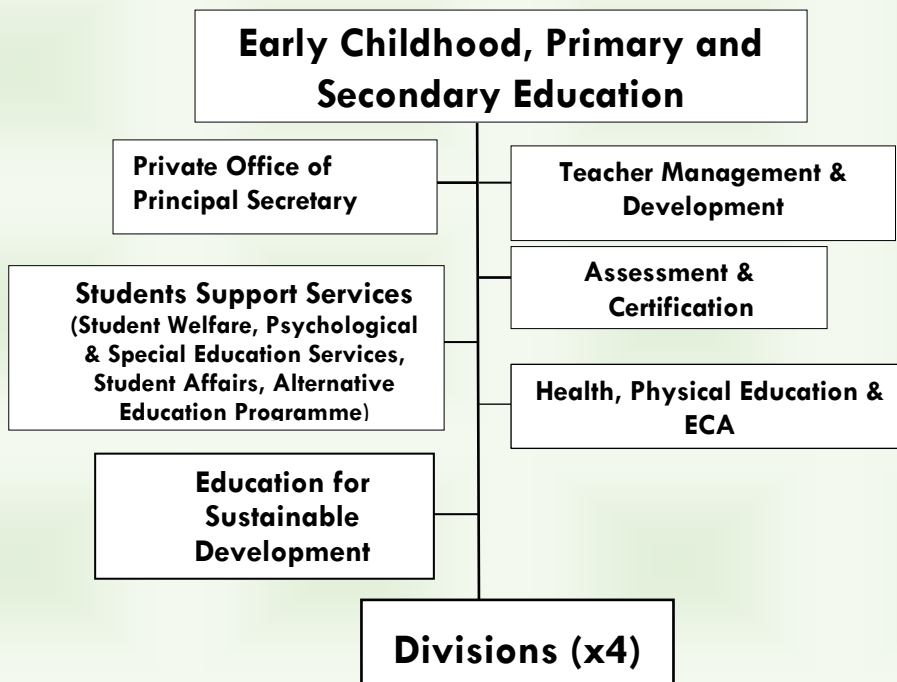
Legal Services

Provide for legal guidance to the Ministry on matters related to legal, policy and procedure frameworks.
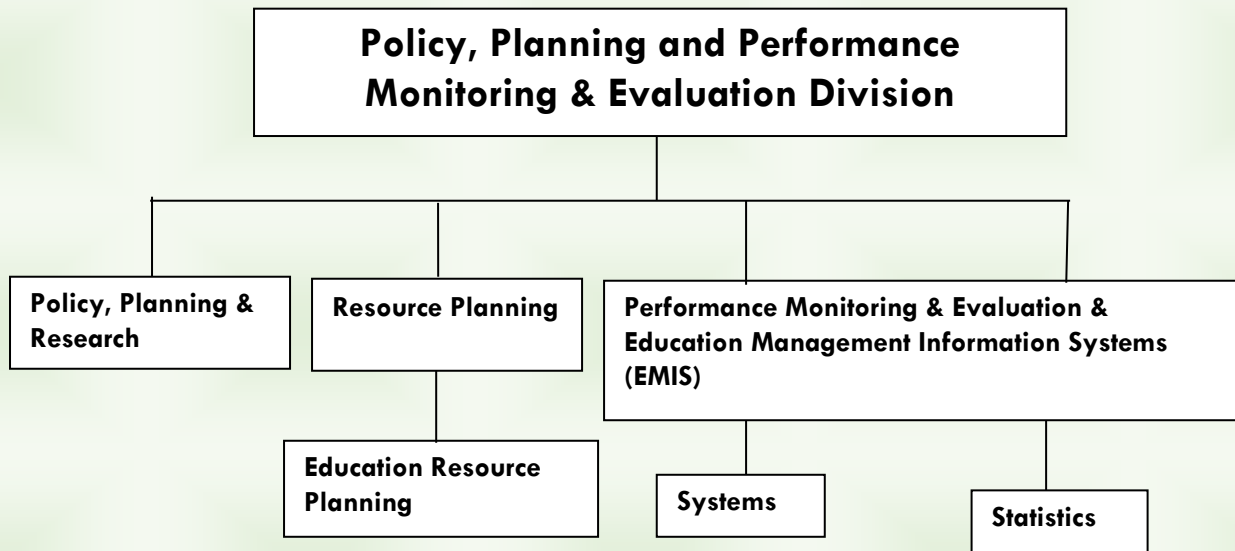
Access to Information Bureau

Provide the platform to create, keep, organize and maintain the Ministry's information in a manner which facilitates access to information as provided for by the Access to Information Act, 2018.

Department of Early Childhood, Primary and Secondary Education – Structure and Mandate
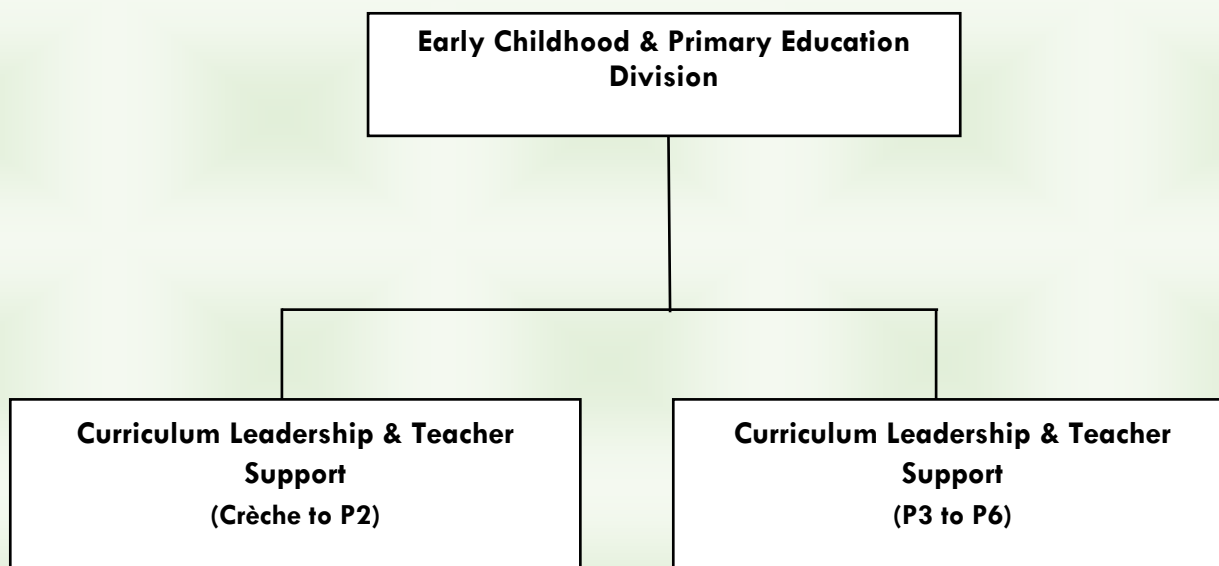
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┌─────────────────────────────────┐
│  Early Childhood, Primary and   │
│    Secondary Education          │
└─────────────────────────────────┘

┌──────────────────────┐          ┌──────────────────────────┐
│ Private Office of    │          │ Teacher Management &     │
│ Principal Secretary  │          │ Development              │
└──────────────────────┘          └──────────────────────────┘

┌──────────────────────────────┐  ┌──────────────────────────┐
│ Students Support Services    │  │ Assessment &             │
│ (Student Welfare, Psychological│ │ Certification            │
│ & Special Education Services, │  └──────────────────────────┘
│ Student Affairs, Alternative  │
│ Education Programme)           │  ┌──────────────────────────┐
└──────────────────────────────┘  │ Health, Physical Education & │
                                   │ ECA                       │
┌──────────────────────┐          └──────────────────────────┘
│ Education for        │
│ Sustainable          │
│ Development          │
└──────────────────────┘

        ┌─────────────────────┐
        │   Divisions (x4)    │
        └─────────────────────┘
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Mandate: The Department of Early Childhood, Primary and Secondary Education, in line with provisions of the Education (Amendment) Act 2017, provides strategic leadership and policy direction to four (4) divisions and 7 entities within the Department, and support the teaching profession through effective Teacher Management and Development, policies and programmes, and appropriate Institutional Mechanisms and Plans of Action.

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┌─────────────────────────────────────────────┐
│      Policy, Planning and Performance         │
│      Monitoring & Evaluation Division         │
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Policy, Planning & Research	Resource Planning	Performance Monitoring & Evaluation & Education Management Information Systems (EMIS)

	Education Resource Planning	Systems	Statistics

Mandate: The Policy, Planning, Performance Monitoring and Evaluation (PPME) Division is responsible for coordinating the planning process and performance monitoring and evaluation across all divisions within the Education Department. It provides relevant, reliable, timely data and research-based information to make informed decisions, guide policy formulation and research to achieve greater efficiency and effectiveness within the education system.

Early Childhood and Primary Education Division

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┌─────────────────────────────────────┐
│   Early Childhood & Primary Education │
│              Division                 │
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   ┌────┴─────────────────┐
   │                      │
┌──────────────────┐  ┌──────────────────┐
│ Curriculum       │  │ Curriculum       │
│ Leadership &     │  │ Leadership &     │
│ Teacher Support  │  │ Teacher Support  │
│ (Crèche to P2)   │  │ (P3 to P6)       │
└──────────────────┘  └──────────────────┘
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Mandate: The Early childhood and Primary Education (ECPE) Division predominantly provides curriculum leadership, strategic direction, guidance and teacher support from Early Childhood to Primary with a view of building solid foundation for learning and reinforcing confidence in learning and achievement. It establishes systematic and timely reporting on the effectiveness of policies, plans and programmes being implemented through well elaborated monitoring and accountability mechanisms to improve the development of teachers and performance of all learners.

Through appropriate institutional mechanisms and in line with relevant curriculum related provisions of the Education (Amendment) Act 2017, the Division will adopt a co-ordinated team approach with schools for curriculum development and teacher support.

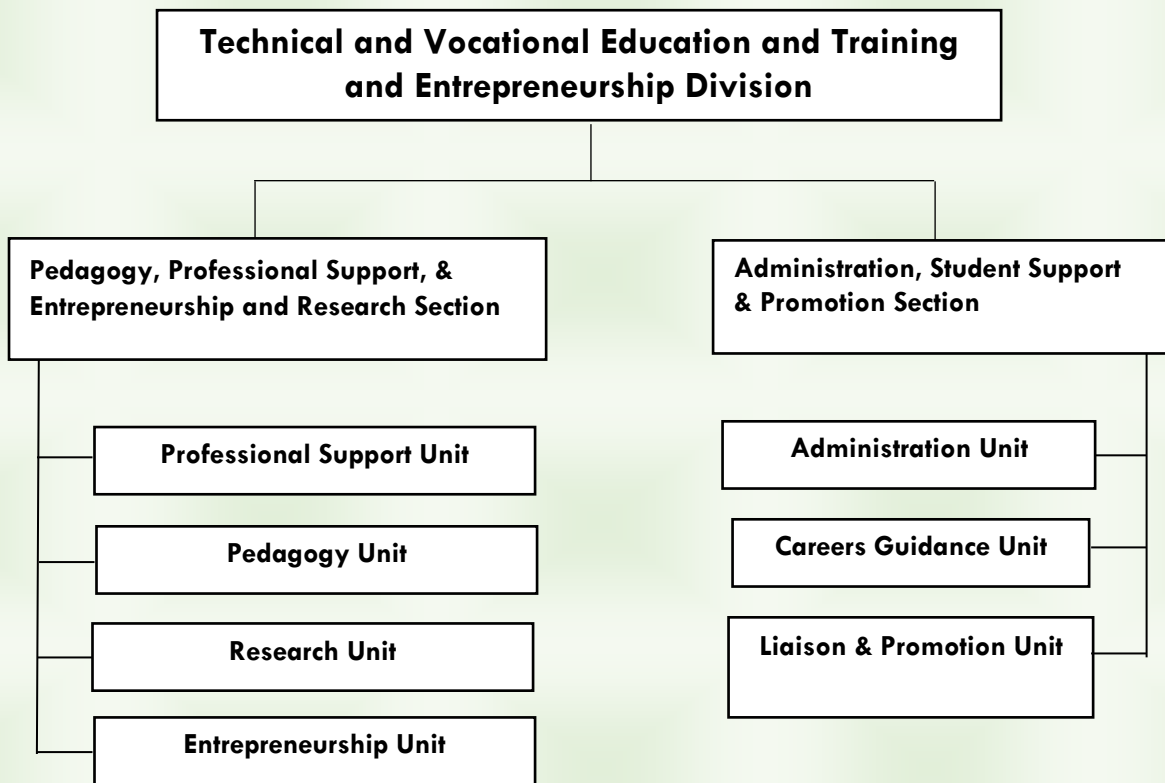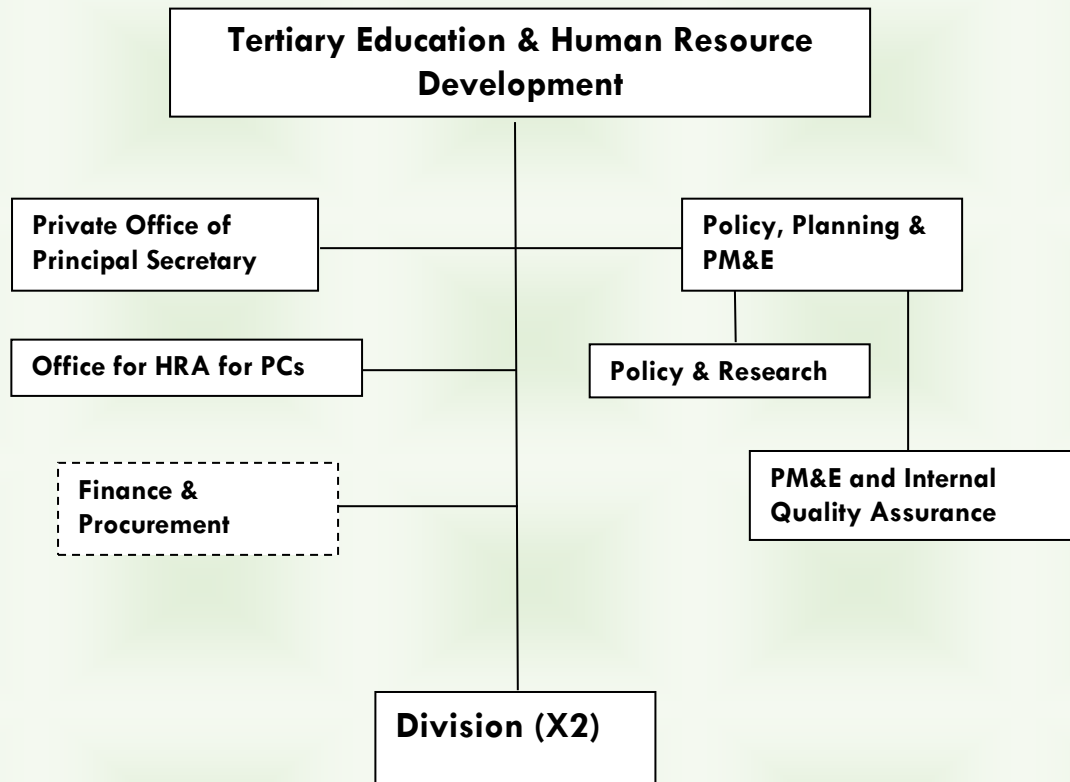## Secondary Education Division

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┌─────────────────────────────────────┐
│     Secondary Education Division     │
└─────────────────────────────────────┘
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┌───────────────────────┐  ┌───────────────────────┐
│ Curriculum Leadership │  │ Curriculum Leadership │
│  & Teacher Support    │  │  & Teacher Support    │
│ Lower Secondary       │  │ Middle & Upper        │
│ (S1 to S3)            │  │ Secondary (S4 to SALS)│
└───────────────────────┘  └───────────────────────┘
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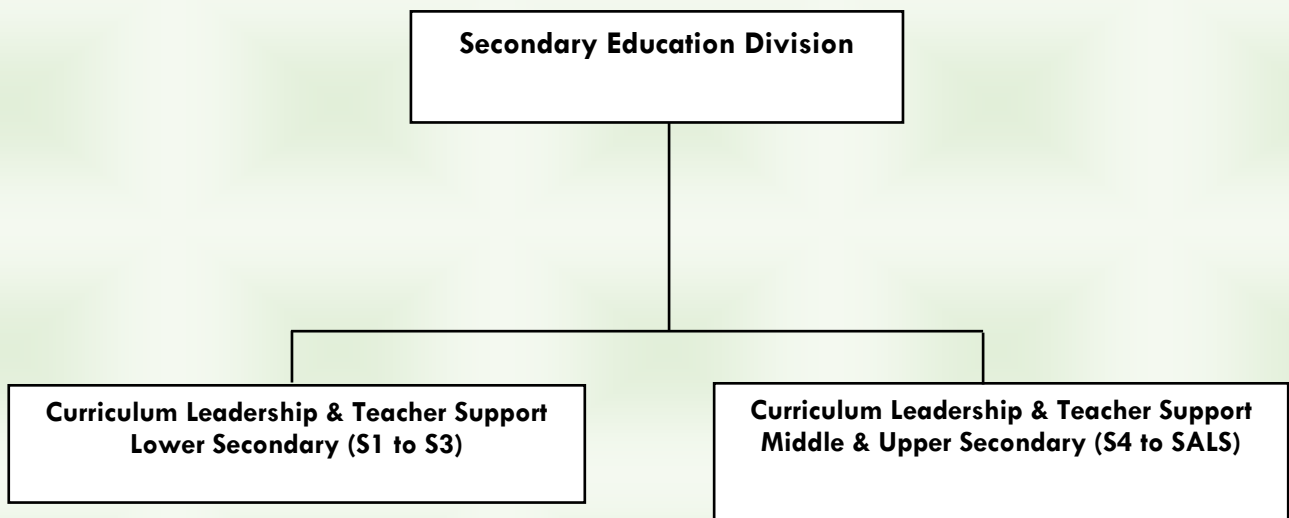
Mandate: The Secondary Education Division (SED) provides curriculum leadership, strategic direction, guidance and teacher support to Secondary with a view of establishing strong transition through adolescence through adulthood. It establishes systematic and timely reporting on the effectiveness of policies, plans and programmes being implemented through well elaborated monitoring and accountability mechanisms to improve the development of teachers and performance of all learners.

Through appropriate institutional mechanisms and in line with relevant curriculum related provisions of the Education (Amendment) Act 2017, the Division will adopt a co-ordinated team approach with schools for curriculum development and teacher support.

Technical and Vocational Education and Training and Entrepreneurship (TVETE) Division

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┌─────────────────────────────────────────────────────┐
│   Technical and Vocational Education and Training     │
│        and Entrepreneurship Division                  │
└─────────────────────────────────────────────────────┘
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┌──────────────────────────┐    ┌──────────────────────────┐
│ Pedagogy, Professional   │    │ Administration, Student  │
│ Support, &               │    │ Support                  │
│ Entrepreneurship and     │    │ & Promotion Section      │
│ Research Section         │    │                          │
└──────────────────────────┘    └──────────────────────────┘
      │                                │
   ┌──────────────────────┐       ┌──────────────────────┐
   │ Professional Support │       │ Administration Unit  │
   │ Unit                 │       └──────────────────────┘
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   ┌──────────────────────┐       ┌──────────────────────┐
   │ Pedagogy Unit        │       │ Careers Guidance Unit│
   └──────────────────────┘       └──────────────────────┘
   ┌──────────────────────┐       ┌──────────────────────┐
   │ Research Unit        │       │ Liaison & Promotion  │
   └──────────────────────┘       │ Unit                 │
   ┌──────────────────────┐       └──────────────────────┘
   │ Entrepreneurship Unit│
   └──────────────────────┘
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Mandate: The Technical and Vocational Education and Training and Entrepreneurship (TVETE) Division, through appropriate institutional mechanisms provides strategic leadership, guidance and support to educational institutions for the further promotion and development of TVETE at all levels of the national curriculum in line with the Ministry's Strategic Plan, particularly in the important areas of policy direction, TVET pedagogy, professional development, skills development, entrepreneurship skills development, training partnership, internal and external quality assurance, physical and non-physical support services, learner performance, research, entrepreneurship education, financing and TVET image enhancement.

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        ┌─────────────────────────────────────┐
        │  Tertiary Education & Human Resource │
        │            Development               │
        └─────────────────────────────────────┘
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  ┌──────────────────┐    │    ┌──────────────────┐
  │ Private Office of │───┤    │ Policy, Planning &│
  │ Principal Secretary│   │    │ PM&E             │
  └──────────────────┘    │    └──────────────────┘
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  ┌──────────────────┐    │    ┌──────────────────┐
  │ Office for HRA for PCs│─┤    │ Policy & Research│
  └──────────────────┘    │    └──────────────────┘
                          │              │
  ┌ ─ ─ ─ ─ ─ ─ ─ ─ ┐    │    ┌──────────────────┐
  │ Finance &        │────┤    │ PM&E and Internal│
  │ Procurement      │    │    │ Quality Assurance│
  └ ─ ─ ─ ─ ─ ─ ─ ─ ┘    │    └──────────────────┘
                          │
                 ┌──────────────────┐
                 │  Division (X2)    │
                 └──────────────────┘
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Mandate: The Department provides strategic direction in the development, implementation and reviewing of the National Human Resource Development Strategy and the National Human Resource Development Policy and related guidelines. It also ensures the delivery of quality and relevant training programmes that equip students with competencies and skills that will enable them to contribute towards the labour needs of the country.

Human Resource Management, Administration & Support Services Division

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                    ┌─────────────────────────────┐
                    │ Human Resource Management,  │
                    │ Administration & Support    │
                    │ Services Division           │
                    └─────────────────────────────┘
         ┌──────────────┐                │
         │    HRIS      │────────────────┤        ┌────────────────────────┐
         └──────────────┘                ├────────│ Human Resource         │
     ┌──────────────────┐                │        │ Planning & Development │
     │  Staff Welfare   │────────────────┤        └────────────────────────┘
     └──────────────────┘                │
   ┌──────────────┬──────────────┬───────────────┬────────────────┐
 ┌───────────────┐  ┌───────────────┐  ┌───────────────┐  ┌──────────────┐
 │ Administration│  │ Human Resource│  │ Stores &      │  │ IT Support   │
 └───────────────┘  │ Management    │  │ Supplies      │  │ Services     │
 ┌───────────┐      └───────────────┘  │ Management    │  └──────────────┘
 │Outsourcing│  ┌───────────┐          └───────────────┘
 │Services   │  │ Transport │  ┌───────────┐
 └───────────┘  └───────────┘  │ Registry  │
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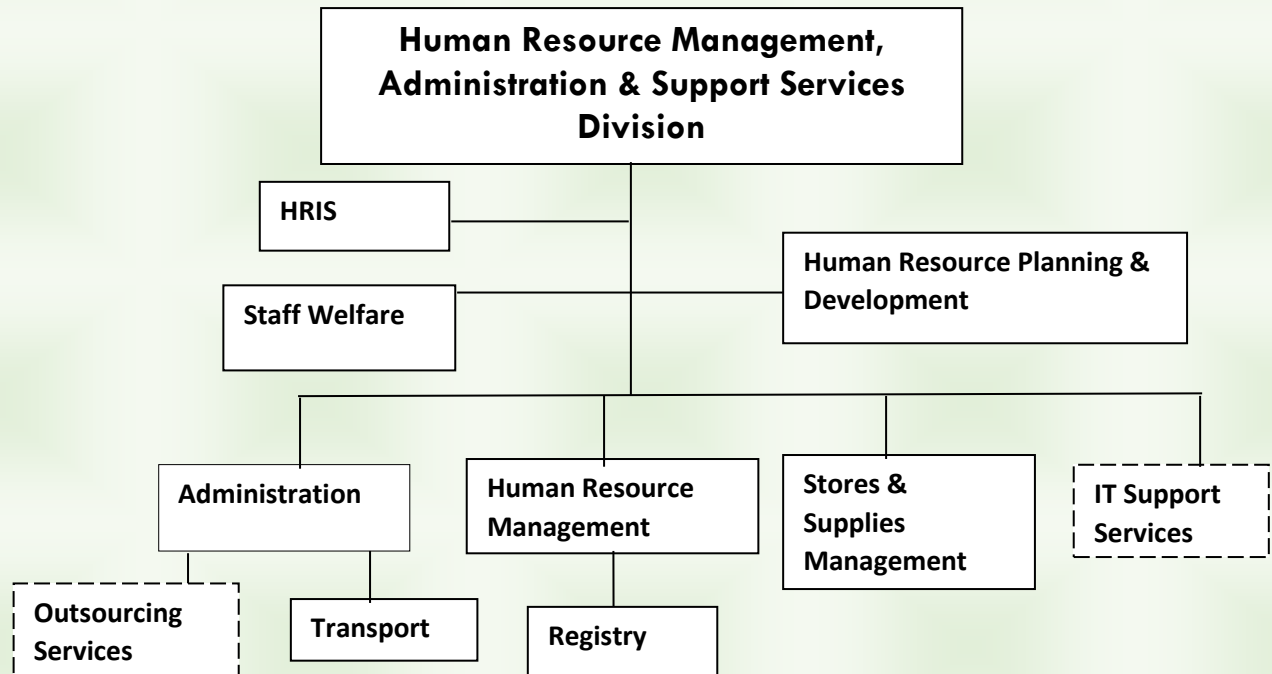
Mandate: The Human Resource Management, Administration and Support Services Division provide strategic leadership in the development, planning and management of human resources and physical assets within the Ministry. It also provides the Ministry with material support services required for the effective management, curriculum delivery, and implementation of education programmes, of the national curriculum.

Infrastructure Planning and Management Division

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                    ┌─────────────────────────────┐
                    │ Infrastructure Planning and  │
                    │    Management Division        │
                    └─────────────────────────────┘
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Project Design, Planning & Technical Services		Infrastructure Quality Control
Civil Works Procurement	Project Execution & Maintenance	Health & Safety & Risk Management
	Maintenance & After Care	
	Outsourcing	
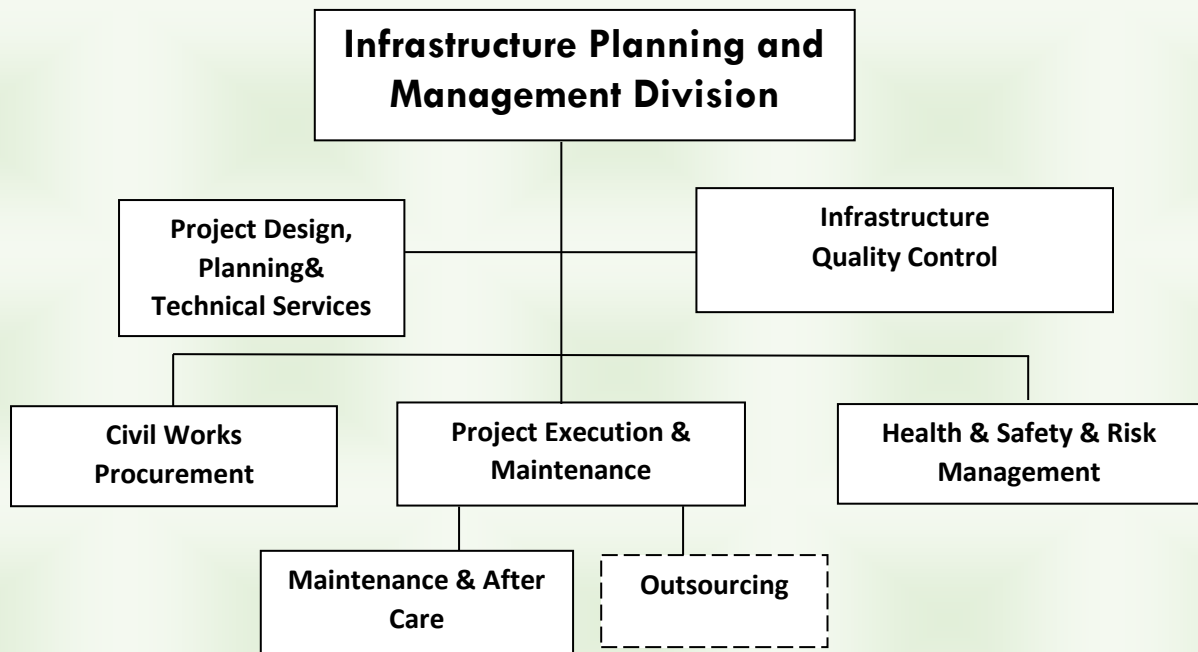
Mandate: The Infrastructure Planning and Management (IPM) Division ensures the quality and safety of educational institutions through the development and management of a comprehensive financially sustainable infrastructure plan and a risk and management plan, and the provision of physical resources that facilitate access to quality teaching and learning for all.

Budget Dependent Public Body of the Ministry – Organigram and Mandate
Seychelles Qualifications Authority (SQA)

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                    ┌─────────────────────────┐
                    │   Board of Directors    │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │    Chief Executive       │
                    │       Officer            │
                    └─────────────────────────┘
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       ┌─────────────┬───────────┴───────────┬─────────────┐
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Standard     │ │              │ │              │ │Administration,│
│ Setting      │ │  Quality     │ │  Database    │ │Finance and   │
│ and Framework│ │  Assurance   │ │  Management  │ │Human Resource│
│ Development  │ │              │ │              │ │              │
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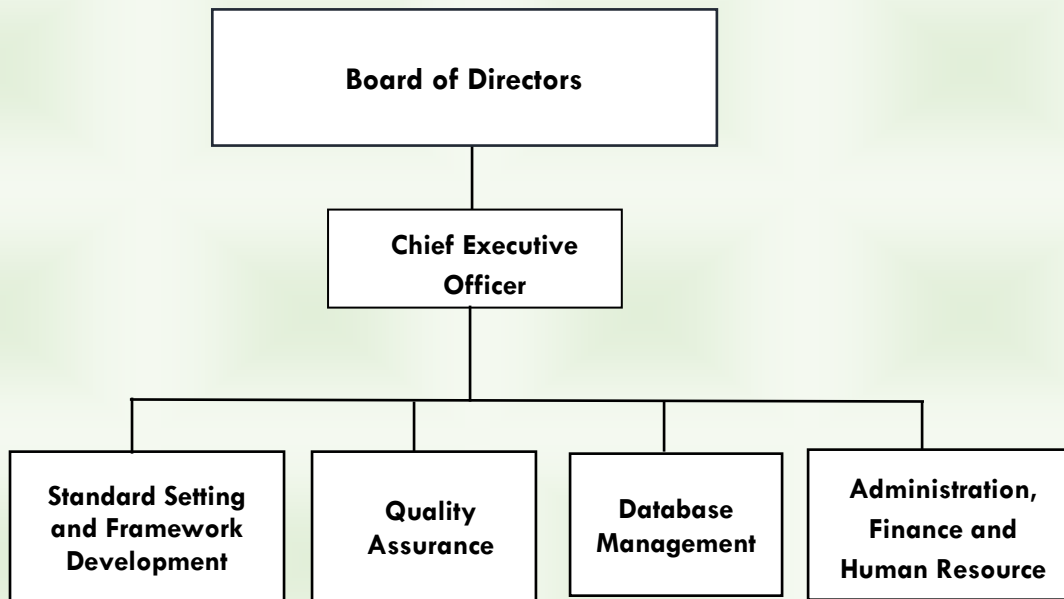
Mandate: The mandate of the Seychelles Qualifications Authority as defined in the SQA Act (2005) is to maintain standards of education and training and promote international recognition of local qualifications through a system of accreditation, validation and quality assurance. It is mandated to develop and implement a National Qualifications Framework under regulations of the Seychelles Qualifications Authority 2008

Tertiary Education Commission (TEC)

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                    ┌─────────────────────────┐
                    │   Board of Directors    │
                    └─────────────────────────┘
                                  │
                    ┌─────────────────────────┐
                    │     Chief Executive     │
                    │        Officer          │
                    └─────────────────────────┘
  ┌──────────────────────────────┐
  │ Human Resource Management,    │
  │ Administration and Finance    │
  └──────────────────────────────┘
         │              │              │              │
  ┌─────────────┐ ┌─────────────┐ ┌─────────────┐ ┌─────────────┐
  │  Research   │ │   Quality   │ │  Programme  │ │ Investment  │
  │ Strategy    │ │ Assurance,  │ │ Development │ │ and         │
  │ and Planning│ │ Monitoring  │ │             │ │ Financial   │
  │             │ │ and         │ │             │ │ Planning    │
  │             │ │ Evaluation  │ │             │ │             │
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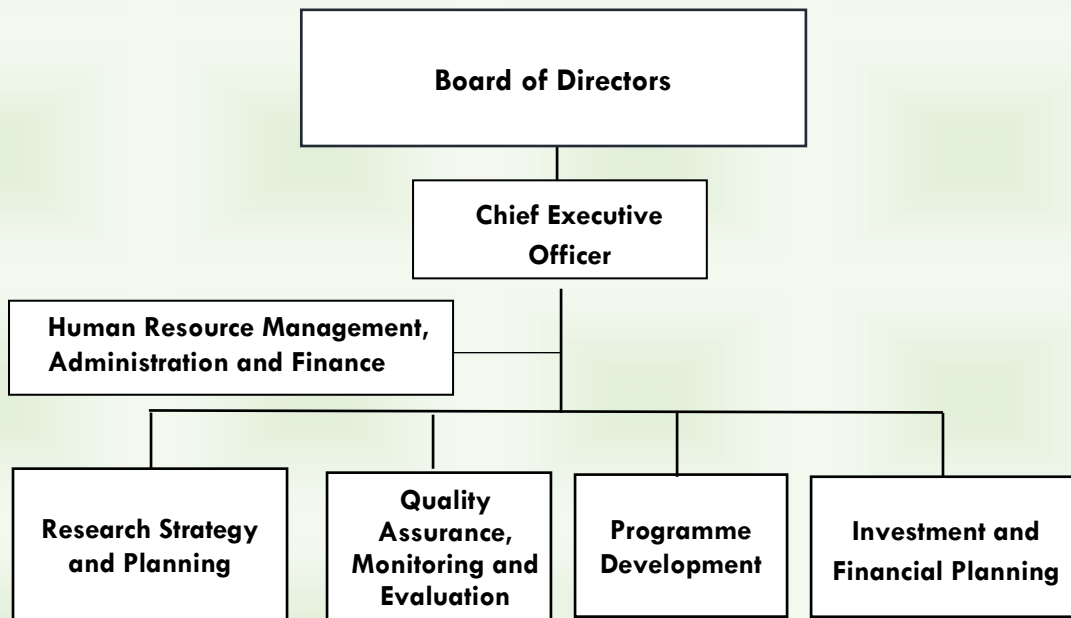
Mandate: The mandate of the Tertiary Education Commission is in line with the provisions of the Tertiary Education Act 2011 is to regulate the tertiary education and training sub-sector to safeguard and advance the interest of learners; and formulate policies and guidelines to guide the rationalized and harmonized development of the sub-sector.

Institute of Early Childhood Development (IECD)

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                        ┌─────────────────────┐
                        │  Board of Directors │
                        └──────────┬──────────┘
                                   │
                        ┌──────────┴──────────┐
                        │   Chief Executive   │
                        │      Officer        │
                        └──────────┬──────────┘
                                   │
        ┌──────────────────┐       │       ┌────────────────────────┐
        │  CEO Secretariat │───────┼───────│   Human Resources,     │
        └──────────────────┘       │       │ Administration and Finance │
                                   │       └────────────────────────┘
     ┌───────────────┐   ┌─────────┴────────┐   ┌──────────────────┐
     │   Programme   │───│    Regulatory    │───│   Advocacy and   │
     │  Coordination │   │      Affairs     │   │   Information    │
     └───────┬───────┘   └─────────┬────────┘   └────────┬─────────┘
             │                     │                     │
     ┌───────┴───────┐   ┌─────────┴────────┐   ┌────────┴─────────┐
     │  Research and │   │   Inspection,    │   │  Data Management │
     │   Programme   │   │  Monitoring and  │   │  and Development │
     │  Development  │   │   Evaluation     │   └────────┬─────────┘
     └───────────────┘   └─────────┬────────┘            │
                                   │            ┌────────┴─────────┐
                         ┌─────────┴────────┐   │  Communication   │
                         │   Training and   │   │  and Promotion   │
                         │    Capacity      │   └──────────────────┘
                         │   Development    │
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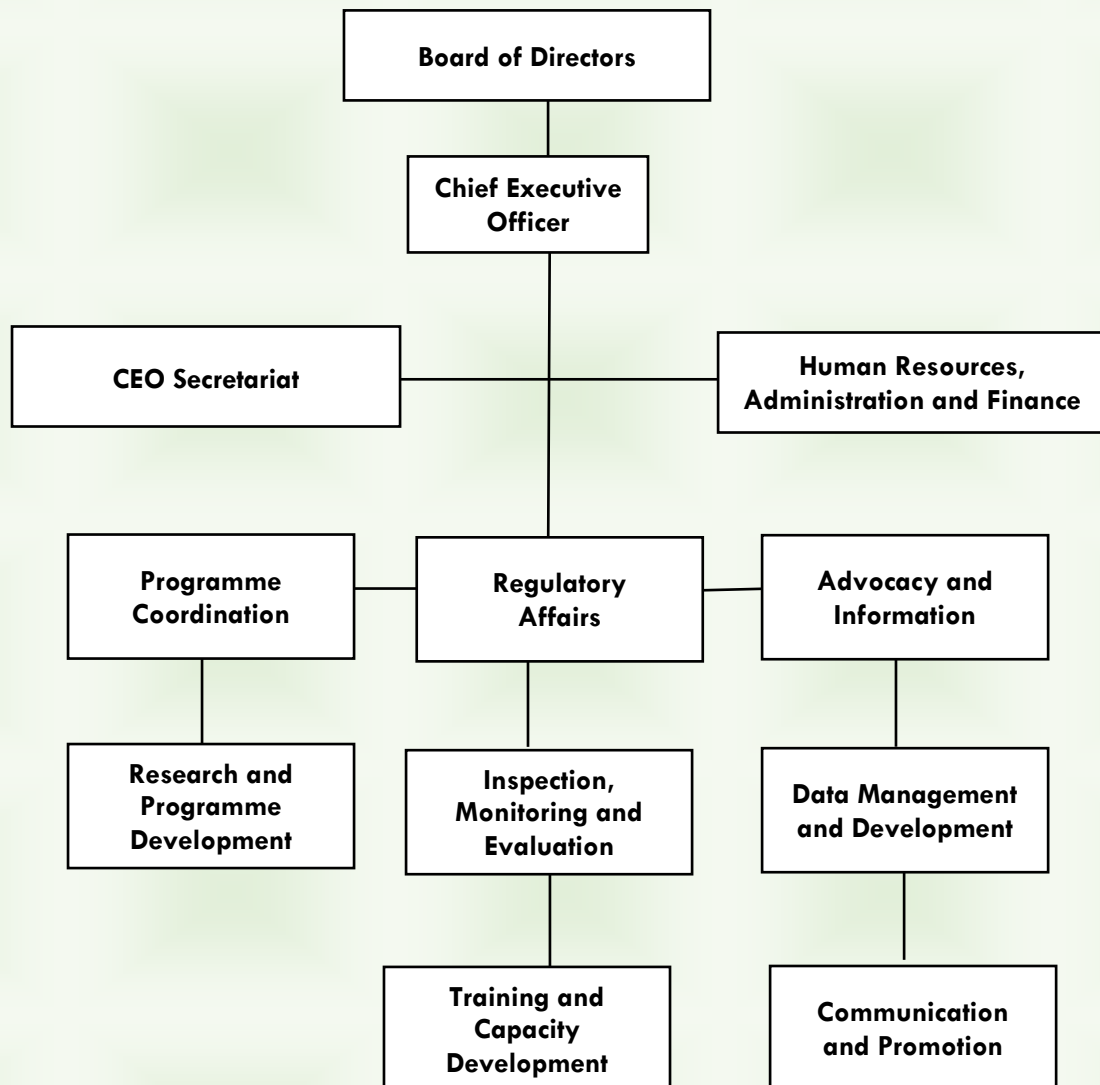
Mandate: The mandate of the Institute of Early Childhood Development is in line with the provisions of the IECD Act (2014) is to provide coordination, leadership and strategic direction for early childhood development at national level, and advise government on policy issues and programmes relating to early childhood development. It is also responsible for regulating childminding services for children aged 0-4 years, undertaking research to inform policy formulation, programme and standards development; and promoting and advocating the importance of early childhood development.

Agency for National Human Resource Development (ANHRD)

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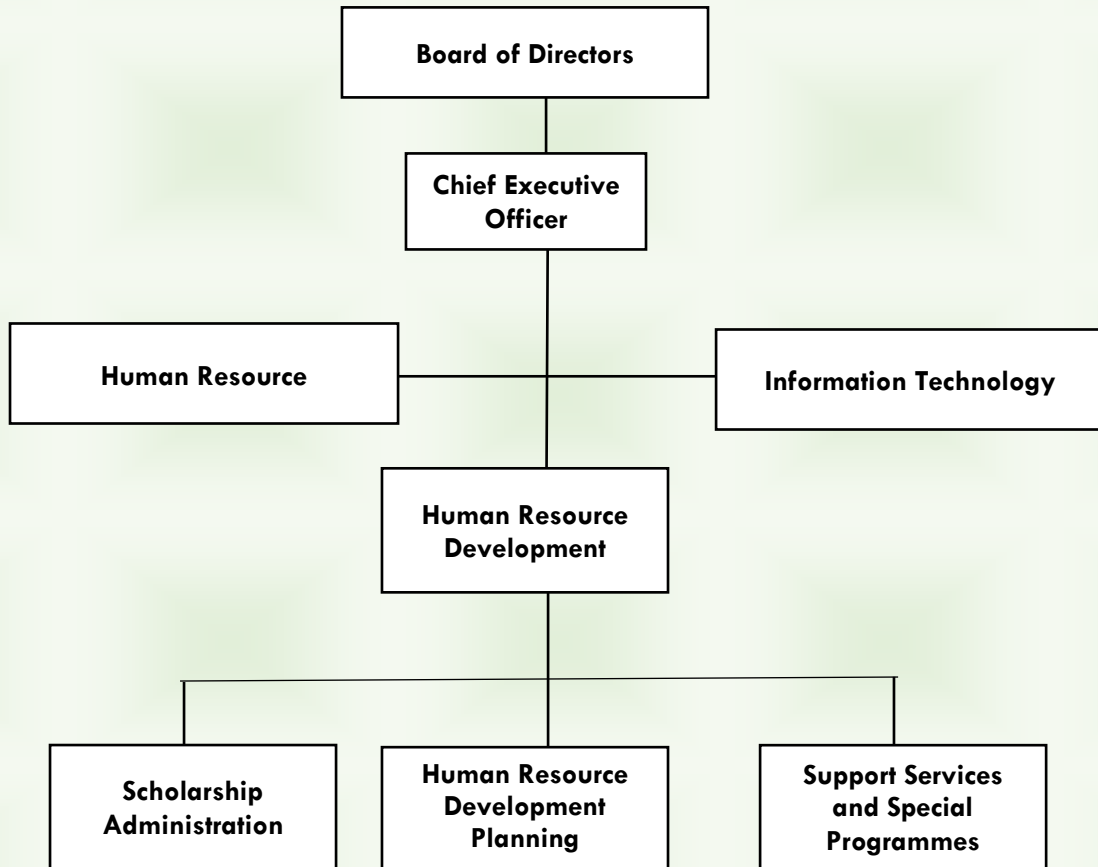
Mandate: The mandate of the Agency for National Human Development (ANHRD) as stipulated in its Act (2013), is to implement government policies and strategies with regards to human resource development; advise government and the private sector on matters related to human resource development; assist organisations in human resource development initiatives; and make recommendations to relevant stakeholders about human resource development initiatives in line with national needs.

Chapter Eight: The Framework of Action and Results for the Implementation of the Education Sector Strategic Plan: 2018-2022 and Beyond

The Framework for Action and Results for the Implementation of Education Sector Strategic Plan: 2018-2022 and Beyond brings together in a structured format the inter-related components through which the established vision, mission, principles, values and agreed priority areas and targets to be achieved for the next five years and beyond.

The Framework builds on the progress already achieved with regards to the Programme Performance-Based Budgeting (PPBB) being implemented by the Ministry since 2014 and takes on board aspects of the two additional pillars of Results Based Management in partnership with other ministries-

- Performance Monitoring and Evaluation to ensure that progress is aligned to the Strategic Plan and Programme Performance-Based Budgeting.
- Performance Management System to provide the accountability platform for alignment between organisational performance and personnel performance so that staff commit to the results they intend to achieve with the resources allocated.

The Framework also takes into consideration the dimensions of the Ministry's Medium Term Expenditure Strategy (MTES) 2019 – 2021 at Annex 5.

For each of the Programme Performance-Based Budgeting and Sub-Programme, related Strategic Goal and Planned Strategic Intervention the following information is matrixed within the Framework.

- The baseline data for 2017;
- The target and timeline within which the anticipated results is expected from the intervention;
- The Key Performance Indicators (KPIs) by which the degree of achievement of the stated Programmes and Sub-Programmes will be measured.
- The entity of the organisational structure responsible for ensuring successful implementation of the Programmes and Sub-Programmes and the achievement of the related Key Performance Indicators.
- The enabling conditions that will facilitate the implementation of the stated elements of the log-frame.
- The financial dimension of the identified interventions within the context of the government's Medium Term Expenditure Strategy (MTES) for the sector, for the period.

Considering the critical importance of Key Performance Indicators to the Framework of Action and Results for Implementation of the Education Sector Strategic Plan 2018-2022 and Beyond, the following have been taken into consideration in adopting the key Performance Indicators for a given Programme/ Sub-Programme and related Strategic Goals:

- Limiting the number of Key Performance Indicator;
- Ease of interpretation of the Key Performance Indicator;
- Ease of availability of the required data for measuring the Key Performance Indicator;
- Ease of precision and comparison of the required data;
- Ease of measurability of the Key Performance Indicator;
- Ease of availability of the required data within the required time-frame;
- The financial investment required to compute the Key Performance Indicator.

Additionally, the different categories of Key Performance Indicators elaborated in the UNESCO document: Education 2030: Incheon Declaration and Framework for Action and Implementation and the Continental Education Strategy for Africa (2016-2025) Indicators Manual have been taken into consideration.

In finalising the Framework of Action and Results for the interventions for the related PPBB Programme and Sub-Programme due consideration has been given to the relevant legal, policy and strategic frameworks in place, and others that will need to be in place as part of the necessary enabling environment for successful implementation of the Strategic Plan.

Results Framework Summary and Implementation Plan

1.0 PPBB Programme Name and Purpose	**Governance, Management and Administration** – Provides the overall strategic leadership, management and policy direction to the Ministry through evidenced-based information in accordance with relevant legal, policy and strategy frameworks through the following three (3) sub-programmes. 1.1 Minister's Secretariat 1.2 Central Administration, Finance and Procurement 1.3 Infrastructure Development
1.1 PPBB Sub-Programme Name and Purpose	**Minister's Secretariat** – Provides overall policy direction and coordination to the Ministry and its Agencies.
1.1.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 11: Governance, Management and Quality Assurance** – Enhancing and improving the efficiency, effectiveness and transparency of governance and management of educational institutions in an environment of reduced resources. **Component 13: System Management Reform** – Transforming the Ministry into an efficient, effective transparent and accountable public institution. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all

1.1.2 Strategic Interventions for Achieving the Goals of MTS 2018-2022 and Beyond and the purpose of the Sub-Programme	01. Develop, operationalize and sustain an organisational structure that better enhance the Ministry's capacity over the period of the strategic plan to provide the leadership to the process of institutionalization of Result Based Management and the adopted collaborative model of devolution of responsibilities and accountabilities.
	02. Institutionalise appropriate capacity building opportunities at strategic levels of the organizational structure in relevant areas of Result Based Management to facilitate the process of institutionalization of Result Based Management and the adopted collaborative model of devolution of responsibilities and accountabilities.
	03. Develop and operationalize strong regulatory frameworks and adequate funding to support the institutionalization and operenalization of the adopted collaborative model of devolution of responsibilities at the level of educational institutions.
	04. Institutionalise and sustain relevant capacity building and support for personnel with governance responsibilities for the adopted model of devolution of responsibilities and accountabilities at the level of educational and training institutions.
	05. Institutionalise a robust quality assurance and monitoring mechanism for the provision of educational and training services within the adopted model of devolution of responsibilities and accountabilities.
	06. Enhance the Ministry's communication capacity and strategy to better provide timely and reliable information and improve the Ministry's positive image at all levels in an emerging environment of increased call for transparency and timely information sharing.

Result Matrix Summary for PPBB Sub-Programme 1.1: Minister's Secretariat

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Develop, operationalize and sustain an organisational structure that better enhance the Ministry's capacity over the period of the strategic plan to provide the leadership to the process of institutionalization of Result Based Management and the adopted collaborative model of devolution of responsibilities and accountabilities.	• No official organigram approved by Department of Public Administration	By 1st Quarter 2018: • a functional approved organisational structure is in place	• Fully staffed organisational structure and supportive Functions Manual in operation and officially communicated through Education Circular and Ministry's website	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners**: • Department of Public Administration • Department of Finance
02 Institutionalise appropriate capacity building opportunities at strategic levels of the organizational structure in relevant areas of Result Based Management to facilitate the process of institutionalization of Result Based Management and the adopted collaborative model of devolution of responsibilities and accountabilities.	• Inadequate systemic capacity building in RBM (Strategic Planning, PPBB, PM&E, PMS)	• No. of capacity building sessions in key pillars of RBM by 2022 • No. of personnel trained in key pillars of RBM by 2020	• Ministry's approved Training Plan	**Lead Ministry's Entity** • Human Resource Management, Administration and Support Service Division **Collaborative Partners** • ANHRD • Department of Finance • Department of Public Administration • International Cooperation • World Bank
03 Develop and operationalize strong regulatory frameworks and adequate	• Simple Regulations in 3.1.65 of 2010	• A more detailed Regulation by end of	• New Regulations • Framework of	**Lead Ministry's Entity** • Regulatory Affairs and

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
funding to support the institutionalization and operenalization of the adopted collaborative model of devolution of responsibilities at the level of educational institutions.	• Draft Framework of Delineation of Responsibilities and Accountabilities for adopted Model of Devolution of Responsibility	2018 • Framework of Delineation of Responsibilities and Accountabilities finalised and operationalised by end of second quarter 2018	Delineation of Responsibilities and Accountabilities	Governance **Collaborative Partners** • Early Childhood and Primary Division • Secondary School Division • Attorney General's Office
04 Institutionalise and sustain relevant capacity building and support for personnel with governance responsibilities for the adopted model of devolution of responsibilities and accountabilities at the level of educational and training institutions.	• Inadequate sensitisation and systemic capacity building in the adopted model of governance of educational institutions	• No. of capacity building sessions in the adopted model of governance • No. of sensitisation sessions on the adopted framework of Delineation of Responsibilities and Accountabilities	• Sensitisation Plan • Ministry's Training Plan • Approved customised Training Package	**Lead Ministry's Entity** • Regulatory Affairs and Governance **Collaborative Partners** • Early Childhood and Primary Division • Secondary School Division • ANHRD • Human Resource Management, Administration and Support Service Division • UNESCO • Technical Cooperation • Relevant Training Institutions • Seychelles Qualifications Authority (SQA)

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
05 Institutionalise a robust quality assurance and monitoring mechanism for the provision of educational and training services within the adopted model of devolution of responsibilities and accountabilities.	• Process for finalizing framework for Performance Monitoring and Evaluation (PM&E) in collaboration with external partners outstanding	• A fully staffed Performance Monitoring and Evaluation (PM&E) an integral component of the approved organigram 2018	• Clearly documented operational Framework for PM&E available • Level of staffing for PM&E • Level of capacity building for PM&E	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Department of Public Administration • Department of Finance • World Bank
06 Enhance the Ministry's communication capacity and strategy to better provide timely and reliable information and improve the Ministry's positive image at all levels in an emerging environment of increased call for transparency and timely information sharing.	• Platform for compilation and dissemination of validated data (EMIS) in place • Website and Social Media (Facebook) platform in place • Entity for Communication and Public Relations in place • Process of finalizing framework for Performance Monitoring and Evaluation (PM&E) in collaboration with external partners in progress	During 2018: • A fully-staffed, robust and functional EMIS • A fully-staffed entity for Communication and Public Relations • A functional website and Social Media (Facebook) platform • Implementation of the Service Delivery Action Plan	• Documented Communication and Public Relations Protocol • Level of website and Social Media (Facebook)'s intervention by Ministry • No. of validated information, reports generated by EMIS • Level of implementation of service delivery action plan • Level of staffing and stability of the Entity for Communication and Public Relations	**Lead Ministry's Entity** Minister's Secretariat **Collaborative Partners** • President's Communication's Office • Department of Public Administration • Department of ICT

Results Framework Summary and Implementation Plan

1.0 PPBB Programme – Name and Purpose	**Governance, Management and Administration** – Provides the overall strategic leadership, management and policy direction to the Ministry through evidenced-based information in accordance with relevant legal, policy and strategy frameworks through the following three (3) sub-programmes. 1.1 Minister's Secretariat 1.2 Central Administration, Finance and Procurement 1.3 Infrastructure Development
1.2 PPBB Sub-Programme Name and Purpose	**Central Administration, Finance and Procurement** (i) Provides effective management of finance resources in line with policy direction and established protocol (ii) Ensures effective administration of Ministry's assets in line with policy direction and established protocols (iii) Ensures implementation, evaluation and monitoring of financial resources and Ministry's assets in line with established protocol
1.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 11: Governance, Management and Quality Assurance** – Enhancing and improving the efficiency, effectiveness and transparency of governance and management of educational institutions in an environment of reduced resources. **Component 13: System Management Reform** – Transforming the Ministry into an efficient, effective, transparent accountable public institution **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all

1.2.2 Strategic Interventions for Achieving the Goals of MTS 2018-2022 and Beyond and the purpose of the Sub-Programme	01. Strengthen the organisational and human resource capacity at the headquarters to facilitate sub-sector capacity to implement and coordinate effective de-centralised budgeting financing and other asset management
	02. Strengthen the organisational and human resource capacity at the level of sub-sector to effectively lead and be responsible and accountable for coordinated decentralized budgeting, financial and other asset management
	03. Strengthen institutional capacity at headquarters to effectively quality assure the coordinated decentralized implementation of budgeting, financial and other asset management
	04. Ensure the harmonized, coordinated expansion of the sub-sectors through a balanced, sustainable budget allocation taking into consideration the articulation between the sub-sectors in order to maximize the impact of limited public funds/resources on educational and human resource development
	05. Strengthen the financial and asset management information with appropriate expertise and software to provide accurate and timely budgeting, financial and other asset information across the sub-sector with personnel benchmarks and warning in order to anticipate problems, example delays in disbursements or execution and ensure timely interventions
	06. Institutionalise the link and coordination between strategic planning and performance-based budgeting in order to ensure that education and human resource development is properly targeted and achieve the intended results

Result Matrix Summary for PPBB Sub-Programme 1.2: Central Administration, Finance and Procurement

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational and human resource capacity at the headquarters to facilitate sub-sector capacity to implement and coordinate effective de-centralised budgeting financing and other asset management.	• Inadequate organisational and human resource capacity	By end of 1st quarter 2018: • a fully-staffed dedicated entity of the adopted organigram 2018 with detailed mandate and functions	• Establishment List 2018 • Approved organigram 2018	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Department of Public Administration • Department of Finance
02 Strengthen the organisational and human resource capacity at the level of sub-sector to effectively lead and be responsible and accountable for coordinated decentralized budgeting, financial and other asset management.	• Non-Integration of the Programme and Sub-Programme Managers responsibilities • Unconsolidated Terms of Reference for Programme and Sub-Programme Managers • Inadequate capacity building for Programme and Sub-Programme Managers	By end of 2nd quarter 2018: • Full integration of Programme and Sub-Programme responsibilities in appropriate responsibility frameworks • Consolidated Terms of Reference for Programme and Sub-Programme Managers • Capacity Building Plan for Programme and Sub-Programme Managers	• Level of integration and recognition of the responsibilities of Programme and Sub-Programme Managers • Availability of updated Terms of Reference for Programme and Sub-Programme Managers • Number of training sessions for Programme and Sub-Programme Managers	**Lead Ministry's Entity** • Human Resource Management, Administration and Support Service Division **Collaborative Partners** • Department of Finance through Finance and Procurement Section • ANHRD • Department of Public Administration
03 Strengthen institutional capacity at headquarters to effectively quality assure the coordinated decentralized	• Inadequate provision of the organigram for quality assurance	By end of 1st quarter 2018:	• Establishment 2018 • Internal audit an entity of the approved	**Lead Ministry's Entity** • Minister's Secretariat

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
implementation of budgeting, financial and other asset management.	related to finance and management of assets	- A fully-staffed dedicated entity of the adopted organigram 2018 with detailed mandate and functions	organigram - Internal audit reports and recommendations	**Collaborative Partners** - Department of Finance through Finance and Procurement Section
04 Ensure the harmonized, coordinated expansion of the sub-sectors through a balanced, sustainable budget allocation taking into consideration the articulation between the sub-sectors in order to maximize the impact of limited public funds/resources on educational and human resource development.	- Inadequate yearly financial allocation to defined sub-sectors	By end of 2018: - a clearly defined financial allocation for the established sub-sectors - Comparative % of budget allocation per sub-sectors	- Yearly budget allocation - Budget utilization reports - Medium Term Expenditure Strategy (MTES)	**Lead Ministry's Entity** - Principal Secretary Secretariat - Programme and Sub-Programme Managers **Collaborative Partners** - Department of Finance through Finance and Procurement Section
05 Strengthen the financial and asset management information with appropriate expertise and software to provide accurate and timely budgeting, financial and other asset information across the sub-sector with personnel benchmarks and warning in order to anticipate problems, example delays in disbursements or execution and ensure timely interventions.	- Treasury Information System (TIS) readily accessible by Programme Managers and Sub-Programme Managers but inadequate - Database from which stores related information can be accessed in place - Monthly related	By end of 2018: - an improved database for improved dissemination of financial information in place - monthly printout of stores assets available - a reviewed Finance related committee with broadened	- Status of financial related database in place - Availability of monthly printout from stores - Revised Term of Reference (TOR) and membership of Finance and Asset related Committee - Committees minutes of meetings	**Lead Ministry's Entity** - Principal Secretaries - Programme and Sub-Programme Managers **Collaborative Partners** - Department of Finance through Finance and Procurement Section

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
	financial information print out available • Internal procedures in place for materials in stores not always adhered to • Finance related committee with elaborated TOR in place	scope and membership to include stores non-financial assets		
06 Institutionalise the link and coordination between strategic planning and performance-based budgeting in order to ensure that education and human resource development is properly targeted and achieve the intended results.	• Inadequate Organisational provision to facilitate link and coordination	By the end of 2nd Quarter 2018: • Clearly defined mandates of components of organigram 2018 • Revised Terms of Reference (TOR) of appropriate committees/ Forum to facilitate engagement and coordination of strategic planning and finance related matters	• Revised MTS 2018-2022 membership and Terms of Reference in place • Revised Terms of Reference and membership of MTS 2018-2022 finance related committee in place • Minutes of meeting and associated reports from the two committees	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Department of Finance • Department of Public Administration • World Bank

Results Framework Summary and Implementation Plan

1.0 PPBB Programme – Name and Purpose	**Governance, Management and Administration** – Provides the overall strategic leadership, management and policy direction to the Ministry through evidenced-based information in accordance with relevant legal, policy and strategy frameworks through the following three (3) sub-programmes. 1.1 Minister's Secretariat 1.2 Central Administration, Finance and Procurement 1.3 Infrastructure Development
1.3. PPBB Sub-Programmes Name and Purpose	**Infrastructure Development** – Ensures the development and implementation provision of physical infrastructure as per established policies and standards.
1.3.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 10: Risk and Disaster Preparedness and Management** - Developing and maintaining a culture of safety preparedness with a view to build resilience to disasters within the community and nationally. **Component 12: Infrastructure Quality and Standards and Maintenance** – Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning opportunities for all. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
1.3.2 Strategic Intervention for Achieving the Goals of MTS 2018-2022 and Beyond and the Purpose of the Sub-Programme	01. Strengthen the organisational and human resource capacity and expertise at the headquarters to provide strategic leadership, direction, support, coordination, monitoring and quality assurance through appropriate Action Plans, in accordance with legal policy and strategy and standards frameworks to the development, management and implementation of cost-effective, sustainable educational infrastructure that further promote the enabling teaching and learning environment for the diversity learner's needs and improve learner development and performance. 02. Develop, document and adopt a comprehensive, cost-effective Infrastructure Development Plan to construct, re-habilitate, preserve education and human resource infrastructure in accordance with legal policy and strategy and standards frameworks that enhance the teaching and learning enabling environment to improve access to quality education services and learner holistic development and performance at relevant sub-sectors in partnership with local and international partners. 03. Institutionalise workable mechanism to enhance the collective engagement of critical stakeholders

	in the implementation, coordination, monitoring and quality assurance of the Infrastructure Development Plan.
	04. Securing sustainable financing from government and other sources for the implementation of the adopted Infrastructure Development Plan in accordance to established timeframes.
	05. Strengthen the Organisational and human resource capacity and expertise at the headquarters and other strategic levels to provide strategic leadership, direction, support, guidance, coordination, monitoring and quality assurance through appropriate Action Plans in accordance with legal, policy and strategy framework and standards to the integrated development, management and implementation of cost-effective, sustainable Risk and Disaster Management and Preparedness Plan at all levels of the sub-sector.
	06. Institutionalise workable mechanisms to enhance the collective engagement of critical stakeholders in the integrated development, implementation, coordination, monitoring and quality assurance of the adopted Disaster Management and Preparedness Plan in accordance to established timeframes.
	07. Secure sustainable financing from government and other complementary sources for the integrated development, implementation, coordination, monitoring and quality assurance of the adopted Disaster Management and Preparedness Plan

Matrix Framework for Sub-Programme 1.3: Infrastructure Development

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational and human resource capacity and expertise at the headquarters to provide strategic leadership, direction, support, coordination, monitoring and quality assurance through appropriate Action Plans, in accordance with legal policy and strategy and standards frameworks to the development, management and implementation of cost-effective, sustainable educational infrastructure that further promote the enabling teaching and learning environment for the diversity learner's needs and improve learner development and performance.	• Inadequate organizational and human resource capacity	By end of 1st quarter 2018: • A fully staffed re-configured entity of the adopted organizational structure-2018 with detailed mandate and functions manual	• Establishment List 2018 • Approved Organisational structure 2018	**Lead Ministry's Entity** • Minister's Secretariat supported by Division responsible for Human Resource Management Administration and Support Service **Collaborative Partners** • Department of Public Administration • Department of Finance
02 Develop, document and adopt a comprehensive, cost-effective Infrastructure Development Plan to construct, re-habilitate, preserve education and human resource infrastructure in accordance with legal policy and strategy and standards frameworks that enhance the teaching and learning enabling environment to improve access to quality education services and learner holistic development and performance at relevant sub-sectors in partnership with local and international partners.	• Comprehensive Infrastructure Development Plan not available • Tendency to consider PSIP as the Infrastructure Development Plan	By end of 2nd Quarter 2018: • A comprehensive Infrastructure Development Plan is documented	• Infrastructure Development Plan	**Lead Ministry's Entity** Division of Infrastructure Planning and Management in consultation with Governance of educational institutions. **Collaborative Partners** • Relevant Sections of Ministry responsible for Habitat, Lands, Infrastructure and Land Transport. • Department of Finance.
03 Institutionalise workable mechanism to enhance the collective engagement of	• No documented Protocol on the process	By end of 2nd quarter 2018:	• Protocol on the process and	**Lead Ministry's Entity**

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
critical stakeholders in the implementation, coordination, monitoring and quality assurance of the Infrastructure Development Plan.	and process and procedures of implementation of the Infrastructure Development Plan	• Protocol in place and functioning	procedures of implementation of the Infrastructure Development Plan • Minutes of Meeting with Governance of educational institutions	• Division responsible for Infrastructure, Planning and Management
04 Securing sustainable financing from government and other sources for the implementation of the adopted Infrastructure Development Plan in accordance to established timeframes.	• Finance secured primarily for PSIP Projects • Inadequate transparency and objection in opportunity of budget in the absence of detailed Infrastructure Development Plan.	By end of 2nd Quarter 2018: • Transparent process of finalizing and apportionment of finance to Infrastructure projects from Infrastructure Development Plan in place.	• Approved Infrastructure Development Plan • Document process of preparation and apportionment of budget to approved Infrastructure projects • Minutes of Meting of Partners in the process	**Lead Ministry's Entity** • Division responsible for Infrastructure Planning and Management • Representative of Governance of Educational Institutions External Collaborative Partners • Department of Finance • Approved sources of components funding
05 Strengthen the Organisational and human resource capacity and expertise at the headquarters and other strategic levels to provide strategic leadership, direction, support, guidance, coordination, monitoring and quality assurance through appropriate Action Plans in accordance with legal, policy and strategy framework and standards to the integrated development, management and implementation of cost-effective,	• Weak institutional capacity. • Leadership through a Focal Point with no defined Terms of Reference	By end of 1st quarter 2018: • A fully staffed entity responsible for Disaster Risk management of the approved organizational structure – 2018 with detailed	• Approved organizational structure 2018 with entity for Disaster Risk Management • Establishment List - 2018	**Lead Ministry's Entity** • Minister's Secretariat supported by Division responsible for Human Resource Management, Administration and Support Services **Collaborative Partners** • Department of Public

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
sustainable Risk and Disaster Management and Preparedness Plan at all levels of the sub-sector.		mandate and functions manual		Administration
06 Institutionalise workable mechanisms to enhance the collective engagement of critical stakeholders in the integrated development, implementation, coordination, monitoring and quality assurance of the adopted Disaster Management and Preparedness Plan in accordance to established timeframes.	• No documented comprehensive Disaster Management and Preparedness Plan for the Headquarters and its constituents • Absence of development protocol on the process for development, implementation of the Disaster Management and Preparedness Plan	By end of 3rd quarter 2018: • Documented approved protocol involving key stakeholders within and outside of the Ministry and place and functioning	• Approved Protocol on the process and procedures of implementation for development and implementation of Disaster Management and Preparedness Plan in place. • Minutes of meeting of related committee of partners	**Lead Ministry's Entity** • Division responsible for Infrastructure, Planning and Management • Representatives of Governance of Educational Institutions **Collaborative Partners** • Ministry responsible for Risk and Disaster Management
07 Secure sustainable financing from government and other complementary sources for the integrated development, implementation, coordination, monitoring and quality assurance of the adopted Disaster Management and Preparedness Plan.	• No dedicated yearly spending to Disaster Risk Management • No adopted Disaster Management and Preparedness Plan	• Dedicated spending for Disaster Management and Preparedness Plan a component of the Ministry's budget for 2019 and Beyond	• Budget for Disaster management and Preparedness Plan available • Evidence of spending of budget through monthly finance report	**Lead Ministry's Entity** • Division responsible for Infrastructure Planning and Management **Collaborative Partners** • Ministry responsible for Risk Management • Department of Finance • Complementary finance source from international organisations

Results Framework Summary and Implementation Plan

2.0 PPBB Programme Name and Purpose	**Education Development** – Seeks to provide equitable, adequate, sustainable and qualitative teaching and learning support for the integrated development and empowerment of the diversity of learners through the following three (3) sub-programmes. 2.1 School Management 2.2 Policy Planning, Research and Resource Planning 2.3 Technical and Vocational Education and Training
2.1 PPBB Sub-Programmes Name and Purpose	**School Management** – Ensures the implementation of educational policies and provide direction, guidance and support for quality teaching and learning in school, in partnership with key stakeholders.
2.1.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 5: Technical and Vocational Education and Training** – Fostering lifelong skills and Employability. **Component 8: Curriculum and Assessment** – Preparing individuals to better respond to the realities and challenges of a changing world. **Component 9: Teacher Recruitment, Deployment, Development and Retention** – Supporting the teaching profession for better student learning outcomes. **Component 11: Governance, Management, and Quality Assurance** – Enhancing and Improving the efficiency and effectiveness of the governance and management and educational institutions in an environment of reduced resources. **Component 13: System's Management Reform** – Transforming the Ministry of Education and Human Resource Development. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
2.2.2 Strategic Interventions for Achieving the Goals of the Sub-Programme and MTS 2018-2022 and Beyond	01. Develop and publish a catalogue of legal frameworks, policies, strategies that impact on the leadership of the Division and governance of educational institutions; 02. Ensure that key personnel of the governance of educational institutions are sufficiently knowledgeable about these documents and that they are used as essential references in the day-to-day operations; 03. Establish workable mechanism to monitor and ensure the appropriate utilization of these official legal and policy documents at all levels of the divisions and the educational institutions. 04. Strengthen teacher management and development for the professionalization of the teaching

	profession and better learning outcomes
	05. Ensure the development and application of quality assessment related to the key stages of the education system in alignment with, and support of, a competency-based curriculum to meet the diverse needs of learners and provide reliable data to stakeholders and decision-makers.
	06. Strengthen learner support services in response to diverse learner needs at early childhood, primary and secondary education levels including administrative support in regards to students' enrolment and movement to educational institutions.

Result Matrix Framework for PPBB Sub-Programme 2.1: School Management

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Develop and publish a catalogue of legal frameworks, policies, strategies that impact on the leadership of the Division and governance of educational institutions.	• Incomplete and outdated catalogue of legal frameworks, policies and strategy framework	• By end of 2nd quarter an updated catalogue (inclusive of Agencies) published	• Published catalogue available and distributed to individual educational institutions	**Lead Ministry's Entity** • Entity of the organigram responsible for Early Childhood, Primary and Secondary Education in collaboration with Minister's Secretariat **Collaborative Partners** • Relevant entities within and outside of the Ministry
02 Ensure that key personnel of the governance of educational institutions are sufficiently knowledgeable about these documents and that they are used as essential references in the day-to-day operations.	• No organized sessions on Ministry's legal/policy frameworks with personnel in leadership position for the last 5 years	By end of 2018: • organised sessions on Ministry's updated legal/policy documents for personnel in leadership/governance positions organised	• No. of organised sessions held	**Lead Ministry's Entity** • Entity of the organigram responsible for Early Childhood, Primary and Secondary Education in collaboration with Minister's Secretariat **Collaborative Partners** • Relevant entities within and outside of the Ministry
03 Establish workable mechanism to monitor and ensure the appropriate	• No documented monitoring	• By end of 2018 clear documented monitoring	Clearly documented monitoring mechanism	**Lead Ministry's Entity** • Entity of the organigram

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
utilization of these official legal and policy documents at all levels of the divisions and the educational institutions.	mechanism in place	mechanism in place	in place including examples of documented verification of implementation of the mechanism	responsible for Early Childhood, Primary and Secondary Education **Collaborative Partners** • Relevant entities within and outside of the Ministry
04 Strengthen teacher management and development for the professionalization of the teaching profession and better learning outcomes.	• NIL	• By the end of 2021 90% of educational institutions are adequately and equitably staffed; • By January 2020 all newly recruited educational professionals are adequately prepared to discharge their responsibilities	• Essential frameworks, structure and protocol are in place • Reports on TMD related issues	**Lead Ministry's Entity** • Entity of the organigram responsible for Teacher Management and Development **Collaborative Partners** • Relevant entities within and outside of the Ministry
05 Ensure the development and application of quality assessment related to the key stages of the education system in alignment with and support of a competency-based curriculum to meet the diverse needs of learners and provide reliable data to stakeholders and decision-makers.	• NIL	• Competency-Based Assessment Framework developed • % standardised assessment subjects developed for each key stage, measuring learners' competency-level • % of curriculum subjects assessing learners' competencies and levels of progression being	• Competency-Based Assessment Framework document • Chief Examiner's Report	**Lead Ministry's Entity** • Entity of the organigram responsible for Assessment and Certification **Collaborative Partners** • Relevant entities within and outside of the

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
		implemented		Ministry
06 Strengthen learner support services in response to diverse learner needs at early childhood, primary and secondary education levels, including administrative support in regards to students' enrolment and movement to educational institutions.	• No waiting time at all up to 3 years depending on cases	• Capacity of school personnel enhanced to provide for diverse leaner needs • Decrease the waiting time for the assessment and interventions services provided by Student Support Services Section • Administrative support in regards to students' enrolment and movement to education institutions is strengthen	• Training records • Consultation records • Student's records • Intake logs and client files	**Lead Ministry's Entity** • Student Support Services Section **Collaborative Partners** • Early Childhood and Primary Education Division • Secondary Education Division • Schools • Relevant entities within and outside of the Ministry

Results Framework Summary and Implementation Plan

2.0 PPBB Programme Name and Purpose	**Education Development** – Seeks to provide equitable, adequate, sustainable and qualitative teaching and learning support for the integrated development and empowerment of the diversity of learners through the following three (3) sub-programmes. 2.1　Schools Management 2.2　Policy Planning, Research and Resource Planning 2.3　Technical and Vocational Education and Training
2.2 Strategic Sub-Programme Name and Purpose	**Policy Planning, Research and Resource Planning** Undertake and commission relevant cost-effective, timely research to inform planning implementation and monitoring direction and the sustainable physical resourcing of schools in line with established minimum standards.
2.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the Sub-Programme	**Component 05**: **Technical and Vocational Education and Training**– Fostering lifelong skills and Employability **Component 08: Curriculum and Assessment** – Preparing individuals to better respond to the realities and challenges of a changing world **Component 09: Teacher Recruitment, Deployment, Development and Retention** – Supporting the teaching profession for better student learning outcomes. **Component 13: System Management Reform** - Transforming the Ministry of Education and Human Resource Development. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
2.2.2 Strategic Interventions for Achieving the Strategic Purpose of the Sub-Programme and Strategic Goals of MTS 2018-2022 and Beyond	01. Strengthen the organisational and human resource capacity at HQ and at the level of individual educational establishments to facilitate the co-ordinated and harmonized and systematic actioning of the purpose of the Sub-Programme and the goals of the related components of MTS 2018-2022 and Beyond. 02. Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at HQ and the other relevant complementary partner entities within and outside the ministry to ensure the harmonized sustainable equitable resourcing process for educational institutions.

	03. Develop and operationalize official mechanisms protocols and tools in partnership with relevant partners and authorities to quality assure the harmonized, coordinated implementation and monitoring of the agreed documented process for sustainable equitable resourcing of educational institutions as per established norms and standards.

Result Matrix Framework for PPBB Sub-Programme 2.3: Research, Policy Planning and Resource Planning of Schools

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational and human resource capacity at HQ and at the level of individual educational establishments to facilitate the co-ordinated and harmonized and systematic actioning of the purpose of the Sub-Programme and the goals of the related components of MTS 2018-2022 and Beyond.	• Multiple organisational entities with responsibilities for physical resourcing of schools and inadequate central coordination of the process • Weak related documented research or stocktaking activities to inform resourcing operations	By end of 1st quarter 2018: • a revised Organisational Structure and Establishment with a more harmonized and streamlined entity for resourcing schools By end of 2018: • a defined Plan of Stocktaking activities aimed at improving resourcing operations	• Approved Revised and adequately staffed entity with defined mandate in place and operating • Stocktaking Plan and related documented reports available	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Other relevant entities of the Ministry's Organigram 2018 • Department of Public Administration • Department of Finance
02 Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at HQ and the other relevant complementary partner entities within and outside the ministry to ensure the harmonized sustainable equitable resourcing process for educational institutions.	• Inadequate official documented protocol and operating procedures connecting strategic partners in the process of sustainable and equitable resourcing of schools	By end of 2018: • documented protocols and operating procedural manuals in place and operating	• Minutes of meetings • Summary of reports on the operation	**Lead Ministry's Entity** • Entity of the organigram responsible for resourcing schools **Collaborative Partners** • Entity responsible for stores and supply management at HQ • Entity responsible for Finance and Procurement

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
				• Entity responsible for Resource Management at level of individual of schools • Entity responsible for Internal Audit
03 Develop and operationalize official mechanisms protocols and tools in partnership with relevant partners and authorities to quality assure the harmonized, coordinated implementation and monitoring of the agreed documented process for sustainable equitable resourcing of educational institutions as per established norms and standards.	• Absence of clearly defined documented internal Quality Assurance Mechanism and protocol at the level of HQ and individual educational institutions	By end of 2nd quarter 2018: • Defined and well-articulated documented Quality Assurance Mechanism and protocol at the level of HQ and individual educational institutions	• Minutes of meetings of the established Quality Assurance Mechanism • Reports related to quality assurance process	**Lead Ministry's Entity** • Entity of the organigram responsible for resourcing schools **Collaborative Partners** • Entity responsible for stores and supply management at HQ and individual schools • Entity responsible for Finance and Procurement • Entity responsible for Resource Management at level of individual of schools • Entity responsible for Internal Audit

Results Framework Summary and Implementation Plan

2.0 PPBB Programme Name and Purpose	**Education Development** – Seeks to provide equitable, adequate, sustainable and qualitative teaching and learning support for the integrated development and empowerment of the diversity of learners through the following give three (3) sub-programmes. 2.1 School Management 2.2 Policy Planning, Research and Resource Planning 2.3 Technical and Vocational Education and Training
2.3 Strategic Sub-Programme Name and Purpose	**Technical and Vocational Education and Training (TVET)** – provides strategic leadership, guidance and support to educational institutions for the improved promotion and development of TVET and Entrepreneurship at all levels of the national curriculum in line with the Ministry's Strategic Plan
2.3.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the Sub-Programme	**Component 05: Technical and Vocational Education and Training** – Fostering a culture of lifelong learning for employability and increased productivity. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
2.3.2 Strategic Interventions for Achieving the Strategic Purpose of the Sub-Programme and Strategic Goals of MTS 2018-2022 and Beyond	01. Strengthen the organisational and human resource leadership capacity at HQ and at the level individual educational institutions and relevant partners to facilitate the coordinated, harmonized and systemic and sustainable actioning process for achieving the agreed purpose of the PPBB Sub-Programme and the related component of MTS 2018-2022 and Beyond. 02. Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at HQ and the other relevant complementary partner entities within and outside the ministry to ensure coordinated, harmonized and systemic and sustainable actioning of the Sub-Programme and the related component of MTS 2018-2022 and Beyond. 03. Develop and operationalize official mechanisms, protocols and tools in partnership with relevant partners and authorities to quality assure the harmonized, coordinated implementation and monitoring of the agreed documented actions as per established norms and standards. 04. Develop and implement the approved Plan of Action for the Sub-Sector with realizable performance indicators and targets for achieving the purpose of the PPBB Sub-Programme and the goals of the related component of MTS 2018-2022 and Beyond.

Result Matrix Framework for PPBB Sub-Programme 2.3: Technical and Vocational Education and Training and Entrepreneurship

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational and human resource leadership capacity at HQ and at the level individual educational institutions and relevant partners to facilitate the coordinated, harmonized and systemic and sustainable actioning process for achieving the agreed purpose of the PPBB Sub-Programme and the related component of MTS 2018-2022 and Beyond.	• No approved entity of the organisational structure with dedicated responsibility for TVET and Entrepreneurship	By end of 1st quarter 2018: • a revised, adopted Organisational Structure 2018 and establishment with specific defined mandate for TVET and Entrepreneurship	• Approved entity for TVET and Entrepreneurship and necessary personnel, an official component of organization structure 2018	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Other relevant entities of the Ministry's Organisational structure 2018 • Department of Public Administration • Department of Finance
02 Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at HQ and the other relevant complementary partner entities within and outside the ministry to ensure coordinated, harmonized and systemic and sustainable actioning of the Sub-Programme and the related component of MTS 2018-2022 and Beyond.	• Inadequate official documented protocol and operating procedures connecting strategic partners in the process of actioning the stated agreed goal • Draft Steering Committee and TOR developed but yet to be implemented	By end of 2nd quarter 2018: • Documented protocols and operating frameworks adopted and functioning • By end of second quarter 2018,a related Plan of Action is developed	• Minutes of meetings of the coordinating entity • Plan of Action in place and status report	**Lead Ministry's Entity** • Entity of the organigram responsible for TVET and Entrepreneurship **Collaborative Partners** • Other relevant entity within the Ministry inclusive of its four agencies • Relevant entities for stakeholders outside of the Ministry

Result Matrix Framework for PPBB Sub-Programme 2.3: Technical and Vocational Education and Training and Entrepreneurship

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPI) Inclusive of Time-Frame	Variable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
03 Develop and operationalize official mechanisms, protocols and tools in partnership with relevant partners and authorities to quality assure the harmonized, coordinated implementation and monitoring of the agreed documented actions as per established norms and standards.	• Absence of clearly defined documented internal and external quality control Mechanism and protocol at the level of HQ and individual educational institutions	By start of 2019, • defined and well-articulated documented internal and external Quality Assurance Mechanism and protocol at the level of HQ and individual institutions	• Minutes of meetings of the established Quality Assurance Mechanism • Reports related to internal and external quality assurance processes	**Lead Ministry's Entity** • Entity of the organigram Responsible for TVET and Entrepreneurship services **Collaborative Partners** • Other relevant entity within the Ministry inclusive of its agencies • Relevant entities outside of the Ministry
04 Develop and implement the approved Plan of Action for the Sub-Sector with realizable performance indicators and targets for achieving the purpose of the PPBB Sub-Programme and the goals of the related component of MTS 2018-2022 and Beyond.	• Absence of related Plan of Action	By start of 2019, • related Plan of Action developed and operationalized •		**Lead Ministry's Entity** • Entity with mandate for TVET and Entrepreneurship **Collaborative Partners** • Other relevant entities of the Ministry and its agencies • Other relevant entities outside of the Ministry

Results Framework Summary and Implementation Plan

3.0 PPBB Programme Name and Purpose	**Formal Early Childhood Care and Education** – Provides for the qualitative support and development of early childhood education (Creche to Primary 2)
3.1 PPBB Sub-Programme and Purpose	
3.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 01: Early Childhood Care and Education** – Building a solid foundation for learning **Component 8: Curriculum and Assessment –** Preparing individuals to better respond to the realities and challenges of a changing world. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
3.3.1 Strategic Interventions for Achieving the Strategic Purpose of the PPBB Programme and the Strategic goals of MTS 2018 – 2022 Beyond	01. Strengthen the organisational capacity of the headquarters and at the level of individual institutions and the collaboration with other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning processes for achieving the purpose of the PPBB Programme and the goal(s) of the related component of MTS 2018-2022 and Beyond. 02. Formalise and Institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at headquarters and other relevant complementary partners entities within and outside of the Ministry to ensure the co-ordinated, harmonised systematic and sustainable actioning of the purpose of the PPBB. Programme and the goal(s) of the related component of MTS 2018-2022 and beyond. 03. Develop and operationalize official mechanism protocols and tools in partnership with relevant partners and authorities to Internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards early childhood sub-sector. 04. Develop and Implement the approved Plan of Action for the sub-sector with realisable performance indicators and targets for achieving the purpose of the PPBB Programme and the goals of the related components of MTS 2018-2022 and Beyond.

Matrix Summary for the PPBB Programme 3.0: Early Childhood Care and Development

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPIs) Inclusive of Time-Frame	Verifiable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational capacity of the headquarters and at the level of individual institutions and the collaboration with other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning processes for achieving the purpose of the PPBB Programme and the goal(s) of the related component of MTS 2018-2022 and Beyond.	• Organizational entity responsible for ECCE integral to those responsible for primary and secondary	By end of 1st quarter 2018: • A revised organisational structure 2018 with the establishment of a specific entity and defined mandate for ECCE By end of 2018: • A re-defined sub-structure for ECCE at the level of individual primary schools	Approved Entity with defined mandate and functions and appropriate personnel in place Approved re-defined mandate and functions and appropriate personnel for Early Childhood Education and Care for individual schools	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Department of Public Administration • Department of Finance
02 Formalise and Institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at headquarters and other relevant complementary partners entities within and outside of the Ministry to ensure the co-ordinated, harmonised systematic and sustainable actioning of the purpose of the PPBB. Programme and the goal(s) of the related component of MTS 2018-2022 and Beyond.	• Inadequate official structure, documented protocols and operating procedures connecting strategic partners in the process of actioning the purpose of the PPBB Programme and the related MTS 2018 – 2022 and Beyond	By end of 3rd quarter 2018: • Documented protocols and operating frameworks adopted as part of the Division's Strategic Plan and functioning • Related Standing Committees/Forum with defined TOR in place	• Minutes of Meetings • Plan of Action and related status Reports	**Lead Ministry's Entity** • Division of Early Childhood, Primary **Collaborative Partners** • Other relevant entities of the Ministry and its agencies • Other relevant entities outside of the Ministry

03 Develop and operationalize official mechanism protocols and tools in partnership with relevant partners and authorities to Internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards early childhood sub-sector.	• Absence of documented internal and external quality control mechanism and protocols at the level of Headquarters and relevant critical partners related to early childhood education	By start of 4th quarter 2018: • Defined and well-articulated internal and external quality assurance mechanisms and operational protocol in place	• Minutes of Meeting from the established Quality Assurance Mechanism • Reports related to internal and external quality assurance processes	**Lead Ministry Entity** • Entity organisational structure 2018 responsible for Early Childhood and Primary **Collaborative Partners** • Relevant entities of the Ministry including its Agencies • Relevant entities of other Ministries and organisations outside of the Ministry
04 Develop and Implement the approved Plan of Action for the sub-sector with realisable performance indicators and targets for achieving the purpose of the PPBB Programme and the goals of the related components of MTS 2018-2022 and Beyond.	• Incomplete Plan of Action through MTES (Medium Term Expenditure Strategy) available	By end of 3rd quarter 2018: • An integrated Plan of Action available and adopted	• Documented and approved Plan of Action of the Division • Relevant reports on aspects of the Plan of Action	**Lead Ministry Entity** Entity of the organisation 2018 responsible for Early Childhood and Primary Educational Services **Collaborative Partners** • Relevant entities of the Ministry including its Agencies • Relevant Entities within and outside of the Ministry

Results Framework Summary and Implementation Plan

4.0 PPBB Programme Name and Purpose	**Primary Education** – Provides for the qualitative support and development of primary education (Primary 3 to Primary 6)
4.1 PPBB Sub-Programme Name and Purpose	
4.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 2: Primary Education –** Reinforcing confidence in learning and achievement. **Component 7: Information Communications Technology** – Enhancing the role of ICT in Education. **Component 8: Curriculum and Assessment** – Preparing individuals to better respond to the realities and challenges of a changing world. **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
4.3.1 Strategic Interventions for Achieving the Strategic Purpose of the PPBB Programme and the Strategic Goals of MTS 2018 – 2022 and Beyond	01. Strengthen the organsational capacity of the headquarters and at the level of individual institutions and the collaboration with other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning processes for achieving the purposes for the PPBB Programme and the goal of the related component of MTS 2018 – 2022 and Beyond. 02. Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at Headquarters and other relevant complementary partners' entities within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the PPBB Programme and the goal of the related component of MTS 2018 – 2022 and Beyond. 03. Develop and operationalise official mechanisms, protocols and tools in partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards for the primary sub-sector. 04. Develop and implement the approved Plan of Action for the Primary sub-sector with realisable performance indicators and targets for achieving the purpose for the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond.

Matrix Summary for the PPBB Programme 4.0: Primary Education

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPIs) Inclusive of Time-Frame	Verifiable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organsational capacity of the headquarters and at the level of individual institutions and the collaboration with other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning processes for achieving the purposes for the PPBB Programme and the goal of the related component of MTS 2018 – 2022 and Beyond.	• Organisational entity responsible for primary and secondary	By end of 1st quarter 2018: • A revised organisational structure 2018 with the establishment of a specific entity and defined mandate for Primary By end of 2018: • A re-defined sub-structure for Primary at the level of individual primary schools	Approved Entity with defined mandate and functions and appropriate personnel in place Approved re-defined mandate and functions and appropriate personnel for Primary Education and care for individual schools	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Department of Public Administration • Department of Finance
02 Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at Headquarters and other relevant complementary partners' entities within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the PPBB Programme and the goal of the related component of MTS 2018 – 2022 and Beyond.	• Inadequate official structure, documented protocols and operating procedures connecting strategic partners in the process of actioning the purpose of the PPBB Programme and the related MTS 2018 – 2022 and Beyond	By the end of 3rd quarter 2018: • Documented protocols and operating frameworks adopted as part of the Division's Strategic Plan and functioning • Related standing Committees/Forum with defined TOR in place	• Minutes of Meetings • Plan of Action and related status Reports	**Lead Ministry's Entity** • Division of Early Childhood, Primary **Collaborative Partners** • Other relevant entities of the Ministry and its Agencies • Other relevant entities outside of the Ministry

03 Develop and operationalise official mechanisms, protocols and tools in partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards for the primary sub-sector.	• Absence of documented internal and external quality control mechanism and protocol at the level of headquarters and relevant critical partners related to primary education services	By start of 4th quarter 2018: • Defined and well-articulated internal and external quality assurance mechanisms and operational protocol in place	• Minutes of Meetings from the established quality assurance mechanism • Reports related to internal and external quality assurance processes	**Lead Ministry Entity** • Entity of organisational structure 2018 responsible for Early Childhood and Primary **Collaborative Partners** • Relevant entities of the Ministry including its Agencies • Relevant entities of other Ministries and organisations outside of the Ministry
04 Develop and implement the approved Plan of Action for the Primary sub-sector with realisable performance indicators and targets for achieving the purpose for the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond.	• Incomplete Plan of Action through MTES (Medium Term Expenditure Strategy) available for the primary sub-sector	By the end of 3rd quarter 2018: • An integrated Plan of Action available and adopted	• Documented and approved Plan of Action of the Division • Relevant Reports on aspects of the Plan of Action	**Lead Ministry's Entity** • Entity of the organigram 2018 for Early Childhood and Primary Education Services **Collaborative Partners** • Relevant entities of the Ministry including its Agencies • Relevant entities within and outside of the Ministry

Results Framework Summary and Implementation Plan

5.0 PPBB Programme Name and Purpose	**Programme 05: Secondary Education (S1 – SALS)** – Provides for the qualitative leadership development, support, implementation guidance and quality assurance for diversified credible education and training pathways
5.1 PPBB Sub-Programme Name and Purpose	
5.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 3: Secondary Education** – Establishing a strong transition through adolescence to adulthood **Component 5: Technical and Vocational Education and Training (TVET)** – Fostering lifelong skills and employability **Component 07: Information Communications Technology** – Enhancing the role of ICT in education and human resource development **Component 08: Curriculum and Assessment** – Preparing individuals better respond to the realities and challenges of a changing world **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
5.3.1 Strategic Intervention for Achieving the Strategic Purpose of the PPBB Programme and the Strategic Goals and Objectives of the relevant components of MTS 2018 – 2022 and Beyond	1. Strengthen the organizational capacity of the Sub-Sector at the headquarters and the level of individual institutions and the collaboration with the other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning processes for achieving the purpose of the PPBB Programme and the goal of the related components of MTS 2018 – 2022 and Beyond. 2. Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at headquarters and other relevant complementary partners entities within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the PPBB Programme and the goal(s) of the related component of MTS 2018 – 2022 and Beyond. 3. Develop and operationalise official mechanisms, protocols and tools in partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards. 4. Develop and implement the approved Plan of Action for the Secondary Sub-Sector with realisable performance indicators and targets for achieving the purpose of the PP Programme and the goals of the related components of MTS 2018 – 2022 and Beyond.

Matrix Summary for the PPBB Programme 5.0: Secondary Education

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPIs) Inclusive of Time-Frame	Verifiable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organizational capacity of the Sub-Sector at the headquarters and the level of individual institutions and the collaboration with the other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning processes for achieving the purpose of the PPBB Programme and the goal of the related components of MTS 2018 – 2022 and Beyond.	• Organisational entity responsible for secondary education integral to those responsible for early childhood, primary and secondary	By end of 1st quarter 2018: • A revised organisational structure 2018 with the establishment of a specific entity and defined mandate for secondary education By end of 2018: • A re-defined sub-structure for secondary at the level of individual secondary schools	Approved Entity with defined mandate and functions and appropriate personnel in place Approved re-defined mandate and functions and appropriate personnel for secondary education and for individual schools	**Lead Ministry's Entity** • Minister's Secretariat **Collaborative Partners** • Department of Public Administration • Department of Finance
02 Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at headquarters and other relevant complementary partners entities within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the PPBB Programme and the goal(s) of the related component of MTS 2018 – 2022 and Beyond.	• Inadequate official institutional mechanisms, documented protocols and operating procedures connecting strategic partners in the process of actioning the purpose of the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond	By the end of 3rd quarter 2018: • Documented protocols and operating frameworks adopted as part of the entity's Strategic Plan and functioning • Related standing Committees/Forums with defined TOR in place	• Minutes of Meetings • Plan of Action and related status Reports	**Lead Ministry's Entity** • Division of Secondary Education **Collaborative Partners** • Other relevant entities of the Ministry and its Agencies • Other relevant entities outside of the Ministry

03 Develop and operationalise official mechanisms, protocols and tools in partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards.	• Absence of elaborated and documented stared internal and external quality control mechanism and protocols at the level of headquarters and relevant critical partners related to secondary education services	By start of 4th quarter 2018: • Defined, documented well-articulated internal and external quality assurance mechanisms and protocol in place and operating	• Minutes of Meetings from the established quality assurance mechanism • Reports related to internal and external quality assurance processes as per agreed format and established format	**Lead Ministry Entity** • Entity of organisational structure 2018 responsible for secondary education **Collaborative Partners** • Relevant entities of the Ministry including its Agencies • Relevant entities of other Ministries and organisations outside of the Ministry
04 Develop and implement the approved Plan of Action for the Secondary Sub-Sector with realisable performance indicators and targets for achieving the purpose of the PP Programme and the goals of the related components of MTS 2018 – 2022 and Beyond.	• Incomplete Plan of Action through MTES (Medium Term Expenditure Strategy) available	By the end of 3rd quarter 2018: • An integrated Plan of Action integrating the relevant components of MTS 2018 -2022 and Beyond available format and in operation	• Documented and approved Plan of Action of the Division • Relevant Reports on aspects of the Plan of Action as per established reporting time-frame	**Lead Ministry's Entity** • Entity of the organigram 2018 responsible for Secondary Education Services **Collaborative Partners** • Relevant entities of the Ministry including its Agencies • Relevant entities within and outside of the Ministry

Results Framework Summary and Implementation Plan

6.0 PPBB Programme Name and Purpose	**Programme 06: Tertiary Non-University (Professional Centres) Education and Training** – Provides leadership for the qualitative development, support, implementation guidance and quality assurance for diversified education and training beyond secondary to better meet the human resource needs of the country.
6.1 PPBB Sub-Programme	
6.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 4: Tertiary Education –** Enhancing relevance and responsiveness to national human resources needs. **Component 6.0: Lifelong Learning and Open and Distance Learning –** Fostering a culture of continuous training and lifelong learning for employability and productivity **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
6.3.2 Strategic Interventions for Achieving the strategic purpose of the PPBB Programme and the strategic goals of the relevant components 2018 – 2022 and Beyond	01. Strengthen the organisational capacity for the sub-sector at the level of the headquarters and at the level of individual educational institutions and other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning process for achieving the purpose of the PPBB Sub-Programme and the goals and objectives of the related components of MTS 2018 – 2022 and Beyond 02. Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at headquarters and other relevant complementary partner entities within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the of the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond 03. Develop and operationalise official mechanisms, protocols and tools in partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards. 04. Develop and implement the approved Plan of Action for the Tertiary Sub-Sector with realisable performance indicators and targets for achieving the purpose

Matrix Summary for the PPBB Programme 6.0: Tertiary Non-University (Professional Centre) Education and Training

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPIs) Inclusive of Time-Frame	Verifiable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational capacity for the sub-sector at the level of the headquarters and at the level of individual educational institutions and other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable actioning process for achieving the purpose of the PPBB Sub-Programme and the goals and objectives of the related components of MTS 2018 – 2022 and Beyond.	• Decision taken to discontinue operation of Secretariat for Professional Centres (PCs) • On-going work of Transition Committee to implement administrative and financial autonomy of Professional Centres	By end of 1st quarter 2018: • A revised organisational structure 2018 with new entity for providing oversight for Professional Centres within an autonomous mode of operation By end of 2018: • Revised organisational structure of individual professional centres to implement autonomous model of operation By end of 2018: • A re-defined sub-structure for secondary at the level of individual secondary schools	• Approved Entity with defined mandate and functions and appropriate personnel in place • Approved revised organisational structure of professional centres with adequate provision for administrative and financial autonomy	**Lead Entity of the Ministry** • Department of Tertiary Education and Human Resource Development **Collaborative Partners** • Department of Public Administration • Department of Finance • Tertiary Education Commission (TEC)
02 Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity at headquarters and other relevant complementary partner entities within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the of the PPBB Programme and the goals of the related	• Inadequate official institutional mechanisms, documented protocols, operating procedures connecting strategic partners in the	By end of 3rd quarter 2018: • Documented protocols and operating frameworks adopted as part of the entity's Strategic Plan and functional • Related standing Committees/Forums with defined Terms of Reference in place and operating	• Minutes of Meetings • Plan of Action and related status Reports as per established time-frames	**Lead Entity of the Ministry** • Department of Tertiary Education and Human Resource Development **Collaborative Partners** • Department of Public Administration • Department of Finance • Tertiary Education

components of MTS 2018 – 2022 and Beyond.	process of actioning the purpose of the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond			Commission (TEC)
03 Develop and operationalise official mechanisms, protocols and tools in partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards.	• Absence of clearly elaborated and documented internal quality control mechanisms and protocols at the level of headquarters and relevant critical partners related to tertiary education and training services	By end of 4th quarter 2018: • Defined documented well-articulated internal and external quality assurance mechanism and protocols in place and operating	• Minutes of Meetings from the elaborated Quality Assurance Mechanisms • Reports related to internal and external quality assurance processes as per agreed format and established time-frame(s)	**Lead Entity of the Ministry** • Department of Tertiary Education and Human Resource Development **Collaborative Partners** • Tertiary Education Commission (TEC) • Seychelles Qualifications Authority (SQA) • Individual Professional Centres • Department of Finance • Other relevant entities of the Ministry
04 Develop and implement the approved Plan of Action for the Tertiary Sub-Sector with realisable performance indicators and targets for achieving the purpose of the PPBB Programme and the goals of the related components of MTS 2018 - 2022 and Beyond.	• Incomplete Plan of Action through MTES (Medium Term Expenditure Strategy) available	By end of 3rd quarter 2018: • An integral Plan of Action integrating the relevant components of MTS 2018 – 2022 and Beyond available and in operation	• Documented and approved Plan of Action for the responsible entity of the Department • Relevant Reports on aspects of the Plan of Action as per established format and reporting time-frame	**Lead Entity of the Ministry** Responsible entity of the Department of Tertiary Education and Human Resource Development **Collaborative Partners** • Relevant entities within and outside of the Ministry

Results Framework Summary and Implementation Plan

7.0 PPBB Programme Name and Purpose	**Programme 07: Human Resource Development** – Provides for the qualitative leadership, oversight, support, strategy implementation guidance and quality assurance to enhance the development of an education and training system capable of providing a sustainable flow of future human needs for the private and public sectors and the country in general. .
7.1 PPBB Sub-Programme	
7.2.1 Main Strategic Goals of MTS 2018-2022 and Beyond of Relevance to the PPBB Sub-Programme	**Component 15: Human Resource Development** – Empowering learners to better contribute to National sustainable Development **Component 14: Customer Service Delivery** – Fostering and sustaining quality service of delivery for all
7.3.2 Strategic Interventions for Achieving the strategic purpose of the PPBB Programme and the goals of the components of MTS 2018 – 2022 and Beyond	01. Strengthen the organisational capacity for the sub-sector for providing leadership and oversight to the PPBB Programme and complementary compents of MTS 2018 – 2022 and beyond at the headquarters and at the level of respective institutions and other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable auctioning of the related processes 02. Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity and oversight at the level of headquarters and other relevant complementary partner entities (including the Ministry's agencies) within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the of the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond 03. Develop and operationalise official mechanisms, protocols and tools of partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards. 04. Develop and implement the approved Plan of Action for the Human Resource component with realisable performance indicators and targets for achieving the PPBB Programme goals and the goals of the related components of MTS 2018 - 2022 and Beyond

Matrix Summary for the PPBB Programme 7.0: Human Resource Development

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPIs) Inclusive of Time-Frame	Verifiable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
01 Strengthen the organisational capacity for the sub-sector for providing leadership and oversight to the PPBB Programme and complementary compents of MTS 2018 – 2022 and beyond at the headquarters and at the level of respective institutions and other internal and external partners to facilitate the co-ordinated, harmonised, systemic and sustainable auctioning of the related processes.	• Different organizational structure (unapproved) and PPBB Programme Structure • Review of Organisation structure initiated	By end of 1st quarter 2018: • A revised organisational structure 2018 By end of 2nd quarter 2018: • Revised Integrated PPBB Programme	• Approved reviewed organizational structure 2018 with defined mandate and functions and personnel for Human Resource Development in place • Approved revised integrated PPBB Programmed Structure in place	**Lead Entity of the Ministry** • Minister's Secretariat **Collaborative Partners** • Department of Tertiary Education and Human Resource Development • Department of Public Administration • Department of Finance • World Bank • Tertiary Education Commission (TEC) • Agency for National Human Resource Development (ANHRD)
02 Formalise and institutionalise the working collaboration and protocols between the organisational entity for providing leadership capacity and oversight at the level of headquarters and other relevant complementary partner entities (including the Ministry's agencies) within and outside of the Ministry to ensure the co-ordinated, harmonised, systematic and sustainable actioning of the purpose of the of the PPBB Programme and the goals of the related components of MTS 2018 – 2022 and Beyond.	• Inadequate official institutional mechanisms, documented protocols connecting strategic partners in the process of actioning the purpose of the PPBB Programme and the goals of the related components of MTS 2018 - 2022 and Beyond	By end of 3rd quarter 2018: • Documented protocols and operating frameworks adopted as part of the lead entity's Strategic Plan and are functional • Related Standing Committees/Forum with defined Terms of Reference in place and operating	• Minutes of Meetings • Plan of Action and related status reports as per established time-frame	**Lead Ministry's Entity** • Department of Tertiary Education and Human Resource Development **Collaborative Partners** • Tertiary Education Commission (TEC) • Agency for National Human Resource Development (ANHRD) • Other relevant entities within and outside of the Ministry

Strategic Intervention	Baseline 2017	Key Performance Indicators (KPIs) Inclusive of Time-Frame	Verifiable Means of Measurement, Verification and Monitoring	Lead Ministry's Entity and Collaborative Partners
03 Develop and operationalise official mechanisms, protocols and tools of partnership with relevant partners and authorities to internally and externally quality assure the co-ordinated, harmonised implementation and monitoring of the agreed actions as per established norms and standards.	• Absence of clearly elaborated and documented well-articulated internal and external quality assurance mechanisms and protocol at the level of headquarters and the relevant critical partners related to human resource development matters	By end of 4th quarter 2018: • Defined documented well-articulated internal and external quality assurance mechanisms and protocols in place and operating	• Minutes of Meetings for the established Quality Assurance Mechanism • Reports related to external and internal quality assurance processes as per agreed format and established time-frame	**Lead Ministry's Entity** • Department of Tertiary Education and Human Resource Development Entity responsible for Human resource Development matters • Seychelles Qualifications Authority (SQA) • Tertiary Education Commission (TEC) • Agency for National Human Resource Development (ANHRD) • Other relevant entities within and outside of the Ministry
04 Develop and implement the approved Plan of Action for the Human Resource component with realisable performance indicators and targets for achieving the PPBB Programme goals and the goals of the related components of MTS 2018 - 2022 and Beyond.	• Incomplete Plan of Action through MTES (Medium Term Expenditure Strategy) available	By end of 3rd quarter 2018: • An integral Plan of Action integrating the relevant components of MTS 2018 – 2022 and Beyond available and in operation	• Documented and approved Plan of Action for the responsible entity of the Department • Relevant Reports on aspects of the Plan of Action as per established format and reporting time-frame	**Lead Entity of the Ministry** • Responsible entity of the Department of Tertiary Education and Human Resource Development **Collaborative Partners** • Relevant entities within and outside of the Ministry

Chapter Nine: Implementation, Monitoring, Reporting and Evaluation Framework of the Education Sector Strategic Plan 2018-2022 and Beyond

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

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

The Ministry of Education and Human Resource Development is conscious of the inadequacies of the present structures to adequately and effectively implement the Plan of Action of the Strategic Plan. It is also conscious of the national exercise underway in the context of the second generation of Public Sector Reforms, which will impact the Ministry's organizational structure being finalized and that of other sectors.

Furthermore, work is underway nationally on a number of initiatives related to the institutionalization of a Results-Based management framework. At the level of the Education Sector, the piloting of the Performance Monitoring and Evaluation (PM&E) and Performance Management System (PMS) will necessarily impact on the finalized institutional mechanisms for implementing, monitoring,

reporting and evaluating the MTS 2018-2022 and Beyond.

Considering that implementation of the MTS 2018-2022 and Beyond needs to be strategically anchored within implementation of the Medium Term Expenditure Strategy (MTES) 2018 – 2022 and the national plans including Visioning 2032 and current reforms underway nationally, the adopted implementation mechanism will need to make provision for engagement with the following stakeholders as per agreed formats and timeframes.

- **Cabinet of Ministers**: For maintaining overall oversight and monitoring of the contribution of the education and human resource development sector, through the MTS 2018-2022, to the attainment of the strategic goals of the adopted National Plans;

- **Minister for Education and Human Resource Development**: Responsible for the successful, timely and effective development and implementation of the MTS 2018-2022 and Beyond, in close partnership with other key sectors such as the Ministry responsible for Finance and the Department of Public Administration. The Minister's responsibilities at the level of the Education and Human Resource Development Sector includes;

  - Oversight of the entire Strategic Plan and ensuring the success of its implementation and the attainment of the strategic goals and Key Performance Indicators.
  - Accountability to Cabinet for the success of the sector transformation programme and periodic reports to Cabinet on progress to date;
  - Strengthening national and regional and international partnerships for implementation of the Strategic Plan;
  - Securing funds to ensure adequate financing of the Strategy in close collaboration with the

Ministry of Finance and external financing partners.

Minister of Finance, Trade and Economic Planning
- In close consultation with the Minister for Education and Human Resource Development, the Minister will be responsible for securing funds to ensure adequate financing of the interventions of the MTS 2018-2022 and Beyond;
- Monitoring, advising and assisting in the procurement and disbursement of funds and the auditing of funds and resources.

Principal Secretaries – Education and Human Resource Development
- Responsible for providing sector organization and leadership and maintaining overall supervision of all Director Generals and other relevant heads, as per the Organigram of the Sector, to ensure that they are effectively implementing the Strategic Plan Components within their responsibility according to the Implementation Plan;
- Constantly appraising the sector institutional mechanism on progress towards implementation of interventions and attainment of the strategic goals and Key Performance Indicators;
- Holding sector staff accountable for the effective delivery of education services within the context of the Strategic Plan.

Steering and Coordinating Committee
- Responsible for ensuring that the Strategic Plan of Action of the MTS 2018-2022 remain on track;
- Monitoring the adequacy of the sector's contribution to the attainment of the strategic goals of National Development Plans.
- Periodically reviewing progress in implementing the Strategic Plan and advising on issues as they arise;
- Leadership, oversight and overall coordination of programme implementation;
- Ensuring effective implementation of the programmes;
- Coordinating overall implementation of the Strategic Plan within the different sub-sectors of the Ministry and agencies;
- Ensuring coordinated and articulated implementation of the Strategic Plan programmes;

- Ensuring that the activities implemented are consistent with the Strategic Plan programmes;
- Ensuring the Operational Plans and manuals, annual plans, budget, procurement plans, financial management plans and disbursement plans are drawn up, implemented, adhered to and revised whenever necessary, in a coordinated manner, across the sector and related agencies implementing the Strategic Plan programmes;
- Maintaining an effective communication programme with regards to the Strategic Plan
- programmes implementation;
- Compiling periodic and annual reports on the Strategic Plan programmes and activities.

Director Generals of the Ministry of Education and Human Resource Development
- Responsible for ensuring effective implementation of the Strategic Plan Programme components falling under their mandate and responsibilities;
- Responsible for developing and implementing the Division's related Strategic Plan;
- Monitoring and evaluation the attainment of the Strategic Plan programme objectives;
- Undertaking and evaluating the attainment of Strategic Plan programme objectives;
- Undertaking periodic monitoring and evaluation of the attainment of Strategic Plan programme objectives;
- Undertaking impact assessments to ensure that the Strategic Plan delivers on its Strategic Goals.

Directors of other Education Sector agencies/bodies
- Responsible for ensuring that the Strategic Plan programmes/components that fall under their mandate and responsibilities are implemented.

Department of Public Administration (DPA)
- Facilitating the establishment and staffing of the Education Sector organigram.
- Facilitating the institutionalization of the Performance Monitoring and Evaluation (PM&E) and Performance Monitoring System (PMS) pillars of the Result-Based Management Framework.

Leadership and Management of Educational Institutions

Responsible for:

- Alignment of their Strategic Plan with MTS 2018-2022 and Beyond.
- Effective implementation of the goals and Key Performance Indicators of their Strategic Plan.

- Timely reporting as per established reporting tools on the implementation of their Strategic Plans.

The tentative Implementation Plan is represented at **Figure 05**.

Figure 05:   Implementation Organigram for the Education Sector MTS 2018-2022
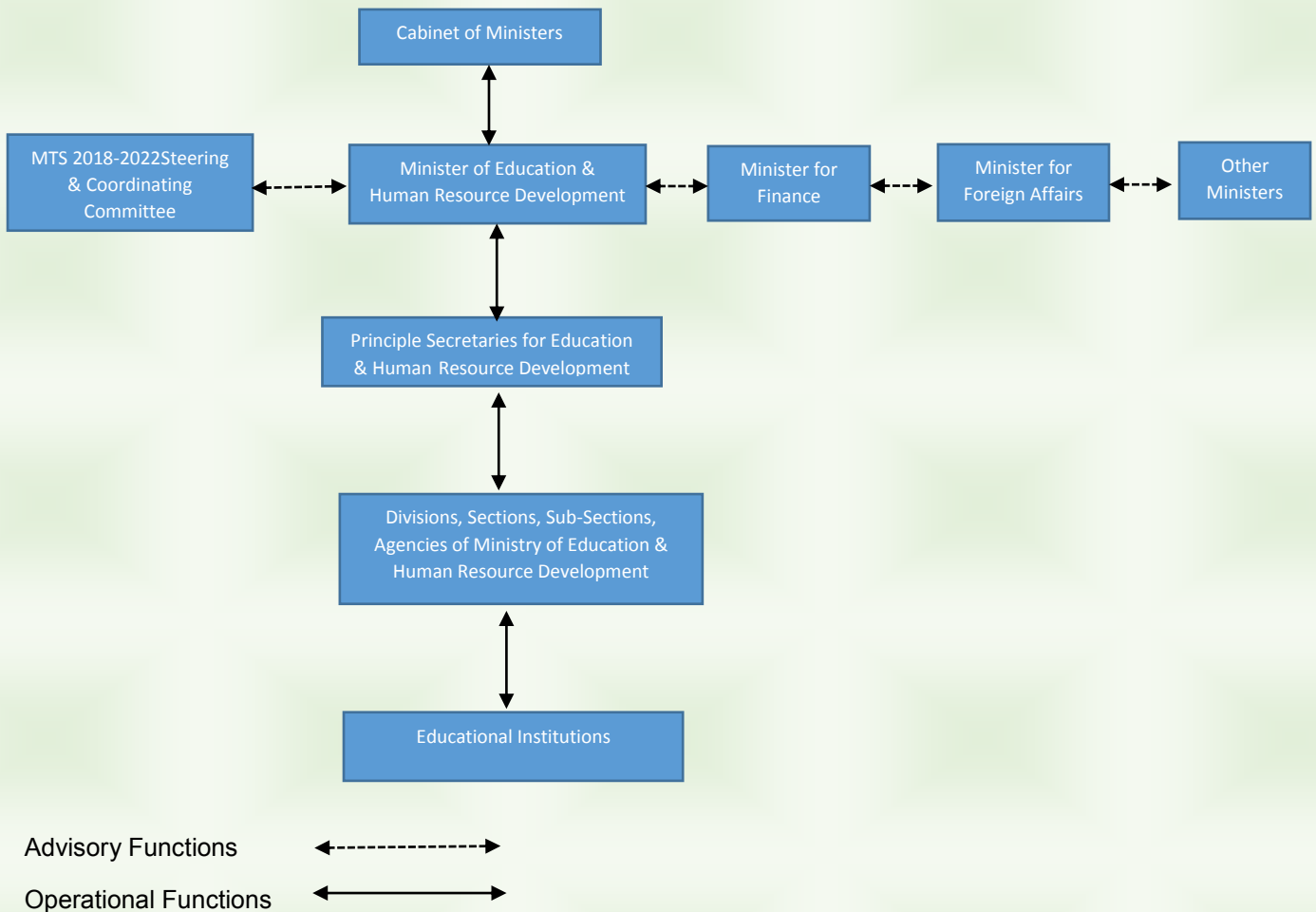
In accordance with Section 5A(1) of Education (Amendment) Act 2017 a full review of the Strategic Plan will be undertaken at the end of five year period of implementation of the Strategic Plan.

Annex 01: Priority Areas, Overall Goals, Planned Interventions and Implementation Status of the Strategic Plan: 2013-2017 and Beyond

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
1. *Early Childhood Care and Education (ECCE) Sub-Sector – Building solid foundation for learning* In line with the mentioned goals in *Education for a Learning Society (2000)*, the Overall Goal of this core sub-sector for the period of the strategy is; Further facilitate, in partnership with the private sector, the provision of safe and stimulating environment for children of this age-category and empower their parents and care-givers to play a more dynamic role in the holistic development of each child through quality and cost-effective education and support services. This will provide children with better qualitative opportunities to develop their individual intellectual, socio-emotional and psycho-motor skills to their best capacity in order to build confidence and self-esteem in learning that will not only prepare them for the primary level of education but more importantly, lay the foundation for learning that will support them throughout their life-time.	The priority interventions will include the following through appropriate Programmes and Sub-Programmes; 1.1 Reviewing, improving, monitoring and enforcing legal frameworks governing the operation of Early Childhood Services within the parameters of prescribed legislation and minimum standards.	1.1.1 Enactment of IECD Act 2014 which came into force in July 2016. 1.1.2 Gazetting of IECD National Standards for Childminding Regulations (S.I.49 of 2016) 1.1.3 Institutional mechanism as part of the Organigram in place to monitor implementation of legal frameworks.
	1.2 Instituting mechanism and processes designed to improve harmonization amongst the different dimensions of Early Childhood Education and Care.	1.2.1 Various level of intra and inter sectorial mechanisms in place at the level of IECD (High Level Committee/ Inter-Ministerial Committees)
	1.3 Revisiting and reviewing existing curriculum and assessment in Early Childhood Care and Education.	1.3.1 Launching of the Seychelles Early Childhood Framework in February 2015 and its on-going implementation at the level of Creche to Primary 2.
	1.4 Providing on-going training for providers of Early Childhood Care and Education to enhance quality teaching and learning experience.	1.4.1 On-going unvalidated programmes of training for non-registered childminders by IECD in collaboration with partners. 1.4.2 Since 2015 some 100 childminders sensitized and trained on aspects of IECD National Standards Regulations, 2016. 1.4.3 3-Year full time validated programmes at the level of SITE for pre-service teachers of early childhood to Primary 2 – **Diploma in Education: Early Childhood/Primary.**

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
	1.5 Organizing and implementing relevant interventions programmes for parents of children of this sub-sector.	1.5.1 Media-based sensitization campaigns on National Standards regulations organized by IECD. 1.5.2 3 Meetings conducted by IECD for parents on Mahé, Praslin and La Digue on the National Standards are related activities of the Childminding Services.
	1.6 Expanding access to Early Childhood Care and Education	1.6.1 Mobilisation of funds by IECD from government. ,parastatal organisations and private sector to support early childhood development projects (Trust Funds, Children's Fund). 1.6.2 Process of registration of providers democratized and facilitated.
	1.7 Expanding parent/community/private sector partnership in Early Childhood Care and Education.	1.7.1 All providers of Childminding and day care services are private initiatives. 1.7.2 Childminding services facilitated by government cash transfer system for care services by the Agency for Protection. 1.7.3 Day Care services facilitated by Government through appropriate regulations, **First schedule of IAT Act 2010**.
	1.8 Fostering research and development in Early Childhood Care and Education.	1.8.1 IECD has spearheaded various research projects (in some cases with international partners in collaboration with local researchers that have informed policy direction with a view to improve the quality of ECCE services these included –
		• Completion in Advocacy Survey, • Completion of Child Monitoring Development Research Project
	1.9 Improving the quality of the learning environments at the level of this sub-sector.	1.9.1 Strategies and actions included at IECD level of implementation of the legal frameworks for home-based childminding services. 1.9.2 Collaboration with key partners namely Health and Fire Safety Authorities to ensure regulatory compliance at all levels. 1.9.3 Piloting of audit of environment of selected crèches by IECD in collaboration with the Department of Education with a view to improve standards at the level of Crèches.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
2. *The Primary Education Sub-Sector – Reinforcing confidence in learning and achievement* In line with the mentioned goals in **Education for a Learning Society (2000)**, the Overall Goal of this core sub-sector for the period of the Strategy is to; Sustain equitable access to quality education, ensuring that all learners attain high level of achievement in competencies related to literacy, numeracy, ICT and essential Life-Skills as the basis for both personal development and lifelong learning to enable them to function meaningfully as useful and productive citizens in an ever changing environment.	The priority interventions through appropriate Programmes and Sub-Programmes include: 2.1 Reinforcing the screening process of learners on entry for possible disorders and nutrition levels that may impede learning.	2.1.1 Screening process in place and has been reinforced in collaboration with Ministry of Health. 2.1.2 Monitoring by the School Health Nurse and teachers.
	2.2 Undertaking appropriate diagnoses of relevant skills (literacy, numeracy, etc) and implement appropriate remediation services to address specific individual needs (including the needs of gifted learners).	2.2.1 Key stage Assessments administered at end of Primary 4 and Primary 6, the results of which are analysed and shared with respective schools. 2.2.2 Institutional structures in place at both School Division, CCATS and individual schools to assist schools with addressing students' individual needs.
	2.3 Improving all aspects of quality education through measurable learning outcomes.	2.3.1 Defined Performance Indicators at the level **MTS 2013-2017 and Beyond and Medium Term Expenditure Strategy (MTES)** for Primary education. 2.3.2 Subject level terminal objectives for primary stages (P1-P2) available.
	2.4 Providing optimum opportunity for learning for all learners.	2.4.1 Recommended grouping for teaching and learning in the National Curriculum Framework (2013). 2.4.2 Provision for additional classes and homework supervision at no direct cost for the student.
	2.5 Reviewing, adapting and developing curriculum together with procedures for qualitative continuous assessment of learners and evaluation of programmes.	2.5.1 National Curriculum Framework (NCF) (2013) and National Assessment Framework (NAF) (2013) in place. 2.5.2 Review of curricula per CBA approach in partnership with IBE UNESCO on-going. 2.5.3 Review of Key stage Assessments underway. 2.5.4 Reviewed institutional mechanism to reposition leadership in curriculum and assessment.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
2. *The Primary Education Sub-Sector – Reinforcing confidence in learning and achievement* In line with the mentioned goals in **Education for a Learning Society (2000)**, the Overall Goal of this core sub-sector for the period of the Strategy is to; Sustain equitable access to quality education, ensuring that all learners attain high level of achievement in competencies related to literacy, numeracy, ICT and essential Life-Skills as the basis for both personal development and lifelong learning to enable them to function meaningfully as useful and productive citizens in an ever changing environment.	2.6 Encouraging and supporting the inclusion of learners with special needs.	2.6.1 Policy on Inclusive Education (2014) provides framework for encouraging and supportive inclusion of learners. Related Standing Committee not active. 2.6.2 Recent organisational review has re-positioned leadership for special education needs at the level of the Headquarters.
	2.7 Improving equity and equality of access to teaching and learning opportunities and enhance the performance of boys.	2.7.1 Equality and quality are two of the seven principles of **Education Policy Education for a Learning Society (2000)** that are promoted through all teaching/ learning activities. 2.7.2 Improving boys under performance yet to be considered as a key performance indicator.
	2.8 Consolidating the new decentralized management and delivery system and promoting greater system accountability by enhancing greater community engagement through existing and improved mechanisms.	2.8.1 Work on the New Governance Model initiated in 2010 on-going. 2.8.2 The Framework to facilitate the improved implementation of the model as of 2018 is being finalized. 2.8.3 The recent organizational review of the Ministry should facilitate further decentralization of responsibilities to educational institutions management.
	2.9 Improving the behavior management mechanisms to improve learner behavior and comportment.	2.9.1 The three sub-programmes of the Behaviour Intervention Programme approved by Cabinet in April 2016. i) **Youth Engagement Programme (YEP).** ii) **Youth Integrated Support Programme (YISP) and** iii) **Alternative Education Programme (AEP)** are at different stages of implementation. 2.9.2 Policy and Strategy on Bullying in Educational Institutions (2017) being implemented. 2.9.3 New Governance Model for schools call for greater involvement of School Council in Student Behaviour Management.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
2. *The Primary Education Sub-Sector – Reinforcing confidence in learning and achievement* In line with the mentioned goals in **Education for a Learning Society (2000),** the Overall Goal of this core sub-sector for the period of the Strategy is to; Sustain equitable access to quality education, ensuring that all learners attain high level of achievement in competencies related to literacy, numeracy, ICT and essential Life-Skills as the basis for both personal development and lifelong learning to enable them to function meaningfully as useful and productive citizens in an ever changing environment.	2.10 Embedding ICT at the level of the sub-sector.	2.10.1 Policy on ICT in Education (2014) in place. However Standing Committee to provide policy leadership outstanding. 2.10.2 Policy direction for embedding ICT in education at this level undefined. 2.10.3 Re-structured Organigram has re-positioned leadership and oversight for ICT in education at Headquarters.
	2.11 Implementing effective quality assurance measures to secure internal efficiency and quality teaching and learning.	2.11.1 Inspectorate in place. However impact of its interventions questionable. 2.11.2 Inadequate synergy between Inspectorate and SQA. 2.11.3 Reviewed Organigram re-positions Quality Assurance within a Result-Based Management (RBM) Framework.
	2.12 Implementing professional development programmes for personnel of the sub-sector.	2.12.1 Full-Time 3 Year validated Programme at SITE for pre-service prospective teachers. 2.12.2 Ongoing – Professional Development sessions at level of individual schools. 2.12.3 On-going sessions on selected areas during vacation.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
3. *The Secondary Education Sub-Sector – Establishing strong transition through adolescence to adulthood* In line with the mentioned goals of this sub-sector in ***Education for a Learning Society (2000),*** the Overall Goal of this core sub-sector for the period of the Strategy is to ensure that as many students as possible are given the opportunity to successfully complete secondary education and embark on tertiary education programmes at professional centre or university level in preparation for employability with the required competencies, attitudes, maturity and confidence.	The priority interventions through appropriate Programmes and Sub-Programmes will include: 3.1 Improving the completion rate at upper secondary and minimize wastage at the level of the sub-sector.	3.1.1 Compulsory Education extended to Secondary 5 in 2016 and the Secondary School landscape is as follows – • Lower Secondary S1-S3 • Middle Secondary S4-S5 • Upper Secondary (SALS) 3.1.2 Enforcement of Compulsory education through work of Attendance Officer as per Section 59 of Education Act 2004. 3.1.3 An Area reported upon in the Yearly Statistical Booklet.
	3.2 Improving all aspects of quality education through measurable learning outcomes.	3.2.1 Relevant Performance Indicators available. 3.2.2 Relevant Assessments in place (End of S3, End of S5 etc…)
	3.3 Undertaking regular review of teaching and learning programmes to adequately respond to emerging needs of the economy and society.	3.3.1 National Curriculum Framework (NCF 2013) in place to provide guidance. 3.3.2 Curriculum review towards Competency-Based Curriculum with technical assistance of IBE-UNESCO underway. 3.3.3 Reviewed Organigram has re-positioned leadership and oversight for curriculum matters.
	3.4 Ensuring that students obtain optimal opportunities for academic, technical/vocational and self-development as per their diversity of needs.'	3.4.1 TVET Phase 1 for students of low academic ability in place as an interim strategy since 2011. 3.4.2 Relevant recommendations from TVET Conference of November 2016. 3.4.3 Approval of the 3-Pathway Model for S4-S5 by Cabinet in January 2017 for implementation in 2018 and Beyond.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
3. The Secondary Education Sub-Sector – Establishing strong transition through adolescence to adulthood In line with the mentioned goals of this sub-sector in *Education for a Learning Society (2000)*, the Overall Goal of this core sub-sector for the period of the Strategy is to ensure that as many students as possible are given the opportunity to successfully complete secondary education and embark on tertiary education programmes at professional centre or university level in preparation for employability with the required competencies, attitudes, maturity and confidence.	3.5 Increasing quality access to secondary education to children with special education needs.	3.5.1 Policy Framework through Inclusive Policy (2014) in place. However related Standing Committee not in place. 3.5.2 Reviewed Organigram re-positions strategic leadership and oversight for Special Education Needs. 3.5.3 Provision for improved physical access of Children with Special Education Needs as standards for new buildings.
	3.6 Consolidating the decentralized management and delivery system with the greater support of the community and promote greater accountability and efficiency in service delivery.	3.6.1 Work initiated in 2010 with the New Governance Model for Schools ongoing. 3.6.2 The Framework to facilitate the further devolution of responsibilities to Schools Councils as of 2018 being finalized.
	3.7 Enhancing quality assuring and monitoring of the service to secure internet efficiency and quality of teaching and learning.	3.7.1 Inspectorate in place. However impact of intervention questionable. 3.7.2 Inadequate synergy between Inspectorate and SQA. 3.7.3 Reviewed Organigran repositions strategic leadership and oversight for quality assurance within the Result-Based Management (RBM) Framework. Agreements with internet providers being re-negotiated.
	3.8 Instituting continuous relevant capacity-building interventions for teachers, management teams and other personnel.	3.8.1 Validated Diploma level Programmes at the Level of SITE. 3.8.2 Partnership Programmes with overseas institutions for school-based teacher-training. 3.8.3 Professional Development Sessions.
	3.9 Introduction of ICT as a learning and management tool.	3.9.1 ICT an essential learning area of the NCF (2013) 3.9.2 ICT offered as an examinable subject locally and at IGCSE level. 3.9.3 ICT already in use as a management tool in secondary schools. However the process warrants strengthening.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
4. _Tertiary Education Sub-Sector – Enhancing relevance and responsiveness to the national human resource needs_ In line with the Tertiary Education Act 2011 and the National Employment Policy and Strategies (2014), the Overall Goal of the tertiary education sub-sector is to contribute, particularly through the non-university dimension (currently referred to as post-secondary centres) to the building of competencies, skills, intellectual capacity and attitudes needed by the country through a more accessible, comprehensive, flexible and improved collaborative environment qualitative training and more timely and efficient response to the needs of the clients, the economic, social and other manpower-related challenges in the changing national and global landscape.	The priority interventions through appropriate Programmes and Sub-Programmes will include: 4.1 Establishing the new governance mechanism for the non-university tertiary education institutions (professional centers).	4.1.1 All PC's have a functioning governing board in place following signing of Charters in August 2015. 4.1.2 Work underway to finalise the Organigram, administrative management and financial management provisions for PC's for 2018 in partnership with SPA and Finance. 4.1.3 All PC's have an internal Academic Committee as part of their Organizational Structure.
	4.2 Consolidating the Tertiary Education Commission (TEC) to improve its capacity to lead the development of the university tertiary education and training landscape.	4.2.1 TEC continues to recruit staff to meet its needs. Under the aegis of its second Board, it has prepared its second Strategic Plan (2017-2021) an element of which involve review the Act upon which to Commission is founded. 4.2.2 TEC is now a leading partner of MOE-HRD in the sector and is accepted as a regulator by all partners. 4.2.3 TEC has worked with all partners to ensure that the institutional structures of PC's and UniSey are aligned to the Tertiary Education Act 2011.
		4.2.4 TEC is working with tertiary education and training institutions to ensure that their institutional statutes are already for start of 2018. TEC is playing a key role as a member of the Transition Committee to finalise the Administrative and Financial Strategic leadership of PC's within the context of PPBB.
	4.3 Rationalizing the provision of non-university tertiary education and training to ensure financial sustainability of the sub-sector.	4.3.1 6 out of 7 Pcs with the exception of SITE are collecting revenues through short courses. 2 Pcs of 7 are collecting revenue through sale of their products/ services.
		4.3.3 S.I.T.E is generating revenue through the rental of its auditorium

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
4. ***Tertiary Education Sub-Sector – Enhancing relevance and responsiveness to the national human resource needs*** In line with the Tertiary Education Act 2011 and the National Employment Policy and Strategies (2014), the Overall Goal of the tertiary education sub-sector is to contribute, particularly through the non-university dimension (currently referred to as post-secondary centres) to the building of competencies, skills, intellectual capacity and attitudes needed by the country through a more accessible, comprehensive, flexible and improved collaborative environment qualitative training and more timely and efficient response to the needs of the clients, the economic, social and other manpower-related challenges in the changing national and global landscape.	4.4 Establishing the institutional mechanism at the level of the Ministry to support and facilitate the development of the non-university tertiary education and training sub-sector.	4.4.1 The Establishment of the Tertiary Education Commission. 4.4.2 The establishment of SQA to guide the validation and accreditation process of PCs. 4.4.3 The establishment of the Transition Committee which has for aim to accompany the PCs through the process of greater devolution of responsibilities and accountabilities.
	4.5 Establishing the quality assurance mechanisms for the non-university tertiary education and training sub-sector.	4.5.1 To date, PCs do not have internal QA post. 4.5.2 Post for 1 QA officer has been funded for the secretariat of Professional Centres. 4.5.3 All PC's has an internal quality assurance process approved by the SQA.
	4.6 Consolidating the competency-based approach to training.	4.6.1 All PCs have more than 90% of their programmes Provisionally or Fully Validated. 4.6.2 3 PCS out of 7 are to date provisionally accredited by SQA. (SIT,SIAD,SBSA) 4.6.3 Most PCs have gone through the accreditation exercise and they are working on recommendations from SQA.
	4.7 Establishing collaborative mechanisms and enhance partnership with the secondary education sub-sector, private sector and other sectors in programme review development and delivery.	4.7.1 71% of PCs have engaged in partnership with at least one local or international organization through an MOU.
	4.8 Implementing capacity development intervention programmes for staff and other personnel.	4.8.1 Two Pcs are benefitting in terms of capacity building & staff development as a result of agreement with an international Educational Institution or local organization. (SMA & SIT) CINEC & Air Seychelles.
	4.9 Developing and implementing the necessary legal frameworks to facilitate the further development of the sub-sector.	4.9.1 The "other" category intake quota has increased to 20% for Pcs who have the capacity to train external candidate. 4.9.2 No new policies have been implemented to date especially relating to WBE & enterprise. PCs are using their old policies. 4.9.3 Most Pcs have the staffing capacity to operate, with the exception of certain specialize areas where shortage of local specialists to teach exists.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
5. ***The Technical Vocational Education and Training Sub-Sector – Fostering lifelong skills development and employability*** The Overall Goal of this Sub-Sector or Cross Cutting Theme is to provide an efficient and effective technical and vocational education and training system responsive to the economic climate by providing opportunities for development of multi-skilled and flexible workforce with sound educational background and appropriate employment- related skills/competencies and attitudes acquired through meaningful learning/training pathways particularly between the secondary and tertiary sub-sectors, which will benefit from continuous employment opportunities and contribute to sustainable development.	The priority interventions through appropriate Programmes and Sub-Programmes will include: 5.1 Developing a Technical Vocational Education and Training Policy.	5.1.1 Background to the formulation of the Policy established through key recommendations from TVET National Conference of November 2016 and other inputs from International documents/ sources.
	5.2 Consolidating the Competency-Based Approach to technical, vocational education and Training experiences at the secondary and tertiary education sub-sectors.	5.2.1 At secondary level, on-going capacity – building exercise with technical assistance of IBE-UNESCO. 5.2.2 At tertiary, TEC has developed guides for programme development and capacity development.
	5.3 Enhancing the quality and relevance of Technical and Vocational Education and Training System through appropriate quality assurance interventions.	5.3.1 Revised Organisational Structure provides for a TVET Division within which provision for quality assistance leadership and oversight is made.
	5.4 Consolidating the Careers Guidance interventions at the level of the secondary and tertiary education sub-sector in the promotion of Technical, Vocational Education and Training.	5.4.1 At Secondary Level provisions made within the reviewed organizational structure for improved careers guidance leadership and oversight including liaison, marketing promotion and partnerships. 5.4.2 At tertiary level, re-thinking underway on more effective careers guidance interventions using institution's website and prospectus.
	5.5 Establishing effective institutional mechanisms for the proper marketing and co-ordination of the Technical Vocational Education and Training System between critical partners including the private sector.	5.5.1 At the Secondary Level, provision is being made within the new TVET Division of the revised organizational structure of the Ministry. 5.5.2 At the level of Professional Centres provision being made within the reviewed organizational structure of each institution.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
5. **The Technical Vocational Education and Training Sub-Sector – Fostering lifelong skills development and employability** The Overall Goal of this Sub-Sector or Cross Cutting Theme is to provide an efficient and effective technical and vocational education and training system responsive to the economic climate by providing opportunities for development of multi-skilled and flexible workforce with sound educational background and appropriate employment- related skills/competencies and attitudes acquired through meaningful learning/training pathways particularly between the secondary and tertiary sub-sectors, which will benefit from continuous employment opportunities and contribute to sustainable development.	5.6 Strengthening of the management, curriculum and assessment capacity of the Technical Vocational Education and Training at key levels of the education system.	5.6.1 For Secondary Level, provision being made within the new TVET Division of the Organisational Structure. 5.6.2 The revised Organisational Structure has repositioned strategic leadership and oversight for TVET Curriculum and Assessment matters.
	5.7 Reviewing the learning options at secondary and tertiary education sub-sectors to ensure expansion to access to and meaningful articulation of Technical Vocational Education and training experiences.	5.7.1 Recently cabinet approved Three-Pathway Model of teaching and learning at –S5 being finalized for implementation in 2018 and Beyond. The model addressed elements of TVET experiences. 5.7.2 Implementation of the Model will have direct implication on study option at the level of Professional Centres.
	5.8 Institutionalizing professional development interventions to better promote qualitative development of the Technical Vocational Education and Training System at all levels.	5.8.1 Discussions with internal and external partners on future curriculum and assessment options for TVET is underway within the context of the re-configured organizational responsibility for TVET teaching and learning experiences. 5.8.2 Strategic leadership for TVET Professional Development particularly at the primary/ secondary level is a component of the new TVET Division.
	5.9 Sustaining of financial resources for Technical Vocational Education and Training and ensuring the accountable use of the resources.	5.9.1 TVET is being considered as sub-programme for financing for 2018 as per PPBB. 5.9.2 International partners (ILO/ UNESCO/ UNIVOC) provide indirect financial assistance through capacity building initiatives.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
6. _Life Long Learning and Open and Distance Education Sub-Sector – Fostering a culture of continuous training and lifelong learning for employability and increasing productivity_ The Overall Goal of sub-sector or cross-cutting theme is to promote a creative and competent human resource base that encompass learning and training throughout life at individual, organizational and national level that facilitate the timely adaptation to changing economic and social environments.	The priority interventions through appropriate Programmes and Sub-Programmes will include: 6.1 Revising and strengthening the policy and legal framework for lifelong learning and Open Distance Education.	6.1.1 Policy on Open and Distance Education and Learning in place since June 2015. However Steering Committee to lead Policy implementation not in place. 6.1.2 Charter signed and operational since August 2015.
	6.2 Providing relevant and responsive learning/training programmes to the needs of a learning society.	6.2.1 Limited Number of SQA validated programmes available.
	6.3 Providing access to high quality lifelong learning and training opportunities.	6.3.1 Limited access to international programmes through partnership.
	6.4 Strengthening the quality assurance systems in place for lifelong and open and distance education and training.	6.4.1 On-going process in partnership with SQA and TEC.
	6.5 Improving the quality of the information management system on which the provision of open and distance education is dependable.	6.5.1 Existing Information Management System platform inadequate.
	6.6 Institutionalising professional development interventions to better provide qualitative open and distance education at critical levels- curriculum development, assessment, management.	6.7.1 Weak capacity to operationalize this intervention.
	6.7 Strengthening the management at key aspects of open and distance education and training.	6.7.2 Revised Organisational Structure being finalized.
	6.8 Exploring modalities that better promote the financial sustainability and affordability of quality open and distance education and training experiences.	6.8.2 Receive an annual budget from government. 6.8.3 Charge fees for services and capacity to use fund as per PPBB approach being reviewed by Ministry responsible for Finance.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
7. _Information Communication Technology (ICT)_ The Overall Goal of this Sub-Sector or Cross-Cutting Theme is to enhance the role of ICT as a tool in management and the delivery of curriculum and learning across all levels with a view to improve educational delivery, student performance and system's management performance.	The Priority interventions through appropriate programmes and sub programmes will include; 7.1 Developing and implementing an ICT Policy for Education Sector.	7.1.1 ICT Policy 2014-2019 formulated in 2014. 7.1.2 Committee called for to provide Strategic leadership to the Policy not actioned.
	7.2 Strengthening ICT education and assessment in the National Curriculum and Assessment Frameworks (2013).	7.2.1 MOU with Microsoft for technical assistance/ support in this area. 7.2.2 Government Programme of laptops for secondary school students and all teachers.
	7.3 Strengthening ICT- based management support.	7.3.1 All school management has ICT – Management tool. 7.3.2 On-going work with D-ICT to improve platform.
	7.4 Acquiring, deploying, and improving use of ICT software and hardware for all levels of the sector.	7.4.1 MOU with Microsoft to facilitate the process. 7.4.2 On-going based on available funds and through technical assistance from international partners. 7.4.3 Draft Framework for management and monitoring of ICT resources being finalized.
	7.5 Building human resource capacity in the use and maintenance of ICT related resources and services.	7.5.1 On-going in partnership with local and international partners. 7.5.2 Revised Organigram is re-positioning the responsibility for maintenance of ICT-related resources and services.
	7.6 Building partnerships for improving Information Technology Services and infrastructure.	7.6.1 On-going locally with D-ICT and internationally with Microsoft, UNESCO and others.
	7.7 Monitoring and evaluation of ICT resources and services.	7.7.1 Reviewed Draft Framework being finalized for implementation within the re-positioned responsibility for resources and services.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
8. *Curriculum and Assessment Sub-Sector – Preparing individuals to better respond to the realities and challenges of a changing world* The Overall Goal of this Sub-Sector or Cross-Cutting theme is to ensure that curriculum and assessment experiences at all levels are guided by the perspectives of learning to learn, learning to do, learning to be together and learning to do and that individual learners have different capacities to perform or these perspectives of learning.	The Priority interventions through appropriate Programmes and Sub-programmes will include; 8.1 Promoting fundamental values amongst learners.	8.1.1 The **National Curriculum Framework (2013**) and the **National Assessment Framework (2013)** establish the fundamental values underpinning curriculum and assessment. 8.1.2 Education Policy Statement **"Education for a Learning Society (2000)"** establishes the underpinning values of the Education and Training System.
	8.2 Motivating and preparing learners for life-long learning.	8.2.1 Lifelong learning is a fundamental principle underpinning education and training policies and strategies " **Component 6 of MTS 2013-2017: Lifelong Learning and Distance Education – Fostering a culture of continuous training and learning for lifelong employability and increasing productivity** and its intervention programmes and activities are of relevance.
	8.3 Enabling learners to live a full and productive life in society.	8.3.1 **Education for Productivity** is one of the seven principles of the Education Policy Statement: **Education for a Learning Society (2000)** that is taken into consideration in developing and/ or selecting teaching and learning experience for students and the different levels of the system.
	8.4 Preparing learners for effective and productive participation in the World of Work.	8.4.1 Teaching and learning programmes development provide for relevant Work-Based Experience for Learners particularly from Secondary and beyond where appropriate.
	8.5 Promoting diversity in curriculum and assessment experiences.	8.5.1 National Curriculum Framework (2013) provides for the diversity of teaching and learning programmes within the comprehensive education and training system; 8.5.2 National Curriculum Framework (2013) recommends student grouping structures to enhance teaching and learning diversity; 8.5.3 National Assessment Framework (NAF) 2013 provides for diversity of assessment models within a given level and across levels of teaching and learning.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
8. *Curriculum and Assessment Sub-Sector – Preparing individuals to better respond to the realities and challenges of a changing world* The Overall Goal of this Sub-Sector or Cross-Cutting theme is to ensure that curriculum and assessment experiences at all levels are guided by the perspectives of learning to learn, learning to do, learning to be together and learning to do and that individual learners have different capacities to perform or these perspectives of learning.	8.6 Promoting student centered learning.	8.6.1 Student – Centered Learning is a fundamental principle of the National Curriculum and Framework (2013) the Education Policy Statement and Training.
	8.7 Adopting a competency-based curriculum and assessment framework across the sub-sectors.	8.7.1 On-going work with technical assistance of external partners, namely IBE- UNESCO to develop competency-based curriculum for the primary and secondary levels.
	8.8 Defining key competencies necessary for personal fulfillment, active citizenship social cohesion and employability in an evolving globalised environment.	8.8.1 Level descriptors at primary and secondary levels already developed for the established key stages particularly for the examinable subjects will need to be re-visited in line with the competency review being undertaken. 8.8.2 Competencies for literacy and numeracy already established with technical assistance of SACMEQ. 8.8.3 Work outstanding in the mentioned areas.
	8.9 Defining key competencies for assessment practices that harmonise with those of the defined curriculum competencies.	8.9.1 Work in progress with technical assistance of external partners IBE-UNESCO.
	8.10 Strengthening of assessment of key competencies.	8.10.1 Work in progress with technical and assistance of external partners IBE-UNESCO.
	8.11 Ensuring that assessment practices are fair, reliable, valid, learner- centred and take into consideration learner diversity.	8.11.1 Strategies, procedures and guidelines to follow-up on the mentioned principles of National Assessment Framework (2013) on-going.
	8.12 Developing and implementing professional development interventions at all levels to improve their pedagogical competence to support effective implementation of competency based curriculum and assessment practices.	8.12.1 Capacity Development Plan to be an integral component of the transition to competency-based curriculum and assessment within the existing framework of assessment with IBE – UNESCO.
	8.13 Establishing institutional mechanism at the level of the Ministry headquarters engaging critical stakeholders in providing leadership in the development of curriculum and assessment practices for learners.	8.13.1 Reviewed Organisational Structure (August 2017) provides for re-configured leadership and guidance for curriculum and assessment matters which will require enhanced capacity building initiatives for 2018 and Beyond.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
9. Teacher Recruitment, Deployment, Development and Retention – Supporting the teaching professions for better student learning outcomes The Overall Goal of this Sub-Sector or Cross-Cutting Theme is to enhance the professional development, deployment and support of adequately remunerated and highly motivated teachers so as to ensure an adequate supply of suitably qualified and experienced teachers with sound pedagogical and classroom management competencies, skills and attitude to attend to the pedagogical and para-schooling features as well as encouraging the development of a strong community of practice within educational institutions with a view to improve curriculum and assessment interventions, practices and the performance of all learners.	The Priority Interventions through appropriate Programmes and Sub-programmes will include; 9.1 Developing and implementing a comprehensive teacher development policy that addresses issues of gender, recruitment, training and deployment of teachers, including part-time teachers.	9.1.1 Cabinet approved Memorandum **Reform in Teacher Management and Development on 6th November 2015.** 9.1.2 **Three-Year Teacher Development and Management Action Plan (2015-2017)** developed for possible World Bank technical assistance. 9.1.3 Related recommendations from the Consultancy Report on?? 9.1.4 Related recommendations from Task Force Report on Teacher Education (July 2017) 9.1.5 A component of the Teacher Retention Study Report (2015) 9.1.6 Intervention currently the object of the Committee Working on harmonising the recommendations of the Task Force Report and the Consultancy on Teacher Education and Development and finalizing the related Implementation Plan.
	9.2 Redesigning recruitment systems to facilitate the recruitment of the best candidates into teaching.	9.2.1 **Component of the Three-Year Teacher Development and Management Action Plan (2015-2017** and the Teacher Education Task Force Study Report (July 2017).
	9.3 Defining the competencies and qualities required by teachers through a Teacher Competency Framework.	9.3.1 Existing **Professional Teacher Competency Framework (2013)** being reviewed in the context of the already mentioned actions being undertaken.
	9.4 Ensuring the systematic induction support for new teachers.	9.4.1 Process already in place to be reviewed given the rationalization of leadership and guidance for curriculum matters within Schools Division at the Headquarters coupled by enhanced role of schools-based curriculum leadership within the New Model of School Governance.
	9.5 Reviewing in-service learning provisions to ensure that teachers take part in validated career-long collaborative professional learning.	9.5.1 SITE recently launched the **'Blended Learning Model'** of training as a viable alternative modality to face to face training as a viable alternative modality for offering on-going training for teachers whilst on the job.
	9.6 Implementing the Teacher Appraisal Policy and ensure that teacher development interventions are based on regular feedback on their performance.	9.6.1 First Phase of Implementation of **Teacher Appraisal Policy (2013)** and related **Procedural Manual (2013)** in 2017. 9.6.2 Issues of Implementation was clarified at the level of National Assembly. 9.6.3 Review of Policy and Procedures called for and follow-up actions will take into considerations from the related National Assembly deliberations.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
9. *Teacher Recruitment, Deployment, Development and Retention – Supporting the teaching professions for better student learning outcomes* The Overall Goal of this Sub-Sector or Cross-Cutting Theme is to enhance the professional development, deployment and support of adequately remunerated and highly motivated teachers so as to ensure an adequate supply of suitably qualified and experienced teachers with sound pedagogical and classroom management competencies, skills and attitude to attend to the pedagogical and para-schooling features as well as encouraging the development of a strong community of practice within educational institutions with a view to improve curriculum and assessment interventions, practices and the performance of all learners.	9.7 Reinforcing collaboration between key stakeholders in all phases of teacher development.	9.7.1 Some Memorandum in place; 9.7.2 An area of more focused attention as part of the follow-up Implementation Plan being finalized from Teacher Education Task Force Report and Consultancy Report recommendations.
	9.8 Developing and implementing a competency profile for teacher educators.	9.8.1 An area of more focused attention as part of the follow-up Implementation Plan being finalized from the Teacher Education Task Force Report and Consultancy Report recommendations.
	9.9 Establishing the Teacher's Council to assist in teacher professional development.	9.9.1 On-going work with the Attorney General's Office to finalise the related regulations; 9.9.2 Registrar and Board in place following launching of Council in October 2016.
	9.10 Strengthening the institutional mechanism at the level of the Ministry's Organigram to provide leadership in advocacy and marketing of the teaching profession.	9.10.1 The revised organigram of August 2017 provides for a **Teacher Development and Management Unit** with defined mandate under the responsibility of the Principal Secretary – Education.
	9.11 Establishing the Institute for Teacher Development as a Professional Centre for the development of teachers.	9.11.1 SITE established in January 2014 following the demerger of Ex-NIE from UniSey. 9.11.2 As a professional Centre SITE is mandated to provide validated programmes of study from Certificate to Diploma level on the National Qualifications Framework (2008) for teachers and other educators.
	9.12 Reviewing the Teacher Scheme of Service to ensure that teachers are adequately rewarded for their services.	9.12.1 Latest Revised Version of the **Teacher Scheme of Service** in place since January 2015; 9.12.2 Another revision is currently underway for implementation consideration in 2018 and beyond.
	9.13 Maximizing the services offered by expatriate teachers and improve their welfare in line with the existing protocols.	9.13.1 Action Plan to attend to this intervention is called for given the wealth of expatriate experience in the system.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period

10. Risk and Disaster Preparedness and Management – Developing and maintaining a culture of safety and disaster preparedness with a view to build resilience to disasters within the school communities and nationally
 	
The Overall Goal of this Sub Sector or Cross-Cutting Theme is to promote resilience in the population by developing a culture of safety and mitigation of risks and preparedness for vulnerabilities through different levels of systematic interventions; policy frameworks, plans, programmes at different levels of the Education Sector in harmony with the National Disaster Preparedness and Management Plan.
	The priority interventions through appropriate Programmes and Sub-Programmes will include:
	10.1 Ensuring that disaster risk reduction is a priority with a strong institutional basis at the level of the sector.
		10.1.1 Focal Person was initially in place;
		10.1.2 Revised Organigran (August 2017) has institutionalized the related responsibility within the new **Division of Infrastructure Development and Management.**
		10.1.3 A compulsory course on Risk Disaster Management has been developed and integrated in all teacher education progrannes at SITE. All SITE graduates have followed the course. The course is currently being taught by a representative from DRDM.
		SITE intends to:
		   i. Train one/ two lecturers to deliver the programme;
		   ii. Have the programme validated as a short course to be offered to in-service teachers and individuals from another organisations.

	10.2 Identifying, assessing and monitoring disaster risks to educational institutions and enhance early warning system for these institutions.	10.2.1 Considerable work in that direction in collaboration with the authority responsible for Risk and Disaster Management nationally.
	10.3 Using information and educational experiences to build a culture of safety preparedness and resilience through curriculum and co-curricular activities at the level of educational institutions.	10.3.1 Work underway in collaboration with the authority responsible for Risk and Disaster Management nationally.
	10.4 Strengthening disaster preparedness for effective response in educational institutions.	10.4.1 Collaboration with the authority responsible for Risk and Disaster Management in place. 10.4.2 Institutional mechanism to provide leadership and guidance at the level of Ministry Headquarters re-configured under the reviewed Organizational Structure (August 2017)

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
11. *Governance, Management and Quality Assurance – Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in an environment of reduced resources* The Overall Goal of this Sub-Sector or Cross-Cutting Theme is to further develop the collaborative model of school management introduced through Education Reform Plan 2009-2010 so as to better ensure that the agreed decentralized authority, decision-making and responsibility is achieved and financial administration and accountability is improved in a small island context with a view to further improve student performance.	The priority interventions through appropriate Programmes and Sub-Programmes will include: 11.1 Consolidating the collaborative management model by school management by further clarifying the roles and functions of the collaborative partners and the development of clear procedures and guidelines for engaging.	11.1.1 Work in progress to finalise the Operational Framework of Procedures and Guidelines for the New Governance Model …for implementation in 2018.
	11.2 Improving capacity for decentralized financial management	11.2.1 Capacity Building Plan to consolidate initial capacity building initiatives being finalized for implementation in partnership with relevant local training authorities.
	11.3 Building, planning and decision-making capacity and expertise at decentralized levels.	11.3.1 Capacity Building Plan to consolidate initial capacity building initiatives being finalized for implementation with relevant training authorities in line with the Operational Framework of Procedures and Guidelines for the New Governance Model.
	11.4 Reviewing the Ministry of Education's Organizational Structure to better support the strengthening process of collaborative model of management.	11.4.1 Revised Ministry's Organigram of August 2017 provides for institutional mechanism within the Minister's Secretariat to provide improved leadership, support and guidance to the implementation of the Model of Governance of Primary and Secondary Schools.
	11.5 Enhancing the quality assurance service through greater harmonization and rationalization of the Inspectorate and Seychelles Qualification Authority's services in a context of limited human resources availability.	11.5.1 The reviewed Organisational Structure of the Ministry (August 2017) has reconfigured the role of Inspectorate within a new Quality Assurance mechanism. 11.5.2 The legitimate role of SQA with regards to quality assurance of all programmes from primary to tertiary in line with the **National Qualifications Framework Regulations 2018** is further enhanced.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
11. Governance, Management and Quality Assurance – Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in an environment of reduced resources The Overall Goal of this Sub-Sector or Cross-Cutting Theme is to further develop the collaborative model of school management introduced through Education Reform Plan 2009-2010 so as to better ensure that the agreed decentralized authority, decision-making and responsibility is achieved and financial administration and accountability is improved in a small island context with a view to further improve student performance.	11.6 Improving the leadership capacity of School Councils as a critical stakeholder in the collaborative model of management.	11.6.1 Capacity Building Plan to consolidate initial capacity building initiatives (Workshop with assistance of external facilitators in October 2016) being finalise for implementation in partnership with relevant training authorities following finalization of the **Framework of Procedures and Guidelines for the New Governance Model for Primary and Secondary Schools (2017)**
	11.7 Defining the competencies and qualities required for school leadership and reinforce recruitment and retention of school leaders.	11.7.1 Draft Framework on Competencies for School Managers available for finalization in 2018. 11.7.2 Strategies for recruiting and retaining middle managers reflected in Terms and Conditions of Contracts for Middle Managers.
	11.8 Ensuring systemic induction support for new school leaders.	11.8.1 Process in place. Relevant Manual Framework being re-visited within the context of the re-configured mandate of relevant entities of the Revised Organisational Structure.
	11.9 Developing partnership and networks and professional exchanges to support school leadership.	11.9.1 Relevant provision in place in Education Act. 11.9.2 Headteachers' Association to provide leadership in this area in place. However the issue is not adequately provided for.
	11.10 Institutionalizing appropriate capacity building opportunities in collaborative leadership and management for stakeholders of the collaborative model.	11.10.1 Presently not adequately provided for. 11.10.2 To be an integral component of the Operational Framework of Procedures and Guidelines for the New Governance Model (2017).

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
12. Infrastructure Quality and Standards and Maintenance – Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all The Overall Goal of this Sub-Sector or Cross-Cutting Theme is to implement a comprehensive, financially sustainable Infrastructure Development and Management Plan incorporating renewable energy initiatives and sensitive to gender and special needs to facilitate quality teaching and learning	The priority interventions through appropriate Programmes and Sub-programmes will include: 12.1 Establishing and updating a comprehensive Infrastructure Development and Management Plan for educational institutions.	12.1.1 Last comprehensive Infrastructure Investment Programme covering crèche to Professional Centres and Headquarters produced in September 2014.
	12.2 Renovating and updating existing educational institutions in line with existing norms and standards for educational infrastructures.	12.2.1 Actioned on yearly basis under the Remedial Programme dependent on allocated budget
	12.3 Updating and reviewing Norms and Standards for educational infrastructures.	12.3.1 Comprehensive review and documentation of Norms and Standards outstanding.
	12.4 Ensuring on-going safety and security of educational institutions.	12.4.1 On-going activity under 12.4.2 Remedial Programme depending on annual budget allocation for such activities.
	12.5 Improving the office facilities for headquarters based members of staff.	12.5.1 On-going process made challenging by the frequent review of the Organisational Structure.
	12.6 Providing new educational infrastructure on a need basis.	12.6.1 On-going activity reflected through the approved Capital Projects for the Ministry.
	12.7 Securing adequate financing through the Public Sector Investment Programme (PSIP) for education infrastructure development and management.	12.7.1 On-going engagement reflected through PSIP budget submitted and approved.
	12.8 Engaging school management in infrastructure development and management decision related to their institutions.	12.8.1 The area gaining greater emphasis under the New Model of Governance for schools. 12.8.2 Relevant Process and procedures not in place.
	12.9 Consolidating partnerships to provide safe, secure, and cost-effective up to standard educational infrastructure to satisfy diversity of learner needs.	12.9.1 Working collaboration with the Ministry responsible for Infrastructure in place. 12.9.2 Inadequate protocol to promote partnership called for with the community and private sector.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
13. System Management Reform – Transforming the Ministry of Education The Overall Goal of this Cross-Cutting theme is to further develop the Education Sector into an efficient, effective accountable public institution that exemplifies commendable practices at all sub-sectors in terms of management of its human, physical and financial resources.	The priority interventions through appropriate Programmes and Sub-Programmes will include: 13.1 Strengthening the human resources and capacity development dimensions of the sector;	13.1.1 Appointment of a 2nd Principal Secretary responsible for Human Resource development in January 2015. 13.1.2 Ministry of Education's renamed Ministry of Education and Human Resource Development; 13.1.3 Revised Organisational Structure in place as of August 2017; 13.1.4 On-going recruitment strategy for key leadership positions whenever these become vacant. 13.1.5 On-going capacity building initiatives for personnel in leadership positions mainly through short overseas capacity building opportunities. 13.1.6 Emphasis on lean but performing central leadership and greater devolution of responsibilities to educational institutions.
	13.2 Strengthening links between policy analysis, planning and budgeting, including through the consolidation of the Policy Planning Division and the improvement of its capacity in the area of planning and budgeting, policy development, monitoring and evaluation and Education Management Information System (EMIS);	13.2.1 On-going capacity building initiatives namely through the International Institute Educational Planning (IIEP), UNESCO Institute of Statistics (UIS) and SACMEQ. 13.2.2 Division established and staffed as part of **MTS2013 – 2017 and Beyond** has been strengthened over the years; 13.2.3 Division recently re-configured as part of Organigram review (August 2017) to better attend to Implementation Result (RBM) and Performance Monitoring and Evaluation with the assistance of World Bank and D-ICT.
	13.3 Capitalizing on ICT to transform education management;	13.3.1 All levels of the Ministry equipped with relevant hardware and software to facilitate management; 13.3.2 Organigram makes provision for institutionalized service to the ICT hardware and software with the support of D – ICT. 13.3.3 Memorandum of Understanding with Microsoft in place to support the integration of ICT in education management.

Priority Area and Goals	Planned Interventions		Implementation Status of the Listed Planned Interventions for the Period	
13. System Management Reform – Transforming the Ministry of Education The Overall Goal of this Cross-Cutting theme is to further develop the Education Sector into an efficient, effective accountable public institution that exemplifies commendable practices at all sub-sectors in terms of management of its human, physical and financial resources.	13.4	Ensuring quality assurance for education and training programmes;	13.4.1	Institutional mechanism in place at the level of Seychelles Qualifications Authority (SQA) for programmes on offer by Professional Centres, in collaboration with the Tertiary Education Commission (TEC).
			13.4.2	Some measure of external quality assurance of programmes at primary and secondary level by the Inspectorate Section.
			13.4.3	Recently re-configured organigram (August 2017) recognizes the central quality assurance role of SQA for all programmes from primary to tertiary in line with the **National Qualifications Framework Regulations 2008.**
	13.5	Developing an organizational and institutional structure that can better support the Sector/Ministry over the period of the strategy and beyond;	13.5.1	Organisational Structure – 2016 represented an effort to have in place an organizational structure to better support **MTS 2013-2017 and Beyond.** However various challenges were encountered with DPA regarding approval of the Organigram.
			13.5.2	Newly re-configured Organigram – 2017 (approved by DPA in August 2017) should better support **MTS 2018-2022 and Beyond.**
	13.6	Facilitating further devolution of management responsibility of resources and programme output to the level of individual institutions to improve service delivery;	13.6.1	Work in this area initiated in August 2010 through '**The New Governance Model'** on-going;
			13.6.2	Related Framework to be ready for implementation in 2018;
			13.6.3	Greater impetus to the devolution process given through assurance statements by ▪ Minister for Education and Human Resource Development in his **Address of February 2017.** ▪ The President in the State of the **Nation Address of July 2017.**
	13.7	Ensuring that staff at all level builds the necessary capacity including in the area of strategic planning, management, policy development, procurement procedures, financial management analysis and reporting;	13.7.1	On-going capacity building initiatives;
			13.7.2	Capacity development Plan being finalized as part of the process of developing administrative and financial responsibilities at primary, secondary and professional centre level within the context of the implementation of the New Model of Governance;
			13.7.3	Process of formulation of MTS 2018-2022 underway through stakeholders participation;
			13.7.4	Process of integration of PPBB and other related concepts in the formulation process of MTS 2018 – 2022 underway.
			13.7.5	Re-configured Organigram 2017 provides for leadership and oversight in this area.

Priority Area and Goals	Planned Interventions	Implementation Status of the Listed Planned Interventions for the Period
13. System Management Reform – Transforming the Ministry of Education The Overall Goal of this Cross-Cutting theme is to further develop the Education Sector into an efficient, effective accountable public institution that exemplifies commendable practices at all sub-sectors in terms of management of its human, physical and financial resources.	13.8 Strengthening of internal control and auditing;	13.8.1 Revised Organigram 2017 provides for strengthened internal control and auditing in the light of increased devolution of responsibilities and accountabilities away from central administration.
	13.9 Emphasizing a high premium on the principles of good standards and quality at all levels;	13.9.1 Reflected on greater emphasis on Key Performance Indicators (KPI's) and institutional mechanism at the level of the revised Organigram – 2017 to regularly monitor and report on their implementation.
	13.10 Maximizing the efficiency and accountability of the use of public funds for the provision of quality education and the broadening of Public Private Partnership (PPP) financing mechanism and encouraging greater private and community participation; and	13.10.1 Ministry in 3rd year of Implementation of PPBB; 13.10.2 Reflected in the number of MOUs in place involving private sector and community organizations; 13.10.3 Reflected in the call for greater transparency, responsibility and accountability on the Ministry's engagement at all levels.

	13.11 Improving communication and awareness on the Sector's engagement with the strategy with its partners with a view to:
	  a) Better provide information on related developments on a regular and sustainable basis to all the sector's partners' stakeholders and the community at large.
	  b) Securing the participation of the stakeholders and ensuring ownership.
	  c) Obtaining regular feedback and accommodating these for bringing changes and undertaking reviews where appropriate.
		13.11.1 Reflected through the Ministry's Service Delivery Action Plan;
		13.11.2 Revised Organigram provides the Institutional Mechanism to monitor the implementation of the Plan.

Annex 02: Summary of the Main Accomplishments of the Education Sector Medium Term Strategic Plan 2013-2017 and Beyond.

Priority Components	Summary of Some Related Accomplishments
Component One: Early Childhood Care and Education (ECCE) – Building a solid foundation for learning	1.1 Enactment of Institute of Early Childhood Development (IECD) Act 2014. 1.2 Cabinet approval of National Standards for Childminding Services (0-4 years), 23rd September 2015. 1.3 Cabinet Information Note – Evaluation Report on the Implementation of the National Action Plan 2013-2014: Early Childhood Care and Education, 4th November 2015. 1.4 Publication of Seychelles Early Learning Framework (SELF) in 2015 and introduction in January 2016. 1.5 Launching, of National Action Plan 2015 – 2016 for ECCE, 1st December 2015. 1.6 New Learner Profile System for Crèche – P1 introduced in 2017 to facilitate smoother transition from Crèche to P2 and early detection of learning difficulties.
Component 02: Primary Education – Reinforcing confidence in learning and achievement	2.1 Official opening of the rebuilt Glacis Primary in March 2016.
Component 03: Secondary Education – Establishing strong transition through adolescence to adulthood.	3.1 Policy and Procedures for Facilitating Access to Advanced level Courses and related Examinations for registered part-time students during normal operating hours of the School of Advanced Level Studies (SALS) 3.2 Categorisation of School of Advanced Level Studies (SALS) as an Upper Secondary School, effective 2015. 3.3 Operationalisation of Perseverance Secondary School in January 2018

Priority Components	Summary of Some Related Accomplishments
Component 04: Tertiary Education – Enhancing relevance and responsiveness to the national human resources need	4.1 Cabinet Memorandum on 'National Policy Framework for the Nomenclature of Tertiary Education and Training Institutions within the Legal Landscape of the Tertiary Education Act 2011, 3rd January 2015. 4.2 Appointment of first Professional Centre Boards of Professional Centres by Minister in 2015. 4.3 Official Signing by Minister and Launching of Charters of Professional Centres, August 2015 4.4 Approval to establish the Secretariat for Professional Centres , July 2013 4.5 Establishment of the Transition Committee to assist the institutionalization of Professional Centre Boards in September 2015. 4.6 Adoption of revised Charter in April 2017 in line with the provision of Tertiary Education Act 2011. 4.7 Institutional Accreditation of UniSey, 18th August 2015. 4.8 Validation Process of Programmes of study at the level of UniSey and Professional Centres (ongoing) 4.9 Review of Organisational Structure of Professional Centres in line with their Charters (ongoing)
Component 05: Technical and Vocational Education and Training (TVET) – Fostering lifelong skills development and employability	5.1 Establishment of Working Group to consider TVET issues 8th September 2015. 5.2 On-going implementation of TVET Phase One Programme in Secondary Schools. 5.3 TVET National Conference and recommendations on the Way Forward for TVET in Primary and Secondary Schools, October 2016.
Component 06: Lifelong Learning and Open and Distance Education – Fostering a culture of continuous training and lifelong learning for employability and increasing productivity.	6.1 Policy on Distance and Open Learning, June 2015 6.2 Transition of ALDEC to Professional Centres status with creation of SIDOL (Seychelles Institute of Distance and Open Learning) 6.3 Officiallising of the Charter of SIDOL in August 2015. 6.4 Officialising of SIDOL Board in May 2015. 6.5 On-going work on development of SIDOL Strategic Plan.

Priority Components	Summary of Some Related Accomplishments
Component 07: Information Communications Technology – Enhancing the role of ICT as a tool in the management and delivering of curriculum and learning	7.1 Policy on ICT in June 2014 7.2 Organisational Review for Providing Leadership of ICT at the level of the Ministry Headquarters in January 2016. 7.3 Re-Launching of Ministry's Website, 20th November 2015. 7.4 Signing of Partners in Learning (PIL) Education Transformation Agreement (2013 – 2018) between Ministry of Education and Microsoft, October 2013. 7.5 Re – Launching of Laptop Scheme for Teachers, 5th October 2015. 7.6 Actioning of Airtel WIFI Project in Partnership with Airtel and other partners: S.I.T.E (5th September 2014), Documentation Centre MOE (16th March 2015) , School of Advanced Level Studies (13th May 2015.). 7.7 Procurement through Indian Grant of SCR8 million worth of ICT equipment and stationery for primary schools.
**Component 08: Curriculum and Assessment - ** Preparing individuals to better respond to the realities and challenges in a changing world	8.1 Cabinet Approval of National Curriculum Framework (2013) 8.2 Cabinet approval of the National Assessment Framework (2013). 8.3 Cabinet approval of the Behaviour Intervention Programme (April 2016) 8.4 First Publication of Attainment Targets in the National Curriculum, June 2015. 8.5 Education Circular 02/2012: Time – Tabling Arrangements for the Implementation of Kreol in Primary 3 in 2012. 8.6 Education Circular 02/2015: Student Grouping for Teaching and Learning in State Schools. 8.7 Education Circular 02/2015: Prescribed Curriculum Contact Time for Crèche, Primary and Secondary Stage of Education for the 2015 School year. 8.8 Introduction of 'Cracking Maths' Series of Mathematics Textbooks at Primary Level, (October 2015) and Crèche to Primary in 2017. 8.9 Policy on Inclusive Education and Training, (September 2014). 8.10 Education Circular 05/2015: The Re-Introduction of End of Term Examinations at S1 and S3 Level in the context of Education Medium Term Strategy 2013 – 2017 and Beyond. 8.11 Education Circular 02/2016: Procedures and Guidelines

	for (i) Placement of Students in Programmes of Study at S4 and S5 and (ii) Selection of those students to sit end of S5 Examinations. 8.12 Implementation of Competency Based Curriculum at Primary 3 and 4 in January 2017. 8.13 Implementation of Revised Report Cards for Primary 1 and 2 in 2017 to provide more comprehensive feedback to parents on competencies acquired for given learning areas. 8.14 Cabinet approval of the Three Pathway model to middle secondary in 2017. 8.15 Introduction of English as a Medium of Instruction for Mathematics in Primary 1 and 2 in 2017.
Component 09: Teacher Recruitment, Deployment, Development and Retention – Supporting the teaching, profession for better student learning outcomes	9.1 Cabinet Approval of World Bank Support for Developing and Implementing a Comprehensive Teacher Management and Development Policy Framework to Enhance the Teaching Profession for Better Student Learning Outcomes, 1st July 2015. 9.2 Officialising of Seychelles Institute of Education (SITE) as a Professional Centre through the signing of its Charter – August 2015. 9.3 Officialising of the SITE first Professional Centre Board May 2015. 9.4 Approval of a Revised Teacher Scheme of Service, January 2015. 9.5 Cabinet approval of Revised Bursary Allowance for Students Enrolled on SITE Education Diploma Education Programmes, 21st October 2015. 9.6 Signing of Memorandum of Understanding (MOU) and Ministry of Education of Seychelles and Botswana on Teacher Recruitment issues, 16th September 2015. 9.7 Launching of the **Aspiring Teacher Programme,** 5th October 2015.
Component 10: Risk and Disaster Preparedness and Management – Developing and maintaining a culture of safety and disaster preparedness with a view to building resilience to disasters within school communities and nationally.	10.1 Establishing of a Health and Safety Entity within the Ministry's Organisational Structure – January 2016.

Priority Components	Summary of Some Related Accomplishments
Component 11: Governance, Management and Quality Assurance - Enhancing and improving the efficiency and effectiveness of the governance and management of educational institutions in an environment of reduced resources	11.1 Workshop on School Councils and Recommendations for improvement – October 2014. 11.2 Workshop on School Leadership and recommendations for Improvement – January 2016. 11.3 Entity for Regulatory Affairs and Governance in Ministers Secretariat as part of Organisational Structure – January 2016. 11.4 Draft Framework on Delineation of Responsibilities between Ministry Headquarters, School Council and School Management in December 2017.
Component 12: Infrastructure Quality and Standards and Maintenance - Ensuring optimum quality and safety of educational infrastructure to promote quality access, teaching and learning for all	12.1 Education Circular 01/2014: Unauthorisation of conversation of Rooms/ Facilities in Educational Institutions. 12.2 Phase One Construction of SALS and Cascade Primary completed in 2016. 12.3 Completion of Glacis Primary.
Component 13: System Management Reform – Transforming the Ministry of Education	13.1 Appointment of 2nd Principal Secretary 2nd February 2015. 13.2 Operationalising of a new Organisational Structure of the Ministry, January 2016. 13.3 Cabinet approval of the Resolution of the 29th Congress of "Parti Lepep" to increase Access to Free and Compulsory Education to the Age of 17 years, 17th June 2015. 13.4 Cabinet approval to amend Education Act 2004 in June 2014. 13.5 Enactment of Education (Amendment) Act 2017 in December 2017. 13.6 First Publication of Enhanced Statistical Booklet, 2016 13.7 Publication of Regulatory Framework, April 2016. 13.8 Publication of Policy Framework and Charter for Service Delivery, April 2016. 13.9 Publication of Quality Service Action Plan, April 2016.

Annex 03: Summary of the Main Recommendations from the Pre-Final Evaluation Report 'Evaluation of the Preparation and Implementation of the Medium Term Education Strategy for Seychelles' (January 2018)

Priority One Recommendations

Ambition of the MTS 2018-2022 and Beyond

Serious attention has to be given to the prioritising of activities, downsizing of the number of activities, setting of realistic indicators and targets. Reform does not take place in five years. By setting such an ambitious programme there is the danger it back fires: targets are not reached, and activities not implemented: motivation is lost and maybe funds not used are withdrawn. Although it is good to be ambitious, when implementing a culture of change and improvement, one should be realistic. Attention and capacity-building should be given to the revision of performance indicators (quantitative and qualitative), and both pedagogic and administrative, so as to track the reform implementation process as well as to ensure the setting of targets within realistic timelines and the embedding of the reform initiatives.

Education Management Information System (EMIS)

The EMIS remains one of the central issues related to planning in the Seychelles – a small education system were strategic planning could be done in real time down to the level of each individual student. Institutions are well run but do not systematically collect education statistics in a standardized way. MEHRD ought to pursue its efforts in this area by:

- Continuing to provide key staff with specialized capacity development opportunities (education planning but also in advanced use of software related to databases and statistics);
- Investing in necessary hard- and software;
- Pursuing collaboration with DICT;
- Recruiting at least one to two additional technical staff at the EMIS Section; and
- Setting up an automated system whereby data would be entered at school level and sent by internet to a central database managed by the EMIS Unit at MEHRD. This would allow MEHRD to publish automatically its yearly Education Statistics Booklet and to have a dashboard composed of key performance indicators of the system for strategic decision making. Institutions would also benefit from this system by having their specific indicators dashboard for their own management.

Monitoring and Evaluation

During the implementation of the MTSP, MEHRD is piloting an M&E framework. It is recommended to develop a coherent research plan that integrates specific studies and evaluations pertaining to issues identified in the MTSP situation analysis for the practical purpose of policy improvement and management. The PAF should be used for monitoring & evaluation, not the external donor but for the Ministry.

Teachers

The availability and capacity of teachers remains problematic. Teachers are crucial in providing quality services. Issues in particular which were identified during the MTS development process is that brain drain of science and Maths teachers to the private sector, the unsustainable and costly recourse to foreign teachers, etc. has a direct impact on decreasing academic results (quality).

Decentralisation

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

Other recommendations

Labour Market Information aligned to supply

The proposed National Human Resource Development Strategy (NHRDS) should be fully considered as part of the alignment process between education provision and demands of the nation's labour force. This will also have implications for the prioritising of funds for course programmes to train critical skills areas. TVET is always more expensive than general education since it needs to equip workshops. With the ever changing skills needed in the labour market (cars are more and more computerised as an example) this equipment has to be regularly updated. More teachers are also needed

Staff stability

Greater awareness of the need to ensure human resource stability and staff retention as this has led to a loss of skilled staff members in key areas leading to poor institutional memory and lack of continuity in the implementation of MTS initiatives.

Ministry of Education and Human Resource Development

Endorsement of the MEHRD's organogram would assist to ensure greater human resource stability as well as to provide leadership to improve the synergy between units and divisions. An area of consideration would be to develop a framework of operations between the various units and divisions as this does not seem to be adequately defined. Attention also needs to be given to improve the exchange of information/materials between different divisions/sections and to ensure a consolidated, archived set of documents so as to promote a better exchange of information/ideas and technical know-how to improve efficiency.

Annex 04: Goal 4. Quality Education: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Opportunities for all.

Target		
Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes		
Performance Indicators	1	Percentage of children/young people in grade 2/3, at the end of primary and at end of lower secondary achieving at least a minimum proficiency level in reading and mathematics
Learning	2	Existence of a nationally-representative learning assessment in the early grades of primary (2/3), at the end of primary and at the end of lower secondary
Completion	3	Gross intake ratio to the last grade (primary, lower secondary)
	4	Completion rate (primary, lower secondary, upper secondary)
Participation	5	Out-of-school rate (primary, lower secondary, upper secondary)
	6	Percentage of overage children (primary, lower secondary)
Provision	7	Number of years of free and compulsory primary and secondary education guaranteed in legal frameworks
Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education		
Performance Indicators	8	Percentage of children under 5 years who are developmentally on track in health, learning, psychosocial well-being
Readiness	9	Percentage of children under 5 years of age experiencing positive and stimulating home learning environments
Participation	10	Participation rate in early childhood care and education in a given period prior to entry into primary education
	11	Gross pre-primary enrolment ratio
Provision	12	Number of years of free and compulsory pre-primary education guaranteed in legal frameworks
Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university		
Performance Indicators	13	Gross enrolment ratio for tertiary education
	14	Participation rate in technical-vocational education programmes (15- to 24-year-olds)

Participation	15	The percentage of people in a given age-range participating in education and training in the last 12 months, by type of programme
Target		
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship		
Performance Indicators Skills	16.1 16.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills Percentage of individuals with ICT skills by type of skill
	17	Adult educational attainment rates by age-groups and levels of education
Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations		
Performance Indicators * Equity cross-target	…	Parity indices (female/male, rural/ urban, bottom/top wealth quintile and others such as disability status and conflict-affected as data become available)
	…	Where possible, other indicators should be presented in relation to the their distribution across the study population
Policy	18	Percentage of students in primary education whose first or home language is the language of instruction
	19	Existence of explicit formula-based policies which aim to reallocate education resources to disadvantaged populations
	20	Education expenditure per student by level of education and source
	21	Percentage of total aid to education allocated to low-income countries
Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy		
Performance Indicators Skills	22	Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills
	23	Youth / adult literacy rate
Provision	24	Participation rate of youth/adults in literacy programmes
Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development		
Provision	25	Extent to which global citizenship education and education for sustainable development are mainstreamed in national education policies curricula

		teacher education and student assessment
Knowledge	26	Percentage of students of a given age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
	27	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience
	28	Percentage of schools that provide life skills-based HIV and sexuality education
	29	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)

Target		
Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all		
Performance Indicators Resources	30	Percentage of schools with access to basic drinking water, basic sanitation facilities; and basic handwashing facilities
	31	Percentage of schools with access to electricity, Internet access for pedagogical purposes and computers for pedagogical purposes
	32	Percentage of schools with adapted infrastructure and materials for students with disabilities
Environment	33	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
	34	Number of attacks on students, personnel and institutions
Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries		
Performance Indicators Number	35	Number of higher education scholarships awarded by beneficiary country
	36	Volume of official development assistance (ODA) flows for higher education scholarships by beneficiary country
Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states		

Performance Indicators	37	Percentage of teachers qualified according to national standards by education level and type of institution
Qualified	38	Pupil-qualified teacher ratio by education level
Trained	39	Percentage of teachers in pre-primary, primary, lower secondary and upper secondary who have received at least the minimum organized and recognised teacher training pre-service and in-service required for teaching at the relevant level in a given country, by type of institution
	40	Pupil-trained teacher ratio by education level
Motivated	41	Average teacher salary relative to other professions requiring a comparable level of education qualification
	42	Teacher attrition rate by education level
Supported	43	Percentage of teachers who received in-service training in the last 12 months by type of training

Annex 05: Medium Term Expenditure Strategy (MTES) 2019 – 2021 for the Ministry of Education and Human Resource Development.

Ministry of Education & Human Resource Development

Full PPBB Statement

Ministry of Education & Human Resource Development is a full PPBB entity. Its budget is on a programme basis and includes a strategic overview for the entity, as well as performance information by programme.

1. Strategic Overview of Entity

Mandate

The mandate of the Ministry of Education and Human Resource Development (MEHRD) is to play a key role in shaping high-quality education system that meets the needs of all learners, supports their participation in communities and in society, promotes and enhances lifelong learning, and contributes to the development of a competent workforce in line with national manpower needs and the sustainable development agenda of the knowledge-based society of Seychelles.

Major Achievements in 2017 and 2018

- The MEHRD has adopted a new Operational Structure since April 2018 to better implement the MTS 2018 to 2022 and to respond to the delineation of responsibilities of educational institutions;
- Approval of a Decentralised Authority Framework for Professional Centres , inclusive of revised institution's organisation structure in March 2018, giving more autonomy to Professional Centres as per SONA 2017;
- A TVET Division has become operational in 2018 following recommendations of the TVET National Conference held in October 2016 with the objective to better respond to the national human resource need;
- A Teacher Management and Development Section has been created to ensure that educational institutions are adequately staffed to better respond to both staff and institutional needs;
- Schools are being prepared for more administrative and financial autonomy in their operations in order to improve the effectiveness of their respective institution;
- Primary five level teachers have been trained to implement the Competency Based Curriculum at that level in 2018;
- A new selection process for placement of S5 students was implemented in 2018 with a view to improve efficiency and effectiveness in the context of decentralisation of authority to educational Institution;
- Education Act (Amendment) 2017 has been approved and assented in December 2017;
- A National Anti-Bullying Policy and strategy for Primary, Secondary and Professional Centres is in place since March 2018 to give guidance to educational institutions in the implementation of their operational guidelines and procedures;
- A new regional Secondary School at Perseverance became operational in January 2018 to cater for students from Perseverance and the redefined catchment area;

- Implementation of the Early Learning Programme and Profile Document for Day Care Centres to improve delivery and assessment of learning at early childhood level;
- Crèche year 1 pupils have been assessed to establish level of readiness in terms of competency in line with the Early Learning Development Areas (ELDA);
- Twenty-One (21) Diploma in Primary Education graduates from SITE were employed in January 2018;
- Ten (10) teachers graduated with Degree Level qualifications in 2017 and have already joined the education workforce;
- A Memorandum of Understanding between MEHRD, Ministry of Family Affairs and the Seychelles People Defence Academy was signed to manage the Behaviour Intervention Programmes;
- The Ministry has developed a National HRD Policy for implementation in 2018 to provide policy direction in matters of HRD;
- The Ministry of Education and Human Resource Development has developed a National HRD Strategy to be implemented in 2018 with a view to better align the labour demand and supply;
- 234 teachers started Diploma level training at the Seychelles Institute of Teacher Education (S.I.T.E) in collaboration with the Commonwealth of Learning through a Blended On-line Learning Mode in 2018 with minimal disruption to the teaching services they are providing;
- A Vetting Panel was introduced in 2017 to provide oversight with regards to the quality of examination papers for Key Stage 3 and Key Stage 4, that are produced by the Assessment and Certification;
- Oral examination was introduced in English P6 National Examinations in November 2017;
- Cambridge-led training sessions were carried out for IGCSE teachers of the sciences in August 2017 to build assessment capacity of teachers;
- Five best graduates from professional centres benefitted from a scholarship to further their studies or professional development in response to SONA 2017.
- The Medium Term Strategy 2018 to 2022 and Beyond has been completed and is being implemented.
- Cabinet approved reduction in the number of subjects offered by SALS from 18 to 10 core subjects effective in 2019.
- Twenty- five senior leaders have enrolled on the Masters degree in Educational Leadership in 2018.
- Education (Contractual Obligation of Students, Parents, Teachers and School Leadership in Education) Regulation 2018 has been approved by Cabinet for implementation in 2019.

Current challenges

The budget ceiling allocated to the Ministry continues to be a significant challenge considering the size of the Ministry and the services it provides to improve students' performance at all levels of the education and training system:

- Increasing wage bill over the medium term, which will affect the availability of resources for complementary inputs, such as honouring the Ministry's commitment of providing every *child a text book* and quality learner support;

- Providing educational institutions with qualified staff, other resources and opportunities for continuous professional development with a view to enhance quality of services delivered;

- Attracting and retaining Seychellois professionals in the teaching profession for continuity and stability in the system;

- Gathering and timely dissemination of reliable and validated data and information;

- Consolidating the PPBB approach at sectoral level due to a lack of financial expertise at the level of finance and policy planning and the continuous amendments of the template and tools;

- Ensuring the effective implementation of the new governance model of educational institutions;

- Limited expertise and experience in strategic planning and curriculum leadership;

- Public and parents expectations and the Ministry's priorities are not always in harmony, thus impeding on the smooth implementation of the priorities of the Ministry's Strategic Plan;

- Limited capacity to adequately fill all the positions of the new Operational Structure which will have an adverse impact on the Ministry's service delivery;

- Limited capacity at the level of the education and training system to effectively attend to learners with challenging comportments within a comprehensive education context;

- Limited synergy between ministries, agencies and school-community partnership;

- High rate of staff turnover in particular amongst the most experienced teachers and dependence on non-Seychellois teachers;

- Institutionalisation of the quality service delivery action plan system wide;

- Limited space for storage and archiving of key documents including examination documents;

- Limited capacity at the level of Assessment and Certification Section for in-depth data analysis and development of competency-based assessment.

- Implementation of the approved cost saving strategies and measures of the ministry.

Strategic Priorities 2019 to 2021

The Strategic priorities originate from the Ministry's Strategic Plan 2018 to 2022 and Beyond.

- Strengthen and increase the human resource capacity of the Ministry to better deliver on its mandate in line with the new operational structure to improve the quality of leadership and management of educational institutions with a view to enhance learner performance;

- Build solid foundations for learning at Early childhood and Primary (Key stages 1 to 3) to reinforce confidence in learning and achievement through relevant curriculum experiences and support;

- Establish a strong transition across Key Stages 4 and 5 through credible education pathways to better attend to the diversity of learning needs;

- Strengthen teacher recruitment, development and training, and retention in partnership with the authorities of curriculum and support, Teachers' Councils and other key stakeholders;

- Sustain and strengthen tertiary non-university education and training;

- Implement, through defined partnership, a robust student behaviour management strategy with parents and other partners for the achievement of a safe, inclusive and conducive teaching and learning environment within the new model of school governance;

- Enhance the quality and safety of educational infrastructure to promote quality access, teaching and learning for all and promoting a culture of disaster preparedness with a view to build resilience to disasters in school communities and nationally;

- Improve the efficiency, accuracy and timeliness of data dissemination with a view to better implement, monitor and evaluate the Ministry's strategic priorities to enhance transparency, accountability, good governance and communication at sectorial and national level.

2. Programme Performance

Programme 1: Governance, Management and Administration

The purpose of the programme is to provide for the overall leadership, management and strategic policy direction of the Ministry.

The programme comprises the following sub-programmes:

- *Sub-programme 1 Minister's Secretariat:* Provides overall policy direction to the ministry;
- *Sub-programme 2 Central Administration, Finance and Procurement:* Ensures effective administration of the ministry's assets in line with policy directions, ensures policy implementation, monitoring and evaluation in line with established standards, and provides effective management of financial resources and
- *Sub-programme 3: Infrastructure Development:* Ensures the development and implementation of projects as per established standards.

Programme 2: Education Development

The purpose of the programme is to provide support for the teaching profession, improve the standard and quality of education and promote best practice in classrooms, schools and other centres of education.

The programme comprises the following sub-programmes:

- *Sub-programme 1 Schools Management:* Ensures the implementation of educational policies and provide directions and support for quality teaching and learning to the schools;
- *Sub-programme 2: Policy Planning, Research and Resource Planning:* Provides strategic direction through effective planning, monitoring and evaluation of the education system and makes provision for adequate resources as per the established standards and undertake procurement of educational supplies; and

- *Sub-programme 3 Technical Vocational Education and Training:* provides strategic leadership, guidance and support to educational institutions for the further promotion and development of TVET at all levels of the national curriculum in line with the Ministry's Strategic Plan.

Strategic objectives and measures

The table below sets out the performance measures by which the programme will be addressing its strategic priorities.

Table 1. Performance measures for programme

Programme 2: *Education Development*						

Outcome:	Improved quality of teaching, educational materials and support to schools					
	2017		**2018**	**2019**	**2020**	**2021**
Outcome indicator	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of qualified local teachers	87	87	87	88	88	90
	2017		**2018**	**2019**	**2020**	**2021**
Contributing indicators	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
Sub-programme 1: *Schools Management*						
1. Number of teachers trained through validated programmes	12 BEd Secondary, 4 BEd Primary, 4 Diploma Secondary, 19 Diploma Primary, 25 Certificated Primary	9 BEd Secondary, 1 BEd Primary, 4 Diploma Secondary, 17 Diploma Early Childhood & Primary,	8 BEd Secondary, 1 BEd Primary, 4 Licence D'enseignement, 14 Diploma Secondary, 19 Diploma Early Childhood & Primary,	4 BEd Secondary, 7 Diploma Secondary, 15 Diploma Early Childhood & Primary,	6 BEd Secondary, , 1 Licence D'enseignement, 11 Diploma Secondary, 16 Diploma Early Childhood & Primary,	8 BEd Secondary, 30 BEd Primary, 5 Licence D'enseignement, 30 Diploma Secondary, 30 Diploma Early Childhood & Primary, 234 Diploma (Blended Mode)

Table 1   Performance outcomes, indicators and targets

Sub-programme 2: *Policy Planning and Research*						

Outcome:	An effective and comprehensive data management system is established to ensure provision of quality data for decision making					
	2017		**2018**	**2019**	**2020**	**2021**
Outcome indicator	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of data sources of quality established across the education sector	100	50	75	85	95	100
Contributing indicators	**2017**		**2018**	**2019**	**2020**	**2021**
	Target	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of schools' data processing officers trained to manage the data management system.	100	45	80	90	95	100
2. % of educational institutions producing quality (reliable) data sets.	100	45	75	90	95	100
3. % of educational institutions providing real time of data to the centralised system	100	50	80	90	95	100
4. % of educational institutions equipped with essential resources			To establish baseline in 2018			
5. % of researches conducted to inform policies			To establish baseline in 2018			

| 6. % of strategic decisions taken are evidence-based | | To establish baseline in 2018 | | | |
| 7. % of strategic plans of educational institutions are aligned with the Ministry's Medium Term Strategic Plan | | To establish baseline in 2018 | | | |

Table 2   Performance outcomes, indicators and targets

Sub-programme 3: *Technical Vocational Education and Training*

Outcome:		Students completing validated General Education and Skill Development Programmes				
Outcome indicator	**2017**		**2018**	**2019**	**2020**	**2021**
	Target	**Actual**	**Target**	**Target**	**Target**	**Target**
% of learners who have successfully completed validated TVET programmes		68	75	80	85	90
Contributing indicators	**2017**		**2018**	**2019**	**2020**	**2021**
	Target	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of TVET learners who have completed a programme and employed within 3 months post training		40	85	85	90	90
2.% of TVET learners who access further training after completion of a programme			10	10	10	10
3. % of TVET teachers with minimum qualification			To establish baseline in 2018			
4. % of secondary schools with 75% of (minimum) required specialist resources			To establish baseline in 2018			

Programme 3: Formal Early Childhood Care and Education

The purpose of the programme is to support the development and provision of quality formal early childhood education.

Strategic objectives and measures

The table below sets out the performance measures by which the programme will be addressing its strategic priorities.

Table 2. Performance measures for programme

Programme 3: Formal Early Childhood Care and Education						

Outcome:	Improved performance in formal early childhood education					
	2017		**2018**	**2019**	**2020**	**2021**
Outcome indicator	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of learners in P2 achieving the competency level in literacy	87	84	86	88	90	92
2. % of learners in P2 achieving the competency level in numeracy	78	61	70	75	80	85
	2017		**2018**	**2019**	**2020**	**2021**
Contributing indicators	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of teachers with minimum teacher qualification	88	83	85	85	87	90
2. % of classes with 18 pupils or less (Crèche)	44	38	50	55	60	70
3. % of classes with 25 pupils or less (P1 & P2)	75	74	80	80	82	85
4. No. of crèches built and upgraded	1 built, 32 upgraded	1 built, 20 upgraded	2 built, 10 upgraded	1 built, 5 upgraded	2 built, 5 upgraded	5 upgraded
5. % of crèches which have the minimum facilities standards as set by the IRP	78	69	75	80	85	90

Programme 4: Primary Education

The purpose of the programme is to support the development and provision of quality primary education.

Strategic objectives and measures

The table below sets out the performance measures by which the programme will be addressing its strategic priorities.

Table 3. Performance measures for programme

Programme 4: Primary Education

Outcome:	Improved performance in primary education					
	2017		**2018**	**2019**	**2020**	**2021**
Outcome indicator	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of learners in P6 scoring grade C and above in English	42	39	45	48	50	55
2. % of learners in P6 scoring grade C and above in Maths	13	18	40	45	50	55
	2017		**2018**	**2019**	**2020**	**2021**
Contributing indicators	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of teachers with minimum qualification	84	84	85	86	85	90
2. % of classes with 28 pupils or less (P3-P6)	88	88	90	92	95	96
3. Number of institutions built and upgraded	1 built, 19 upgraded	0 built, 19 upgraded	10 upgraded	10 upgraded	3 built, 10 upgraded	5 upgraded

Programme 5: Secondary Education

The purpose of the programme is to support the development and provision of quality secondary education.

Strategic objectives and measures

The table below sets out the performance measures by which the programme will be addressing its strategic priorities.

Programme 5: Secondary Education						

Outcome:	Improved performance in secondary education					
	2017		**2018**	**2019**	**2020**	**2021**
Outcome indicator	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of learners in S5 enrolled in ICGSE scoring grade C and above in English 1st language	85	87	88	89	90	91
2. % of learners in S5 enrolled in ICGSE scoring grade C and above in English 2nd language	39	29	48	50	50	50
3. % of learners in S5 enrolled in ICGSE scoring grade C and above in Maths	34	41	41	42	43	45
4. % of learners in S5 enrolled in ICGSE scoring grade C and above in Combined Science	05	17	15	Discontinued	Discontinued	Discontinued
	2017		**2018**	**2019**	**2020**	**2021**
Contributing indicators	**Target**	**Actual**	**Target**	**Target**	**Target**	**Target**
1. % of learners completing S5 (disaggregated by gender)	Male=96 Female=95 Average=96	Male=94 Female=98 Average=96	Male=95 Female=96 Average=95	Male=95 Female=96 Average=95	Male=95 Female=96 Average=95	Male=95 Female=96 Average=95
2. % of learners enrolled in IGCSE subjects)	English=78 Maths=43 French=88	English=60 Maths=19 French=55	English=60 Maths=30 French=88	English=65 Maths=40 French=89	English=67 Maths=42 French=90	English=68 Maths=45 French=90
3. % of teachers at lower and middle secondary with minimum required qualification		91	93	95	97	99
4. % of S5 learners continuing to an A level programme	16	8	16	17	18	20
5. % of learners from SALS qualifying for GoS scholarship (18+ Academic points)		24	30	35	39	50
6. % of teachers at Upper secondary (SALS) with minimum required qualification		41	45	50	60	70

Programme 6: Tertiary Non-university Education

The purpose of the programme is to support the development and provision of quality tertiary education and training to meet the human resource needs of the country.

Strategic objectives and measures

The table below sets out the performance measures by which the programme will be addressing its strategic priorities.

Programme 6: Tertiary Non-university Education						

Outcome:	Improved performance in tertiary non-university education and training					
	2017		2018	2019	2020	2021
Outcome indicator	Target (%)	Actual (%)	Target (%)	Target (%)	Target (%)	Target (%)
1. % of graduates achieving an average of 55% (pass mark) at the end of the programme/course	75	87	88	90	92	93
	2017		2018	2019	2020	2021
Contributing indicators	Target (%)	Actual (%)	Target (%)	Target (%)	Target (%)	Target (%)
1. % of learners meeting the entry criteria	55	39	57	100	100	100
2. % of lecturers with minimum qualifications (1 level above the teaching level)	80	63	67	70	75	80
3. % of programmes validated	65	76	80	85	90	95
4.% of institutions accredited	57	25	30	50	70	90
5. % of institutions with 75% of (minimum) required specialist resources	75	67	70	75	85	95
6. % of students enrolled graduating in their respective programmes		85	87	90	93	95

Programme 7: Human Resource Development

The purpose of the programme is to support the development of a quality education and training system capable of providing the future human resources required, for both the public and private sectors within the country.

Strategic objectives and measures

The table below sets out the performance measures by which the programme will be addressing its strategic priorities

Table 4. Performance measures for programme

Programme 7: Human Resource Development

Outcome:	Improved supply of qualified personnel to meet national labour needs					
	2017		2018	2019	2020	2021
Outcome indicator	**Target (%)**	**Actual (%)**	**Target (%)**	**Target (%)**	**Target (%)**	**Target (%)**
1. % of trained personnel occupying posts in their area of specialisation	-	-	65	68	72	75
2. % of trained personnel in gainful employment			To establish baseline in 2018			
	2017		2018	2019	2020	2021
Contributing indicators	**Target (%)**	**Actual (%)**	**Target (%)**	**Target (%)**	**Target (%)**	**Target (%)**
1.% of scholarships awarded correspond to the national labour needs		95	90	95	100	100
2.% of graduates from Professional Centres entering the labour market in their trained area within 3 months after graduation			To establish baseline in 2018	72	75	78
3. % of university graduates entering the labour market in their trained area within 3 months after completion of studies			To establish baseline in 2018	80	85	90