Government of Seychelles

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

Upskilling and Empowering Youth for Greater Economic Development

National Human Resource Development Strategy 2018-2022

Foreword by the Minister

Seychelles as a Small Island Developing State with limited natural resources has been one of the leaders in environment conservation and management internationally. The competitiveness and productivity of the industries, the quality and effectiveness of the public services, and the welfare of the families and communities all depend on the availability of a well-educated and highly skilled populace. For these reasons, investment in education and training has been a national priority. As a result, the Government of Seychelles has long recognised the importance of its human resources by continuously investing in education, training and professional development of its human capital to remain competitive and successful in the modern global economy. To date, the continuous advancement of its human resource development through the development of a training system is entrusted to the Agency for National Human Resource Development (ANHRD).

ANHRD, in consultation with its stakeholders, has embarked on this project to formulate the National Human Resource Development Strategy for Seychelles. This strategy is both crucial and timely, as it builds on the inextricable linkages that exist between economic development, human resource development and the realization of decent work for all, particularly young people within the context of Seychelles.

With the rapid development in the different sectors, the trend now is for the society to move towards a knowledge-based economy, in which the application of knowledge is the principal factor of production. The essential ingredient of products and services is the inherent knowledge versus knowledge capacity, a critical factor for any organisation in achieving a competitive advantage. The ability to gather information, generate and disseminate new knowledge, apply the knowledge to achieve performance improvement and innovation, is therefore the key to any organisation's success.

The rationale for including 'knowledge management' in the strategy for balancing economic demand and supply of human resources, lies in the transformation of the economy into a 'knowledge-based economy'. Individuals, teams and organisations need to develop the necessary competencies to be able to participate in a working life that incorporates knowledge productivity and usage. To transform the Seychellois workforce into knowledge workers for the achievement of the knowledge-based society envisioned by the Government, ANHRD in liaison with training providers will raise awareness on life-long learning, learning organisations and knowledge management. It will be therefore necessary to change peoples' attitude from knowledge hoarding to knowledge creation, sharing, research and documentation.

Within the next five years (2018-2022), the following short and long-term strategies will be pursued to strengthen Seychelles' HRD capacity to compete successfully in the global, knowledge-based economy:
- ➢ Interventions for education, employment, training and development focused on managerial, technical and professional areas in all sectors of the economy;
- ➢ A mechanism for tooling, re-skilling and lifelong learning to cater for changes in the labour market;
- ➢ Integration of HRD in all aspects of national, social and economic development;
- ➢ Processes for HRD impact assessment;
- ➢ More focus upon demand-related issues and reform to workplace practices.

The success of the integrated National HRD Strategy depends on the active participation and commitment of all stakeholders. Let us be guided along the path by the vision, mission, and underlying principles of this strategy, to ensure that the potential of every Seychellois is truly realised.

We look forward to the partnership from all sectors, in the implementation of the National Human Resource Development Strategy 2018-2022.

Mrs. Jeanne Simeon

Minister for Education and Human Resource Development

Acknowledgements

Abbreviations

AfDB	African Development Bank
ALDEC	Adult Literacy Distance Education Courses
ANHRD	Agency for National Human Resource Development
CBA	Competency Based Assessment
CBT	Competency Based Training
CSR	Corporate Social Responsibility
DPA	Department of Public Administration
EDPRS	Economic Development and Poverty Reduction Strategy 2008-2012
EFA	Education for All
EMIS	Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
HRD	Human Resources Development
HRM	Human Resources Management
IGCSE	International General Certificate of Secondary Education
ILO	International Labour Organisation
ISCED	International Standard of Classification of Education
ISCO	International Standard of Classification of Occupations
L&N	Literacy and Numeracy
LLL	Lifelong learning
LM	Labour Market
LMIS	Labour Market Information System
MEHRD	Ministry of Education and Human Resource Development
MFTIEP	Ministry of Finance, Trade, Investment and Economic Planning
MOU	Memorandum of Understanding
MYSC	Ministry of Youth, Sports and Culture
NGO	Non-Governmental Organisation
NIHSS	National Institute of Health and Social Studies
OH&S	Occupational Health and Safety
PBB	Performance-based Budgeting

PC	Professional Centres
PPP	Public Private Partnership
RPL	Recognition of Prior Learning
SALS	School of Advanced Level Studies
SIAD	Seychelles Institute of Art and Design
SIDOL	Seychelles Institute of Distance and Open Learning
SIAH	Seychelles Institute of Agriculture and Horticulture
SIT	Seychelles Institute of Technology
SITE	Seychelles Institute of Teacher Education
SMA	Seychelles Maritime Academy
SME	Small Medium Enterprises
SNYC	Seychelles National Youth Council
SPA	Seychelles Police Academy
SQF	Seychelles Qualifications Framework
STA	Seychelles Tourism Academy
SSA	Sub-Saharan Africa
SWOT	Strengths, Weaknesses, Opportunities and Threats
TEC	Tertiary Education Commission
TIPS	Teachers Industry Placement Scheme
ToT	Training of Trainers
TVET	Technical, Vocational, Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UniSey	University of Seychelles
URS	Unemployment Relief Scheme
WEF	World Economic Forum

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Executive Summary

The Government of Seychelles first developed a HRD policy in 2007, when the global and domestic environment differed. With the former HRD policy, emphasis was placed on manpower planning. The government's objective was to develop a foundation for effective Human Resource Development and this foundation has come into successful being. However, a new HRD policy, accompanied by a HRD strategy, is required to support the country's Sustainable Development Strategy 2012-2020. This will help move the economy from a middle-income to a high-income status, with suffice focus on the development of middle and high-level occupations. A dynamic and responsive human capital base is essential to achieve the country's vision and strategic priorities over the next 5 years as well as support the government's transition towards a higher skilled pathway.

A contemporary vision, supplemented by mission statements were expanded for the HRD through extensive consultations with government partners and stakeholders. The vision for Seychelles' HRD strategy is "*A workforce, especially youth, that is empowered with the necessary skills, attitudes and competencies as well as work ethics for sustainable national socio-economic developm*ent". Equally, the mission driving the HRD strategy is *"The establishment of a necessary framework to monitor and assess human resource development needs in the context of national development, and to create of mechanisms to ensure that these needs are met. In doing so, it will provide an array of opportunities for Seychellois to fully develop their potential"*.

There are significant challenges facing human resource development in Seychelles; a summary of the imperative ones are as listed: ***A growing level of non-participation of youth in the labour market***; Unemployment level is high amongst youth and continuously rising (above 13% for males in 2015, and 22% for females[1]). The raisons d'êtres for the said condition are complex and range from structural issues in the economy to the work ethics amongst youths and their decisions to work in non-standard forms of employment.

- ***The limited status of TVET and small numbers enrolled on TVET programs***; A relatively small number of students are enrolled in The TVET program at the upper secondary and post-secondary levels, meaning fewer people are channelled into vocationally-oriented subjects or careers.
- ***A lack of responsiveness of HRD to the changing needs of the labour market***; Amongst the key indicators of unresponsiveness are: a lack of soft skills being developed amongst youth (e.g. communication, punctuality, reliability), poor work-related attitudes amongst new employees, as well as limited links between educational institutions and employers.
- ***A lack of commitment to lifelong learning, workforce development and the need to increase productivity***; Employer focus groups held during the preparation of this strategy found that employers would prefer to poach skilled employees from other companies, instead of training their own employees.
- ***Weak linkages amongst government departments and minimal research to inform decision making***. The linkages between frameworks for economic development and those for ANHRD need strengthening. It is currently recognised that there are several macro policies and frameworks driving the economy and the country's future development, and there is no understanding of how these economic frameworks will translate into human resource development.

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[1] National Bureau of Statistics (2015 Q1) *Statistical Bulletin, Quarterly Unemployment Statistics Q/1*

In order to respond to these challenges, and achieve the vision outlined, a number of strategic responses (pillars) have been developed. Each pillar provides a comprehensive list of initiatives and activities to improve HRD responses. Many of the initiatives are inter-departmental and require a high level of cooperation amongst Ministries, under the coordination and support of the ANHRD. These pillars and support initiatives are summarised as follow:

- *Pillar 1: Youth empowerment activities*; (i) inclusion of HRD initiatives for youth;(ii) strengthening aspects of general education as prerequisites to students undertaking upper secondary courses; (iii) improved career counselling to encourage more youths to join TVET program; (iv) creating enterprise education and entrepreneurship programs; (v) providing guidance and funds to support self-employment; and (vi) promoting and supporting workplace-based programs for youths.

- *PILLAR 2: Expansion and strengthening of Technical and Vocational Education and Training (TVET)*: (i) measures to help create a more flexible system for the development of technical and technological skills; (ii) promoting the use of occupational standards; (iii) development and delivery of TVET teacher training programs; and (iv) providing industry experience for trainers.

- *PILLAR 3: Making HRD more responsive to labour market and government priorities*: (i) Creating more funding windows and broadening access for occupations in demand; (ii) providing targeted funding for occupations in high demand; and (iii) support for the training of technicians and technologists (mid-level occupations): expansion of the Scholarship Scheme, and more engagement of industry in education and training activities.

- *PILLAR 4: Enhancing life-long learning, productivity and workforce development*: (i) promoting a culture of life-long learning and incentives for individuals and employers; (ii) HRM reforms to retain staff; (iii) development of public-private partnerships; and (iv) providing broader alternatives to overseas scholarships for the development of required knowledge and skills.

- *PILLAR 5: Institutional development and improved research*: (i) standardise the information gathering and presentation of HRD needs; and (ii) Introduction of a sector-based approach.

The Government of Seychelles also developed a revised **HRD Policy**, along with an **implementation Plan** to accompany this strategy. The HRD Policy provides an overarching framework for supporting and guiding the complementary HRD strategy, the HRD implementation plan, and other strategies for HRD. This is in assurance that the country has a more holistic approach to the development of human resources. In precision, the policy outlines the principals and guidelines under underpinning HRD. The implementation plan provides a practical framework for ensuring that the vision and mission are achieved within the specified period of five years. The plan includes the actions and activities related to each strategic intervention; the responsibilities and roles of stakeholders, the resource implications, including a time-scale and, a monitoring and evaluation framework. The current HRD strategy must be read in conjunction with the HRD policy in order to understand the background to HRD in Seychelles and why this approach is being followed.

1. Introduction

The Republic of Seychelles consists of an archipelago of 115 islands, with a small population of 95,000, out of which 75% live on the main island Mahé. The country is a relatively new democracy gaining independence in 1976 and has managed to achieve the highest GDP in Africa --- U$15,410 recorded in 2016. Seychelles has the one of the highest Human Development Index, measuring life expectancy, education and standard of living[2]. Seychelles' HDI value for 2015 was 0.782—positioning it at 63 out of 188 countries and territories. The small size of the island economy makes it vulnerable to external shocks; especially the former global economic crisis of 2008, which caused the country to escalate into serious debt levels. Since this period, the government has made considerable progress in reducing the country's public debt and maintaining economic stability. The country has now achieved growth rates averaging around 4%, with much of the growth being driven by higher end tourism and to a lesser extent the export of tuna.

Despite the buoyant state of the economy, there are key concerns facing the labour market. *First*, there is a low youth participation rate in the labour market, with around 15% not engaged in employment, either because they are unable to find work or have chosen not to. *Second*, a large number of Seychellois have skills that do not match positions available in the labour market. Evidence shows that local workers lack the skills to move into higher paying technical positions, and at the same-time, there is a lack of interest from youth to enter middle or lower level occupations. Additionally, there is a growing level of unemployment amongst the youths, including those with university level qualifications. A *third* and equally important issue is the large wage disparities between local and foreign workers. Many foreign workers are paid higher wages despite carrying out similar tasks, discouraging locals from entering certain occupations.

The government recognises the constraints facing the economy and the labour market and has introduced a coherent policy framework to support inclusive growth and sustainable development. At the macro level the government has started to support diversification, and a reduction of dependency on tourism, through a new five-year Strategic Development Plan. With this Strategic Development Plan, the government Ministries are moving towards a sector-based planning system, under which priorities will be driven by development in their sector. This represents a new approach and will see Ministries directing efforts and resources towards the needs of their own sector.

Until recently, the Ministry of Education and Human Resource Development was driven by a medium-term strategic plan for the years 2013 to 2017. This helped the country achieve significant progress in the field of education, with Seychelles becoming the first country in Africa to meet the Education for All (EFA) goals. Another major achievement is the setting-up of the University of the Seychelles which delivers diploma and degree level programs in collaboration with international universities to deliver post graduate programs. TVET has been part of the formal education system and there are plans to establish a separate formal pathway for TVET. The government also plans to expand the numbers entering TVET route and increase the completion rate to 100% (now it currently stands at just 68%).

1.1 Definition of Human Resource Development

The current *ANHRD Strategic Plan 2014-2018* provides an initial definition of Human Resource Development: *"… human resource development is the integrated use of training, organisation and career development efforts to improve individual, group and organisational effectiveness"* (p. 2).

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[2] http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/SYC.pdf

> *Human Resource Development is an activity a country undertakes to develop the key skills and competencies through planned learning activities that enable individuals in organisations to perform current and future jobs to support the economy of Seychelles.*

In the context of this HRD Strategy, HRD:

This definition includes people in self-employment and on informal work contracts. The definition of HRD relates to both the competencies (knowledge and skills) required for workplace entry as well as the need and opportunities for continuing life-long learning. This remains to be achieved, particularly in providing opportunities for people working as technicians, technologists and middle managers.

1.2   Scope of the HRD strategy

It is also important to define **the scope of the HRD Strategy**. A broad-based view of HRD includes the following elements:

a.   Implications for education, employment, training and development focused on managerial, technical and professional areas in all sectors of the economy;
b.   A mechanism for tooling, re-skilling and lifelong learning to cater for changes in the labour market;
c.   Integration of HRD in all aspects of national social and economic development;
d.   Processes for HRD impact assessment;
e.   Focus on demand-related issues and reform to workplace practices[3].

The major focus (and definition) of the ANHRD Strategy is on *the preparation and development of people to enter and continue in the workforce in response to labour market needs*. This includes upper secondary school graduates (both TVET and academic streams) as well as Professional Centres' (PC) and university courses. The HRD Strategy also includes skills development for people admitting or continuing in private and public-sector workplaces. This may cover public and private training centre courses, Adult Literacy Distance Education Courses (ALDEC) through SIDOL, Job-seeker programs, SITE professional development programs, The Guy Morel Institute programs, etc. Annexe 1 provides a table that shows the scope of the Seychelles education and training system[4].

1.3   The rationale for the HRD Strategy

Despite the government's strategic investment in education and training, specific gaps in skills and expertise continue to exist, particularly at technician and technologist levels. This is evident through

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[3]Note under the former HRD policy framework emphasis was given to manpower planning and no mention was made about a demand driven approach.

[4]The table incorporates information that shows the ages of learners, the stages of learning, the required assessment entry levels, the corresponding Seychelles Qualifications Framework (SQF) levels of qualifications and the means of obtaining progress between stages of the formal education and training system. This outline of the HRD system contains the main local institutions and programs that provide the supply of skills. The table does not explicitly refer to or include the overseas degree and post-graduate studies (supported through scholarships) that are also a feature of the supply of skills in the Seychelles.

an increase in expatriate employment. The recent establishment of ANHRD in 2014 has provided the potential for improved HRD services and the development of new functions. The Agency now based within MEHRD has the responsibility for the implementation of governmental policies for HR Development; advising, coordinating and supporting all concerned parties, public and private alike, on HRD related matters; and, recommending HRD initiatives to relevant parties in line with national needs. The HRD Strategy provides the framework for ensuring that a better match is achieved between the demand and supply of human resources.

1.4   Alignment of the HRD Strategy with the broader national context

Seychelles previously developed an *Integrated National HRD Strategy* (published in 2007) that was coordinated by the (then) National Human Resource Development Council (NHRDC). There were central themes in this previous strategy that still resonates today as national priorities for HRD (see below).

The opening paragraph of the Introduction to *Seychelles' Integrated National Human Resource Development Strategy for the 21st Century (2007)* includes the following statement:

… despite the impressive achievements in human and social development, the country faces a number of human capital challenges, including limited workforce size, skills shortages in key sectors, high dependence on expatriate labour, "brain drain," limited motivation among some employees, all of which limit the Seychellois workforce from achieving its full potential. Put simply, these challenges negatively impinge upon the human and social condition and pose a threat to self-reliance and sustainable development. (p. 1)

Priority	
Priority 1	Transform Seychelles into as knowledgeable economy associated with higher skills, improved standard of living and social well-being
Priority 2	ANHRD to work with providers and employers to raise awareness of life-long learning and to create conducive and enabling environment
Priority 3	Linking HRD to Economic Development and Social Development, with an emphasis on priority sectors.
Priority 4	Making education & training providers more responsive to the labour market
Priority 5	Bolstering HR development & management practices at the organisational level, creating an environment that allows personnel to grow to the optimal potential

Ten years later, despite considerable government efforts and structural changes, Seychelles faces similar challenges in developing the human capital necessary to ensure successful and ongoing socio-economic development. The last ten years are marked by legislative changes (ANHRD Act, 2013 and Seychelles Qualifications Authority (SQA) Act and associated policies), strategies (e.g. Seychelles' Economic Development and Poverty Reduction Strategy 2008-2012 (EDPRS) and plans (*Vision 2020* and the Education Sector Medium Term Strategic Plan 2013 – 2017 that impact on human resources development in the Seychelles.

1.5   Purpose of the HRD Strategic Plan

The HRD Strategy outlines what is required to tackle persistent challenges and to identify how the ANHRD can effectively work with partners on key responses. The aim is to ensure that Seychelles can transform and build the knowledge and skills base, diversify economic activity and address the skills and expertise gaps. This is at the heart of the HRD Strategic Plan, which is also reflected in the *Seychelles Development Strategy*.

1.6   Methodology for Developing the Strategic Plan

The development of the HRD Strategy has been guided and shaped by the HRD Policy. The linkages to the policy are elaborated and acted upon through the interventions included in the HRD Strategy. Guided by broad-based stakeholder consultations, the methodology employed to develop the HRD Strategy included the following steps:

Methods for gathering data

- *A literature review* was conducted of relevant documents covering how other countries have developed their HRD or skills strategies, policy-orientated documents produced by organisations in Seychelles and other relevant studies or analysis.
- **Collection and collation of data on HRD supply and demand.** This involved obtaining data from the country's statistical agency and administrative data from other line Ministries, especially the Ministry of Employment, Immigration & Civil Status and data from an enterprise survey.
- *Fieldwork and obtaining the perception of key players in the HRD system*. Collection of evidence and perceptions were obtained through workshops and consultations. Extensive one-on-one discussions were held with government officials, representatives from industry, and other stakeholders. Workshops were held with employers, stakeholders and presentations made to the steering committees, as well as the ANHRD management committee (see annexe IV for details)

Methods of analysis of data

- Links have been made to the HRD Policy's guiding principles, vision and mission statements and suggested governance and management structures;
- An analysis of each of the broad policy areas (the Pillars included in the HRD Strategy) has been undertaken to determine the current policy context and its priority in meeting current and future human capital needs;
- Each Pillar has been analysed to identify the challenges to HRD for that policy area;
- Responses have been framed in terms of expected outputs and outcomes from employing the HRD Strategy;
- Activities and interventions have been devised for each Pillar based on an investigation of potential improvement practices; and
- The suggested interventions are broken into manageable actions for implementation purposes (see the *Implementation Plan* attached as Annex II).

The general approach to developing the HRD Strategy, and determining how information was to be gathered, was agreed with government counterparts. Feedback was sought from government counterparts and stakeholders on the direction of the strategy. There have been many different

issues and perspectives to take on board and all have been considered in the production of the final strategy.

The final components of the HRD Strategy concern implementation and monitoring and evaluation. An implementation planning framework with outputs, responsibilities and indicators is included with a broader monitoring and evaluation system.

1.7   Framework for the Development of the HRD Strategy

The HRD Strategy for Seychelles includes all the components used to develop human resources. Figure 3 provides an outline of the different components including:

- The process for developing the HRD Strategy;
- The challenges and responses for a successful HRD Strategy; and
- Actions proposed for implementation.

The initial step involved responding to and linking the strategy to the HRD Policy, with initial attention given to the vision, mission and goals. Describing the local context and responding to the perceptions of the various stakeholders were important in setting directions for the HRD Strategy: this also defined the individuals and target groups for the strategy.

A central feature of the Strategy is the challenges to HRD in Seychelles, which are evident in broad policy areas. T**he responses to the challenges are then presented as** *Pillars,* providing interventions aimed at improvements over the life of the Strategy.

1.7.1   Ensuring added value to existing HRD activities

In developing the HRD Strategy, one of the aims has been to ensure that it provides added value to existing activities and to identify priority areas for reform. The latter issue is particularly important since resources are scarce and guidance is provided on which areas of reform should be tackled first. The review of existing capacity to manage education and training initiatives needs to be ongoing. An initial step has been to identify the challenges that are being faced at different education and training levels. The HRD Strategy, through a series of activities and related actions, then aims to ensure that the form and quality of provision are enhanced. The strategy also intends that provision becomes more responsive and improvement is sustainable over the longer term.

1.7.2   Consultation and validation process

During the development of the National Human Resource Strategy between October 2016 and August 2017, 188 stakeholders were consulted in Seychelles from Government, Private Sector, Academia, NGOs and Parastatal organizations, comprising of a total of 106 ministries/organizations/departments (See annexe IV). A workshop was held with stakeholders, representative of senior officers from the HRD sector in Seychelles. The format for the HRD Strategy was discussed and agreed during this

Stakeholder consultations on Seychelles NHRDS 2018-2022

23, 22%

15, 14%

68, 64%

■ Government   ■ Parastatal   ■ Private Sector
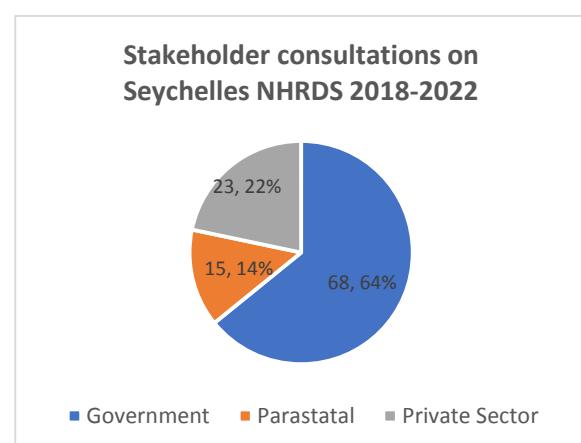
workshop. A draft of the HRD Strategy was developed and circulated for feedback from the broader stakeholder group. Extensive feedback was received, and changes were made where this enhanced the focus and directions of the strategy. Further feedback was then received from the Working Group for the HRD Strategy and this was addressed in a review of the comments. Other written feedback was provided by employers, individual line-ministries, The Tertiary Education Council, representatives from The African Development Bank and the World Bank. A final workshop presentation was organised for stakeholders to review the final form of the HRD Strategy.

Figure 1: Components of the Human Resources Development Strategy for the Seychelles

Process to develop HRD strategy	Challenges and Responses for a Successful HRD Strategy	Actions proposed for implementation

HRD Policy Linkages
- Principles
- Vision
- Mission

Understanding local context

Add value to existing HRD Activities

Consultation and validation

Stakeholders & employers perceptions

Target Groups for HRD Strategy

Growing level of non-participation of youth in the Labour Market

Youth empowerment

Limited status of TVET

Expansion/strengthening of TVET

Lack of responsiveness of HRD to the changing needs of the LM

Responsive higher educ. And employer engagement

Lack of commitment to LL learning limited workforce development and low productivity

Lifelong learning, productivity & workforce development

Lack of effective linkages & limited intelligence to inform decisions

Institutional reforms and better HRD intelligence

A series of challenges facing HRD based on empirical evidence have been identified

A series of objectives have been developed for each of the pillars to guide implementation

An implementation plan to address each of the objectives contained in the pillars with a set of indicators for a period of 5 years

An M&E framework that is sustainable and focuses on measuring the implementation progress and whether constraints are being removed, or predefined targets/needs are being met

2.   Challenges and Responses for a successful HRD Strategy

The Government of Seychelles has identified many issues that underline the need for a more demand-driven HRD Strategy than the previous NHRD Strategy (2007) highlighted in different national policy and planning documents[5]. The analysis of the HRD system reveal that challenges exist in both the supply of and demand for knowledge and skills required by industry. These can be summarised as follows:[6]

2.1   Unfavourable position and the growing level of non-participation of youths in the labour market

Unemployment levels are high amongst youths and rising (above 13% for males in 2015, and 22% for females[7]). This contrasts with national unemployment rates of 4.3% for the total of males and 6.4% for females. The reasons for this situation are complex and range from structural issues in the economy to the work ethic amongst youth, as well as their decision to work in non-standard forms of employment (i.e. part-time and intermittent work, high turnover and multiple job changes). Unless this situation is tackled, there is a danger that youth could become a significant social problem and represent a lost opportunity to strengthen Seychelles' human capital.

The government recognizes this problem and is building upon existing programs and introducing new programs to address the issue of youth unemployment. There are a number of Ministries that deal with youths, particularly in relation to the problem of unemployment, social exclusion, the growing drug incidence, lack of skills and education levels. In an attempt to tackle these problems, the government is moving towards a strategic and coordinated approach. This involves the ANHRD coordinating human resource development, with the Ministry of Employment, Immigration and Civil Status, the Ministry of Education and Human Resource Development and the Ministry of Youth, Sports and Culture are responsible for their respective mandates[8] around youth, youth employment, education and skills.

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[5] Refer to paragraph 1.4

[6] These constraints were identified through consultation and a series of workshops held with government counterparts and stakeholders from October 2016 and March 2017.

[7] National Bureau of Statistics (2015 Q1) *Statistical Bulletin, Quarterly Unemployment Statistics Q/1*

[8] The respective organisations and institutions operating directly under the Ministry of Industry, Entrepreneurship Development and Business Innovation, and the Ministry of Education and HRD is shows in Annex VI

Table 1: Labour force participation rates of youths, by age and gender, 1994 – 2012 (% age)
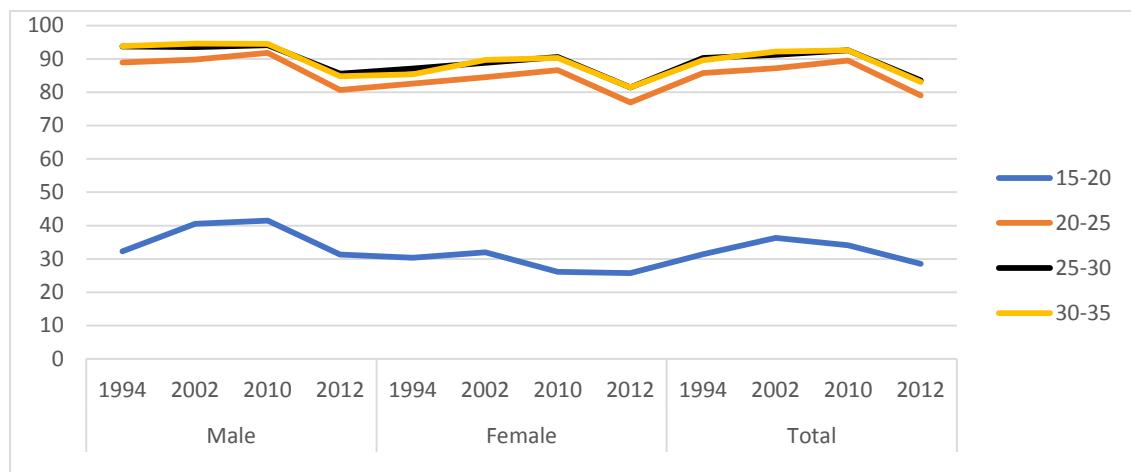
Source: NBS, Population & Housing Census 2010, LFS 2011/2012

Table 1 shows declining rates of labour force participation for both male and female youths. While there is steady growth in labour force participation for most age groups from 1994 to 2010, there is a marked decline in participation rates between 2010 and 2012 in all age groups and for both genders (see box 1).

Box 1: Youths and HRD in Seychelles

Seychelles has adopted the United Nations definition of youths, covering those between 15 and 24 years of age. Youths represent 16 % of the country' labour force and are the future of the country's potential human capital. However, levels of unemployment for this group are much higher than the national average. National unemployment levels are 4.3% for males and 6.4% for females, with levels rising to 22% for female youths and 13% for male youths. The origins of this status are quite complex and range from structural issues in the economy to the work ethic amongst youths, as well as their decisions to work in non-standard forms of employment (i.e. part-time and intermittent work, high turnover and multiple job changes)[9]. Unlike other countries in Africa, education participation is relatively high in Seychelles, with enrolment levels for secondary education at around 100%. At the same time there is a growing incidence of drug use amongst the youths and the country is experiencing difficulties matching youth aspirations with available employment opportunities. The Government of Seychelles recognises this dilemma and has established a Seychelles National Youth Council (SNYC)[10]. The recently established structure is in the process of gathering information on the constraints facing youth and identifying how these can be tackled and remedied.

2.2 Need for a broader education foundation and improved status given to TVET

The HRD Policy outlines the need for the education and training systems to provide broad competency-based curricula at the appropriate level, oriented towards the practical utilisation of knowledge which will form a sound foundation for the development of a variety of skills. This is the critical educational foundation for all students entering and exiting the educational and training systems[11].

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[9] For a more detailed understanding of youth see the HRD Policy for the Seychelles
[10] See: http://www.snyc.info/youth-employment-initiative/
[11] For specific details see HRD Policy for the Seychelles

The *Global Competitiveness Survey* includes a measure of the quality of countries' higher education and training systems. Higher education and training is crucial for economies that want to move up the value chain beyond simple production processes and products. Similarly, the development of relevant qualifications, through the TVET system, for middle-level occupations such as technicians and technologists, is important. Today's global economy requires countries to nurture pools of well-educated workers who can perform complex tasks, adapt rapidly to their changing environment and the evolving needs of the Labour Market.

To meet these challenges, adequate emphasis needs to be placed on the quality of education at all levels of the education and training systems from early childhood education to post-graduate studies. The importance of ongoing staff training is also a feature of quality assurance, due to the importance of vocational and continuous on-the-job training in ensuring a constant upgrading of workers' skills. This is neglected in many economies. (WEF, *Global Competitiveness Report 2014-2015).*

Table 2: International comparisons of the quality of education[1213]

	Seychelles	Mauritius	Kenya	South Africa	UK	India	Australia	Singapore	France
Quality of school management	4.3	4.3	4.4	5.2	5.9	4.4	5.3	5.9	5.5
Quality of maths and science education	4.3	4.4	3.9	2	4.4	4.2	4.8	6.4	5.1
Quality of the education system	4.3	4.1	4.3	2.2	4.7	4.2	5.1	5.8	4.5
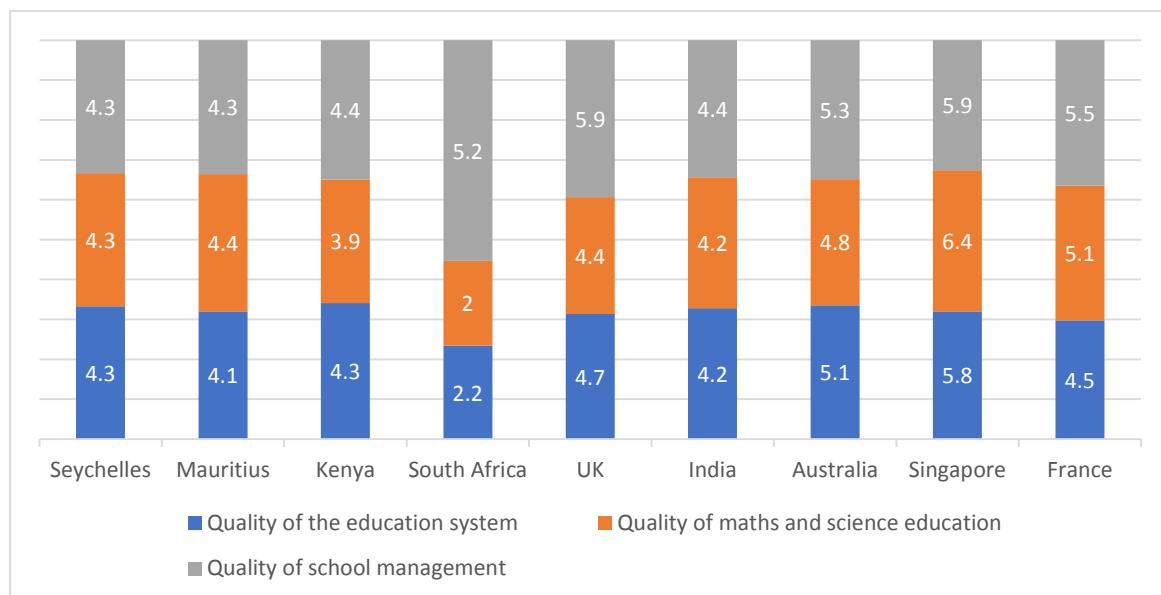
The comparisons of the quality in the educational system in Table 2 indicate that Seychelles is performing at a similar level to other middle-income countries (Mauritius and India). However, the three quality measures in the higher income countries illustrate a higher quality of the education system (overall), in maths and science education and school management.

Significant challenges exist within Technical and Vocational Education and Training (TVET) at the secondary level which also impacts on post-secondary enrolments and performances. The rigidity of the current education and training system and the poor status of TVET, affect the attractiveness and the effectiveness of the system. A relatively small number of students (by comparison with the academic stream) are enrolled in TVET at the upper secondary and post-secondary (Professional Centre) levels, meaning fewer people are channelled into vocationally-oriented subjects or careers.

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[12] Note: This was a scale of 1 to 7, with 7 being the highest
[13] Source: World Economic Forum, *Global Competitiveness Report 2014-20*

In general, TVET is viewed as a second-rate subject, only to be followed if a person cannot develop academic proficiency.

The current ANHRD administered scholarship scheme needs expansion to include more opportunities for high demand technician and technologist level courses[14]**– usually provided initially by the TVET system.** Despite the policy statements of wider availability of scholarships[15], the scholarship scheme caters almost exclusively for degree level (and above) university courses which are a requirement for a small percentage (estimated at 3%) of occupational groups. A contributing factor from the lack of education and training (and more scholarships) for technicians is the high level of foreign workers who are performing these jobs. If this situation is to change, it will require a significant investment in a revamped TVET system, which focuses on quality and the development of high demand skills and knowledge required by the economy.

UNESCO, describes 'Gross Enrolment Ratio' (GER) as the total enrolment within a country "in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education". The GER for (i.e. 1.3%) for Seychelles in higher education suggests that it includes only the local University (UniSey) enrolment in degree level programs or above. The external scholarships provided for study at overseas universities are not included in the Seychelles figure.

2.3   Lack of responsiveness of HRD to the changing needs of the labour market

2.3.1   Lack of responsiveness of current provision

The current (2016) World Bank country report considers there is a failure of educational provision to respond to the needs of the labour market, both in terms of the types of programs and the skills to be developed[16]. A focus group held with HRM managers confirmed that the tertiary education system is not providing graduates with the necessary employability skills to facilitate the transition to the labour market[17]. According to these employers, one of the key problems was young people's attitude and the fact that they had a preference for entering higher-level occupations, without understanding the need for experience or working their way up the organisation. Many employers expressed that *young people had a sense of entitlement and assumed that a degree level qualification will allow them entry into a higher-level occupation*. These issues were investigated further by an employer-based survey completed by enterprises in late 2016 and early 2017 as part of an ANHRD project[18]. Some of the issues(challenges) identified by the survey refer to the current provision of education and training and the importance of quality in preparation for the labour market, both in terms of technical skills and soft-skills.

There is a need to respond to the labour market, both in terms of the types of programs and skills to be developed and the work readiness of graduates. A closely related issue is the quality of existing graduates not being sufficiently prepared through their education/training to meet occupational standards and labour market requirements.

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[14] Annex V includes a summary of the *International Standard Classification of Occupations (ISCO-08)* which provides an overview of the different levels of occupations. Using the ISCO classification, "middle level" occupations can be regarded as being at Level 2 (broadly described as *Technicians*) and at Level 3 – broadly described as *Technologists*

[15] *300 Questions on Seychelles Government Services*, Govt of Seychelles, June 2016: www.egov.sc. The recent Presidential State of the Nation address indicates that the state-sponsored scholarship scheme (through ANHRD) has been expanded to include the five best-performing students from Professional Centres.

[16] See: World Bank (2016) Country Fact Sheet: *Overview of the socio and economic profile of Seychelles*

[17] The focus group involved a group of 25 HR managers at the ANHRD on the 11th of October 2016

[18] *Report on the Employer Survey*, ANHRD, May 2017

Key findings from the Employer Survey related to education and training provision

- Lack of soft skills (e.g. communication, punctuality, reliability) and poor work-related attitudes amongst new employees;
- Almost 50% of employers hire graduates from local TVET providers;
- Local workers lack interest in certain occupations;
- Links between employers and education institutions are poor;
- Skill shortages exist, especially for middle-level occupations.

These survey results have added to quantitative findings of the responsiveness of the current TVET and tertiary education provision. One key recommendation of the survey was to consider how the private sector could become more involved in the planning and delivery of education and training. The strategic priority that responds to these challenges considers mechanisms, incentives and institutional structures to achieve enhanced private sector involvement.

2.3.2 Limited employer engagement with HRD

Limited engagement exists between employers and the HRD system in Seychelles. This is a feature at both the national and decentralised levels. At the national level, employers don't play a key role in influencing the direction of policy for skills or in determining the priority needs for the educational and training system. The new sector-based approach recently adopted by the Government of Seychelles offers more opportunities and incentives for employer engagement. Similarly, at the provider, (decentralised) level) there is a need for higher level engagement of industry. While there are industry representatives on boards, they should be more involved in shaping the curriculum, defining occupational standards and ensuring qualifications provide the delivery of high standard knowledge and skills. Employers also have responsibilities to respond to calls for cooperation and support.

Table 3: University - Industry collaboration[19]
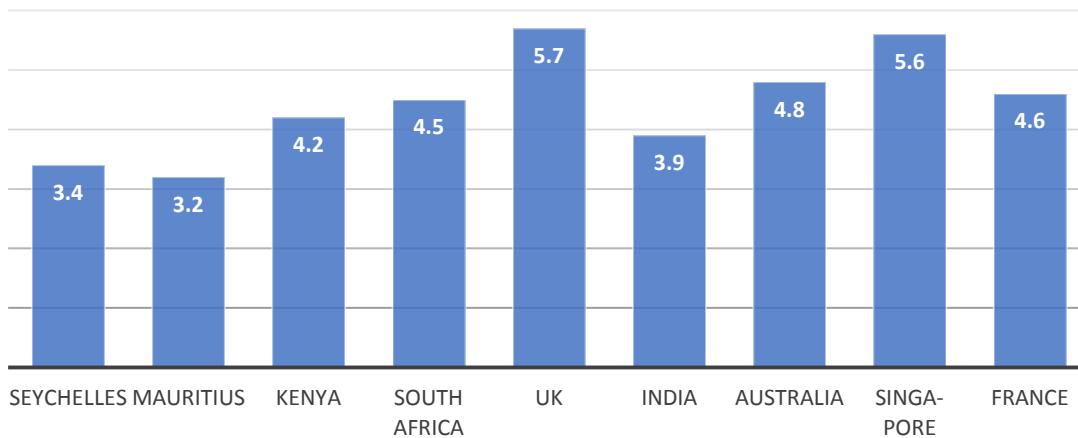
Table 3 provides a global measure of the extent of university-industry collaboration. The Seychelles low ranking can be explained by the short history of university education. However, the low level is disappointing given the emphasis that is given in national plans to improvements, with industry collaboration, in science and technology. The aim should be for improvement over the next 5-10

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[19] Source: *Global Competitiveness Survey*, World Economic Forum, 2015

years. The table also provides some evidence of the need for greater involvement of industry in decision making on the relevance of qualifications and programs in meeting labour market needs. Unfortunately, no global comparative data is available for other levels of the education and training systems and their engagement with industry. It is reasonable to assume that this is a similar picture to university and industry collaboration.

Table 4: Availability of scientists and engineers[20]
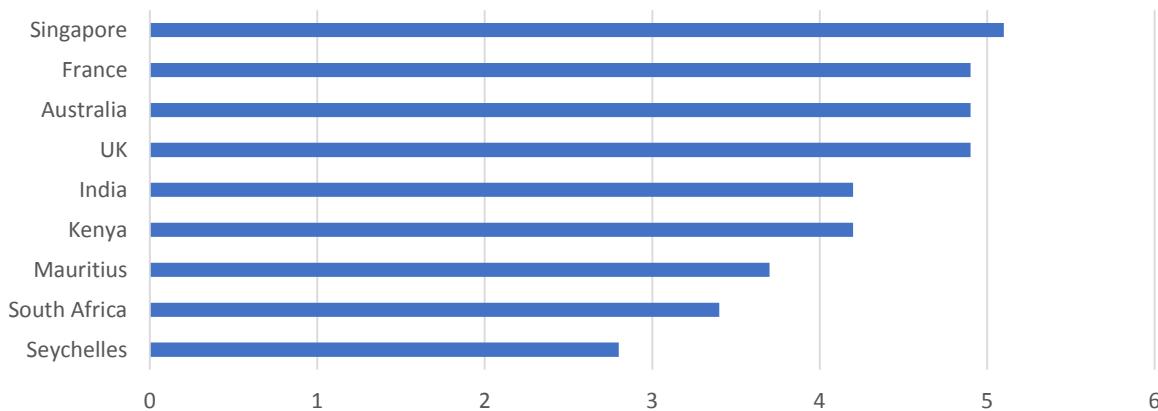
Table 4 indicates that Seychelles is performing at a low level in terms of the availability of scientists and engineers. This is a disappointing finding, but it affirms the attention that Seychelles is giving in national plans to improvements in science and technology occupations.

2.3.3   Dominance of expatriates in key higher and middle-level occupations

A major HRD challenge for Seychelles is to develop the knowledge and skills of Seychellois to fill progressively higher-level occupations. Seychelles has a total workforce of 47 000 people, of whom 15 000 (31%) are expatriates. Approximately 90% of the workforce is employed in the private sector, with the majority in tourism and hospitality and the construction sectors. As Table 5 illustrates, there has been steady growth in the numbers of expatriate workers employed in all occupational groups. This is a significant challenge to Seychelles' attempts to increase its human capital, particularly in positions where there are more knowledge and skills and associated responsibility required.

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[20] Source: *Global Competitiveness Survey*, World Economic Forum, 2015

Table 5: Replaceable expatriate employment by major occupational groups (all sectors)
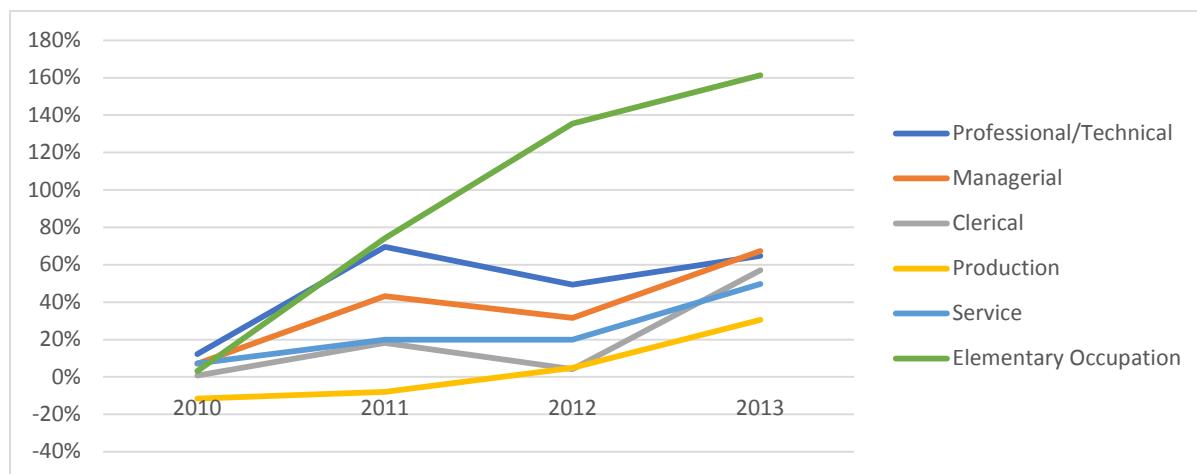
The statistics reveal that there has been growth in expatriate employment in all listed occupational groups in Seychelles. In the 5-year period (20010 – 2013)[21] shown in Table 5, the total number of expatriates, working across all occupational groups, has grown by approximately 29%. The growth of expatriates in *Professional/Technical* occupations has increased by 39% and the expatriates in *Managerial* occupations have increased by 40%. The increase in expatriate numbers can be explained by the need for more workers to address the growth of industry in Seychelles. However, it is also an indicator of the lack of Seychellois with the necessary skills (or possibly, their preparedness) to fill positions in high and mid-level occupations[22] (i.e. Professional/Technical, Managerial and Clerical occupations). The broad groupings of *Production* and *Service* occupations in Table 5 do not reveal the occupational levels of workers, but it is assumed that there is a range of occupations including medium and low skill requirements.

If the planned TVET reforms are to be effective in increasing the numbers of Seychellois filling mid-level occupations, the most expedient solution is to expand the scholarship scheme. For example, this could occur through expanding the scope and menu of qualifications offered at PCs (with prerequisites at the secondary school level) and including high demand courses in the scholarship scheme. This will provide incentives for young people and re-trainees to follow TVET pathways leading to entry into mid-level occupations. It also assists in meeting a national goal of increasing the HRD knowledge and skills base with less reliance on expatriate workers in both high and mid-level occupations. This will require a TVET system[23] that produces graduates or re-trainees with the required knowledge and skills that is geared towards labour market demand.

2.4 Lack of commitment to life-long learning, limited workforce development and low productivity

Serious challenges exist in the workplace, particularly around the commitment to workplace learning, low productivity and rigidity in the Labour Market.

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[21]The Ministry of Employment, Immigration and Civil Status PS indicated that the 2016 number of expatriates is 15 000. Job vacancies in February 2016 were also listed as approximately 3 000

[22]Annex V includes a summary of the*International Standard Classification of Occupations (ISCO-08)* which provides an overview of the different levels of occupations. Using the ISCO classification, "mid-level" occupations can be regarded as being at Level 2 (broadly described as *Technicians*) and at Level 3 – broadly described as *Technologists*

[23]This also applies to the University system

2.4.1 Limited commitment to life-long learning opportunities

According to the World Education Forum (2015), life-long learning means:

'… meeting the diverse and context specific learning needs of all age groups, including the acquisition of basic literacy and technical skills through both formal education and effective alternative pathways to learning. Adult learning and education, TVET and literacy (plus workplace learning) all represent significant components of the life-long learning process.[24]

"Lifelong learning (LLL) covers the whole range of learning that includes: formal, informal and non-formal learning. It also includes the skills, knowledge, attitudes and behaviours that people acquire in their day-to-day experiences (Dunn, E., 2003)".

The world and by default the workplace is changing rapidly due to the technological advances and people/employees need to continuously learn and grow to keep their skill set relevant. In Seychelles, there is limited commitment amongst both government and private employers to professional development and the move towards the introduction of modern workplace HRM practices. Within the private sector, the lack of commitment to learning has resulted in a culture of poaching. Indeed, several employers at a workshop held in Seychelles in October 2016 commented that they used poaching as a means of getting the right employees (instead of providing training for existing staff). Significant issues are experienced with HRM practices, especially in the public sector, where the move towards decentralisation and independent decision-making are presenting challenges for HR managers. However, there is a great opportunity to develop and expand a culture of life-long learning in Seychelles, similarly done with graduate level studies.

While Seychelles ranks above the SSA average for doing business according to the Doing Business Report 2017, many problems are still existent. From a given list of factors, respondents (employers) from the business community were asked to select the five most problematic for doing business in their country. They were then asked to rank the five factors from 1 (most problematic) to 5. The totals provided in Table 6 shows the responses weighted according to their rankings[25].

Table 6: Top 5 factors inhibiting doing business in Seychelles

Factors inhibiting doing business in the Seychelles	% of Respondents
Access to finance	21.9
Poor work ethic in labour force	15.1
Inadequately educated workforce	11.3
Inefficient government bureaucracy	8.0
Inadequate supply of infrastructure	7.7
Restrictive labour regulations	7.3

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[24]*World Education Forum*, Incheon, South Korea, 2015
[25]*Global Competitiveness Survey*, 2015
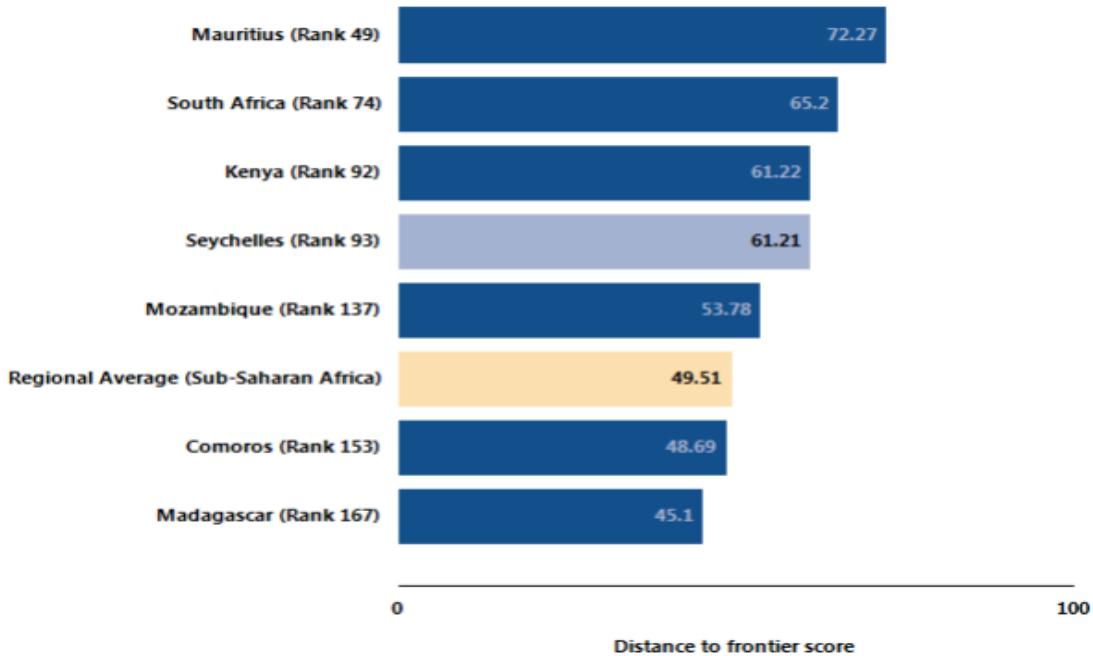
Figure 2 Doing Business Report, 2017

The information provided in Table 6 is clearly viewed from the perspective of employers, rather than employees. Nonetheless, what is of concern are the highly-ranked factors which relate to the perceived performance of employees (Factor 2: Poor work ethic in labour force) and, the supply of skills (Factor 3: inadequately educated workforce). These results also (implicitly) underline the importance of employers taking additional responsibility by engaging in workforce training, consequently ensuring that HR management practices are in place and working for both the benefit of employees as well as the employers.

2.4.2   Rigidities in the Labour Market

Existing government regulations and policies are impacting negatively, in some cases, on human resource development. In the workplace, Seychellois companies are unable to train a large pool of people since they must be employed and covered by employment contracts (instead of having the status of a trainee or temporary staff member); however, this is intended to be amended under the review of the Employment Act, 1995. Likewise, the existing quota system, which attempts to match a student's qualifications, aspirations and availability of places at education providers, is resulting in a supply-led system.

Table 7 includes the results of the *Global Competitiveness Survey*, comparing Seychelles' Labour

Labour Market efficiency is defined, by the Survey, as a measure *for ensuring that workers are allocated to their most effective use in the economy and provided with incentives to give their best effort in their jobs. Labour markets must therefore have the flexibility to shift workers from one economic activity to another, rapidly and at low cost, and to allow for wage fluctuations without much social disruption.*

Market efficiency[26] with other countries.

Rigid labour markets are cited within the global competitiveness survey as an important cause of high youth unemployment if barriers to entry into the labour market (e.g. lack of incentives such as workplace training, promotional opportunities and gender equity) remain in place. Attention to labour market efficiency has a positive effect on worker performance through attracting and retaining individuals with skills.

2.4.3 Improved productivity as a measure of Labour market efficiency

An important dimension that is compared in the *Labour Market Efficiency* survey (Table 7) is *productivity.*[27]

Productivity is defined as a *guide to how good a country is at delivering the goods and services that are bought and sold. Technically, it is the rate of output per unit of input, measured per worker or by the number of hours worked. In Layman's terms, it is a measure of what goes in and what comes out.*

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[26]http://reports.weforum.org/global-competitiveness-report-2014-2015/methodology/

[27]The Guardian (26.12.2016), productivity is easier to measure in some sectors than in others, Larry Elliott

Table 7: International comparisons of Labour Market efficiency

Indicator	Seychelles	Mauritius	Kenya	South Africa	United Kingdom	India	Australia	Singapore	France
Labour market Efficiency (overall ranking of 144 countries: 1 = best)	44	52	25	113	5	112	56	2	61
GDP per Capita ($US rounded)	**$26 277**	**$19 509**	**$3 208**	**$13 165**	**$41 159**	**$6162**	**$47 389**	**$85 253**	**$41 181**
Country's capacity to attract talent (1 – 7 best)	4.0	3.9	3.7	3.9	5.0	3.8	4.8	6.0	3.8
Country's capacity to retain talent (1 – 7 best)	3.1	3.2	3.8	3.7	5.9	3.9	4.2	5.2	3.6
Pay and productivity (1 – 7 best)	3.5	4.2	4.1	2.7	4.7	4.0	3.2	5.3	3.9
Hiring and firing practices (1 – 7 best)	3.6	4.2	4.5	2.1	4.5	4.1	2.7	6.4	2.7

WEF, *Global Competitiveness Report, 2014-2015*

Legend

	Best Score
	Worst Score
	Seychelles

Seychelles is ranked at the higher end of Labour market efficiency, at 44 (1 being highest) of 144 countries. The country is also at the mid-range of global capacity to attract talent (i.e. possessing the required knowledge and skills). However, Seychelles is at the lower end of global comparisons in terms of its capacity:

- to retain talent;
- to achieve the pay level and productivity of workers; and
- in terms of hiring and firing practices (i.e. HR management).

These findings are consistent with the feedback received from stakeholders and the analysis of available data.

2.5 Limited linkages between government departments and lack of research on the Labour Market

(The) Seychelles lacks adequate information and statistics to be able to analyse the situation and needs regarding youth who are unemployed, underemployed or between jobs, who work intermittingly without job security, or work below their income potential, who are stuck in low-paid and low-skilled jobs without prospects for training and advancement and those who are engaged in the informal sector.

The *National Youth Survey* 2014-2015[28] states:

This situation applies not only to information regarding youth in the Seychelles. The lack of valid and reliable labour market research also prevents accurate decisions from being made about the supply and demand for human resources. No consensus currently exists on the nature or extent of demand and different lists are resulting in confusion. Correspondingly, lack of labour market research prevents planners from understanding the through-put in the scholarship system and the longer-term impacts.

2.5.1 Lack of linkages between policy frameworks

Linkages between frameworks for development and those available to the ANHRD could be strengthened. Currently, it is recognised that there are several macro policies and frameworks driving the economy and the country's future development. Unfortunately, there is no understanding of how this will translate into human resource development. Therefore, while government and partners may have a clear understanding of where the economy is going and the type of development that is taking place, the ANHRD needs more information to understand the HRD priorities, needs and training implications. Under this scenario, the ANHRD must interpret, often without accurate data, what type of human resources other government departments will need to implement their strategies.

The nature of the problem resulting from a lack of research and effective linkages between government departments is shown in Figure 3. The figure shows that macro policies are driving government development, particularly the strategy for sustainable development and the Blue Economy. The macro policies clearly outline the future directions for development in Seychelles and provide a clear outline of what is expected over the next 10 years.

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[28] Seychelles National Youth Council, 2016, p. 37

They both recognise the importance of human resources for their success but don't consider the implications for HRD. Moreover, lots of line ministries also have strategic plans and often do not adequately tackle the HRD implications. Therefore, the ANHRD must anticipate their requirements without appropriate guidance. Therefore, the ANHRD is unable to accurately determine skill needs.

Figure 3: How decision making for HRD is not based on accurate research
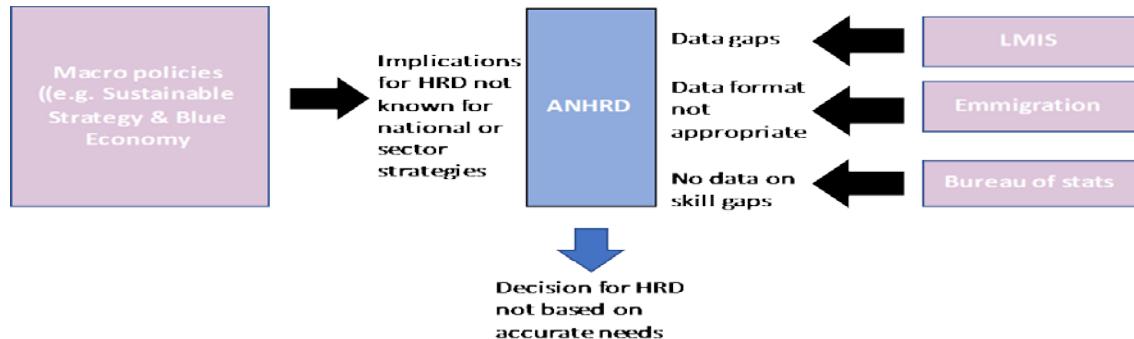
The lack of a comprehensive picture of the labour market also makes it difficult for the ANHRD to understand accurately the HRD requirements of the labour market.

2.6   The strengths, weaknesses, opportunities and threats (SWOT) facing HRD

The following SWOT analysis provides a summary of the previous overview of the HRD sector. The *Weaknesses* and *Threats* are taken from the preceding analysis of the available data (limited in some cases) and feedback from stakeholders, obtained through meetings, focus groups and an employer survey. The *Strengths* and *Opportunities* are derived from Sections 4.0 and 5.0 which showcase the Sector priorities and proposed strategic interventions.

Figure 4: SWOT Analysis of the HRD Sector in Seychelles

Strengths	Weaknesses
- Good fiscal framework - Adoption of a sector-based approach to HRD planning - Structures being established for more responsive HRD system such as the ANHRD - TVET receiving more national attention and Planned teacher training in TVET - Strengthened HRD planning (policy, strategy and guides) - Attending to better use of Labour Market data for planning purposes	- Quality of educational outcomes poor (secondary education streams) especially in Maths and Science - Lack of employer engagement at provider levels - Low productivity (global comparisons) - Limited commitment to lifelong learning - Graduates lack work readiness skills (employers' perceptions) - Lack of workforce training - Limited career counselling and guidance for students and graduates - Lack of HRM practices has led to a culture of poaching, rather than training, staff
Opportunities	**Threats**
- Creation of Centres of Excellence - Consolidation and standardisation of data gathering and analysis - Creation of TVET Division to address the need for technologists and technicians - Broadening of the access to and application of the training fund(s) - Development of industry sector plans under the sector-based approach - More engagement of employers through incentive schemes - Funding for internships and mentorships	- Low labour force participation levels amongst youth - Limited understanding of HRD priorities - Negative perception of TVET among youth - Low status and funding for TVET - Limited workforce development - Lack of responsiveness to LM needs - Limited structures or incentives for public-private partnerships - Narrow application of training funds to the scholarship scheme - High levels of expatriate employment in middle-level jobs

The Strengths and Opportunities outlined in the SWOT analysis require shared responsibilities for the actions they suggest. While the ANHRD has a coordinating role for HRD, they will be reliant on the work of other line Ministries for implementation of improvement strategies e.g. consolidation of LM data, the introduction of education and training initiatives, youth empowerment strategies and incentives for industry engagement. There are multiple stakeholder`s responsibilities necessitated for the implementation of the HRD Strategy and this will require a high level support and leadership if there are to be improvements in HRD (and HRM).

3.   Vision, Mission and Goals of the HRD Policy and Strategy

Responding to the challenges requires a vision and mission statement of where the country's HRD system is ensuing, a set of goals and targeted strategic interventions. The following section provides the overarching vision, mission statement and goals of the HRD Policy and Strategy.

The Vision, Mission and goals of the National HRD Strategy (in line with the HRD Policy) follow:

HRD Vision Statement

The workforce especially youths is empowered with the necessary skills, attitudes and competencies as well as work ethic for sustainable national socio-economic development.

HRD Mission Statement

To establish the necessary framework to monitor and assess human resource development needs in the context of national development, and to establish mechanisms to ensure that these needs are met. In doing so, it will provide maximum opportunities for Seychellois to fully develop their potential.

The goals HRD Strategy are to provide:

HRD centre-stage in development: To acknowledge that the people of Seychelles are the key asset in the country's socio-economic development. Hence, the promotion of HRD to become centre - stage in national development.

Investment in Human Capital: To urge all enterprises and individuals to continuously invest in human capital, to create a knowledge-based society which values both academic and TVET study streams.

A framework for learning: To provide a framework that facilitates continuous learning and fulfils the development of nationals in all the sectors of the society.

A Demand-led approach for HRD: Ensures that HRD responds to the identified occupations in high demand and to government priorities for HRD.

HRM and workplace development: A key part of generating demand is to ensure that appropriate HRM practices and regulations are present in the workplace.

HRD Integration: To provide an enabling mechanism whereby all sectors of society can integrate HRD into their respective organizations.

Roles and responsibilities of HRD partners: To clarify the roles and responsibilities of the HRD partners, including individuals, and to empower them to better discharge their functions.

A Systematic approach to HRD: To establish a planned, relevant and systematic approach to HRD actions to achieve desired results.

Partnerships to address HRD priority areas: To strengthen the partnership amongst HRD related stakeholders focusing on development and utilization of competencies in priority sectors.

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4.   HRD Strategic Priorities

The vision, mission and goals have formed the basis for the selection of the strategic priorities (pillars) framed as the medium-term sector objectives of the HRD Strategy. The sector objectives are the responses to the identified challenges. Interventions are devised as responses for each Pillar, to both support current initiatives and continued improvements that require modest amounts of funds. Existing and proposed Ministerial activities and actions have been identified wherever possible. For example, there is a national plan that includes a range of youth empowerment strategies[29]. There are also plans to restructure and strengthen the TVET system in Seychelles through the development of A TVET Policy and accompanying TVET Plan. The enhanced status of TVET, therefore, needs to be a feature of the strategy as an important potential addition to the supply of skills.

The HRD Strategy needs to encompass these plans and their recommendations to address the challenges in these two broad policy areas (i.e. Youth and TVET). Responses to the identified, challenges have also been drawn from international best practice where this is considered feasible i.e. it addresses the needs of the local context and adheres to local legislative and policy requirements.

The interventions are framed as improvement strategies to address the identified challenges. The interventions are included in the Implementation Plan in Annex II where they are broken into manageable actions and activities for implementation purposes. The strategic priorities and accompanying activities are included as Annex III.

4.1   PILLAR 1: Youth empowerment through entrepreneurship facilitating access to the Labour Market

4.1.1   Inclusion of HRD initiatives for youth

The Skills Development Programme (SDP) being implemented by the Employment Department of the Ministry of Employment, Immigration and Civil Status (MEICS), provides young unskilled and inexperienced individuals, the opportunity to be allocated to a workplace. Youths are placed in fields of demand and the duration of the training depends on the occupation as they cannot be admitted to the programme for more than eighteen months. The Government subsidises a percentage of the participants' allowance to employers and participants are also provided with incentives such as free bus passes and child care assistance for young mothers. This is done with the aim of encouraging the youths to remain on the programme. Furthermore, The SDP also consists of a re-skilling component for individuals who wish to acquire on-the-job training in a new field so as to increase their employability.

The SDP needs to be beneficial to both individuals and employers and be aligned with labour market needs. The content of the SDP includes the development of technical knowledge and skills as well as work readiness proficiencies. The aim of the SDP is to impart present knowledge about work organisations and how parties involved do their jobs. The main outcome is job placement, but it also helps an SDP participant to decide whether they want to engage in employment in the field of training, follow a career or return to study.

The introduction of the My First Job scheme in 2016 is a wage subsidy programme implemented by the Employment Department, for post-secondary graduates wishing to join the labour market.

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[29]National Youth Survey 2014 – 2015, *Well-being and Quality of Life,* Seychelles National Youth Council, March 2016

Again, the Government pays 40% of the graduates' salary of not more than SR7000 for a period of one year.

In addition, the re-introduction of the Unemployment Relief Scheme (URS) is planned for mid-2017. This will provide opportunities for unemployed and job-seeking vulnerable groups of society, through what is effectively a temporary job placement program. The program targets mainly unemployed welfare claimants/ recipients, ex-convicts, disabled persons, drug addicts following rehabilitation, amongst others. It will be implemented by The Employment Department in partnership with the Agency for Social Protection as welfare claimants/ recipients must participate on the URS rather than depending solely on social welfare. The URS scheme`s duration is up to eighteen months and participants on casual work will receive full payment by the Government, whereas participants in normal employment will receive partial payment by the Government and the remainder by the employer.

Some observations on effective internships are offered for consideration. Examples of well-designed internship programs can be seen in box 2.

A well-designed and managed internship program tackles the challenges of work readiness and low productivity that are fundamental in facilitating the transition to a knowledge economy. The general characteristics of an internship program are:

- Administered in partnership between a Ministry (or Ministries). An educational institution is involved where there are assessments of performance and accreditation;
- Normally a voluntary arrangement exists between an administrator and an employer with clear guidelines on responsibilities and expectations;
- Variable in length (e.g. 3 – 24 months) but this is determined by the availability of positions, funds, and management structures: employers need time to consider the costs of adding to their staff and so a longer period (one year+) is usually preferred;
- The internship may include a work-based project negotiated between the administrator, employer and learner;
- The learner does not normally receive a wage and the company does not necessarily receive incentives: some costs may be covered;
- The focus of the internship program is on:
  o The development of technical skills; and
  o Work readiness skills.
- Quality assurance of internship programs needs to occur to ensure value for both the learner and employer;
- Integration of program into other policy frameworks need to occur e.g. youth empowerment, education, HRD planning and aligned to changing economic priorities; and
- Learners who participate in internship programs usually receive some record of achievements to provide evidence of knowledge and skills for prospective employers (successful programs often result in the learner being offered a position by the employer providing the internship).

Box 2: NORTEC's PaTH internship program

NORTEC is an education and training organisation delivering staffing, training, small business and community support across the NSW-Mid North Coast and southern Queensland in Australia. Their internship program encourages businesses to host a young person (17-24 years of age) as an intern in their business by taking part in a PaTH internship placement, sponsored by NORTEC. Internships, in this situation, are supervised work experience placements. Hosting an intern is an opportunity to find out if they provide a good fit for the business' team and are suitable for ongoing employment.

Internships run for between 4 and 12 weeks and must offer 30 to 50 hours of work experience per fortnight. This can include weekend or shift work (excluding public holidays) if that's a normal part of the business.

What are the costs of hosting an internship?
Interns are not paid by the host business. The intern receives a fortnightly incentive paid by the Australian Government, on top of their income support payment. The intern is covered by insurance purchased by the Australian Government through the Department of Employment. Employers who take part receive a payment of $1000 to help cover the costs of hosting an intern. If they then decide to employ the intern, they may be eligible for a wage subsidy of up to $10,000.

What type of work experience can PaTH interns do?
The type of work experiences an intern can do varies depending on their skills and experience but it should be structured and meaningful. The type of activities of an internship would be what the business would usually carry out as part of normal processes. If the business needs an intern with specific skills, training or certification, NORTEC assists the business to find someone suitable.

Eligibility to host a PaTH intern
To be eligible to host an internship, a business must have a reasonable prospect of employment for the intern following the internship. This means they either have a vacancy that needs filling, or will likely have a vacancy following the internship, or they have a regular pattern of recruitment. The business cannot displace existing workers or reduce an employee's hours of work to make way for an intern.

4.1.2 Strengthen aspects of general education as prerequisites to students undertaking upper secondary courses

[30] A good educational foundation is required for all students, irrespective of later career pathways. The supply of young people with 21st-century skills including communication, maths and ICT skills is a prerequisite for all occupations. This will require the strengthening of general education in Seychelles (at ECE, primary and secondary levels) in areas such as literacy and numeracy, the use of ICT and health and well-being (life-skills) information. The latter areas are highlighted in the National Youth Survey. These are important elements in preparing young people for career choices, utilising technology as learning tools to develop new skills create healthy and productive lifestyles and corresponding attitudes leading to work.

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[30]World Economic Forum

The Ministry of Education and Human Resource Development plans to provide Centres of Excellence for both academic and TVET streams of upper secondary learners. This provides an opportunity to review the curriculum that is geared towards employability and entrepreneurship. **Students who do not gain access to the Centres of Excellence will still need relevant learning experiences that provide opportunities to maximise their skills for employment.** Adult learning opportunities will be important for people, including existing workforce members, who want to gain additional knowledge and skills for new careers and re-training. These initiatives support the principles of life-long learning that is at the heart of the HRD Strategy.

4.1.3   Career Counselling

Current provision of career counselling will require expansion at schools, colleges and UniSey and include access to better labour market research, for students, parents and counsellors, to inform and support high demand career choices. Social welfare agencies (including ANHRD) also need this information. This entails the provision of trained career counsellors and their inclusion in information sharing on the demand for occupations. The development of trained counsellors, to work at different levels of education, youth services and social support agencies is a priority for the scholarship scheme.

4.1.4   Enterprise Education and Entrepreneurship

The education system will introduce enterprise education studies at upper primary and lower secondary levels. Through enterprise education, learners are taught the importance of recognising and pursuing opportunities and developing positive attitudes and skills that lead to productive and meaningful work. Enterprise education is usually included as either a formal or informal part of the social studies curriculum. School-based enterprises are important vehicles for developing work readiness skills e.g. a primary production or service industry focus. The development of institution-based enterprises has proven to be good vehicles for developing partnerships with industry representatives.

4.1.5   Self-employment

The development of self-employment knowledge and skills (e.g. access to finance, small business skills and guidance, market analyses to recognise demand, etc.) will be incorporated as part of courses in Professional Centres. Industry engagement and leadership are critical elements of training for self-employment. Self-employment skills will be developed and supported by mentors who have been successful in developing and managing their own businesses.

4.1.6   Promotion of and support for workplace-based programs

Work readiness and employability skills will be developed through practical experiences and exposure to actual workplaces. This includes both formal arrangements such as apprenticeships, traineeships and internships as well as informal mentoring through work experience programs. The focus of the programs is geared towards the development of entry skills into occupations, ideally in high demand areas.

Incentives and formal arrangements will need to be established for employers to provide support and opportunities for the programs outlined above. **This will require the reallocation of available funds, ideally at both the national budgetary level and as a priority within the education budget. This remains to be negotiated and will take time to achieve.** Where there are insufficient work placements with employers, institutions will provide virtual experiences that simulate actual working conditions (e.g. the restaurant at the STA). The involvement of, and direction from, industry representatives in these programs is essential.

4.2   PILLAR 2: Expansion and strengthening of Technical and Vocational Education and Training (TVET)

The National TVET Conference (October 2016) produced many recommendations that need to be acted upon to reform the TVET system in Seychelles. The intention of the Ministry of Education and HRD and other stakeholders, including industry, is to create a TVET Policy and a TVET Plan in response to the recommendations generated at the national conference. Once the policy and plan are produced they will guide the actions and priority activities of the new (intended) TVET Division. The TVET Plan will be considered as a key guiding document in the next National Development Strategy.

4.2.1   Creating a more flexible system for the development of technical and technological skills

One important way to maximise HRD is to provide multiple learning opportunities, within available budgets and human resources to manage the learning. Currently, TVET and its interface with general and academic education are rigid education and training systems. This makes articulation (learning pathways) between levels and courses difficult to achieve, particularly for people with, or wishing to attain, TVET skills. To create more flexibility and recognition in the education and training system requires procedures that include:

- Flexible entry and exit points for courses to allow enrolment in and completion of qualifications;
- Establishment of procedures for the Recognition of Prior Learning (RPL) or Recognition of current competencies (RCC);
- Allocation of credit for short courses that link to qualifications;
- Creating learning pathways and agreed articulation arrangements between institutions and courses e.g. Upper secondary (Pre-vocational) --------> TVET ----------> University.

Some of the procedures listed above are already in place (e.g. a credit system is developed and applied through the SQA), some are being developed (e.g. the procedures for RPL) and some procedures still need to be considered to increase flexibility for learners (e.g. more articulation arrangements). By adding flexibility and support to the education and training system, this will increase access for more people to contribute and develop relevant skills. For example, bridging courses focused on bracing literacy and numeracy (in specific technical areas) will increase the pool of available individuals to enter or continue in the workforce.

4.2.2   The use of occupational standards

Courses will be developed around occupational standards that are current and relevant to the needs of industry. In this context, the curriculum will be "demand-driven and industry-led" i.e. consultation will occur with industry to develop the occupational standards, leading to both technical and employability skills. The occupational standards provide the building blocks for the use of

competency-based training and assessment of competencies (*applied* knowledge and skills), rather than an over-emphasis on academic achievement.

4.2.3   Promotion and improved image of TVET as a pathway of choice

There is a need to attract more young people into training for technician/technologist levels. This requires the development of incentives for choosing a TVET learning pathway. One strategy will be to hold promotional events highlighting the potential of TVET as a career of choice with regular income and employment and entrepreneurship opportunities. Seychelles needs to identify some high level international "champions" (in countries where TVET is highly developed and provides access to lucrative jobs) for the promotion of TVET as a viable and attractive career path.

4.2.4   TVET teacher training program

There is currently no formal pre-service program designed for the preparation of secondary school level TVET teachers and Professional Centre lecturers. Some teachers and lecturers have completed in-service courses and received scholarships to undertake short courses to develop a range of TVET knowledge and skills (e.g. through the *Africa Australia Awards*). However, most staff has had little or no professional development in TVET training e.g. using a competency-based approach to teaching and assessment. To increase the quality and to ensure the required standards of training delivery by providers, a pre-service program will be developed as a prerequisite to entering teaching/lecturing. To receive permanency as a TVET teacher/lecturer, it will be expected that the pre-service program is completed. Current teachers/lecturers will receive opportunities to complete the training program through in-service arrangements.

As a first step, links will be made to a Train-the-Trainer (ToT) program (in development[31]) as a starting point for a compulsory pre-service training program for TVET teachers. More training content will need to be added to the ToT program to provide a recognised training qualification for a TVET Teacher. It is anticipated that over time, all TVET teachers will require **both** technical (e.g. qualified carpenter, chef or maritime skipper) and training (e.g. Certificate/Diploma in Teaching and Assessment) qualifications.

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[31]The Train the Trainer program is included as an initiative under the AfDB funded and ANHRD led *HRD Strategy and Social Impact Program.* The program occurred from October 2016 – July 2017.

4.2.5   Currency of industry experience

Teachers/lecturers will be required to keep their industry experience current to provide students with best practice as this applies to the use of technology and industry standards. Some countries (e.g. the UK and Australia) have formal schemes for providing short-term industry attachments to ensure the currency of industry experience. The *Teachers Industry Placement Scheme (TIPS)* was a recent (West) Australian initiative that released teachers (on full pay) from their schools to spend time in an industry sector related to their training area. Industry experience programs held in school holidays also occur in some countries (e.g. Mozambique and Botswana). There are mutual benefits for industry in having a short-term employee who can establish school-industry links and promote their current workplace practices upon return to the school. In Seychelles, the funding for a TIPS-style program will be supported through existing funding e.g. the scholarship scheme and/or a TVET Division budgetary allocation.

4.3   PILLAR 3: Making HRD more responsive to the labour market and government priorities

Interventions to increase participation in key HRD activities are provided below. It is anticipated that some of the interventions will require changes to current legislation and/or policy.

4.3.1   Targeted funding supported by legislation and policy

Education and training providers require incentives to deliver programs that are more responsive to the labour market. One way to achieve this is to develop legislation and/or policy that provide **extra support for students to enrol in learning programs where there is a high demand for graduates' knowledge and skills.** A number of Anglo-Saxon countries with experience of outcome-based funding are moving towards more demand-driven ways of funding skills development (see Box 3).

Box 3 Targeted funding to encourage delivery of high demand courses

An international example of targeted funding occurs in Australia, where the federal government links part of the institutional funding, in the form of paid instructional hours, to the delivery of high demand courses. TAFE Colleges (equivalent to Professional Centres) receive their allocation of funded instructional hours, only in targeted areas, as determined by the demand in different sectors, levels of occupations and regional areas. TAFE Colleges can still run other (low demand) courses, but they do not receive the same government-funded instructional hours. This has the effect of keeping courses relevant to the needs of the labour market and reducing the number of low demand (often supply-driven) courses.

4.3.2   Creating more windows and broadening access to available training funds

There are currently limited beneficiaries from the training fund provided through an annual central government allocation. It may also be supplemented by funds from industry as part of their corporate social responsibility (CSR). The actual amount contributed through CSR is not known, but it is a voluntary scheme. The training fund is currently used mainly to run the scholarship scheme, which caters for students enrolling for a degree or post-graduate programs. Limited TVET study programs receive training and no workforce training is supported from the existing training fund.

To improve this situation, more windows to access the training fund will need to be created. This will include, access to TVET scholarships, subsidised workforce training and the development of an

internship program. This requires extra funding and/or different priorities being placed on the current, rather limited use of the training fund.

4.3.3 Support for the training of technicians and technologists (mid-level occupations): expansion of the Scholarship Scheme

Most of the current scholarships provided through the ANHRD are focused on the degree and post-graduate qualifications. This has been driven by the government's policy of preparing Seychellois to fill occupations at the professional and managerial levels. While Seychelles will continue to need local people in these positions, most of the demand and employment opportunities are in the next tier of the labour market i.e. middle-level occupations that include technicians and technologists. As demonstrated in Section 5.3, the number of foreign workers currently undertaking these jobs has increased over the past decade. The jobs at this tier of the economy are critical in both service and production-based industries. Local people need to be attracted to train for these occupations.

Expanding the scholarship scheme will provide an added incentive to follow a TVET pathway if it includes graduates or existing workers undertaking training for high demand mid-level occupations. It will also require strengthening and improving the image and status of the TVET system to attract Seychellois to enter technician/technologist occupations. Making linkages (e.g. learning pathways and articulation arrangements) to allow further knowledge and skills development and to create promotional opportunities is therefore of great importance. As part of these arrangements, there need to be better linkages between the higher TVET qualifications and entry-level degree programs. This will require reconciling the competency-based approach in TVET (usually) to the more academic approach of university qualifications. A focus on the quality of provision is at the heart of addressing this issue.

If Seychellois are well trained as technicians/technologists, there is a demand for their services. This is evident from the high numbers of foreign workers currently filling these occupations in Seychelles. The other feature of high demand skills is that they can be expected to attract a higher salary – over time. This is evident in developed countries where tradesmen can charge higher rates for their knowledge and skills.

4.3.4 More engagement of industry in education and training activities

There is a need for incentives, mechanisms and strategies to engage the private sector in all aspects of education and training. This includes, for example, the engagement and shared leadership of industry representatives in industry sector forums: involvement in policy formulation: provision of curriculum (including occupational standards) advice on required changes to meet demand; decisions on the disbursement of training funds: in partnerships with government and education and training providers.

A challenge is to ensure industry - education provider linkages occur at the decentralised level of the education and training system. This requires central coordination to ensure access and equity for all education and training providers to industry support for work experience programs and other cooperative activities. The proposed TVET Division provides a central structure for supporting all TVET activities that involve industry as partners. This needs to be part of their policy and operating procedures.

4.4   PILLAR 4: Enhancing life-long learning, productivity and workforce development

4.4.1   Promoting a culture of life-long learning

A major step to achieving life-long education and training is to provide better articulation between institutions and clear learning pathways between programs. People at all levels of education and training, including academic and TVET streams and students who did not achieve well at secondary school, require access to further training. This includes workplace-based training as well as institution-based learning. It adds flexibility to the access and opportunities for people as well as encourages further participation in learning. The RPL strategy mentioned previously is important in providing recognition of a person's knowledge and skills, allowing more relevant training as a next step.

While learning for learning's sake is important, what is suggested here is the creation of opportunities for work-related learning. This will be best achieved when employer's value and reward their employees' current skills and offer opportunities for further learning linked to improved value for the individual and the organisation. Similarly, employees need to demonstrate loyalty and actions that exhibit productivity, reliability and loyalty to employers who are providing opportunities for further learning and responsibility linked to promotional opportunities.

4.4.2   HRM reforms to retain staff

The *Global Competitiveness Survey* indicated the relatively poor performance of Seychelles in retaining staff (Section 2.4.3). This relates primarily to the need for improved HRM practices, both within the public and private sectors of employment. In the public sector, the moves towards decentralisation and independent decision-making are presenting challenges for managers. This underlines the need for training and support that is targeted to provide enhanced skills. The private sector has different tiers of management ranging from high-end large resorts to many SME's. The private sector needs to retain staff that have valuable knowledge and skills that affect the productivity of an organisation.

For staff to be given more responsibility and the independence required in higher-level occupations, they need ongoing and relevant training and support (i.e. life-long learning opportunities). This has need of workplaces that encourage participative decision-making, shared leadership and equal opportunities. They also need additional benefits provided as incentives e.g. clear career pathways, promotional opportunities, recognition through awards and salary package benefits e.g. long service leave or extra pay. It is considered it will be best to target the public sector first as attention to these needs should now be addressed through the revised departmental training plans. This will require support from government and line ministries.

4.4.3   Private sector engagement in education and training

While there are private training providers (e.g. *Management Development and Productivity International*) in Seychelles, most of this is not workplace-based training conducted by employers to address ongoing HRD needs. The quality of external (to the workplace) private training is also variable and is often supply (rather than demand) driven. The experience of other countries is that employers will need both incentives and legislation that engages them in workforce development activities – as an alternative to poaching staff with ready-made knowledge and skills.

4.4.4   Development of public-private partnerships

The Seychelles' government's move to establish a sector-based approach provides an opportunity to engage in private-public partnerships (PPP). The WEF defines PPP as:

"… *a voluntarily alliance amongst various actors from different sectors, whereby they agree to work together to reach a common goal or fulfil a specific need that involves shared risks, responsibilities and competencies*".[32]

The use of Public Private Partnerships (PPP) is complex and dependent on the country's level of development, the type of industries that operate in the country, the culture that exists of working together and cooperation between the public and private sectors. Typically, in the past, the government provided the infrastructure (land and buildings, favourable taxation arrangements, etc.) for private enterprise to manage an enterprise (e.g. a training centre), ensuring that a return was made on their investment. The more recent arrangements for PPPs focus more on knowledge-based activities and establish how the state can work with employers to ensure that skills development adapts to the needs of the labour market and technological innovation[33].

The benefits for government are that the private enterprise produces the type of employees (usually at artisan, technician and possibly technologist levels) that are needed by the labour market. The training company operates on a profit-making basis, and the operation of such a training centre also serves the country's needs for people to work in areas of high demand.

4.4.5   Providing broader alternatives to overseas scholarships for the development of required knowledge and skills

The TVET reforms and other training initiatives, presented as interventions in the Strategy, provide an opportunity to consider a broader range of education and training options than overseas study scholarships for degree programs. This could include study arrangements such as:

- Extending the range of accredited partial local/international qualifications e.g. the initial years of a TVET diploma or university degree that are undertaken at a local institution and then the final years completed at a partner institution – or vice versa;
- Workplace study programs, like the Scottish Vocational Qualifications that are based on national occupational standards of performance developed by representatives from industry, commerce and education. The qualifications are usually delivered and achieved in the workplace and combine work-based competencies and the knowledge needed to acquire those skills. These qualifications are particularly useful for current workers who lack academic backgrounds, but have acquired practical knowledge and skills in the workplace;
- The use of RPL can equally be applied to the recognition and accreditation of workplace skills and this can be a powerful strategy for retaining staff through the additional recognition that this provides;
- Providing training, either locally or off-shore, for small groups of government employees to develop specific skills that will provide long-term national benefits e.g. the creation of a TVET teacher training program.

In all cases, this will require SQA involvement for accreditation based on current requirements for notional training hours and quality assurance requirements.

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[32]World Economic Forum, 2005
[33] Powell, M. *Technical and Vocational Education and Training (TVET) – Mapping Sector Skills Councils Engagement in the Commonwealth,* Commonwealth Secretariat, 2014

4.5   PILLAR 5: Institutional development and improved research

This pillar focuses on improving decision making processes for HRD and ensuring that provision is responsive to the needs of priority areas. At the heart of this approach is the planned move towards sector-based strategies. This is being driven by the Ministry of Finance, Trade and Economic Planning, under which all line Ministries will be responsible for the development of their own sector strategies. It is anticipated that these strategies will encompass an identification of needs for their sector. Thus, providing the basis for feeding back research to the ANHRD on the priority government areas for HRD. This assumes a high level of understanding of all aspects of HRD by both lines Ministry and ANHRD staff. A prerequisite to all HRD priorities and activities inclusive in the Strategic Plan is capacity building, to ensure that all staff involved in HRD have training, demonstrated understanding and access to the information and directions presented in the HRD Policy and Strategy. Consequently, **capacity building of the ANHRD is a priority action for government, to ensure the success of the new HRD Policy and Strategy.**

In regards to improved research, there is presently no single source of research about the labour market in Seychelles. The Ministry of Employment, Immigration and Civil Status is establishing an LMIS and the Ministry of Education and Human Resource Development is setting-up a more extensive Education Management Information System (EMIS). However, it is important to note that there is still some way to go. To respond to this challenge, the emphasis is placed on the identification of what research should be gathered and what methodologies should inform this process. Over time this will create a modern system that produces research, enabling the ANHRD to collect, collate and analyse data on the labour market.

4.5.1   Standardise the information gathering and presentation of HRD needs

There is already extensive labour market data collected and stored by different government departments. The data needs to be standardised, collated and transformed into research for stakeholders and government to utilize in planning. To move forward, it will be necessary for government departments to share information and for a methodology to be developed to help understand what occupations are in high demand. This will require an identification of indicators that can help understand demand and supply. It will also require the signing of Memorandums of Understanding between government departments to supply the ANHRD with this research. Subsequently, the ANHRD will analyse the research to produce a list of priority occupations in demand that will help guide subsequent investments for the country's human resource development.

4.5.2   Introduction of the sector-based approach

The Ministry of Finance., Trade and Economic Planning will support the move towards developing sector-based strategies at line Ministries. To support the development of sector plans, an *HRD Planning Guide* has been produced (through an ANHRD project) which includes a step-by-step approach to all aspects of HRD sector-based planning, including: the establishment of sector bodies: their management and governance: determining high demand skills and occupations; potential funding arrangements: the development, monitoring and review of sector plans.

4.5.3   Cross-cutting challenges affecting HRD in Seychelles

There are several challenges that affect all or some of the Pillars listed above. A major challenge for the HRD Strategy is to ensure that the Pillars are in fact priorities. There is difficulty in providing supporting data for some of the Pillars, as this is limited, or non-existent. As example, the Pillar of *Youth Empowerment* has been selected due to stated and repeated concerns regarding the non-traditional employment patterns of many youths in Seychelles i.e. high turnover, part-time employment, multiple jobs and productivity issues. However, more precise information on this situation is a necessity.

Existing regulations and policies can impact negatively on human resource development. The World Bank's Labour Market regulation survey indicates that Seychelles does not perform as well as it could in several areas compared to neighbouring countries; in areas including redundancy rules, redundancy costs and to a lesser extent the position of women in the workplace[34]. This concurs with the findings of the *Global Competitiveness Survey* cited earlier.

UNESCO held a regional TVET forum in March 2016 to support improved engagement with employers and regional cooperation. A key recommendation of the forum was to improve cooperation between employers and the TVET system. In the context of Seychelles, there is a need to strengthen the engagement between employers and the HRD system at the national and decentralised levels[35]. At the national level, employers play a limited role in influencing the direction of policy and skill needs. At the provider level, employers could provide much more detailed input into occupational standards, curriculum and work readiness issues. This lack of detailed information sharing prevents a more accurate matching of supply and demand. Hence, there is a need for incentives, mechanisms and strategies to engage the private sector in all aspects of education and training. Initiatives for enhanced private sector engagement include the development of public-private partnerships: high-level engagement in policy/management of training funds: and, improved provider linkages at decentralised levels.

5. Strategic Choices

The strategic choices made to achieve the overall sector objectives are included as *Annex III*. This includes programs and activities that are new and/or under development by ANHRD or other line Ministries e.g. TVET reforms in the MEHRD. It is recognised that there may be some constraints given the availability of financial and human resources. However, the activities are priorities to be addressed over the life (5 years) of the HRD Strategy.

6. Structure

At the heart of a successful HRD system are transparent management and governance structures. These provide the system with accountability, guidance and responsibility for implementation and guaranteeing that outcomes are achieved. The system must have the commitment from employers and stakeholders. They must play a key role in driving HRD reform and ensuring that it responds to their needs.

HRD cuts across different Ministries and it will be important to make certain that they, along with key champions in the sector, are represented in any management and governance structures. The proposed management and governance structures for HRD in Seychelles build on existing ones and

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[34] For details on the World Bank labour market regulation ranking see data on the following webpages: http://www.doingbusiness.org/data/exploretopics/labour-market-regulation
[35] http://www.unevoc.unesco.org/go.php?q=Youth%20Skills%20for%20Work%20and%20Entrepreneurship %20in%20Eastern%20Africa

are embedded in the *ANHRD Act* (2013). The Management and Governance Structure responsible for the HRD Policy is the Board at the ANHRD, encompassing: The Ministry of Finance, Trade, Investment and Economic Planning; The Tertiary Education Commission, The Department of Public Administration, Seychelles Chamber of Commerce, Attorney General's Office and the Seychelles Chamber of Commerce.

There are other management and governance structures within the system that will also be reinforced. There are already structures guiding HRD in government Ministries. With the move towards sector-based strategies at the Ministerial level, they will also have the need for structures that can accurately identify their HRD requirements and needs. It is important to ensure that employees and representatives have an input in decision making to help determine their own requirements.

At the education and training provider level, public and private sector stakeholders must play a role in determining their needs and priorities. The nature of the involvement will vary from agency to agency. For instance, at Professional Centres, it is vital that employers are present on boards and have certain input into their strategies. This will ensure improved responsiveness and quality of provision. There is an issue of incentives; therefore, providers must start to provide incentives for such engagement.

Finally, individuals and employers must start to take responsibility for their own Human Resource Development. Most of the funding for HRD has come from the government, but over the longer-term individuals will need to start taking more responsibility for their own skills and knowledge acquisition. Moreover, when employees obtain new skills, it will be important that they have opportunities to apply them in the workplace. This is important in the improvement of productivity and raising the competitiveness of Seychelles.

6.1   Implementation Arrangements for the Strategic Plan

An Implementation Plan has been developed for the HRD Strategy and is included as Annex II. The Implementation Plan includes:
- the main priorities for the Strategy;
- the strategic interventions and activities stated as expected outcomes;
- the roles and responsibilities for implementation actions and activities;
- measurable indicators that link to a monitoring and evaluation strategy; and,
- a timeline which provides an indication of the priorities for implementation.

It is also anticipated that results-based tools will be applied to the budget developed for the HRD Strategy. For example, Program Performance-Based Budgeting (PPBB) will budget for and report on the public expenditure used for the activities and programs within the Strategy, as well as taking account of the performance of the program. The Monitoring and Evaluation strategy (Section Eight) incorporates measurable indicators that allow result-based monitoring at the activity/program level.

6.2   Staffing: Current Staffing and Projected Staffing Needs

The HRD Policy and Strategy (2018 – 2022) have proposed new areas of activity that will require the ANHRD to expand its current skills mix and engage in capacity building for current and future staff. The ANHRD has significant leadership and coordination role in the identification, program design and implementation of HRD initiatives in Seychelles. The transition to a sector-based approach, while

common to all Ministries in Seychelles, has greater importance for the ANHRD given their leadership and coordination role. A major need of the ANHRD is for staff who are skilled in research and design related to HRD generally and more specifically, to the development of the sector planning approach.

The current (May 2017) establishment for the ANHRD contains 10 positions that are frozen; in other words, there is no budget allocated for the appointment of people to fulfil these positions. This needs re-consideration in order to proceed. The other feature of the establishment is that the staffing structure needs to change to include more highly skilled people in the ANHRD. The HRD Policy and HRD Strategy demands people with project management skills in the implementation of initiatives, primarily through partnership arrangements (see next section). It will also require people with the knowledge and skills to perform research and development, develop sector plans and to undertake project management. The development of sector plans will be a feature of the next five years if Seychelles is to achieve its goal of positioning itself as a knowledge-based economy.

It is apparent that there is a current reliance on support from external consultants and this is likely to be an ongoing situation in the medium term for the ANHRD. If possible, a feature of future operations of the ANHRD will be staff, in leadership roles, working as counterparts with short-term external consultants - if possible under government and international funding arrangements. The focus would be on mentoring to develop specific HRD skills. As a capacity-building strategy, this needs to be considered over the five-year life of the current HRD Strategy.

6.3   Partnerships

To supplement the range and level of required skills development for ANHRD staff, partnerships provide an important strategy. A good example is the formal partnering arrangements for training developed by the MEHRD for tourism (with Shannon College in Ireland) and for teacher training at The University of Botswana. As explained in the HRD Strategy, sharing of resources needs to be an attribute of the ANHRD's operations into the future. For example, Botswana has started the process of developing a sector-based approach to HRD and could provide valuable insights based on their experiences. A formal partnership on capacity building for ANHRD staff could be the focus of an MOU. There are mutual benefits for Botswana in this arrangement as they are facing similar issues in the development of a sector-based approach.

Another important aspect of partnerships is its importance for shared budgeting arrangements. The shared HRD arrangements amongst government Ministries, providers and the private sector provide opportunities for resource sharing[36]. The ANHRD, through its administration of the Training Fund, cannot be expected to fund all HRD initiatives in Seychelles. However, its growing expertise in sector-based planning provides a basis for the development of partnerships. This will require consultation and negotiation, but partnerships provide the best means of fulfilling the ANHRD's leadership and coordination roles.

7.   Budget

A detailed budget remains to be developed for the implementation of the HRD Strategy. The implementation plan, included as Annex II, provides the main framework for the main budget items and the allocation of funds. The framework that follows provides a guide for the budget detail to be included.

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[36]Section 9.1 provides the mapping of the sector and potential partnerships for HRD development

The Strategic Priorities, drawn from the Implementation Plan for the Strategy, are the main focuses for funding the HRD Strategy 2018 – 2022.The "Budget Items" provide more detail on the funding required and correspond to the strategic priorities that are central to the HRD Strategy. These items require funding during the life of the strategy and some will extend beyond the current 2018 – 2022 time-frame. The costs of individual units (e.g. workshops, publications, project management costs, etc.) need to be determined and incorporated to produce a total cost for the budget.

The framework provides a summary of the **development** budget for the ANHRD. Operational and staff **(recurrent**) costs will also need to be added to derive a total budget for the ANHRD. Wherever possible cost-sharing arrangements with other agencies is a characteristic of the ANHRD development budget: this needs negotiation. The main budget items are included in the indicative financial plan to provide a basis for developing the budget. **This assumes training will be provided for ANHRD staff to undertake these new roles in HRD. The main budget items for the development budget** are:

- Training for ANHRD staff (20 staff x 10 days per staff member);
- Funds for running workshops on sector planning, career guidance and HRM (shared costs with other agencies + fees for service)
- Marketing, advertising and liaison (meetings and interviews) for the scholarship scheme and the involvement of industry in border planning;
- Data gathering, analysis and management;
- Additional consumables to support the development work

Local financial support is required to provide more accurate costs based on local unit costs.

Figure 4: Framework for the ANHRD development budget

ANHRD Development Budget				
Strategic Priorities (Pillars)	**Budget Items**	**Unit cost (SCR)**	**Number of Units**	**TOTAL COST (SCR)**
PILLAR 1: Youth empowerment through entrepreneurship facilitating access to the Labour Market	For example: • Career guidance training for new and current officers • Training workshops on leadership programs for youths (shared costs) • Training for employers and HR Managers on HRM strategies to attract, train and retain young people	25,000 for development 5,000 20,000 20,000	14 5 5	95,000 100,000 100,000
PILLAR 2: Expansion and strengthening of TVET (based on new TVET Policy and Plan and delivered through the new TVET Division)	• Provision of scholarships for students in high demand TVET courses; • Support for the development of learning pathways (liaison, advertising, workshops)	500,000 600,000	200 1	100,000,000 600,000
PILLAR 3: Making Human Resources Development practices more responsive to the Labour Market	• Support for the development of sector plans (workshop costs shared with other agencies)	20,000	2	40,000
PILLAR 4: Enhancing lifelong learning, productivity and workforce development	• Funding contributions to demand studies,	25,000	5	125,000

| PILLAR 5: Institutional development and improved research	• Data gathering and consolidation to inform required skills development for scholarship scheme	25,000	5	125,000

8. Performance Monitoring and Evaluation Framework: Sectorial performance M&E system

The implementation of the National HRD Strategy, in association with the HRD Policy and Implementation Plan for the Strategy, will be effective in 2018. The monitoring of the strategy, through the review of the implementation plan, will be undertaken on a bi-annual basis by the Board of the ANHRD. The review of the Policy will be undertaken in consultation with the relevant stakeholders and include the following requirements:

• Any changes in the National Development Plan are made to ensure that human resource development efforts are compatible with national priorities;
• A response is made to significant structural shifts in the labour market that highlight a significant change in demand for human resources, particularly in relation to foreign investment or domestic policy;
• A response is made to any changes in the country's demographics, particularly around practices that influence the hiring and employment of Seychellois nationals;
• A response is made to those areas that are not reflected in market demand, particularly those social or environmental changes that will have any implications for human resource development.

It is important to note that once ANHRD consultation with stakeholders has occurred, the specific responsibilities of each stakeholder should be linked to trackable indicators and specific time frames that indicate when monitoring should take place. While some criteria in the implementation plan can be measured on a 6-monthly basis, others do not necessarily reflect changes within a six month-period (e.g. 'IGCSE` (TVET strand) results show an improving trend over the life of the Strategy" – p5). Assigning realistic monitoring timeframes will ease the monitoring responsibility, as all indicators do not need to be reported on in a six-monthly period.

To facilitate monitoring and review of the strategy, a 'HRD guide' (provided separately) has been developed. The HRD Strategy applies to public, parastatal and private sectors as well as non-state actors. Each of the former is expected to play a key role in the monitoring and reviewing processes. The HRD Policy provides the framework for implementation, the HRD Strategy provides the strategic direction and the Implementation Plan defines the practical activities that will take place in support of the Strategy. When changes occur to the HRD Policy, these will be fed into the strategy and implementation plans. Monitoring of the three levels will take place on a bi-annual basis and a review will occur at the end of each year. Stakeholders and government partners will be invited to participate and contribute towards each of the former processes, as outlined in Figure 4.

Key

- Guiding HRD policy
- HRD strategy
- Implementation plan
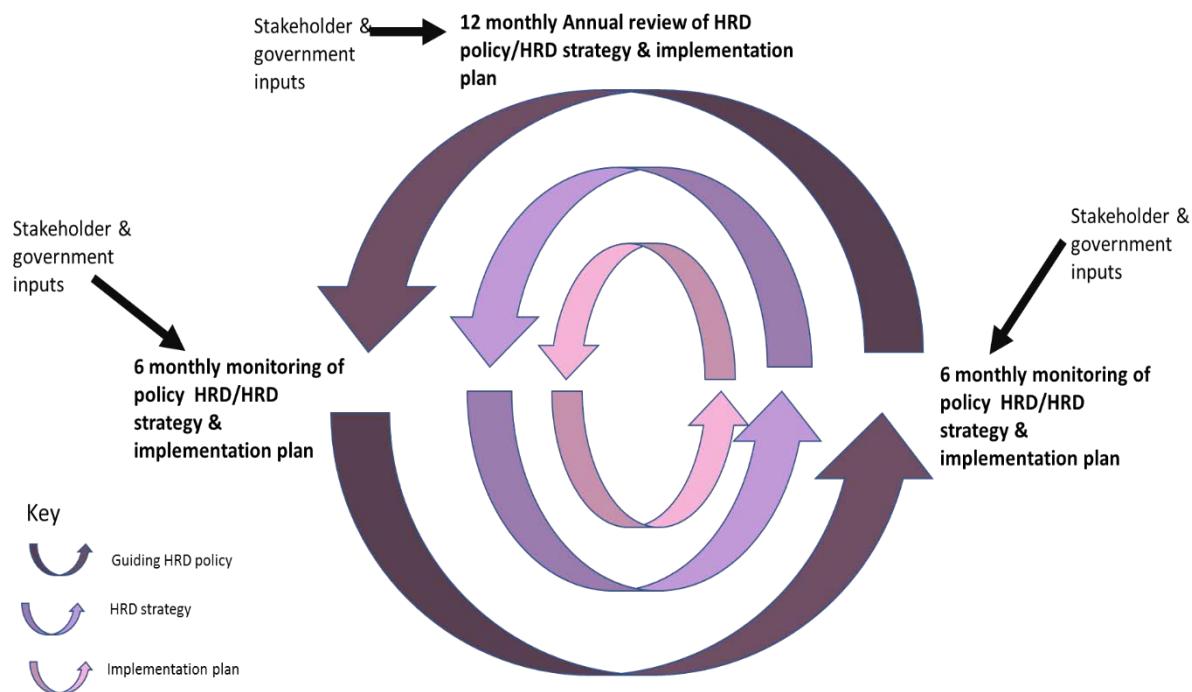
9. Stakeholder Mapping: Summary of Institutions and Key Actors involved in HRD

There are a broad group of key actors and institutions that are involved in the functioning of the HRD system in Seychelles (see annexe VI). These include government Ministries and Departments, public and private education and training providers, community groups and industry bodies.

9.1 Government

The Ministry of Employment, Immigration and Civil Status drives the HRD agenda and is divided into two divisions:

- **The Labour Relations Division** provides a legal framework to balance the interests of employers and workers. It investigates claims and complaints relating to salary matters, unfair HR Management practices in respect of all workers other than domestic workers, military personnel and civil servants;
- **The Employment Promotion Division** whose responsibilities include:
  - ensuring the implementation of the national employment policy;
  - attending to all aspects of non-Seychellois employment;
  - facilitating the response to changes in demand in the labour market;
  - formulating and implementing the government's localisation policy; and
  - providing advice and cooperating with other agencies e.g. in the employment of non-Seychellois, school level orientation on employment matters.

The Ministry of Education and Human Resource Development also plays a key role in human resource development. The nine tertiary non-university institutions are a good example of the diversity required for the development and supply of HRD skills:

- Seychelles Institute of Technology (SIT)
- Seychelles Institute of Teacher Education (SITE)
- Seychelles Maritime Academy (SMA)
- School of Advanced Level Studies (SALS- falls under secondary education)
- Seychelles Institute of Horticulture and Agriculture
- National Institute of Health and Social Studies (NIHSS)
- Seychelles Tourism Academy (STA)[37]
- Seychelles Institute of Art and Design
- Seychelles Police Academy (SPA)

Other Ministries that have a key stake in the HRD Strategy are:
- Ministry of Finance, Trade and Economic Planning
- Ministry of Local Government and Home Affairs
- Ministry of Tourism, Civil Aviation, Ports and Marine
- Ministry of Fisheries and Agriculture
- Ministry of Health

The responsibility for coordinating stakeholder involvement resides with the Agency for National Human Resource Development (ANHRD) based in MEHRD. It is apparent that there are different levels of involvement with and commitment to the development of an HRD Strategy amongst the key actors. This provides a major task for the ANHRD in its coordination role and the current project provides an opportunity to involve a wider base of institutions and stakeholders in ownership of the HRD Strategy.

9.2   Academia and NGOs

Education and training providers include the range from early childhood to university level, with small growth evident in the number of private providers involved in the education and training sector. There is participation by community groups through NGOs and education institutions' Boards. The involvement of industry in HRD development is currently rather ad hoc and driven mainly by compliance to Ministry policies (e.g. requirements for training plans) at the higher end of HRD. There are examples of individual institutions encouraging industry involvement, but this requires more formal arrangements to encourage system-wide industry-education cooperation and for mutual benefits to occur.

9.3   Private Sector

The private sector is a major employer and driver of the Seychelles' economy and should be expected to play a major role in HRD. There are more than 2 000 companies (mainly SMEs) in Seychelles with tourism, manufacturing and construction being the leading industries providing employment. The needs and requirements of employers will vary between sectors, but the evidence suggests weak linkages between them and the educational institutions. For example, a general comment from a group of HRD managers from private enterprise was that the education and training system is supply driven and more focus needs to be given to the needs of the private sector

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[37]The Seychelles Tourism Academy (STA) falls under the responsibility of the Seychelles Tourism Board: the Seychelles Police Academy (SPA) falls under the Ministry for Home Affairs and Local Government, and the National Institute of Health and Social Studies (NIHSS) falls under the Ministry of Health. The responsibility for and management of the other institutions comes under the Ministry of Education and Human Resource Development.

and their requirements for suitably skilled workers. This also places responsibility on the private sector to engage more closely with government systems and providers.

The stakeholders that were consulted in the development of the HRD Strategy are listed in Annex IV.

10. Strategic communications

Several key dissemination strategies are envisaged:

10.1 A Launch of the HRD Policy, Strategy, Occupations in High Demand and HR planning guide

The HRD Policy, Strategy, and accompanying implementation plan, Occupations in High Demand and HRD sector Planning Guide will be presented to stakeholder representatives through a launch of these documents. As these are new documents, it provides an opportunity to inform stakeholders of the mandate and directions and to underline the coordination role of the ANHRD. The need for partnerships and shared resourcing are key messages. The launch provides an opportunity to invite other stakeholders with HRD responsibilities to partner with the ANHRD in addressing both system and sector level needs.

10.2 Support for the introduction of a sector-based approach to HRD

Using the HRD sector Planning Guide, ANHRD will help sector representatives to develop individual sector plans that together (in time) will provide a national plan reflecting the directions and needs of each sector for the demand and supply of skills. This will require individual meetings and training for industry sectors, and possibly sub-sectors, once these have been determined.

10.3 The expansion of ANHRD services

The HRD Policy and Strategy propose a broadened role for ANHRD in the provision of HRD services. This will require clear communication on the services that are to be provided to different target groups of stakeholders. This requires the development of online services through a website as well as hard copy publications that outline the available services.

11. Risk Management

A risk management plan based on the main strategic priorities (pillars) of the HRD Strategy follows. Key risks are listed, with strategies identified to deal with and manage each risk.

Figure 5: Framework for the ANHRD development budget

ANHRD Risk Management Plan		
Strategic Priorities (Pillars)	**Key Risks (for example)**	**Strategies to deal with/manage risks**
PILLAR 1: Youth empowerment through entrepreneurship facilitating access to the Labour Market	Funding not available through MYSC for the training of career guidance staff	Provide ANHRD training fund support for selected officers as a short-term strategy
	Enterprise education not introduced into school curriculum	Provide training support for small-scale pilot in 1 primary school and 1 secondary school in partnership with MEHRD
	Delay occurs in the introduction of Centres of Excellence	Support provided for staff to develop expertise in the management of Centres
PILLAR 2: Expansion and strengthening of TVET (based on new TVET Policy and Plan and delivered through the new TVET Division)	Delay occurs in the introduction of TVET Teacher Training	Content of Train-the-Trainer course is expanded to provide more training
	Industry reluctant to participate in ANHRD activities	Start with most interested and organised sector;
	TVET teachers lack current industry experience	Develop Teacher in Industry Placement scheme
PILLAR 3: Making Human Resources Development practices more responsive to the Labour Market	MSYC sponsored internship and mentorship programs are delayed	Re-allocate funds to support self-employment programs for youth
	Learning pathways not established for qualifications in high demand occupations	Provide support for the sector(s) that have established linkages between training programs
PILLAR 4: Enhancing lifelong learning, productivity and workforce development	Agencies refer staff for scholarships in low demand skills areas	ANHRD funding support provided only for high demand skills (occupations)
	Difficulties experienced in establishing RPL	Provide training funds for small-scale trial(s) in high demand skills areas
PILLAR 5: Institutional development and improved research	HRD information is not shared between agencies to establish sector plans	ANHRD circulates successful examples of sector plans where data sharing is occurring.

12. Conclusion

The Strategic Plan requires both ANHRD Board and Cabinet approval before its implementation. Once this occurs there is a detailed plan to guide the implementation of the strategy, included as Annexe II in the Strategy. It is anticipated that the HRD Strategy will be implemented in conjunction with the HRD Policy, as both are new documents and both are linked by common features such as the Vision, Mission and underpinning Principles.

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Annexes

Annexe I: Overview of Education and Training Institutions: Ages and Stages: SQF Levels and Progress between the Stages

Age (yrs)	Stage, Assessment	SQF level	Progress between stages
18+	**Tertiary University education and training** 1 State University	7 – 10	Selective/Dependent on student performance in International examinations
17	International examinations **Tertiary non-university education and training institutions** 10 State, 3 Private	3 - 6	Selective/Dependent on quota and student performance in assessment/examinations
13 - 16	International exams and record of achievement 2 yrs (S6 and S7) in single institution **Secondary Education** 5 yrs in regional schools 10 State, 4 Private	2	Selective/Dependent on Quota/ Intern. Exams S5 ------------> A levels Non-selective: not dependent on student performance in exams
6 -13	National exams **Primary Education** 6 yrs P1 – P6: District schools 24 State, 4 Private	1	Non-selective: not dependent on student performance in assessment/exams
4 - 5	**Early Childhood (Crèche)**	0	Non-selective: not dependent on student performance in assessment/exams
0 - 3	**Non-formal Early Childhood (Day Care)** 22 registered private Day Care Centres		

Source: *Education Sector Mid-Term Strategic Plan 2013 – 2017 and Beyond*

Annexe II: Implementation Plan

The implementation of each strategic intervention (i.e. the Pillars) requires a plan that includes the actions and activities related to each strategic intervention: the responsibilities and roles of stakeholders: the resource implications, including a time-scale: and, a monitoring and evaluation framework. The Implementation Plan has been developed to provide guidance for the implementation of the HRD Strategy. The previous NHRD Strategy (2007) contained a 'multi-year' Implementation Plan which allocated responsibilities ('accountabilities') for 'work tasks and short-term strategic objectives'. The NHRD Council was given the primary coordination role for individual objectives, usually in partnership with another agency.

Given the changes in legislation, the corresponding policies and the government restructuring of Ministries over the past decade, the Implementation Plan needs a more relevant and responsive structure. This needs to be inclusive of all interventions, through which progress can be regularly checked, as well as providing agreed timeframes for addressing priorities and activities. To effectively implement the strategy, it is also considered important to define the management and governance structures, the funding mechanisms and indicative budget and the specific activities.

A monitoring and evaluation strategy is incorporated into the Implementation Plan. Measurable indicators are provided for each of the strategic interventions at the activity level. The indicators provide the means of monitoring and evaluating the progress of the Implementation Plan. The data required for each of these indicators are relatively easy to collect and will provide an indication of how successfully the HRD Strategy is being implemented. The information will be both quantitative and qualitative and will provide an indication of where further interventions may be required to ensure pre-defined objectives are met, or existing ones revised in the light of changes.

It will be equally important to understand the extent to which HRD activities are responding to the changing demands in the labour market. This should be the responsibility of the identified agencies for the activities in the Implementation Plan, and involves the use of data gathering methods and measures e.g. impact studies, tracer studies, surveys, etc. The main outcome is to determine the adequacy of the supply of high demand skills and to continuously align them to labour market needs. It is the responsibility of the identified agencies to gather HRD data based on guidelines and training provided by the ANHRD. The ANHRD will have a coordination role in bringing together the various data to monitor, evaluate and make conclusions about the national HRD Strategy. An accompanying diagram shows the feedback mechanisms that support a cycle of continuous improvement using a result-based management approach.

The management and governance structures are important to ensure that decision-making processes are transparent and that the strategy is effectively implemented. Responsibility for implementation will, therefore, be spread across different Ministries and agencies and so cooperation with the ANHRD, as the mandated coordinating agency, will be required. Any proposed management and governance structures should be able to support cross-ministerial decision-making processes.

The HRD Policy provides the information on the management and governance structures and the HRD Strategy and the Implementation Plan aligns with these arrangements.

Implementation Plan for the HRD Strategy, covering the years 2018 to 2022

Starting points to assist the ANHRD with the implementation of the HRD Strategy: The Implementation Plan includes a timeline (included under the heading, "Time") which is effectively a priority order for attending to the multiple strands and tasks involved in the implementation of the HRD Strategy. However, it is considered important to give attention to the following aspects of the Implementation Plan:

- **Ensure buy-in by stakeholders:** communicate the vision, mission and goals and give the detail of the plan through several different forums. Ideally, this will include a high-level plenary session (Launch) with individual follow-up meetings and opportunities for different stakeholders to seek clarification and obtain more detail on what their roles and responsibilities will be;
- **Attend to policy issues where these are incomplete:** Assist and encourage other agencies to complete or implement their policies that impact on HRD in the Seychelles e.g. the TVET Policy, Youth internships, the development of sector plans, data consolidation;
- **Gain agreement on the development budget and corresponding tasks for HRD to be administered by the ANHRD:** What will be possible in Year One? Over the 5 years of the HRD Strategy?
- **Organise training for ANHRD staff to develop the prerequisite skills for the HRD work outlined in the plan:** this needs to include common understanding amongst all staff of the HRD Policy, Strategy, Implementation Plan and Guide. **It is essential that capacity building (e.g. through workshops, seminars, progress reviews) occurs as a prerequisite for all staff involved in the implementation of this plan.** The focus of the capacity building should be on the HRD Strategy and Policy, to provide an understanding of priorities and directions of the Implementation Plan. This includes ANHRD staff, as well as staff in Line Ministries, that have responsibility for HRD policy or activities. Private companies HRD staff could also be included on a fee-for-service arrangement i.e. they pay (this needs further negotiation).There is a requirement for all staff to acquire new knowledge and skills related to HRD over the life of the Implementation Plan (and beyond). It is essential to develop common understandings and enhanced skill levels for all staff involved in HRD to facilitate and support the development of effective HRD practices in Seychelles.
- **Specialised training will also be required for ANHRD staff:** the development of sector plans is likely to be a major need in the life of the HRD Strategy for both public and private agencies. In cooperation with the Ministry of Finance, Trade and Economic Planning, the ANHRD has an opportunity to develop effective partnerships with all agencies through work in developing sector plans. The HRD Guide provides the necessary skills and knowledge for developing sector plans and this should be a priority for the implementation of the HRD Strategy. ANHRD staff will need to acquire these skills as soon as possible.
- As stated, the main content of the proposed capacity building is on the HRD Policy and Strategy. More specific information is provided in Section 6.5, which includes a description of the required institutional development and improved research for the implementation of the plan. This is also supplemented by an HRD Planning module which provides the preferred methodology and approach that is suggested for HRD in Seychelles. Some people may undertake this module in a formal course of study, but the approach should be presented in summary form through capacity building for all HRD staff. This information, together with other new information (e.g. the occupations in high demand), provide the content of the required capacity building program.
- Government funding support, through the ANHRD budget, will need to be provided as a first step for the capacity building of HRD staff engaged in the implementation of the HRD Policy and Strategy.

Pillar /Priority Area	Strategic interventions: activities and expected outcomes	Responsibility	Measurable indicators	Outcome	Time Frame
PILLAR 1: Youth empowerment through a multi-sectorial approach facilitating access to the Labour Market	**HRD initiatives are supported and implemented by ANHRD and other line ministries with youth priorities:** • Strengthened career guidance programs within MEHRD & other agencies • Employability and leadership programs developed for youth • Employers review their HRM practices and work environments to attract, train and retain young people **Development of internship program for unemployed youth** • Alignment of internships to areas of LM need occurs • Focus of internships on both the development of technical and work readiness skills **Technical and vocational education and training is strengthened to link knowledge and skills to occupational standards required in the workplace** • Focus on the improved teaching of literacy, numeracy. ICT use and life-skills • Centres of Excellence provide a reformed curriculum with more emphasis on employability & entrepreneurship	MYSC, MEHRD, ANHRD, Public & private employers MEICS working with employers, ANHRD MYSC and MEICS, ANHRD MEHRD	• Increased number of career guidance staff employed across agencies (especially MEHRD) • Reduction in staff turnover in the first 5 years of youths entering the workforce • Work readiness programs evident in secondary education and PC courses • Number of participants in leadership programs offered for youth; • Increase in number of organisations implementing best HRM practices • Increased in the number of work placements of internees in high demand occupations • Improved work readiness skills evident (employee and employer survey) • Internships lead to increased employment in high demand occupations • IGCSE results in the TVET stream show improvement trend (numbers of completing students and their subject marks over the life of the Strategy • Evidence of secondary schools (TVET	Youth unemployment levels decline and the number of youth engaged in sustainable micro-enterprises or SMEs substantially increases.	2018 development of training options 2019 training commences 2018 – 2022 Needs to fit in with MEHRD plans: seen as a priority and so should start

			stream), PCs and Centres of Excellence evaluating their courses based on competency-based assessment.		immediately 2018 – 2019
	Improved career counselling provided, through trained counsellors • Expanded level of career counselling at all levels of education and training • Improved LM research provided to counsellors to support high demand career choices • Improved information sharing between agencies	MEHRD, MEICS and ANHRD	• More career counsellors are trained and employed at the different levels of education and training; • More current information on high demand occupations is shared with career counsellors (survey of counsellors)		2018 – 2019
	Development of enterprise education curriculum • Enterprise education studies are introduced into upper primary and lower secondary curriculum • Small-scale school-based enterprises are developed to provide knowledge and skills in enterprise education	MEHRD, SQA, ANHRD	• Course materials are developed in enterprise education and trialled in upper primary and lower secondary schools.		2018 – 2020
	Assistance provided for self-employment • Knowledge and skills required for self-employment (small business skills, access to finance, etc.) included as part of PC courses • Mentoring scheme developed through business partnerships	MEICS, MEHRD, ANHRD	• PC courses contain self-employment skills development information (survey of staff) • Mentoring arrangements between industry reps and PC students are in place (survey information) • Funding is provided through the scholarship scheme for mentorships		Mentoring scheme developed in 2018 and trialled in 2019
	Workplace-based qualifications developed • Trial developed in high demand industry e.g. tourism • Linkages made to existing				Trial and validation in

	qualification • Funding incentives developed for employers	MEICS. MEHRD, SQA, ANHRD	• Trial of a workplace qualification is developed and in operation in a priority sector (e.g. tourism): funding incentives are provided for this to occur; • Linkages of the workplace-based qualification with existing qualifications have been made		2019-2020: implemented in 2021
PILLAR 2: Expansion and strengthening of TVET (based on new TVET Policy and Plan and delivered through the new TVET Division)	**Creation of a more flexible system for the development of technicians and technologists** Provide multiple learning opportunities that include (e.g.): • Flexible entry and exit points for students • Establishment and use of RPL • Allocation of credit for short courses • Creation of learning pathways between all levels of TVET & tertiary • Use of bridging courses to support further study	MEHRD, SQA, employers, ANHRD	Courses include information on: • Flexible entry and exit points • The use of RPL • Credit allocation • Learning pathways • Bridging arrangements (as necessary) (survey of staff and students)	The new TVET Policy and Plan are in place, teachers are receiving compulsory TVET training and student numbers and graduations have expanded in high demand TVET courses	Development of Policy and Plan in 2018: implementation in 2019 Annual monitoring of student numbers 2019 ongoing
	Use of occupational standards (OS) • OS used as basis for competency based training and assessment • Curriculum is more 'demand-driven and industry-led'	MEHRD, SQA, T.E.C., Employers, ANHRD	Industry has been involved in the development of OS and curriculum (suggested approach and learning materials)		
	TVET is promoted and supported as a pathway of choice • Promotional campaign developed that includes high profile TVET 'champions' • Incentives developed for choosing TVET e.g. expansion of scholarship scheme, access to Centre of Excellence	MEHRD, SQA, T.E.C.	• Promotional campaign developed and delivered • Scholarship scheme includes access to identified high demand qualifications • Centre of Excellence for TVET is established, operational and evaluated		2018 ongoing 2018 promotional campaign developed

	• Train-the-Trainer program developed: expanded to become a mandatory pre-service training program for all TVET teachers • Core components of teacher training include: pedagogy (CBT), assessment (CBA), TVET system requirements and development of social partnerships **Currency of industry experience** • Emphasis on upgrading of TVET teachers' knowledge and skills in relevant industry sectors • Development of a Teacher Industry Placement Scheme (TIPS) for teachers to gain current industry experience • Dedicated funding for TIPS (i.e. through scholarship scheme) • Industry inputs into TVET are formalised	MEHRD, ANHRD	• Train-the-Trainer program delivered to all TVET teachers • A pre-service training program for TVET teachers has been developed based on the T-t-T approach. The first cohort of TVET teachers has been trained • A TIPS (or equivalent) has been developed and is operational as an industry-education partnership • Dedicated funding for TIPS is provided through the scholarship scheme		2018 scholarships for TVET introduced As soon as possible 2018 – 2019 2020 2019 TIPS scheme developed
PILLAR 3: Making Human Resources Development practices more responsive to the Labour Market	**Targeted funding supported by legislation and policy** • Institutional funding by government-linked to high demand qualifications • SQA provides feedback on the relevance of qualifications in meeting high demand occupational needs **Creating more funding windows and broadening access to available training**	MEHRD, Chamber of Commerce, SQA, ANHRD ANHRD, MEHRD	• All qualifications are reviewed (cycle established) by SQA in terms of their contribution to providing high demand qualifications; • Government support for high demand qualifications is evident through incentive schemes for student enrolment and completion • Broadened access (i.e. creation of more funding windows) to available training funds is evident – to support high	High demand education and training courses (as identified in ANHRD coordinated HRD and related LM reviews) are receiving more targeted funding through available training funds	2018 – 2022 2018 policy and procedures developed: 2019 introduction 2018 guidelines developed and

	funds, e.g. • Subsidise workforce training for youth and re-entry schemes • Subsidise internships program (MYSC) and mentorships		demand skills development		2019 introduction
	Support provided for training of technicians and technologists • Expansion of scholarship scheme to include high demand TVET courses • Establishment of pathways between higher level TVET and entry-level degree programs	ANHRD, MEHRD	• TVET students (in high demand courses) have access to the scholarship scheme • Planned pathways exist between courses in upper secondary (TVET) ----> PC-----> University		2018 introduction
	Engagement of employers in education and training activities • Development of incentives to engage employers in a broader range of education activities e.g. policy, curriculum, workplace qualifications, private-public partnerships • TVET Division and UniSey assume the role of hubs for coordination of industry engagement.	Chamber of Commerce, MEICS, ANHRD, MEHRD	• Incentives are developed for employer engagement in educational activities with both TVET Division and UniSey • A greater number of industries involved (baseline established) • More evidence of industry engagement in educational activities (survey of providers)		2019-2022 annual data gathering of industry involvement through a survey
PILLAR 4: Enhancing lifelong learning, productivity and workforce development	**Promoting a culture of life-long learning** • Clearer articulation arrangements established between institutions and learning programs at provider and government levels • Access provided to further training for all levels of employees • Recognition of workplace-based training (through RPL, formal workplace learning)	MEHRD, ANHRD, SQA, DPA	• See 6.3 (*Support provided for training of technicians and technologists*) • Improved HR management practices are evident e.g. training opportunities	The numbers of learners increase in education and training courses provided at school, post-school and current workforce development. (This particularly applies to identified high demand occupations)	2018 guidelines developed 2019 introduction 2018-2019 legislation

HRM reforms to retain staff • Legislation and incentives developed requiring employers to engage in workforce development activities • In the Public Sector, departmental training plans include HRM reforms	MEICS, ANHRD	have been provided, staff profile shows longer service, promotional positions are available and filled (baseline data needed)		and incentives developed 2020 implementation
Development of Public Private Partnerships (PPP) • Sector-based approach provides enhanced opportunities for govt departments to work with employers • Partnerships need to start in areas of high demand	MFTIEP, Line Ministries, ANHRD, MEHRD	• Number of PPPs established in areas of high demand		2018 guidelines for PPP developed: implementation 2019
Broader alternatives to scholarships provided for the development of knowledge and skills • Group training (e.g. Train-the-Trainer programs) • Support for workplace-based qualifications (NB Requires SQA accreditation and validation) • Internships, mentorships and job-seeking schemes receive funding • TVET training receives funding support	ANHRD, MEHRD, Chamber of Commerce	• The training fund includes a broader range of alternatives than university scholarships: evident through a number of different ANHRD schemes		2018 guidelines developed 2019 introduction

PILLAR 5: Institutional development and improved research	**Standardise the information gathering, analysis and sharing of HRD needs** • Use standard proformas and indicators for data representation that help explain demand and supply • Share HRD information between agencies through MoUs and regular reviews of agency needs • Formalise the production of occupations in high demand information	ANHRD, NBS, MEICSI, MEHRD, Line Ministries	• Standard proformas are developed for data collection, analysis and indicators • MOUs are in place that ensures sharing of information between agencies between agencies • Common terminology and categories of data collection and analysis are developed (survey of stakeholders)	More consistent, regular and standardised HRD data gathering, analysis, sharing and reporting is occurring between stakeholders (ANHRD coordination role)	2018 protocols and proformas developed; 2019 introduction
	Implications of the introduction of a sector-based approach • Line ministries address relevant HRD issues within each sector • Establishment of sector needs to be collated through cooperation between line ministries and ANHRD • Medium and longer-term needs for skills in each sector shared	ANHRD, NBS, MEICS, MEHRD, Line Ministries	• Regular data sharing between sectors of occupations in high demand is occurring (survey); • Sector-based information includes the requirements for qualifications and ongoing training		2019 - 2022
Cross-cutting challenges affecting HRD in the Seychelles	• Greater engagement and leadership required by industry to participate in HRD decision making at national and decentralised (provider) levels • Initiatives for enhanced private sector engagement are needed, including (for example): • Development of public-private partnerships • High-level HRD policy development • Management of training funds • More detailed involvement with govt agencies and providers.	All stakeholders (ANHRD coordination)	• Industry engagement is monitored to note levels of engagement in education and training initiatives; • Improved staff management practices are evident e.g. training opportunities are provided: incentives for longer service are given: promotional pathways are outlined (survey of employees)	Increased industry engagement in HRD decision making is evident through more public-private partnerships, shared decision making (e.g. involvement of industry in disbursement of training funds) and improved HRM practices.	2018 – 2022 (surveys)

Annex III: Strategic Priorities and Accompanying Activities

Pillar /HRD Priority Area	Strategic interventions: activities and expected outcomes
PILLAR 1: Youth empowerment through entrepreneurship facilitating access to the Labour Market	1. **HRD initiatives are supported and implemented by ANHRD and other line ministries with youth priorities:** • Strengthened career guidance programs within MEHRD& other agencies • Employability and leadership programs developed for youth • Employers review their HRM practices and work environments to attract, train and retain young people 2. **Development of internship program for unemployed youth** • The re-introduction of the Unemployment Relief Scheme is supported by ANHRD • Alignment of internships to areas of LM need occurs • Focus of internships on both the development of technical and work readiness skills 3. **General education is strengthened to link knowledge and skills to occupational standards required in the workplace** • Focus on the improved teaching of literacy, numeracy. ICT use and life-skills • Centres of Excellence provide a reformed curriculum with more emphasis on employability & entrepreneurship 4. **Improved career counselling provided, through trained counsellors** • Expanded level of career counselling at all levels of education and training • Improved LM research provided to counsellors to support high demand career choices • Improved information sharing between agencies 5. **Development of enterprise education curriculum** • Enterprise education studies are introduced into upper primary and lower secondary curriculum • Small-scale school-based enterprises are developed to provide knowledge and skills in enterprise education 6. **Assistance provided for self-employment** • Knowledge and skills required for self-employment (small business skills, access to finance, etc.) included as part of PC courses • Mentoring scheme developed through business partnerships 7. **Workplace-based qualifications developed** • Trial developed in high demand industry e.g. tourism • Linkages made to existing qualification • Funding incentives developed for employers
PILLAR 2: Expansion and strengthening of TVET (based on new TVET Policy and Plan and delivered through the new TVET Division)	1. **Creation of a more flexible system for the development of technicians and technologists** • Provide multiple learning opportunities that include (e.g.) • Flexible entry and exit points for students • Establishment and use of RPL • Allocation of credit for short courses • Creation of learning pathways between all levels of TVET & tertiary

	• Use of bridging courses to support further study • Accredited workplace learning **2. Use of occupational standards (OS)** • OS used as the basis for competency based training and assessment • Curriculum is more 'demand-driven and industry-led' **3. TVET is promoted and supported as a pathway of choice** • Promotional campaign developed that includes high profile TVET 'champions' • Incentives developed for choosing TVET e.g. expansion of scholarship scheme, access to Centre of Excellence • Train-the-Trainer program developed: expanded to become a mandatory pre-service training program for all TVET teachers • Core components of teacher training include: pedagogy (CBT), assessment (CBA), TVET system requirements and development of social partnerships **4. Currency of industry experience** • Emphasis on the upgrading of TVET teachers' knowledge and skills in relevant industry sectors • Development of a Teacher Industry Placement Scheme (TIPS) for teachers to gain current industry experience • Dedicated funding for TIPS (i.e. through scholarship scheme) • Industry inputs into TVET are formalised
PILLAR 3: Making Human Resources Development practices more responsive to the Labour Market	**1. Targeted funding supported by legislation and policy** • Institutional funding by government-linked to high demand qualifications • SQA provides feedback on the relevance of qualifications in meeting high demand occupational needs **2. Creating more funding windows and broadening access to available training funds, e.g.** • Subsidise workforce training for youth and re-entry schemes • Subsidise internships program (MYSC) and mentorships **3. Support provided for training of technicians and technologists** • Expansion of scholarship scheme to include high demand TVET courses • Establishment of pathways between higher level TVET and entry-level degree programs **4. Engagement of employers in education and training activities** • Development of incentives to engage employers in a broader range of education activities e.g. policy, curriculum, workplace qualifications, private-public partnerships • TVET Division and UniSey assume the role of hubs for coordination of industry engagement
PILLAR 4: Enhancing lifelong learning, productivity and workforce development	**1. Promoting a culture of life-long learning** • More and clearer articulation arrangements established between institutions and learning programs at provider and government levels • Access provided to further training for all levels of employees • Recognition of workplace-based training (through RPL, formal workplace learning) •

	2. HRM reforms to retain staff • Legislation and incentives developed requiring employers to engage in workforce development activities • In the Public Sector, departmental training plans include HRM reforms **3. Development of Public Private Partnerships (PPP)** • Sector-based approach provides enhanced opportunities for govt departments to work with employers • Partnerships need to start in areas of high demand **4. Broader alternatives to scholarships provided for the development of knowledge and skills** • Group training (e.g. Train-the-Trainer programs) • Development of workplace-based qualifications (NB Will require SQA accreditation & validation) • Internships, mentorships and job-seeking schemes receive funding • TVET training receives funding support
PILLAR 5: Institutional development and improved research	**1. Standardise the information gathering, analysis and sharing of HRD needs** • Use standard pro formats and indicators for data representation that help explain demand and supply • Share HRD information between agencies through MoUs and regular reviews of agency needs • Formalise the production of occupations in high demand information **2. Implications of the introduction of a sector-based approach** • Line ministries address relevant HRD issues within each sector • Establishment of sector needs to be collated through cooperation between line ministries and ANHRD • Medium and longer-term needs for skills in each sector shared
Cross-cutting challenges affecting HRD in the Seychelles	• Greater engagement and leadership required by industry to participate in HRD decision making at national and decentralised (provider) levels • Initiatives for enhanced private sector engagement are needed, including (for example): 　o Development of Public Private Partnerships 　o High-level HRD policy development 　o Management of training funds • More detailed involvement with govt agencies and providers

Annex IV: Stakeholder Consultations

During the development of the National Human Resources Strategy between October 2016 and August 2017, 188 stakeholders were consulted in Seychelles from Government, Private Sector, Academia, NGOs and Parastatal organizations, comprising of a total of 106 ministries/organizations/departments.

Date	Consultation process	No of participants	Stakeholder groups
August 23, 2017	Validation Workshop for the National Human Resource Development Strategy On Wednesday	36	Government, academia
April 26-27, 2017	Training Session with HR representatives	38	Government
March 21, 2017	Workshop with the Scholarship Administration & Human Resource Development (HRD) Planning Unit of ANHRD	11	Government
December 5-16, 2016	Meetings with Public Sector	7	Government
October 14, 2016	Workshop on the development of the Human Resource Development (HRD) Strategy	64	Government, parastatal, private sector
October 11, 2016	Focus Group Discussion with Human Resource Managers	16	Private Sector
October 4-10, 2016	Meeting with Public Sector	16	Government
	TOTAL	188	

List of Ministries/Organisations/Institutes consulted

	Organisations consulted	Stakeholder Category
1	7° South	Private Sector
2	Agency for National Human Resources development	Government
3	Air Seychelles	Private Sector
4	Cable & Wireless (Seychelles) Ltd	Private Sector
5	Central Bank of Seychelles	Government
6	Civil Construction Company	Private Sector
7	Creole Institute of the Seychelles	Government
8	Creole Travel Services	Private Sector
9	Department of Defence	Government
10	Department of Foreign Affairs	Government
11	Department of Information Communication Technology	Government
12	Department of Legal Affairs	Government
13	Department of Public Administration	Government
14	Department of Transport	Government
15	Department of Youth and Sports	Government
16	Development Bank of Seychelles	Parastatal

17	Economic Planning Department	Government
18	Education and Human Resource Development Department	Government
19	Education Department	Government
20	Employment Department	Government
21	Fair Trading Commission	Government
22	Financial Services Authority	Parastatal
23	Fregate Island Private	Private Sector
24	Hilton Seychelles Northolme Resort & Spa	Private Sector
25	Housing Finance Company Ltd	Parastatal
26	Human Resource Development Department	Government
27	Ile Du Port Handling Services	Private Sector
28	Immigration & Civil Status Department	Government
29	Indian Ocean Tuna Ltd	Private Sector
30	Industrial Estate Authority	Government
31	Intelvision	Private Sector
32	International School Seychelles	Private Sector
33	Island Development Company	Parastatal
34	Landscape and Waste Management Agency	Government
35	Laxmanbhai & Co Seychelles	Private Sector
36	Le Domaine de La Reserve Hotel	Private Sector
37	Le Meridien Fisherman's Cove	Private Sector
38	Maia Luxury Resort & Spa	Private Sector
39	Mason's Travel (Pty) Ltd	Private Sector
40	Ministry of Agriculture and Fisheries	Government
41	Ministry of Education and Human Resource Development	Government
42	Ministry of Environment, Energy and Climate Change	Government
43	Ministry of Family Affairs	Government
44	Ministry for Finance, Trade and Economic Planning	Government
45	Ministry of Fisheries and Agriculture	Government
46	Ministry of Health	Government
47	Ministry of Employment, Immigration and Civil Status Department	Government
48	Ministry of Home Affairs - Police Department	Government
49	Ministry of Industry, Entrepreneurship and Business Innovation	Government
50	Ministry of Labour and Human Resource Development	Government
51	Ministry of Local Government	Government
52	Ministry of Social Affairs, Community Development & Sports	Government
53	Ministry of Tourism and Culture - Culture Department	Government
54	Ministry of Tourism and Culture - Tourism Department	Government
55	Ministry of Tourism, Civil Aviation, Ports and Marine	Government
56	Ministry of Youth, Sport and Culture	Government
57	National Biosecurity Agency	Government
58	National Botanical Gardens Foundation	Government
59	National Bureau of Statistics	Government
60	National Information Service Agency	Parastatal
61	National Institute of Health and Social Studies (NIHSS)	Government
62	National Sports Council	Government

63	PetroSeychelles	Parastatal
64	Prisons Department	Government
65	Public Enterprise Monitoring Commission	Government
66	Public Utilities Corporation	Parastatal
67	Savoy Resort & Spa	Private Sector
68	Seychelles Agricultural Agency	Government
69	Seychelles Breweries Limited (SBL)	Private Sector
70	Seychelles Bureau of Standards	Government
71	Seychelles Business Studies Academy	Government
72	Seychelles Civil Aviation Authority	Parastatal
73	Seychelles Commercial Bank	Parastatal
74	Seychelles Energy Commission	Government
75	Seychelles Fire and Rescue Services Agency	Government
76	Seychelles Fishing Authority	Government
77	Seychelles Heritage Foundation	Government
78	Seychelles Hospitality Tourism Association	Private Sector
79	Seychelles Institute of Art and Design	Government
80	Seychelles Institute of Teacher Education	Government
81	Seychelles Institute of Technology (SIT)	Government
82	Seychelles International Mercantile Bank Corporation	Parastatal
83	Seychelles Investment Board	Government
84	Seychelles Land Transport Agency	Government
85	Seychelles Licensing Authority	Government
86	Seychelles Maritime Academy (SMA)	Government
87	Seychelles Meteorological Authority	Government
88	Seychelles National Parks Authority	Government
89	Seychelles National Youth Council	Government
90	Seychelles Petroleum Company Ltd	Parastatal
91	Seychelles Planning Authority	Government
92	Seychelles Ports Authority	Parastatal
93	Seychelles Postal Services	Parastatal
94	Seychelles Public Transport Corporation	Parastatal
95	Seychelles Qualifications Authority	Government
96	Seychelles Revenue Commission	Government
97	Seychelles Tourism Academy (STA)	Government
98	Seychelles Tourism Board	Government
99	Seychelles Trading Company	Parastatal
100	Small Business Financing Agency	Government
101	Small Enterprise Promotion Agency	Government
102	Sunset Beach Hotel	Private Sector
103	Tertiary Education Commission	Government
104	The Guy Morel Institute	Private Sector
105	University of Seychelles	Private Sector
106	Zil Air Pty Ltd	Private Sector

Annexe V: International Standard Classification of Occupations (ISCO-08)38				
	Skill Level One: manual workers, unskilled/semi-skilled	**Skill Level Two:** technicians and operatives (broadly described as *technicians*)	**Skill Level Three: (broadly described as *technologists*) - includes middle managers**	**Skill Level Four: senior managers and professionals**
Typical or characteristic tasks	Performance of simple and routine physical or manual tasks: May require the use of hand-held tools	Performance of tasks such as operating machinery and electronic equipment, driving vehicles, maintenance and repair of electrical/mechanical equipment, ordering and storing information	Performance of complex tech. & practical tasks that require an extensive body of specialised knowledge in a specialised field: ensure compliance with OH&S, preparing detailed estimates and costing, coordinating & supervising other workers: performing technical functions in support of professionals	Complex problem solving, decision making and creativity based on an extensive body of knowledge in a specialised field. Undertake analysis and research to extend the body of knowledge in a field: design of structures or machinery & processes for construction and production.
Types of skills required	May require physical strength or endurance: basic literacy and numeracy (L & N) may be required but not central to the work	Ability to read information (e.g. safety instructions), make written records, perform simple arithmetic. Many occupations require L&N & good interpersonal communication skills: high level of manual dexterity	High level of L&N and well-developed interpersonal communication skills: ability to understand complex written material, prepare factual reports & communicate verbally in difficult circumstances	Extended levels of L&N: excellent interpersonal & communication skills: ability to understand complex written material and to communicate complex ideas in a variety of media.
Education/qualifications	First stage of basic education (ISCED–97, Level 1): short on-the-job-training may be required	Completion of first stage secondary education (ISCED-97, Level 2) + a significant component of specialised	1-3 years study at an HEI following completion of secondary education (ISCED-97 Level 5a): on some cases,	Study at an HEI for 3-6 years leading to award of 1st degree or higher qualifications (ISCED-97

		vocational education: in some cases, experience and on-the-job training may substitute for formal education	relevant work experience and prolonged on-the-job training may substitute for formal education	Level 5a or higher. May require extra formal qualifications and extensive on-the-job training.
Typical occupations	Office cleaners, freight handlers, garden labourers, kitchen assistants	Butchers, bus drivers, secretaries, accounts clerks, police officers, electricians and motor vehicle mechanics	Shop managers, medical lab. Technicians, computer support technicians, commercial sales reps.	Civil engineer, marketing manager, secondary school teacher, medical practitioner, computer systems analyst

Summary of: International Standard Classification of Occupations (ISCO – 08), Vol. 1, Structure, Group Definitions and Corresponding Tables, ILO, Geneva, 2012 (pp12-14)

Annexe VI: Seychelles HRD System

Organisations involved with the area of Youth in the Seychelles
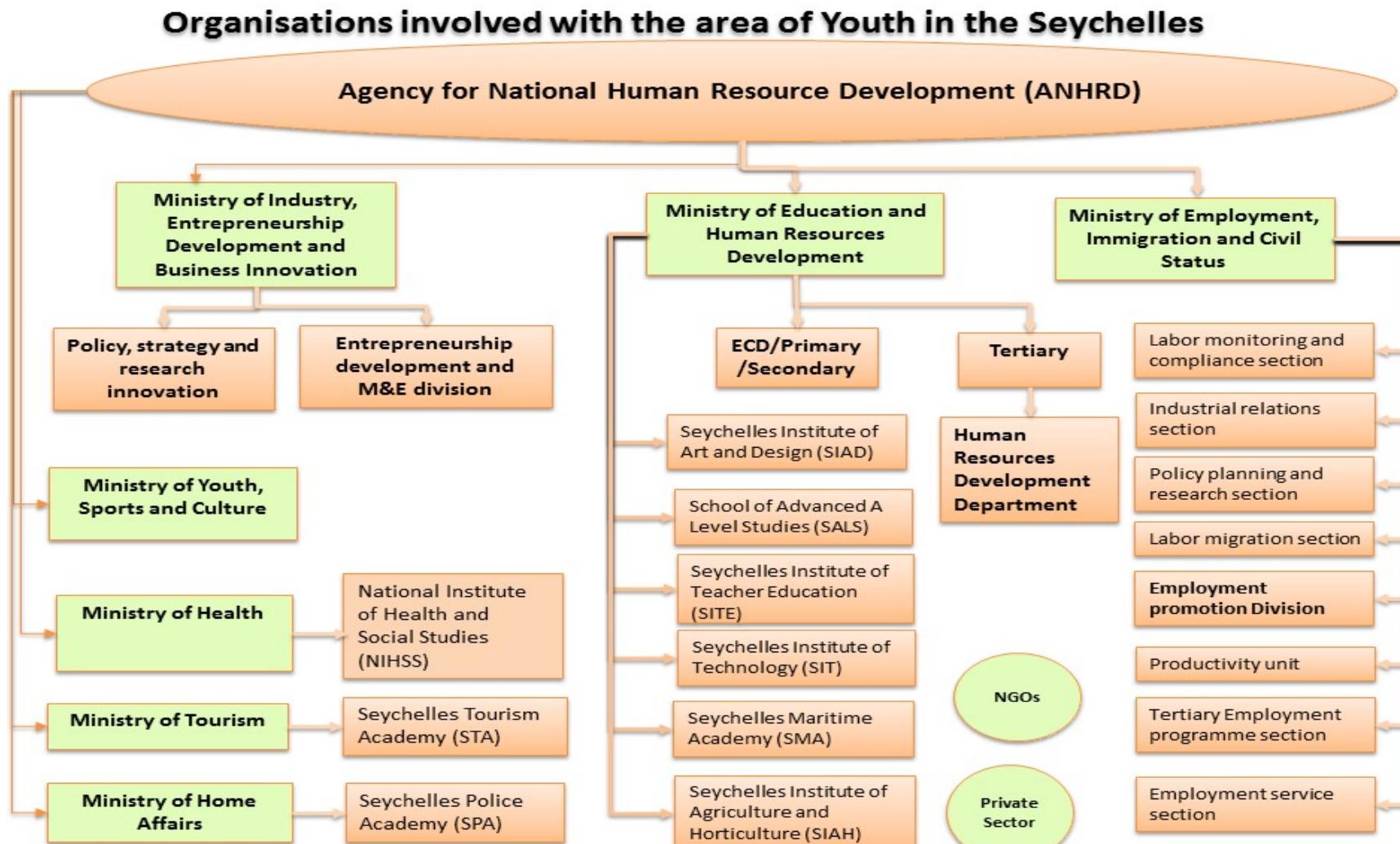
Annexe VI: Strategy team

The strategy was produced under the guidance of a Steering Committee composed of:
Chair: Honorable Mr. Joel Morgan (Minister for Education and Human Resource Development)
Vice Chairperson: Dr. Linda Barallon (Principal Secretary Human Resource Development
Members:

- Dr. Odile Decomarmond (Principal Secretary, Education)
- Mr. Benjamin Choppy, (Principal Secretary, Information Communications Technology)
- Mr. Jules Baker (Principal Secretary, Employment)
- Mrs. Elizabeth Agathine (Principal Secretary, Economic Planning)
- Mr. Jean-Michel Domingue (Chief Executive Officer, Tertiary Education Commission)
- Ms. Fiona Ernesta (Chief Executive Officer, Seychelles Qualification Authority)
- Ms. Laura Ah-Time (Chief Executive Officer, National Bureau of Statistics)
- Mr. Selby Dora (Consultant, Education and Human Resource Development)
- Professor Dennis Hardy (Vice Chancellor, University of Seychelles)
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The project was financed by the African Development Bank and the Government of Seychelles and overseen by the following members:
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This work is dedicated to the memory of the AfDB's previous task manager, the late Benedict Kunene, who passed away in a tragic car crash in Pretoria in 2015.

The project's executing agency was the Agency for National Human Resources Development (ANHRD) of the Government of Seychelles (GoS)
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Acknowledgment also goes to former Minister Idith Alexander and former CEOs Mrs Margaret Pillay and Ms. Roseline Hoareau.

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