



**Capacity Building of Lead Teacher Training Institutions
in Sub-Saharan Africa: Seychelles**

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UNESCO CONSULTANCY VISIT TO SEYCHELLES 13-17 January 2003

Report of Dr. R. RUMAJOGEE

Introduction

This report is based on the visit I effected, from 13th to 17th January 2003 to the only teacher training institution of the Republic of Seychelles, the National Institute of Education (N.I.E), and on several meetings held with various stakeholders involved directly or indirectly in teacher education (see Annex 1).

The purpose of the consultancy was to make general recommendations for improving the teacher education system, identify one very urgent need of the N.I.E which could be addressed by the pool of Regular Programme Carryover Funds and outline extra-budgetary proposals

As per the terms of reference of the mission, I liaised with the National Focal Point, Mr. Alex Souffe who is also the Assistant Director of Studies of the NIE in order to be briefed on the national priorities, educational goals and teacher training implementation strategies. I met with the Director of the NIE on more than one occasion to discuss other related issues including the requirements of the Institute and interacted with the Heads of Faculties, Course Leaders and Course Coordinators on quality improvement and human resource development, among others. Visits were also undertaken to the various sections of Ministry of Education, including School Improvement and Adult Learning & Distance Education as well as to Primary and Secondary schools during which I was accompanied by the Focal Point.

Background Information

Geographical dispersion

The Republic of Seychelles is a small state made up of 115 islands situated in the western part of the Indian Ocean, at about 1 500 km off the East coast of Africa. The total land density is 445 km² for a population of around 80 000. The large majority of Seychellois live on the three main islands of Mahé, Praslin and La Digue.

We have been given to understand that the geographical dispersion of the islands often accounts for heavy in-country travel costs to the detriment of other major components of project implementation in the education sector and that 50% of the budget of the School Improvement Programme which is one of the major initiatives taken by the Ministry in 1994, went into inter-island transportation. More cost-effective alternative approaches to education, training and

management, including the ICT-based distance education “to reach people on different islands, in workplaces and in homes” are being envisaged. (Distance/Open Learning Policy, Ministry of Education, June 2001).

The Seychellois Education System

Education in Seychelles is free to all children between 3 and 16 years of age. Primary education from 5 to 11 years of age and secondary education from 11 to 15 years are compulsory. So far, Seychelles does not have a university. Fee-paying further education and training programmes open to secondary four and secondary five and to mature students are offered by a number of institutions including the Seychelles Polytechnic, the Industrial Training Centre, the National College of the Arts, the Seychelles Hospitality and Tourism Training Centre and the Centre for Maritime studies. Until the late 1990's the Seychelles Polytechnic was responsible, among other things, for teacher education before this was integrated with the Ministry of Education and, subsequently, became the primary focus of the NIE.

As at March 2002, there were 1534 serving teachers in Seychelles. Most of them were in primary (657) and secondary (508) education. The rest were in the crèches (189) and in post-secondary institutions (180). According to a study based on a sample of 1194 pre-primary, primary and secondary teachers, in 2000 there were 29 untrained teachers in the crèches, 87 in primary and 153 in secondary schools.

Reducing economic vulnerability through education & training

The economy of Seychelles is basically service-oriented with Tourism contributing to more than 60% of its revenue and employing the bulk of its labour force. Towards reducing economic vulnerability and dependency on international trade and exchange, increasingly, attention is being paid to diversifying the country's sources of income. In addition to a better performing tourism sector, agricultural diversity, manufacturing, e-commerce, the off-shore and small business sectors are considered to be promising areas of growth for the socio-economic development of the country. In this regard, during the years to come, Government's policy is to place as much emphasis as possible on large scale local capacity-building through accessible training programmes in these and other emerging strategic areas, including Information and Communication Technology for providing education and training as well as for management purposes.

It is worth pointing out that the Republic of Seychelles does not possess any natural resources such as oil, stone or minerals and that its population, 50% of whom are aged below 24 constitutes the country's biggest resources.

Although currently the privately-led tourism sector is among the largest employers, new opportunities are being created in parastatals and government sectors as well as in the emerging off-shore sector which is likely to become one of the main pillars Seychelles's economy (Budget Address 2003, Seychelles Nation, December 26, 2002)

Government's determination to ensure wide participation of the population in the process of nation-building and socio-economic development of the country through policy measures to promote education and training are reflected in national goals and sectoral plans for educational development.

Emphasis on educational development through teacher education

Towards implementing Government's vision of an alert and responsive society, the Education Policy Document of the Ministry of Education entitled *Education for a Learning Society (2001)* emphasizes the changing nature Seychellois society and the need for nurturing a proactive attitude towards life-long learning through cost-effective delivery of education and training to embrace change.

As a corollary of the vision of a "knowledge-based society", the onus is placed on teacher education to ensure that the philosophy and values of *Education for a Learning Society* "permeate every aspect of teachers' professional life" and that their unfailing commitment to educational, social and self-development is secured.

Continuing professional development of teachers will be placing a lot of emphasis on quality of teaching, the need for a shift from the "didactic teacher-centred approach" to greater learner centredness through "groupwork and differentiated teaching and learning" (Ministry of Education, August,2000), the implementation of school-based planning, curriculum change and quality assurance through school-focused in-service training, the introduction of competency-based approaches as well as the integration new technologies in all aspects of the school life.

Through a coherent system of pre- and in-service education and training, teachers are expected to demonstrate

- mastery of disciplinary knowledge and of effective teaching approaches
- commitment and professionalism
- effective use of learner-centered teaching strategies
- capacity to participate in classroom-based action research, and to engage in critical evaluation of their work
- capacity to contribute to curriculum development and development of teaching/learning materials
- capacity to participate in the overall development of the school

- capacity to adapt to or adopt innovative teaching approaches, including the use of Information and Communication Technologies
- capacity to learn, unlearn and relearn
- capacity to assess knowledge, skills and attitudes in their subject areas

Commitment of stakeholders to professional development of teachers

The Seychellois Government acknowledges the crucial role of teachers, instructors and lecturers as one of the main pillars of a knowledge-based competitive society and is committed to review their scheme of services in order to boost up their morale, encourage the Seychellois to embrace the teaching profession as a career and reduce dependency on expatriates.

It also acknowledges the need to:

- a) increase the number of teachers at all levels, in line with the 15% increase in the intake for post-secondary training in 2003 (Seychelles Nation, December 26, 2002)
- b) define their career prospects
- c) improve the quality of teacher education

Currently, trainee teachers of the Primary Teacher Education Diploma without the entry qualifications for further education studies are required to pay fees, unlike those qualified for joining of the Secondary Teacher Education Diploma. According to recent recommendations made by the National Institute of Education, the Primary Teacher Education Diploma is expected to attract better qualified trainees who would also be paid an allowance which would vary from the first to the fourth year of their training.

These recommendations are in line with the need to upgrade the quality and conditions of teacher education and to raise the status of the NIE as a full higher education institution through the recruitment appropriately qualified students.

The National Institute of Education

Towards implementing Government's vision of the society, its national goals for education and teacher training, the National Institute of Education was established in 1999, through the merger of two vital sections of the Ministry of Education, namely the School of Education Studies of the Seychelles Polytechnic and the Curriculum Development

Section. This decision to take teacher training out of the Seychelles Polytechnic and to locate it in purposed-built accomodation shows Government's determination " to give a higher profile" and an image which is " more positive" to the profession (Education in a Global Era: Challenges to Equity, Opportunities for Diversity, August 2000).

In terms of operational transformation, the rationale behind the merger was to cater for the changing training needs of teachers towards more committed professionalism and greater involvement in school planning and management, curriculum development, and educational research.

The Institute is managed by a Director who is supported by two Assistant Directors. It has 5 faculties, each of which is responsible for the development and promotion of one of the following subject areas:

1. The languages (English, Creole and French)
2. Mathematics and Sciences
3. Social Sciences and Educational Studies
4. Personal and Social Education
5. Technical Studies

Programmes offered by the NIE

Towards implementing national goals for educational development in general and in the fulfilment of its responsibility for initial and continuing teacher education of both primary and secondary schools (state & private), the following the programmes are being currently offered by the NIE to some 132 trainee teachers:

1. A four-year Diploma in Primary Teacher Education for secondary school leavers having successfully completed five years of secondary education
2. A two-year Diploma in Secondary Teacher Education for holders of GCE 'O-Level'/IGCSE or equivalent and an 'A-Level' Principal Pass in the subject of specialisation.
3. Various needs oriented short-term/part-time/refresher/specialist training courses
4. A Bachelor of Primary Education, and a Bachelor of Secondary Education in collaboration with Edith Cowan University (Australia)
5. A Post-Secondary Certificate in Education for holders of a Teachers' Certificate and a Post-Graduate Certificate in Education for Diploma/Degree holders in collaboration with Bolton Institute (UK).

The Diploma in Primary Education focuses on the development of pedagogical skills of trainees and the enhancement of their disciplinary knowledge of languages (English, Creol & French), Mathematics, Science, Personal & Social Education, Social Studies, the Arts, Physical Education, Technical Studies and Information Technology. This four-year programme includes a one-year foundation course. Upon successful completion of the diploma programme, primary teachers can study for the Bachelor of Education-Primary offered by the Edith Cowan University in collaboration with the NIE.

The Diploma in Secondary Education focuses on the development of pedagogical skills of trainees and the enhancement of their disciplinary knowledge of the main subject areas (languages -English & French-, Mathematics, Science, Personal & Social Education, History & Geography), and of one of the following subsidiary subjects of specialisation: Information and Communication Technology, Environmental Education, and Personal & Social Education.

The Diploma programmes in Teacher Education (Primary and Secondary) are offered by the NIE in partnership with the Schools Division of the Ministry of Education. Primary school trainee teachers spend 25% of their time in classroom observation and supervised teaching. The time spent in these activities by secondary school trainees is slightly more, i.e 30%. Upon successful completion of the two-year diploma, secondary teachers can study for the Bachelor of Education-Secondary offered by the Edith Cowan University.

NIE Resources

Financial resources

The NIE receives all its capital and recurrent funds from the Ministry of Education. Budget allocations for recurrent expenditure for such items as electricity, maintenance, telephone, printing & stationery, books are released on a quarterly basis according to strict procedures. In 2002, the total budget of the Institute which was increased by 11.26% amounted to SR 450 000 excluding staff salary. However, as pointed out by the NIE, for the same year, its student population increased by more than 33% (from 87 the previous year to 132).

Academic staff

As at December 2002, the N.I.E academic staff comprised 28 lecturers, 2 assistant lecturers, 6 senior lecturers, 1 psychologist, 5 course leaders, and 5 heads of faculties. Slightly more than 50 % of them are women. This includes 4 out of 5 Heads of Faculties and 20 out of 30 Lecturers/Senior Lecturers.

About 28% of the NIE academic staff hold as highest qualifications a first degree (B.A, B.Sc, B.Ed, Licence). Hardly 15% of the teaching staff have a master's degree or the equivalent post-graduate (M.A, Maîtrise). The rest are holders certificates and diplomas or equivalent undergraduate qualifications. The only PhD holder is an expatriate employed on contract

Only about half of the N.I.E's staff have been trained in Education (B.Ed & M.Ed) or in related fields such as Early Childhood, Applied Linguistics and Curriculum Studies.

Given the high expectations among all stakeholders (Ministry, schools, community...) and the challenging future of teacher education, NIE's crucial inputs are being solicited at various levels, including:

- Course development and course review
- Supervision of students during practicum
- Running of degree programmes through distance for upgrading teacher qualifications in collaboration with overseas institutions
- The development of a competency framework for newly qualified teachers
- The development the National Curriculum Framework
- The evaluation of its own practices on a regular basis, and
- Hosting and managing a student information system

Although the NIE has, so far, strived successfully to be responsive to the needs of the sector, these new challenges will pressure for more adequate and qualitative responses from the organisation, particularly in educational research and curriculum development. Its future development into a center of good practices in teacher training will depend, in a large measure, on the high quality of its human resources and its institutional capacity to become a learning organisation. Capacity-building will, therefore, have to focus on upgrading the academic and professional qualifications of its staff and on improving some of its basic facilities.

Library Facilities

In 2002, the N.I.E library had 9164 books, including 556 for reference and 225 for short loan and 7746 for lending (fiction & non fiction). It also had a Seychelles collection and a Children's section of 385 and 252 books respectively.

The lending section had 2051 titles on Education, 1119 on languages, 954 on Pure Sciences, 810 on Social Sciences, 541 on the Arts and 491 on Technology, all of which belong to the key taught subject areas. The reference section of the library had 342 books in these areas and 11 sets of encyclopaedia.

The audio-visual section of the library also has a collection of 21 audio-cassettes, 16 video cassettes and 31CD-ROM.

Taking into consideration that in 1999, about one third of the library collection of the NIE was destroyed by fire and that its student enrolment is likely to increase in view of its advocacy campaign towards *Reaching out to Future Teachers (2002)*, it is believed that there is a need to upgrade the existing library facilities of the Institute. The shortage of both texts and reference materials in crucial areas such as Remedial Education, Language Learning, and Psychology for students, the unavailability of essential books on the teaching profession and the paucity of up-to-date literature on teaching approaches, methodologies and techniques for the teaching staff have been variously highlighted in meetings and discussions with NIE lecturers, senior lecturers and heads of faculties. With the introduction of new training programmes, especially those offered through distance education and at degree level, the largest part of the learning process will be independent and resource-based; and however self-sufficient the course materials could be, they will need to be supplemented by additional reading.

The only periodical title available for consultation in the NIE library is *Echo des Iles* which is far from being specialized in teacher education and accessibility to on-line resources remains very limited. The Library is equipped with only one computer with the Internet connection. The importance of journals and periodicals in order to keep abreast of recent developments in the profession does not need to be overstressed.

The NIE Resource Centre

While the Library is open to all pre-service trainees, the NIE Resource Centre services both N.I.E lecturers (46) and all in-service teachers (1644).

The Resource Centre hosts a collection of 1230 books mostly on languages (375), Education (242), Literature (217) and Pure Science (211) and an audiovisual section of 31 CD-ROM, 21 audio cassettes and 16 video cassettes.

Although it is generally recognised that the NIE is making optimum use its existing resources, an audit of its functions, operations and facilities carried out prior to the establishment of its two-year *Development Plan (June 2000-December 2002)* emphasizes that progress is impeded by shortage of professional journals and library references, limited access to photocopying and computer facilities and, in particular, to the Internet. During our visit we were given to understand that the Centre was equipped with four computers but none of which was in working condition. We were, moreover, informed that most of the N.I.E

students, the in-service teachers and the majority of the lecturers do not have a computer at home.

We could also gather from our discussions that the NIE Computer Laboratory which is equipped with 10 terminals (Pentium 3 966) connected to the Internet is accessible to students who could make advance booking and that its Computer Room is equipped with 19 terminals (Pentium 3 966) connected to the Internet which, however, is largely devoted to training in IT for both N.I.E and ALDEC students.

Although the upgrading of academic and professional qualifications of NIE staff towards an all postgraduate teaching force is an urgent need which could be addressed through split programmes or open and distance learning, on the job professional development supported by resource-based learning seems to be the prerequisite of the learning organisation which the Institute aspires to become..

In the light of our discussions with NIE staff and ministerial representatives, the proposal which is being made, therefore, focuses on reinforcing the institutional capacity of the Institute. It is viewed that by augmenting and enriching the existing library facilities, more particularly its reference section, the tyranny of remoteness, isolation and limited resources of the small island context could be overcome, in part, to promote continuing professional development within the organisation.

Institutional Capacity Building

LIST OF JOURNALS AND PERIODICALS

TITLE	PUBLISHERS	US \$
British Journal of Curriculum & Assessment	Hodder & Stoughton Educational, Charles Knight, Pub., 338 Euston Rd, London NW1 3BHP, England	57.95
British Journal of Educational Psychology	British Psychological Society, St Andrews House, 48 Princess Rd. E., Leicester LE1 7DR, England	144.85
Child Education	Scholastic Publications Ltd, Westfield Rd, Southern, Learnington Spa. Warks CV33 0JH, England	63.11
Curriculum and Teaching	James Nicholas Publishers, P O Box 244, Albert Park, Vic, 3206, Australia	95.00
Curriculum Journal	(Curriculum Association) Routledge, 11 New Fetter Ln., London EC4P 4EE, England	91.46
Early Years	(Association of Tutors of Advanced Courses for teachers	25.15

	of Young Children) Trentham Books Ltd., Westview House, 734 London Rd, Oakhill, Stoke-on-Trent, Staffs, ST4 5NP, England	
Educational Action Research	Triangle Journals Ltd., P O Box 65, Wallingford, 0965-0792 Oxfordshire OX10 0YG, England	144.81
Educational Leadership	Association for Supervision and Curriculum Development, 1250 N.Pitt St., Alexandria, VA 22314-1433, USA	36.00
English Language Teaching Journal (ELT Journal)	Oxford University Press, Oxford Journals, Walton St., Oxford OX2 6DP, England. E-Mail: jnlorders@oup.co.uk	84.31
Educational Studies in Mathematics	Kluwer Academic Publishers Group, P O Box 358, Accord Station, Hingham, MA 02018-0358, USA	1,251.00
History Teacher	Society for History Education, Inc., California State University, 1250 Belflower Blvd, Long Beach, CA 90840, USA	32.00
History Today	History Today Ltd., 20 Old Compton St., London W1V 5PE, England	63.26
Journal of Information Technology for Teacher Education	Triangle Journals Ltd, P O Box 65 Wallingford, Oxfordshire OX10 0YG, England E-Mail: Journal@triangle.co.uk	143.30
Journal of teaching Practice	Monash University College Gippsland, School of Education, Switchback Rd, Churchill, Vic, 3842, Australia	17.45
Language Learning Journal	Association for Language Learning, 150 Railway Terr, Ruby, Warks, CV21 3HP, England	50.30
National Geographic	National geographic Society, 17 th & M Sts, N W Washington, DC 20036, USA	49.00
New Internationalist	New Internationalist Publications Ltd, 55 Rectory Rd, Oxford OX4 .BM England E-Mail: greenet@newint	172.26
New Scientist	IPC Magazines, Specialist Magazine Group, King's Reach Tower Stamford St, London	167.69

School Science Review	SEI 9LS, England Association for Science Education College Hatfield, Herts, AL10 9AA England	89.94
Teacher Education Quarterly	(California Council on the Education of Teachers) Caddo Gap Press, 3145 Geary Blvd., Ste 275, San Francisco, CA 94118, USA	40.00
The Teacher Trainer	Pilgrims Language Courses, Pilgrims House, Orchard St., Canterbury, Kent CT1 3HG, England	33.53
Times Educational Supplement	Times Educational Supplements Ltd., Admiral House, 66-68 E Smithfield, London E1 9XY, England	250.47
TOTAL		US \$ 3,102.84

BOOKS ON TEACHER EDUCATION (AREAS OF SCARCITY)	US \$
Educational Psychology	500
Social aspects of education	500
Educational tests and measurements	500
Methods of instruction and study (Techniques and procedures for teachers, classroom techniques, teaching aid materials; devices, textbooks, AV materials etc	500
Guidance and counselling	500
Special education	500
Communication Skills	500
Language Learning and Language Acquisition	500
Remedial Education	500
Curriculum Studies	500

TOTAL US \$ 5 000

EQUIPMENT

QUANTITY	DESCRIPTION	AMOUNT \$
1	LCD Projector	2,000
1	Heavy Duty Photocopier	7,000
1	Overhead Projector + screen	1,000
5	Computers	10,000
1	Video Camera	1,000
1	Still Camera	1,000

1	Digital Camera	500
1	DVD Player	500
	TOTAL US	23,000
	\$	

SUMMARY

Equipment	23,000.00
Periodicals	3,102.00
Book Library	5,000.00
References	2,000.00
TOTAL US \$	33,102.00

Outline of some extra-budgetary proposals

While assessing the various aspects of teacher education at the N.I.E, attention was also paid to other issues and challenges. The analysis of these is followed by some general recommendations which fall broadly in three areas, namely: (A) Research and Analytical Work, (B) Policy Initiatives, and (C) Human Capacity Building.

A. Research and Analytical Work

1. *The adequacy of pedagogic methodologies*

Taking into consideration Seychelles's constraints of geographical dispersion, smallness, insularity and the lack of adequate human resources, it is proposed that the cost-effective use of other methodologies than face to face teaching be explored for cost-effectiveness and greater accessibility. Given the very rich educational, social, pedagogical and technological career of open and distance learning (ODL), a study of the needs for and cost-effectiveness of ODL as a supplementary or complementary delivery mode could be undertaken to pave the way for the integration of ODL approaches for delivering and/or supporting continuing teacher education programmes or parts thereof within the Republic of Seychelles or through international collaborative arrangements

Study on Needs for and Cost-effectiveness of ODL for Teacher Education

One consultant for 10 days

Travel: US \$ 2 000

Per diem: US\$ 5 000

Other expenses: US\$ 1 000

Total US\$ 8 000

(B) Human Capacity Building.

1. The use of ICTs in education and lifelong learning

In line with the Education Reform process initiated in 1998, the Ministry of Education created the Education IT Commission in January 1999 which, 6 months later, came up with an **Information Technology Master Plan for Education**. The plan underlines the need to harness the full educational potential of technologies in order to provide, support and enhance learning at all levels of the education system. The recommendation of the strategy for an integrated IT teaching and learning environment in schools focuses on widening and broadening accessibility to new programmes through ICT-supported teaching/learning. In this regard, access to Internet-based materials will increasingly engage teachers and students into the process of independent lifelong learning and professional development.

The implementation of the **Information Technology Master Plan for Education** implies training of the education personnel at various levels of IT skills from proficiency to specialisation in the field of IT and E-Learning. It also implies training through and in ICT as a medium for course delivery (including curriculum and course design) as well as the setting up and maintenance of an appropriate technological infrastructure.

Capacity-Building in ICT and E-Learning

Training of 1 technician for 3 months overseas:	US \$ 20 000
Training of 1 local specialist in IT in education:	US \$ 20 000
Training workshop for 20 teacher trainers and curriculum specialists (2 consultants for 10 days):	US \$ 15 000

Total US \$ 55 000

2. Raising the status of teachers

Expatriates are highly represented in secondary and post-secondary education. In 2000, out of 396 teachers employed by publicly funded secondary schools 247 (62%) were non-nationals teachers. This percentage is even higher for Post-Secondary education, i.e 140 out of 167(83%).

Currently, the NIE is involved in active advocacy work for promoting teaching as profession among population. "**Reaching out to Future Teachers**" published by the the Institute focuses on the reasons "Why Teaching" is a noble profession and provides ample information on all its courses.

However, it is considered that towards attracting a larger number of Seychellois to the teaching profession, in addition to incremental salaries proposed by Government, professionalisation of the job through proper training and career development should also be considered as an incentive for raising the status of teachers.

Given the shortage of staff, especially in languages and Technical Studies, and reliance on part-timers, short attachment in institutions within the region or in other countries could be explored. Other possibilities including, M.A in Education, M.Ed courses could be envisaged.

The principle of advancement and incremental awards could be tied in with that of upgraded qualifications. Given that less than 30% of NIE staff have post-graduate qualifications, and that lecturers would increasingly be involved in analytical and research work in addition to their commitment to teaching and curriculum development, it is believed that their performance could be enhanced if opportunities could be given to them to further upgrade their academic and professional qualifications. The option of M.Ed through split programmes or using distance education & open learning through international collaborative arrangements could be explored.

Upgrading of Academic and Professional Qualifications of NIE Lecturers

Short attachment of two weeks to the Institut Universitaire de Formation des Maîtres (Réunion) or to the Institute of Education (Mauritius) for 5 staff members:

Travel:	US \$ 2 500
Per diem	US \$ 10 000
Total	US \$ 12 500

M.Ed through ODL for 5 NIE lecturers with only a B.Ed as highest qualifications: US \$ 40 000

3..Improving the entry requirements of Primary School trainees.

Given the high expectations that the society has of Primary school teachers in terms of content knowledge, professional competency and personal aptitude for self/lifelong-learning, there is a need to gradually raise entry qualifications for the Diploma Course in Primary Education. Although, to some extent, the Foundation Course of the Primary Diploma does take this into account, the equivalent of the “A-Level” in at least two subjects offers uncontestedly a better alternative. Increasingly, many countries are adopting “A-Levels” as the optimum entry qualifications for joining primary teacher education

programmes. This would imply that accessibility to “A-Level” courses should be enlarged to school leavers with only S5. Given that increasing the capability of traditional face-to-face teaching could be very expensive, cost-effective open/flexible learning could be explored for the need to increase the number teachers should not imply lowering the prerequisites for teacher training.

Upgrading the Academic Qualifications of Teachers and Non-Teachers with only S5

A- Levels through ODL in collaboration with the National Extension College and/ Oxford Open Learning for 25 students in 2 subjects:

US \$ 15 000 (excluding local costs)

C. Policy initiative to promote a coordinated approach to ODL

1. Overlapping or complementary functions between institutions

Currently the NIE collaborates on a regular basis with the Adult Learning & Distance Education Centre (ALDEC) by running courses in computer studies for the Centre. On the other hand, a student who does not quite qualify for any of NIE’s programmes can enroll provisionally and complete the entry requirements by following one or more of ALDEC courses. Increasingly, in-service training and staff development through open/distance learning (ODL) will become one of the main functions of ALDEC. Given its mandate to increase access to tertiary education and its overall responsibility to promote distance education in Seychelles, ALDEC as the “focal point” will have to collaborate with other Ministries and organisations, including the NIE. Within the “cooperative” approach to the implementation of ODL in the country, given NIE’s expertise teacher education, the faculty inputs to course design/development and student services in the area of professional development of teachers, instructors and lecturers could complement administrative, logistical and policy support provided by ALDEC towards cost-effective delivery of a variety of courses for wider access. A coordinated, convergent and harmonized approach to ODL in Seychelles will depend on optimal use of the specific strength of each institution in the sector. Shared and divided functions would characterise the partnership between NIE and ALDEC.

Organisation of National Seminar on enabling policies for ODL development for ministerial representatives

One consultant for 3 days: US \$ 5 000

2. Need for greater synergism.

The School Improvement Programme (SIP) is one of major projects initiated in 1995 by the Ministry of Education to improve quality in schools in Seychelles. It is a resolutely school-based programme aimed at the professional development of teachers by complementing in-service training to build school capacity in planning, implementing, supporting and monitoring school improvement. Although teacher trainers have been involved during the preparatory phase of the project and the NIE is represented at the School Improvement Support Committee level, it would appear that the interface between teacher training and school-based strategies for quality enhancement has not yet become very productive.

An earlier development of quality culture among teachers would seem to be an appropriate strategy for enhancing quality in schools. The need for new teachers to be aware of changes taking place at school level towards promoting quality ethos may have to be addressed more deliberately by NIE collaborating more closely with the Ministry.

Cost- implications: NIL

SEYCHELLES

Some important figures

Land area:	453 km ²
Population:	80,410 in 2001
Male:female ratio:	1:0,99
Literacy rate:	88%
Employment growth	3.5 in 2002

March 2003

CONSULTANCY VISIT (UNESCO)

Draft Programme

DATE	T I M E			
	8.30 – 10.00	10.30 – 12.30	1.00 – 2.30	3.00 – 4.00
13.01.03	Meeting With Mr Alex Souffe	Meeting: Consultant, D-NIE and AD9S) to finalise the programme (A15	Studying of existing course document by Consultant (A15)	Studying of existing course documents by Consultant A15)
14.01.03	Studying of existing course documents (cont.) by Consultant	Site visit to study the existing faculties, (Library, Documentation Centre, NAVC, etc)	Meeting with Director SIP Mrs Mahrookh Pardiwalla and she is also Chairperson of gender in Education Committee	Courtesy visit to Mr Bernard Shamlaye, Chairperson of UNESCO for Seychelles
15.01.03	Meeting with Executive Planning Team (role oversee course development) and Course Leaders to discuss course structure and NIE needs (A15)	Meeting with Executive Planning Team (role oversee course development) and Course Leaders to discuss course structure and NIE needs (A15)	Meeting with DG-Schools, Mrs Jeanne Simeon (1.00-2.00) Meeting ICT Faculty members and technical Advisor ICT in the Ministry of Education – Mr Benjamin Choppy to discuss the place of IT in Education and teacher training	
16.01.03	Meeting with Director ALDEC- Mrs Fiona Ernesta-Uranie	Meeting with Director Research and Evaluation – Dr Andre Leste	Meeting with Director Quality Assurance, Mr Gerard Vidot	
17.01.03	Visit Mont Fleuri Primary School	Visit Belonie Secondary School	Meeting with NIE Management to agree on recommendations and approval of report	