

REPUBLIC OF SEYCHELLES

Ministry of Education and Human Resource Development

FIVE-YEAR
STRATEGIC PLAN
2026-2030

Empowering Excellence in Education Through Digital Technology and Integrity

AUGUST 2026

About the Cover Design

The flowing waves symbolise progress, transformation, adaptability and the interconnected nature of education and human resource development, reflecting a dynamic education system. Their upward and forward movement conveys a commitment to continuous improvement, excellence and the preparation of learners and the workforce for emerging opportunities and challenges. The blue tones represent Seychelles' surrounding seas, its identity as an island nation and the Blue Economy, while the green tones reflect sustainable development, environmental stewardship, climate resilience and the integration of sustainability into education. The golden and orange tones convey innovation, opportunity, optimism and aspirations for a brighter future, reflecting the Ministry's ambition to empower learners and develop a skilled, adaptable workforce. The red accent symbolises passion, determination, resilience and collective commitment, reflecting the drive and shared responsibility needed to advance educational transformation and achieve lasting improvements. The interwoven colours and waves illustrate the interconnectedness of the Strategic Plan's five priority areas, symbolising diversity, inclusion, unity and shared purpose while emphasising coordination and partnerships. Their harmonious and structured flow also reflects positive values, discipline, respect and responsible behaviour, which are essential to supportive learning environments. The white background and open space convey clarity and openness, reinforcing the Ministry's forward-looking approach to education and human resource development in support of a resilient, sustainable and prosperous Seychelles.

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Contents

Contents i
Foreword iii
1. Introduction 1
2. MEHRD Vision, Mission, Motto and Core Values 2
2.1 Vision 2
2.2 Mission 2
2.3 Motto 2
2.4 Core Values 2
3. Foundational Sector Analysis 4
3.1 Institutional Overview 4
3.2 Context and Background 4
3.3 SWOT Analysis 7
4. Strategic Policy Framework 10
4.1 Strategic Priority Areas 10
4.2 Strategic Frameworks 11
4.3 Cross-Cutting Themes 19
5. Budget and Fiscal Impact 20
6. Implementation and Governance Framework 22
7. Performance Monitoring and Evaluation Framework 24
7.1 Purpose of the PM&E Framework 24
7.2 Institutional Arrangements 24
7.3 Monitoring Mechanisms 24
7.4 Evaluation Arrangements 24
7.5 Data Management and Quality Assurance 24
7.6 Reporting Framework 25
7.7 Learning, Adaptation, and Continuous Improvement 25
8. Change Management Framework 26
8.1 Introduction 26
8.2 Stakeholder Engagement 26
8.3 Strategic Communications 27
8.4 Capacity Building and Change Readiness 27
8.5 Managing Resistance and Building Ownership 27
8.6 Risk Management and Adaptive Implementation 28
8.7 Monitoring Change and Measuring Success 28
9. Conclusion and Way Forward 30

10. Annexes....31

Annex 1: MEHRD Organisation Structure....31
Annex 2: SWOT Analysis of the Ministry of Education....32
Annex 3: Results Framework....34
Annex 4: Strategic Plan Implementation and Oversight Matrix....48
Annex 5: Strategic Risk Register....49

Figure 1: MEHRD Core Values Framework....3
Figure 2: PCs Graduates, 2023-2024....4
Figure 3: Leadership & Governance Indicators, 2019–2024....5
Figure 4: Leadership Turnover Rate, 2019–2024....5
Figure 5: Government Scholarship Distribution by Field....6
Figure 6: ICT Access Trends....6
Figure 7: Education Expenditure as % of GDP, 2022–2023....7
Figure 8: MEHRD Five Priority Areas and their Strategic Priorities....10
Figure 9: Cross-Cutting Themes....19
Figure 10: Strategic Financing Framework....21
Figure 11: Implementation and Governance Framework....23
Figure 12: The PM&E Framework....25
Figure 13: Change Management Framework....29

Table 1: Percentage of Non-Seychellois Teachers in State Educational Institutions....6

Foreword

The Ministry of Education and Human Resource Development Strategic Plan 2026–2030 provides a clear roadmap for advancing education and human resource development in Seychelles. It reflects our commitment to ensuring that every learner is empowered not only to achieve academic success, but also to thrive in life, contribute meaningfully to society, and navigate an increasingly complex and dynamic world.

While Seychelles has made commendable progress in expanding access to education and achieving strong foundational outcomes, we recognise that access alone is no longer sufficient. Our priority now is to strengthen quality, relevance, and equity to ensure that the education system delivers meaningful learning, develops future-ready competencies, and leaves no learner behind.

This Strategic Plan is built around five key themes: teaching and learning; leadership and governance; a skilled, adaptable, and future-ready workforce; digital transformation; and institutional infrastructure and resources.

A central feature of this Plan is its strong emphasis on lifelong learning and human resource development. As Seychelles pursues sustainable development and economic diversification, it is essential that citizens have opportunities to continuously develop new skills, enhance their competencies, and respond effectively to emerging challenges and opportunities.

The successful implementation of this Strategic Plan will require strong leadership, sustained commitment, and effective partnerships. Government cannot achieve these ambitions alone. The active participation of educators, learners, parents, communities, employers, civil society, and development partners will be essential in ensuring that the education system remains inclusive, innovative, and responsive to national needs.

Equally important is the discipline and commitment of all stakeholders. Discipline provides the foundation for accountability, consistency, and sustained progress, requiring government, educators, learners, parents, communities, and partners to uphold high standards, honour their commitments, and work collaboratively towards common goals. As a defining condition for transforming ambition into action and action into measurable results, discipline strengthens our collective capacity to deliver meaningful and lasting improvements, ensuring the successful achievement of the Plan's objectives and a stronger future for education and human resource development in Seychelles.

Ultimately, this Strategic Plan is an investment in our people and in the future of Seychelles. It represents our commitment to providing every learner with the opportunity to realise their full potential. I encourage all stakeholders to embrace this vision and work together to build an education system that reflects the aspirations and ambitions of our nation.



Mr. David Pierre

Minister for Education and Human Resource Development

1. Introduction

Education has long been a cornerstone of Seychelles' national development, reflecting the country's enduring commitment to equity, social cohesion, and human capital. Since independence, Seychelles has built an inclusive and accessible education system that has achieved near-universal participation and high literacy rates, positioning the nation among the leading education performers in the region.

However, the context in which education operates is rapidly evolving. Globalisation, technological disruption, climate vulnerability, and shifting labour market demands are reshaping the skills required for individuals and societies to thrive. At the same time, rising expectations for quality, relevance, and inclusivity call for a system that is more responsive, adaptive, and forward-looking.

In response, the Ministry of Education and Human Resource Development (MEHRD) has developed the Strategic Plan 2026–2030. This plan provides a comprehensive framework to guide the continued transformation of the education and human resource development sector. It is aligned with national development priorities and international commitments, including the Sustainable Development Goals, and reflects the Government's vision of education as a key enabler of sustainable economic growth, social well-being, and national resilience.

The Strategic Plan emphasises improving learning outcomes, enhancing governance and accountability, strengthening teacher professionalism and capacity, leveraging digital transformation, and ensuring safe, inclusive, and enabling learning environments for all.

Importantly, the Plan adopts a systems approach, recognising that meaningful reform requires coherence across policy, planning, service delivery, and accountability. It expands the focus beyond formal schooling to encompass lifelong learning and human resource development, ensuring that all citizens are equipped with the knowledge, skills, and competencies needed to participate fully in society and the economy.

The Plan is supported by a Results Framework that defines clear outcomes, indicators, and targets, underpinned by strengthened monitoring, evaluation, and reporting systems. It also emphasises partnerships with communities, the private sector, civil society, and international organisations as critical to achieving its objectives.

By 2030, we envision an education and human resource development system that delivers improved learning outcomes, nurtures creativity and future-ready competencies, upholds high standards of discipline, professionalism, and accountability, and provides equitable opportunities for all learners. Learners will be better prepared to pursue further education, secure meaningful employment, and thrive in a rapidly changing world; educators and leaders will be empowered to innovate and drive continuous improvement; and institutions will be responsive to emerging challenges. Through collective commitment, disciplined implementation, and strong partnerships, Seychelles will be better positioned to develop a skilled, resilient, culturally grounded, globally connected, and future-ready population that contributes to sustainable national development and social well-being.

Through this Strategic Plan, the Ministry reaffirms its commitment to building an inclusive, equitable, high-performing, and responsive education system for all learners and the nation.

2. MEHRD Vision, Mission, Motto and Core Values

The Vision, Mission, Motto, and Core Values provide the strategic foundation and guiding direction for the Ministry of Education and Human Resource Development Strategic Plan 2026–2030. They reflect the Ministry's aspirations, purpose, shared commitment, and guiding principles for advancing education and human resource development in Seychelles.

2.1 Vision

Empowering every learner to thrive, innovate, and lead a sustainable, culturally grounded, globally connected, and future-ready Seychelles.

2.2 Mission

The mission of the Ministry of Education and Human Resource Development is:

To provide quality and inclusive education and training that promote holistic development, innovation, lifelong learning and empower all learners to thrive in a sustainable, culturally grounded, digitally enabled, and globally connected Seychelles.

2.3 Motto

Empowering Excellence in Education Through Digital Technology and Integrity.

2.4 Core Values

The Ministry's core values guide decision-making, behaviour, service delivery, and engagement across all levels of the education system. Our values are anchored in integrity, inclusion, innovation, accountability, collaboration, cultural pride, and lifelong learning.

Integrity: We uphold honesty, professionalism, ethical conduct, and transparency in all actions and decisions.

Inclusion: We promote equitable access, participation, and opportunities for all learners and stakeholders, respecting diversity and individual needs.

Innovation: We embrace creativity, technology, and continuous improvement to enhance teaching, learning, and service delivery.

Accountability: We take responsibility for our actions and performance, ensuring effective stewardship of resources and results-oriented service delivery.

Collaboration: We foster teamwork, partnerships, and shared responsibility to achieve common goals and strengthen educational outcomes.

Cultural Pride: We value and promote Seychelles' cultural identity, heritage, languages, and traditions as foundations for national unity and development.

Lifelong Learning: We encourage continuous learning, personal growth, and skills development at all stages of life.

Collectively, the Vision, Mission, Motto, and Core Values will guide the Ministry's policies, decisions, and actions throughout the implementation of the Strategic Plan 2026–2030, supporting the delivery of inclusive, high-quality, and future-oriented education and human resource development.



Figure 1: MEHRD Core Values Framework

3. Foundational Sector Analysis

3.1 Institutional Overview

The Ministry of Education and Human Resource Development is responsible for providing strategic leadership, policy direction, governance, and oversight for education and human resource development in Seychelles. Under the leadership of the Minister and Principal Secretary, the Ministry operates through the Department of General Education and Curriculum, the Department of Human Resource Development, and the Department of Educational Support and Projects, supported by divisions. The MEHRD has oversight of three Public Bodies: the Seychelles Qualifications Authority (SQA); the Institute of Early Childhood Development (IECD); and the Careers and Further Education Agency (CaFEA). Refer to the Organisation Structure of the MEHRD in Annex 1. This structure facilitates coordinated planning, implementation, monitoring, and service delivery across the education sector and provides the institutional framework for implementing the Strategic Plan 2026–2030.

3.2 Context and Background

Seychelles' education system is grounded in the principle that education is a fundamental right and a key driver of national development, social cohesion, and economic sustainability. Since the introduction of free and compulsory education, the country has achieved near-universal access to schooling, with strong participation rates and high literacy levels. Adult literacy stands at 96.2% (2020), reflecting a strong human development foundation.

The system comprises Early Childhood Education (crèche), six years of primary, five years of secondary, and post-secondary non-university institutions. Education is compulsory for 11 years. Most learners attend state schools (85% primary; 87% secondary), with instruction delivered in English, French, and Seychellois Creole, reflecting the country's multilingual context.

3.2.1 Teaching and Learning

Recent data indicate continued progress in teacher development and learner participation. In 2024, 57 in-service teachers were enrolled at the University of Seychelles, while 65 learners graduated from SITE programmes. The number of Professional Centres (PCs) graduates increased significantly from 840 (2023) to 1,129 (2024), and the number of qualified Early Childhood teachers rose by 17%.

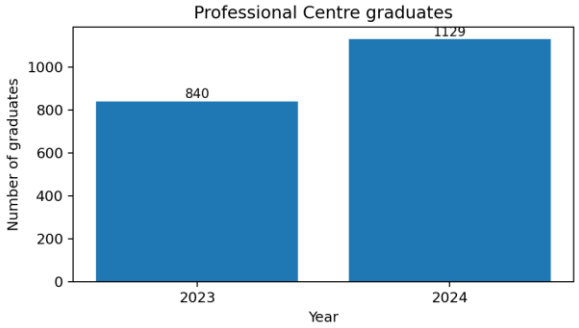


Figure 2: PCs Graduates, 2023-2024

Source: Ministry of Education, Annual Report 2024

However, systemic challenges persist. These include:

- Inconsistencies in learner performance
- Difficulties in attracting and retaining qualified teachers
- Limited responsiveness to diverse learner needs
- Growing concerns relating to learner behaviour, discipline, bullying, violence, substance abuse, and other social challenges that affect wellbeing, engagement, and learning outcomes.
- Variable levels of parental and community engagement in supporting learner development, positive behaviour, and educational achievement.

The SEACMEQ V study which targeted Primary 6 teachers across the country's state and private schools further highlights structural workforce issues, including an

ageing teacher population, gender imbalance, and limited professional development opportunities.

Curriculum overload and the need for stronger integration of values-based education remain key concerns. While initiatives such as Social and Emotional Learning (SEL) provide a foundation, assessment systems still require modernisation to better reflect competencies, applied skills, and values. There is also growing recognition of the need to strengthen character development, citizenship education, and positive behaviour frameworks to promote discipline, responsibility, respect, and social cohesion among learners.

The continued expansion of counselling services, extracurricular programmes, and learner support mechanisms provides an opportunity to strengthen holistic development and foster safe, inclusive, and supportive learning environments.

3.2.2 Leadership and Governance

Leadership and governance reforms have strengthened accountability and system performance. The proportion of schools with active governance boards increased from 78% (2019) to 94% (2024), while leadership training coverage rose from 70% to 87%. Schools conducting annual performance reviews reached 100% by 2023 as shown in figure 3.

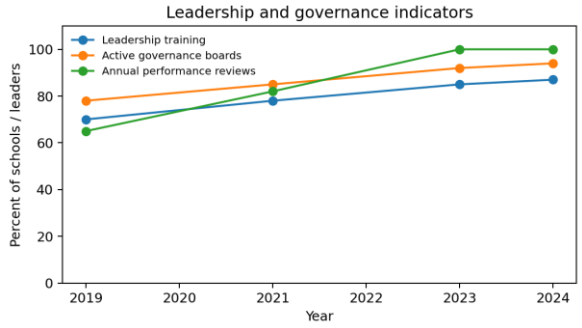


Figure 3: Leadership & Governance Indicators, 2019–2024

Source: MOE Annual Statistics Booklets (2019-2024)

Leadership turnover declined from 12% (2019) to 8% (2024), indicating improved stability.

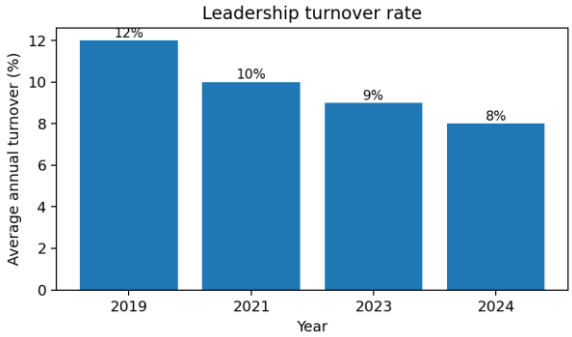


Figure 4: Leadership Turnover Rate, 2019–2024

Source: MOE Annual Statistics Booklets (2019-2024)

Despite these gains, challenges remain:

- Limited school-level autonomy
- Uneven digital literacy
- Weak succession planning
- Resource constraints in smaller schools

These trends point to the need to strengthen data use, leadership pipelines, and decentralised decision-making. They also highlight the importance of strengthening accountability, policy implementation, and collaboration with families and communities to promote positive school culture, learner wellbeing, and high standards of discipline and conduct.

3.2.3 A Skilled, Adaptable, and Future-Ready Workforce

Seychelles' economic transformation and global trends have intensified the demand for a skilled and adaptable workforce. National priorities emphasise addressing skills mismatches, strengthening career guidance, and improving education–industry alignment.

Labour market data show that expatriates account for:

- 5.6% of government employment (2023), mainly in Education and Health,
- 19.7% of parastatal employment, particularly in Construction and Administrative Services.

Education data further highlight alignment challenges:

- 3,038 learners enrolled across training institutions (2024),

- Scholarships concentrated in Business (40%), with only 1% in agriculture-related fields as shown in figure 5.

These trends indicate that while participation is expanding, training remains insufficiently aligned with priority sectors such as sustainability, food systems, and technical production.

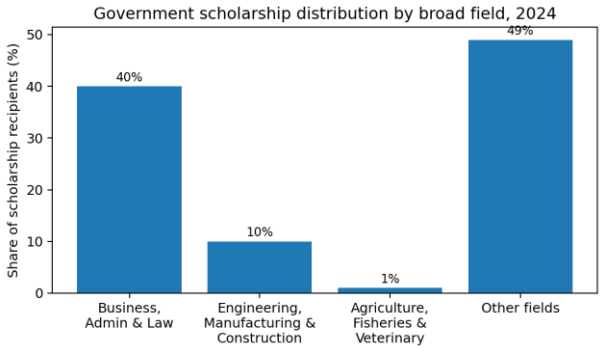


Figure 5: Government Scholarship Distribution by Field

Source: MOE Annual Statistics Booklets (2024)

Reliance on expatriate teachers persists:

- Primary: 5.7% (2022–2023), rising to 7.4% (2024)
- Secondary: ~41% consistently
- Upper Secondary: up to 57.1% (2024)
- Tertiary (non-university): 17.6% (2024)

This trend demonstrates that dependence on expatriate labour has extended into primary education, reflecting persistent recruitment and retention challenges and low intake into teacher training programmes.

Table 1: Percentage of Non-Seychellois Teachers in State Educational Institutions

Education Level	% Non-Seychellois		
	2022	2023	2024
Primary	5.7	5.7	7.4
Secondary	41.1	42.2	41
Upper Secondary (SALS)	40	44	57.1
Tertiary Non-University	12.6	14.3	17.6

Source: MOE Annual Statistics Booklets (2022-2024).

3.2.4 Digital Transformation

Digital transformation is a central pillar of education reform, aligned with national development priorities and SDG 4. Seychelles has made notable progress through:

- The SMART Education Plan
- Adoption of Microsoft 365
- Expansion of internet access across schools
- Establishment of Smart Classrooms
- Integration of robotics and AI initiatives

Support from partners such as the Commonwealth of Learning has further strengthened capacity through training, policy development, and digital learning frameworks.

However, key challenges persist:

- Inequitable access to devices and connectivity
- Limited digital pedagogical capacity
- Gaps in technical support systems
- Need for governance frameworks for AI

This underscores that digital transformation must be pursued as a system-wide reform, integrating infrastructure, pedagogy, content, and governance.

3.2.5 Institutional Infrastructure and Resources

Significant investments have been made to improve infrastructure, including upgrading facilities, expanding ICT access, and enhancing connectivity across all education levels.

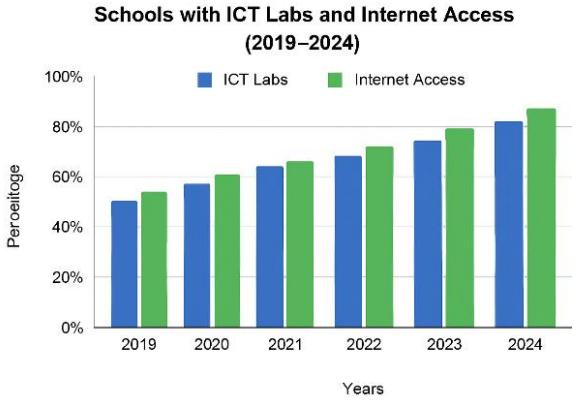


Figure 6: ICT Access Trends

Public expenditure on education reached 4.45% of GDP in 2023, reflecting continued government commitment.

Future priorities must extend beyond maintenance to address:

- Climate resilience
- Health and safety standards
- Equity across islands
- Integration of digital infrastructure

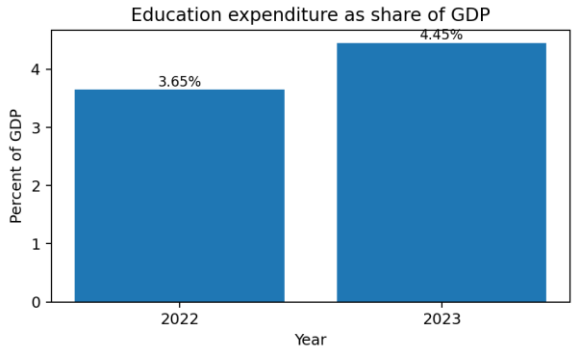


Figure 7: Education Expenditure as % of GDP, 2022–2023

Source: WIPO, Global Innovation Index 2025 country profile for Seychelles

Seychelles has achieved strong foundational outcomes in access and literacy. However, persistent challenges, including inconsistent learner performance, curriculum overload, ageing infrastructure, workforce shortages, reliance on expatriate labour, and uneven digital readiness, highlight the need for targeted, system-wide reforms.

The Strategic Plan 2026–2030 must therefore focus on strengthening workforce sustainability, improving system alignment with national priorities, and advancing inclusive, technology-enabled education in a safe and conducive learning environment for long-term national development.

3.3 SWOT Analysis

This summary synthesises findings from the situational analysis (SWOT) and stakeholder consultations, highlighting key strengths, systemic challenges, and emerging opportunities shaping the education sector and informing the Strategic Plan 2026–2030.

3.3.1 Curriculum Relevance and Quality Learning

Seychelles has sustained strong foundations in access, equity, and inclusion through free and compulsory education and services such as school meals and transport. However, stakeholders consistently identified concerns regarding curriculum relevance. The current curriculum is perceived as insufficiently aligned with 21st century competencies, with limited integration of critical thinking, creativity, and digital literacy. Stakeholders highlighted the need to strengthen language development and engagement in English and French at crèche level. Performance gaps persist in core subjects, particularly mathematics and science.

There is broad consensus on a more learner-centred and differentiated curriculum, with progressive academic, technical, and vocational pathways. Stakeholders emphasised the importance of integrating practical competencies, including entrepreneurship, financial literacy, life skills, and environmental sustainability, alongside strengthened assessment systems that capture applied skills through oral, practical, and performance-based approaches. Embedding Seychellois culture and national identity across learning areas was also identified as essential to enhancing relevance and learner engagement.

Stakeholders also expressed concerns regarding learner behaviour, discipline, bullying, substance abuse, violence, and other social challenges affecting wellbeing and learning outcomes. There was strong support for strengthening values-based education, citizenship, and social and emotional learning to foster responsibility, respect, and resilience.

Stakeholders further proposed consideration of compulsory crèche education and a clearly defined entry age of four years.

3.3.2 Teacher Development and Workforce Sustainability

Teachers remain central to system performance, demonstrating commitment despite constraints. However, recruitment, retention, and professional development challenges continue to affect workforce sustainability. Limited access to specialised

training, insufficient exposure to modern pedagogies, and gaps in ICT competencies were highlighted. Teacher morale is further influenced by workload pressures, welfare conditions, and outdated schemes of service.

Stakeholders emphasised the need for structured professional pathways, from initial training through to advanced qualifications, supported by transparent progression mechanisms. Improved remuneration and incentives linked to qualifications and performance were also prioritised. Strengthening professional standards through institutional partnerships and mechanisms such as a Teacher Council was identified as critical. Stakeholders further emphasised the need to strengthen teacher capacity in classroom management, learner support, and inclusive practices to respond effectively to behavioural, social, and learning challenges.

Overall, there is a strong call for a coherent professional development framework that integrates incentives, recognition, and continuous learning.

3.3.3 Governance and Institutional Capacity

While school leadership demonstrates strong collaboration and commitment, governance challenges persist at system level. Stakeholders identified coordination gaps between central administration and schools, bureaucratic delays, and limited accountability and feedback mechanisms. In addition, decision-making is not consistently informed by data, and policy implementation can be uneven.

There is a need to strengthen governance through clarified roles and responsibilities, legal literacy among school leaders, and increased school autonomy, particularly in planning and budgeting. Opportunities exist to modernise governance through monitoring and evaluation, stronger inter-departmental coordination, and responsive and transparent decision-making. Stakeholders emphasised the need for stronger accountability, policy implementation, and collaboration among schools, families, and communities to support learner wellbeing and educational success.

3.3.4 Infrastructure and Learning Environment

Progress has been made in maintaining safe and inclusive learning environments; however, infrastructure constraints remain a significant concern. Many facilities across education levels, including Early Childhood, are ageing, with recurring maintenance issues and insufficient laboratory, library, specialist and other appropriate learning spaces. Overcrowding and gaps in sanitation facilities further affect learning conditions.

Stakeholders highlighted strengthening infrastructure for inclusive education, particularly for learners with special educational needs, through appropriate facilities, equipment, and support services. Specific feedback also called for appropriate infrastructure and specialist facilities from crèche through the primary years. Opportunities include leveraging partnerships to upgrade infrastructure, adopt climate-resilient designs, and enhance digital learning environments. Stakeholders also emphasised that safe and inclusive learning environments require complementary learner support services, including counselling, extracurricular activities, and wellbeing programmes that promote positive behaviour and learner engagement.

3.3.5 ICT Integration and Digital Transformation

ICT integration has advanced, with increased use of digital tools in teaching and administration. However, disparities in access, connectivity, and teacher capacity remain significant barriers. Cybersecurity risks and uneven infrastructure further constrain progress towards equitable access to digital learning opportunities.

Stakeholders emphasised the need to expand access to devices, strengthen connectivity, and enhance digital learning platforms. Capacity building for teachers and

learners is essential to support blended and hybrid learning. There is strong support for the development of a comprehensive digital education policy and for strengthening partnerships with ICT providers to advance digital transformation. Stakeholders noted that responsible and ethical use of digital tools, including measures to address cyberbullying and strengthen cybersecurity, are critical to ensuring safe, secure, and inclusive digital learning environments.

3.3.6 Partnerships and External Relations

Regional and international partnerships provide valuable technical and financial support but are often short-term and insufficiently aligned with long-term national priorities. Coordination, monitoring, and sustainability mechanisms remain limited.

Stakeholders called for stronger collaboration with families, communities, industry, and education institutions to enhance curriculum relevance, strengthen learner support, support vocational pathways, and improve school-to-work transitions. Opportunities exist to expand public–private partnerships, institutional collaboration, and regional knowledge exchange to improve resource mobilisation, innovation, and system coherence.

3.3.7 Additional Considerations for Praslin and La Digue Schools

This section draws on SWOT Analysis (Annex 2) for schools on Praslin and La Digue. These perspectives are essential for ensuring that the Strategic Plan 2026–2030 effectively addresses equity and contextual relevance across all regions.

A. Strengths

Island schools demonstrate strong community cohesion, committed staff, and safe learning environments. Their smaller size facilitates personalized learning and closer teacher–student relationships. Parents and local organisations actively support school operations, enhancing accountability and student engagement.

B. Challenges and Weaknesses

Challenges faced by island schools include high teacher turnover, professional isolation, and limited access to specialised resources and services, including funding constraints that affect the delivery of certain curriculum areas. Infrastructure maintenance and procurement delays due to logistical constraints are common, and housing shortages affect teacher retention. Connectivity and ICT integration also fall behind Mahé-based schools.

C. Opportunities

There are clear opportunities for targeted interventions. Expanding digital learning can mitigate isolation, and incentive schemes for teachers could improve retention. Local curriculum enrichment around sustainability, tourism, and maritime themes can enhance relevance. Strengthening partnerships and community involvement can further improve resilience. For island schools, stakeholders also highlighted the need for appropriate infrastructure from crèche through P6, including specialist learning spaces.

D. Threats

Island schools face external threats such as climate-related hazards, transportation costs, and unequal access to ICT resources. These vulnerabilities underscore the need for differentiated planning and risk management within the national education strategy.

3.3.8 Conclusion

The Ministry's achievements provide a strong foundation for further reform. However, evolving national and global demands require greater focus on curriculum relevance, workforce capacity, institutional modernisation, digital transformation, and differentiated strategies to ensure a resilient, inclusive, and future-ready education system. Further details are provided in Annex 2.

4. Strategic Policy Framework

4.1 Strategic Priority Areas

The Strategic Plan is organised around five interrelated strategic priority areas that guide the Ministry's direction and priorities for 2026–2030. These priority areas respond to national development priorities, emerging global trends, labour market needs, and the evolving demands of the education sector. Together, they aim to strengthen the quality, inclusivity, relevance, resilience, and sustainability of education and human resource development in Seychelles.



Figure 8: MEHRD Five Priority Areas and their Strategic Priorities

As shown in Figure 8, the Strategic Plan is organised around five strategic priority areas**:**

Teaching and Learning: improving the quality, inclusivity, and relevance of learning.

Leadership and Governance: strengthening accountability, leadership, and decision-making.

A Skilled, Adaptable, and Future-Ready Workforce: developing skills aligned with labour market and lifelong learning needs.

Digital Transformation: advancing innovation and technology integration in education.

Institutional Infrastructure and Resources: enhancing infrastructure, sustainability, and resource management.

Together, these priority areas provide the strategic foundation for achieving the Ministry's vision over the implementation period.

4.2 Strategic Frameworks

This section presents the strategic frameworks for each of the five Priority Areas of the Strategic Plan 2026–2030. Each framework outlines the overall goal, intended outcomes, strategic objectives, and priority interventions that will guide implementation over the plan period.

Collectively, the frameworks translate the Ministry's strategic priorities into coherent and actionable areas of focus aimed at improving learner outcomes, strengthening governance and accountability, enhancing workforce development, advancing digital transformation, and promoting sustainable educational growth. They are designed to ensure strong alignment between policy direction, institutional priorities, and sector-wide implementation efforts.

The strategic objectives identify the key areas of focus required to achieve the intended outcomes, while the strategic interventions set out the priority actions necessary to drive sector transformation. Together, they provide the basis for operational planning, resource allocation, performance monitoring, and institutional accountability throughout the implementation period.

A comprehensive *Results Framework* is attached as Annex 3 to this Strategic Plan. The Results Framework provides the performance architecture for implementation, monitoring, evaluation, and accountability. It includes the strategic priority areas, goals, outcomes, objectives, strategic interventions, Key Performance Indicators (KPIs), Contributing Indicators (CIs), Means of Verification/data sources, baselines, annual and end-line targets, lead responsible divisions, and collaborative partners.

Together, the Strategic Priority Frameworks and the accompanying Results Framework provide a structured and results-oriented roadmap for implementing the Strategic Plan 2026–2030. They are intended to support coordinated action, strengthen accountability, promote evidence-based decision-making, and facilitate continuous monitoring of progress towards achieving the Ministry's vision and strategic priorities.

4.2.1 Strategic Priority Area 1: Teaching and learning

Goal 1

Modernise teaching and learning to improve learner outcomes.

Outcomes

By the end of September 2030, the Ministry would have:

1.1: Improved relevance and alignment of curricula with national and global skills demands, supporting holistic development.
1.2: Improved teaching quality and learner outcomes through innovative, learner-centred practices.
1.3: Enhanced access to inclusive and supportive learning environments.
1.4: Strengthened TVET system supporting skills development and employment.
1.5: Improved quality, inclusivity and credibility of assessment systems to support learner outcomes.
1.6: Improved learner values, behaviour, discipline, citizenship and social-emotional skills.
1.7: Improved health and wellbeing of learners and staff.
1.8: Strengthened integration of sustainability through whole-school approaches.

Strategic Objectives & Interventions

Strategic Objective 1.1

Modernise the curriculum across all levels to respond to evolving skills demands and emphasise value-based education and holistic development.

Strategic Priority Interventions

1.1.1 Undertake a comprehensive revision of the National Curriculum Framework (NCF) and subject syllabi for General Education including the Seychelles Early Learning Framework (SELF) to respond to evolving skills demands nationally & internationally.
1.1.2 Review and align PCs training programmes with evolving national and international skills & labour market demands, in line with SNQF requirements.
1.1.3 Develop and strengthen inclusive co- and extracurricular programmes for holistic learner development.

Strategic Objective 1.2

Implement innovative and emerging pedagogical approaches and practices.

Strategic Priority Interventions

1.2.1 Reposition the current teacher-education and training institution to become more responsive.
1.2.2 Strengthen continuous professional learning systems to enhance pedagogical quality and learner-centred practices.

Strategic Objective 1.3

Ensure that all educational settings are inclusive and accessible to diverse learners.

Strategic Priority Interventions

1.3.1 Develop and align policy with existing regulations, which support inclusive education.
1.3.2 Provide adequate resources, teacher training, and support mechanisms for diverse learners.
1.3.3 Establish early identification and targeted instructional support mechanisms for learners at risk of underachievement or disengagement.
1.3.4 Engage in the revamping of the Vocational Training Centre (VTC) and support the establishment of mechanisms to facilitate employment.

Strategic Objective 1.4
Revitalise TVET across levels.
Strategic Priority Interventions
1.4.1 Build and operate the Professional and Technical Education Centre (PTEC). 1.4.2 Implement the National TVET Policy and Strategy. 1.4.3 Promote TVET and entrepreneurship skills development opportunities. 1.4.4 Digitalise TVET.

Strategic Objective 1.5
Modernise the assessment system to enhance learning outcomes and cater for diverse needs.
Strategic Priority Interventions
1.5.1 Revise assessment framework and policies. 1.5.2 Implement new assessment models. 1.5.3 Localise the IGCSE examinations syllabi for accreditation by Cambridge. 1.5.4 Enhance the integrity and quality of the examination system. 1.5.5 Establish a Compliance Team for strategic oversight of examination processes.

Strategic Objective 1.6
Promote positive behaviour, discipline, ethics education, Global Citizenship Education (GCE) and Social Emotional Learning (SEL) as essential components of the educational and learning experience.
Strategic Priority Interventions
1.6.1 Embed positive behaviour, discipline, ethics education, GCE, and SEL at the centre of education. 1.6.2 Strengthen the implementation of the Whole-School Behaviour Management Policy, Anti-Bullying Policy, and associated procedures and guidelines.

Strategic Objective 1.7
Enhance student and staff support services for health and well-being.
Strategic Priority Interventions
1.7.1 Implement the Health Promoting School framework.

Strategic Objective 1.8
Promote whole school approach to Education for Sustainable Development.
Strategic Priority Interventions
1.8.1 Implement the National policy on ESD for Seychelles (2026-2030).

4.2.2 Strategic Priority Area 2: Leadership and Governance

Goal 2

To enhance leadership and governance in the education sector.

Outcomes

By the end of September 2030, the Ministry would have:

2.1: Strengthened accountability, transparency, and efficiency in performance and financial management.
2.2: Improved quality and efficiency of education service delivery.
2.3: Strengthened culture of research, knowledge sharing, and evidence-based practice.
2.4: Strengthened education legislative and policy frameworks.
2.5: Strengthened partnerships and collaboration at national and international levels.

Strategic Objectives & Interventions

Strategic Objective 2.1

Strengthen accountability mechanisms for evaluation, monitoring and reporting.

Strategic Priority Interventions

2.1.1 Review mechanisms /tools/manuals/operation structure/policies for accountability & reporting.
2.1.2 Update functions of the Ministry Headquarters to align with education reform.
2.1.3 Strengthen implementation of accountability system for monitoring and reporting.
2.1.4 Institutionalise the Results-Based Management (RBM) Committee.
2.1.5 Strengthen financial-management capacity of personnel responsible for budget management.

Strategic Objective 2.2

Improve service delivery of MEHRD.

Strategic Priority Interventions

2.2.1 Review and implement the Customer Service Charter and associated service-delivery standards.

Strategic Objective 2.3

Establish a culture of research and sharing of good practices.

Strategic Priority Interventions

2.3.1 Institutionalise action research and sharing of good practices in the education sector.
2.3.2 Strengthen the production and systematic use of research, data and evaluation evidence in planning and decision-making.

Strategic Objective 2.4

Enhance Education Legislative and Policy Frameworks.

Strategic Priority Interventions

2.4.1 Modernise the Education Act and Tertiary Education Act and associated legislative frameworks.
2.4.2 Modernise the policies of the education sector.

Strategic Objective 2.5

Strengthen strategic partnerships and collaboration frameworks at national and international levels to support sector development.

Strategic Priority Interventions

2.5.1 Establish and strengthen partnerships with local and international communities, MDAs, organisations, private sector and civil society.
2.5.2 Create mechanism to enhance parental involvement.

4.2.3 Strategic Priority Area 3: A Skilled, Adaptable, and Future-Ready Workforce.

Goal 3.1

To develop a skilled and adaptable workforce aligned with labour market demands.

Outcomes

By the end of September 2030, the Ministry would have:

3.1: Strengthened alignment of education and training programmes with labour market demands and career pathways.

3.2: Improved alignment of scholarship awards with national labour market priorities.

3.3: Expanded access to lifelong learning, reskilling, and upskilling opportunities.

Strategic Objectives & Interventions

Strategic Objective 3.1

Strengthen alignment of education and training programmes with current and emerging labour market demands supported by effective and coherent career guidance.

Strategic Priority Interventions

3.1.1 Operationalise structured education–industry partnerships.

3.1.2 Establish the National TVET and Skills Development Council.

3.1.3 Strengthen careers guidance and counselling programmes.

3.1.4 Develop and implement a Career Guidance Framework.

3.1.5 Create a mentorship programme.

Strategic Objective 3.2

Strengthen alignment of scholarships awarded with emerging labour market demands for sustainability.

Strategic Priority Intervention

3.2.1 Develop and implement a transparent, technology-enabled scholarship management system.

Strategic Objective 3.3

Promote lifelong learning, reskilling and upskilling opportunities.

Strategic Priority Interventions

3.3.1 Strengthen partnerships with training providers and industry.

3.3.2 Offer different modalities of training.

Goal 3.2

To ensure that the Ministry is adequately staffed with qualified, experienced and competent personnel.

Outcomes

By the end of September 2030, the Ministry would have:

3.4: Improved recruitment, deployment, and retention of qualified MEHRD personnel.

3.5: Strengthened capacity and professional development (PD) of MEHRD personnel.

Strategic Objectives & Interventions

Strategic Objective 3.4

Enhance recruitment, deployment, and retention of MEHRD personnel.

Strategic Priority Intervention

3.4.1 Strengthen workforce planning, recruitment, deployment, and retention systems through evidence-based HR management.

Strategic Objective 3.5

Strengthen human resource development and capacity building for MEHRD staff.

Strategic Priority Interventions

3.5.1 Establish and implement a Professional Development (PD) Framework.

3.5.2 Develop and implement the training guidelines for educators.

3.5.3 Implement PD programmes for all MEHRD personnel.

4.2.4 Strategic Priority Area 4: Digital Transformation

Goal 4

To achieve a digitalised and innovative education system to enhance access, quality, efficiency, and learner outcomes.

Outcomes

By the end of September 2030, the Ministry would have:

4.1: Enhanced integration of digital and emerging technologies in teaching, learning, and curricula.
4.2: Improved education management and administrative efficiency through digital systems.
4.3: Enhanced digital delivery and quality of open, distance, and teacher education programmes.
4.4: Strengthened innovation in teaching and learning through digital tools.
4.5: Improved equitable access to digital tools, connectivity, and learning resources.

Strategic Objectives & Interventions

Strategic Objective 4.1

Integrate emerging and advanced technologies into teaching, learning, and system management.

Strategic Priority Interventions

4.1.1 Scale up system-wide implementation of the SMART Education Plan.
4.1.2 Establish a framework to guide and govern AI practices in Education.
4.1.3 Revise and implement ICT policy in Education.
4.1.4 Enhance digital literacy and prepare learners for careers in emerging technology-driven sectors.

Strategic Objective 4.2

Develop specialised competencies in STEM, AI, and digital technologies among teachers and learners.

Strategic Priority Interventions

4.2.1 Promote and support integration of robotics components in educational institutions.
4.2.2 Develop and implement STEM digital skills programmes, including teacher training and student robotics clubs.

Strategic Objective 4.3

Institutionalise OpenEMIS for effective education management

Strategic Priority Intervention

4.3.1 Implement OpenEMIS across all educational institutions.

Strategic Objective 4.4

Digitalise administrative and institutional processes to improve efficiency and service delivery.

Strategic Priority Intervention

4.4.1 Implement digital tools and an intranet platform for administrative tasks.

Strategic Objective 4.5

Support the integration of ODL, OER, and LMS in teaching, learning, and education policy development.

Strategic Priority Interventions

4.5.1 Integrate ODL, OER and LMS within the education system.
4.5.2 Implement the National Policy for ODL.

Strategic Objective 4.6

Digitalise teacher education and professional development (PD) to strengthen digital pedagogy and delivery modalities.

Strategic Priority Interventions

4.6.1 Integrate digital resources and platforms into teacher training.

4.6.2 Implement the *National ODL Framework for Teacher Training Through ODL and Digitalisation.*

4.6.3 Develop and implement an online platform for professional development resources.

4.6.4 Facilitate educators' access to and participation in professional development through digital platforms.

Strategic Objective 4.7

Digitalise programme delivery within professional centres to enhance accessibility and quality of learning.

Strategic Priority Intervention

4.7.1 Invest in modern digital infrastructure, advanced learning technologies, institutional capacity, and robust systems for sustainable digital transformation that enhances accessibility, quality, and efficiency of learning delivery.

Strategic Objective 4.8

Foster a culture of innovation in education through institutional initiatives, experimentation, and use of digital tools.

Strategic Priority Interventions

4.8.1 Establish innovation hubs within educational institutions.

4.8.2 Encourage innovative practices within the education sector.

Strategic Objective 4.9

Ensure inclusive and equitable access to digital infrastructure, connectivity, devices, and learning resources for all learners.

Strategic Priority Interventions

4.9.1 Develop a strategy to improve access to digital educational infrastructure.

4.9.2 Implement targeted programmes to provide digital equipment and tailored digital content for all learners, including those with Special Education Needs.



4.2.5 Strategic Priority Area 5: Institutional Infrastructure and Resources

Goal 5

To enhance institutional infrastructure and resource management for equitable education.

Outcomes

By the end of September 2030, the Ministry would have:

5.1: Improved sustainability, functionality, and climate resilience of educational infrastructure, and health and safety of learning environments.

5.2: Improved efficiency, equity, and sustainability in resource mobilisation, allocation, and utilisation across the education sector.

Strategic Objectives & Interventions

Strategic Objective 5.1

Design, build, upgrade, renovate or maintain a safe, accessible, and climate-resilient educational infrastructure.

Strategic Priority Interventions

5.1.1 Conduct assessments of existing infrastructure needs.

5.1.2 Implement routine and preventive maintenance of educational infrastructure and facilities.

5.1.3 Strengthen the adequacy, accessibility and physical health conditions of educational infrastructure and facilities, including WASH.

5.1.4 Equip schools with required first-aid and firefighting equipment, spaces for psychosocial support, and appropriate health and safety signage.

5.1.5 Equip schools with health rooms meeting approved standards.

Strategic Objective 5.2

Develop a long-term sustainable infrastructure development plan.

Strategic Priority Interventions

5.2.1 Develop and implement a long-term, sustainable infrastructure development and maintenance plan.

5.2.2 Establish monitoring and evaluation systems to track implementation and performance of infrastructure plans.

Strategic Objective 5.3

Establish a framework for efficient resource allocation and management.

Strategic Priority Interventions

5.3.1 Develop guidelines for resource allocation based on needs assessments.

Strategic Objective 5.4

Mobilise financial and in-kind resources through partnerships with public, private, and international stakeholders.

Strategic Priority Interventions

5.4.1 Establish and strengthen collaborative partnerships to support sustainable resource mobilisation.

5.4.2 Strengthen systems for the provision and utilisation of quality educational materials.

4.3 Cross-Cutting Themes

The Strategic Plan integrates key cross-cutting themes across all priority areas to promote a holistic, inclusive, and future-oriented approach to education and human resource development, strengthening the relevance, effectiveness, and impact of policies, programmes, and interventions.

Digital transformation will be mainstreamed to enhance teaching and learning, improve administrative efficiency, and expand equitable access to quality education through the effective use of technology.

Gender equality and inclusion will be promoted to ensure that all learners, regardless of gender, ability, or background, have equitable access to opportunities and support to succeed.

Learner wellbeing and child protection will remain central, with a focus on creating safe, inclusive, and health-promoting learning environments that address the social, emotional, and physical needs of learners.

Climate resilience and sustainability will be integrated to promote environmentally responsible practices, strengthen institutional preparedness, and embed education for sustainable development across the system.

Culture and heritage will be preserved and promoted to strengthen national identity, values, and social cohesion, ensuring that education reflects Seychelles' cultural context and supports the transmission of traditions, languages, and shared history across generations.

Partnerships and community engagement will be strengthened to enhance collaboration with families, communities, the private sector, and development partners, ensuring shared responsibility and resource mobilisation in achieving education outcomes.

Collectively, these cross-cutting themes reinforce the Strategic Plan's commitment to equity, quality, relevance, resilience, and sustainability.

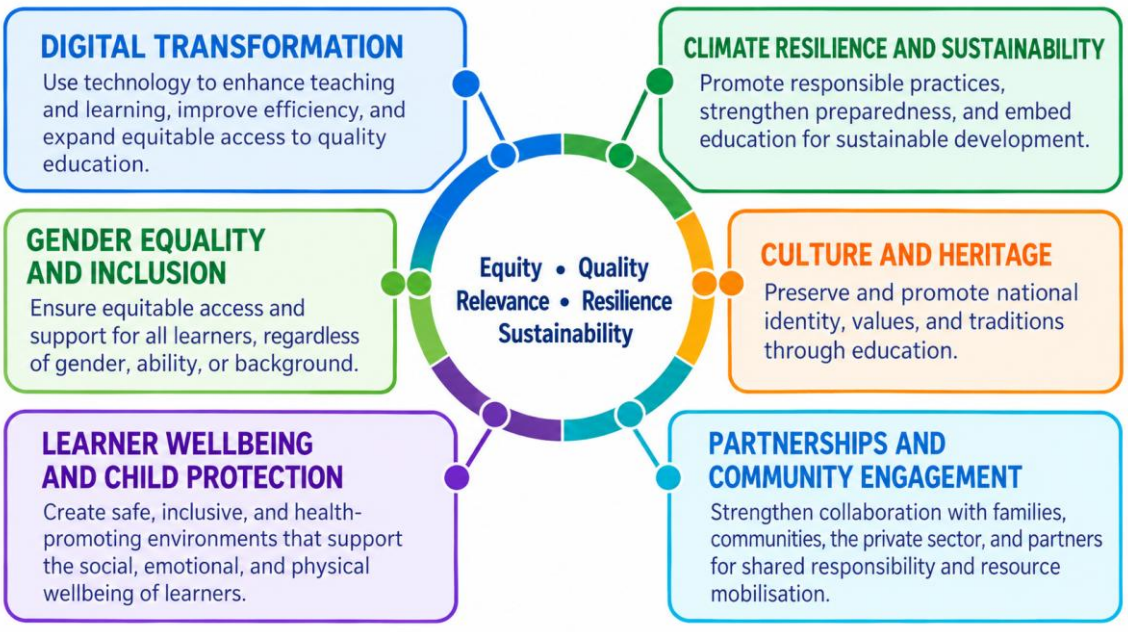


Figure 9: Cross-Cutting Themes

5. Budget and Fiscal Impact

The successful implementation of the Ministry of Education and Human Resource Development Strategic Plan 2026–2030 will require sustained and strategic investment in education, human resource development, digital transformation, institutional strengthening, and infrastructure development. The Ministry recognises that achieving the objectives of the Strategic Plan will depend on the effective mobilisation, allocation, and utilisation of both financial and non-financial resources. Adequate and predictable financing will be essential to ensure that planned reforms translate into measurable improvements in learning outcomes, workforce development, and institutional performance.

The Strategic Plan has been designed to be implemented within existing Government planning and budgeting frameworks, ensuring alignment with national fiscal policies and public financial management processes. Implementation will be supported primarily through approved annual Ministry budgets, with major capital projects financed through the Public Sector Investment Programme (PSIP). Where additional resources are required to support new initiatives or emerging priorities, New Spending Proposals (NSPs) will be submitted through established Government budget processes. Resource requirements will be integrated into the Ministry's medium-term budget planning processes, annual budget preparation exercises, and institutional work plans to ensure coherence between strategic priorities and available resources.

The Ministry will adopt a phased and prioritised approach to investment, directing resources towards areas that deliver the greatest impact while maintaining fiscal responsibility. Priority investments include curriculum review and assessment modernisation; teacher development and workforce strengthening; Technical and Vocational Education and Training (TVET); digital transformation; OpenEMIS implementation and data systems strengthening; infrastructure development and maintenance; enhancement of learner support services; governance and institutional capacity building initiatives. Together, these investments will strengthen the quality, resilience, and relevance of the education system and prepare learners and the workforce for future national needs.

Major capital investments will focus on the establishment and operationalisation of the Professional and Technical Education Centre (PTEC), expansion of ICT infrastructure and connectivity, development of inclusive education facilities, and the enhancement of safe, accessible and climate-resilient learning environments across educational institutions. Investment in maintenance and asset management will also ensure the sustainability and value of existing infrastructure.

The Ministry will continue to prioritise investment in human capital by supporting teacher recruitment, retention, and professional development; strengthening educational leadership; enhancing learner support services; and building institutional capacity in planning, monitoring and evaluation, financial management, research, and digital technologies. Dedicated financing will also advance the Ministry's digital transformation agenda, including educational technologies, learning management systems, cybersecurity, artificial intelligence applications, OpenEMIS, and digital literacy initiatives.

While Government funding will remain the primary source of financing, the Ministry will continue to leverage support from development partners, international organisations, the private sector, civil society, and other strategic partners through grants, technical assistance, public-private collaborations, co-financing arrangements, and other innovative financing mechanisms

to supplement national resources and enhance long-term sustainability.

Recognising fiscal constraints and competing national priorities, the Ministry will promote resource optimisation through evidence-based planning, value for money, efficiency, and strong financial accountability. Annual budget reviews and expenditure monitoring mechanisms will be used to assess the adequacy of resources, identify financing gaps, and support timely adjustments to implementation priorities. Financial performance information will be integrated into monitoring and reporting processes to strengthen accountability, improve transparency, and support informed decision-making.

The Ministry also acknowledges that economic conditions, inflationary pressures, climate-related events, and other unforeseen challenges may affect resource availability. Financial risk management, diversification of funding sources, prudent planning, and adaptive resource allocation will therefore be integral to sustaining implementation.

The Ministry remains committed to managing financial resources transparently, responsibly, and strategically to maximise impact and achieve the objectives of the Strategic Plan. Through effective resource mobilisation and prudent financial management, the Ministry will ensure that investments contribute to improved education and human resource development outcomes. Ultimately, investment in education and human resource development is an investment in Seychelles' long-term socio-economic prosperity and sustainable development. Figure 10 illustrates the Strategic Financing Framework.



Figure 10: Strategic Financing Framework

6. Implementation and Governance Framework

The Ministry of Education and Human Resource Development Strategic Plan 2026–2030 will be implemented through a robust governance and accountability framework designed to ensure strategic alignment, coordinated implementation, effective oversight, and results-based performance management across all levels of the education sector.

Overall strategic oversight of the Strategic Plan shall be provided by the Executive Management Committee, and Senior Management Committee both led by the Minister. Implementation progress shall be a standing agenda item within these governance structures to facilitate regular review, strategic guidance, decision-making, and corrective action where necessary.

Responsibility for implementation will be distributed across the Department of General Education and Curriculum, the Department of Human Resource Development, the Department of Educational Support and Projects, their respective divisions, educational institutions, and relevant public bodies operating under the Ministry's oversight. Each responsible entity shall integrate relevant Strategic Plan priorities into annual work plans, operational plans, and performance agreements.

The Planning, Research and Data Management Division (PRDMD) shall serve as the Ministry's central coordinating unit for Strategic Plan implementation, monitoring, and performance management. The Division shall provide strategic planning support; monitor implementation by tracking progress against agreed performance indicators and milestones; coordinate implementation reporting; facilitate performance reviews; analyse implementation results; identify implementation risks and bottlenecks; and provide evidence-based analysis and information to support decision-making and continuous improvement.

To strengthen implementation, Technical Committees and Working Groups may be established for specific strategic priorities, reform initiatives, or thematic areas of the Strategic Plan. These structures shall provide technical leadership and expert advice, coordinate and oversee the implementation of assigned reforms, facilitate collaboration among departments, institutions, agencies, and stakeholders, monitor progress within their respective areas of responsibility, identify implementation challenges, recommend corrective actions where necessary, and report to the relevant authority that established them.

Implementation shall be guided by an annual Implementation Plan that translates strategic priorities into specific actions, deliverables, timelines, responsibilities, resource requirements, and performance indicators. The Implementation Plan shall be reviewed annually to ensure responsiveness to emerging priorities, risks, and changing sector needs.

A Results-Based Management (RBM) approach will underpin implementation and accountability arrangements. Strategic objectives, annual work plans, institutional performance agreements, and reporting mechanisms shall be aligned to the Results Framework to ensure consistency between planning, implementation, monitoring, and evaluation.

The Strategic Plan Implementation and Oversight Matrix (Annex 4) will serve as the principal operational tool for coordinating implementation. The Matrix identifies implementation mechanisms, responsible structures, reporting arrangements, monitoring requirements, and review frequencies necessary to support effective execution of the Strategic Plan.

Stakeholder engagement, communication, capacity development, innovation, and adaptive management will be integrated throughout implementation to strengthen

ownership, institutional readiness, organisational learning, and long-term sustainability.

Successful implementation will depend upon strong leadership and political commitment, effective interdepartmental collaboration, timely resource mobilisation, stakeholder participation, and a culture of accountability and continuous improvement across the Ministry and its partner institutions. Figure 11 illustrates the Implementation and Governance Framework.

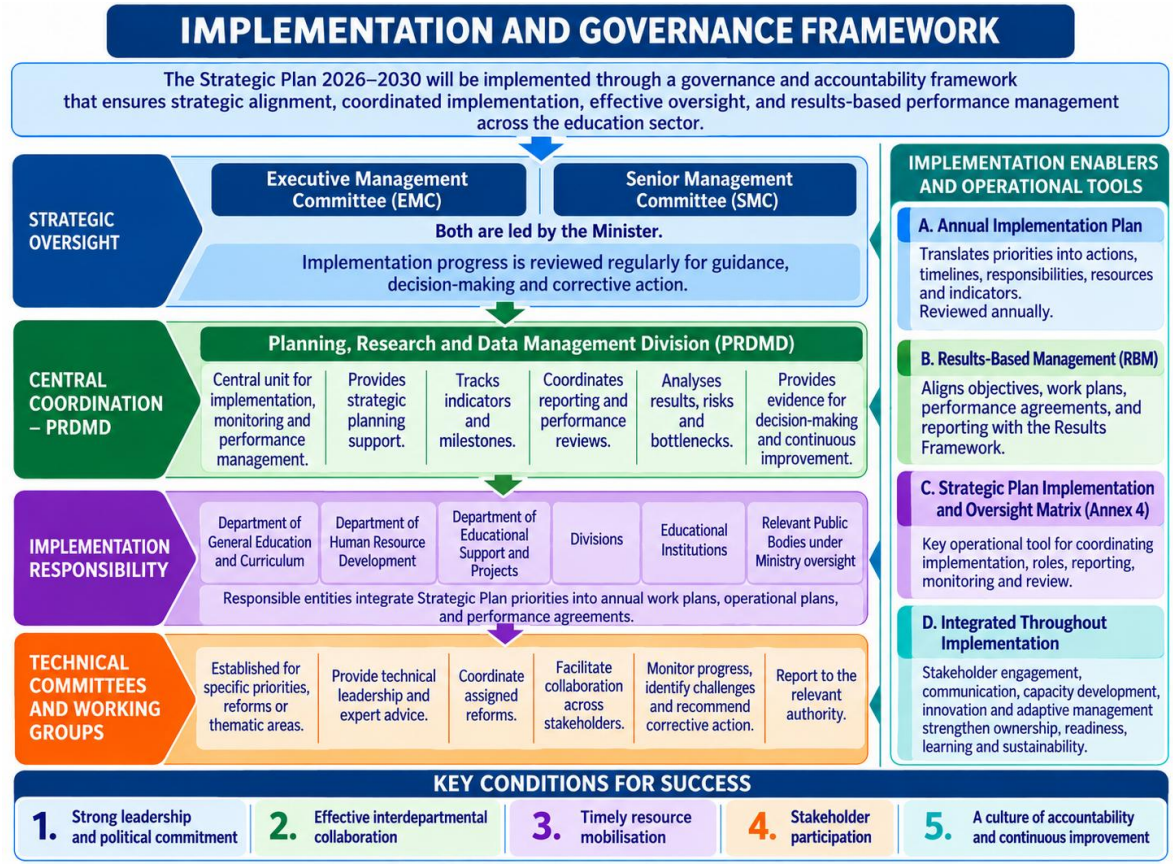


Figure 11: Implementation and Governance Framework

7. Performance Monitoring and Evaluation Framework

The Strategic Plan 2026–2030 is supported by a comprehensive Performance Monitoring and Evaluation (PM&E) Framework designed to track progress, strengthen accountability, support evidence-based decision-making, and promote continuous improvement throughout the implementation period.

The PM&E Framework is anchored in the Results Framework (Annex 3), which establishes the Ministry's performance architecture through clearly defined goals, outcomes, objectives, strategic interventions, Key Performance Indicators (KPIs), Contributing Indicators (CIs), baselines, annual targets, end-of-plan targets, means of verification, and responsible entities.

7.1 Purpose of the PM&E Framework

The PM&E Framework aims to:

- Monitor implementation progress against planned targets;
- Measure achievement of intended outcomes and results;
- Strengthen accountability and performance management;
- Facilitate evidence-based planning and decision-making;
- Identify implementation challenges and corrective actions;
- Promote organisational learning and continuous improvement; and
- Support transparent reporting to Government and stakeholders.

7.2 Institutional Arrangements

The Executive Management Committee and Senior Management Committee shall provide overall oversight of Strategic Plan performance.

The Planning, Research and Data Management Division shall coordinate monitoring and evaluation activities, consolidate reports, undertake performance analysis, and facilitate review processes.

Departments, divisions, institutions, and public bodies shall be responsible for collecting, validating, and reporting performance data relating to their respective areas of responsibility.

7.3 Monitoring Mechanisms

Implementation progress shall be monitored through:

- Quarterly progress reports;
- Annual performance reviews;
- Annual institutional reporting;
- Strategic Plan implementation reviews;
- Technical committee reports;
- Data extracted from OpenEMIS and other information systems; and
- Stakeholder consultations and feedback mechanisms.

7.4 Evaluation Arrangements

Formal evaluations shall be conducted at key stages of implementation:

7.4.1 Mid-Term Evaluation (2028)

The Mid-Term Evaluation will assess implementation progress, relevance, effectiveness, efficiency, and emerging challenges. Findings will inform adjustments to priorities, implementation strategies, and resource allocations.

7.4.2 End-Term Evaluation (2030)

The End-Term Evaluation will assess overall achievement of Strategic Plan outcomes, impact, sustainability, lessons learned, and future strategic directions.

7.5 Data Management and Quality Assurance

The Ministry will strengthen data management systems through OpenEMIS and other sector information systems. Standardised procedures for data collection, validation, verification, storage, analysis, and reporting shall be implemented to ensure

data quality, consistency, reliability, and integrity.

Regular capacity-building initiatives will be undertaken to strengthen monitoring, evaluation, and data management competencies across the Ministry.

7.6 Reporting Framework

The Ministry shall produce:

Report	Frequency
Quarterly Progress Reports	Quarterly
Annual Performance Reports	Annually
Mid-Term Evaluation Report	2028
End-Term Evaluation Report	2030
Strategic Review Reports	As Needed

7.7 Learning, Adaptation, and Continuous Improvement

The PM&E Framework will support adaptive management by generating timely evidence for decision-making and facilitating learning across the education sector. Review meetings, knowledge-sharing forums, stakeholder consultations, and performance dialogues will be used to identify good practices, address implementation challenges, and strengthen overall effectiveness.

Predictive analysis, scenario planning, and risk-informed decision-making approaches will be progressively integrated into monitoring and evaluation processes to strengthen foresight and improve sector responsiveness.

The PM&E Framework will therefore serve as a critical mechanism for ensuring accountability, measuring results, promoting continuous improvement, and supporting successful implementation of the Strategic Plan 2026–2030. Figure 12 illustrates the PM&E Framework.

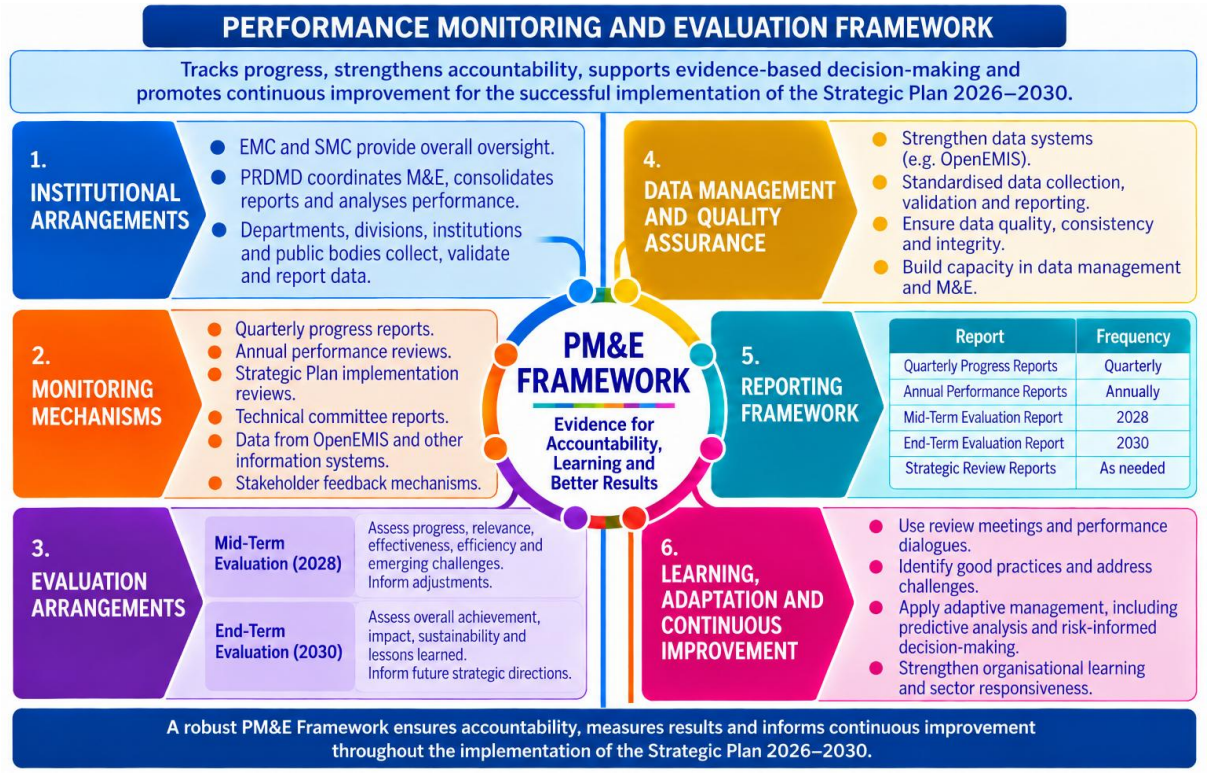


Figure 12: The PM&E Framework

8. Change Management Framework

8.1 Introduction

The successful implementation of the Ministry of Education and Human Resource Development Strategic Plan 2026–2030 will require significant organisational, institutional, behavioural, and cultural change across the education sector. The Strategic Plan introduces new priorities, approaches, systems, technologies, and accountability mechanisms that will require active participation and commitment from all stakeholders.

Recognising that sustainable reform depends not only on technical solutions but also on people, institutions, and organisational culture, the Ministry will implement a structured Change Management Framework to support the successful implementation of the Strategic Plan. The Framework aims to strengthen stakeholder ownership, improve communication, build institutional capacity, manage implementation risks, and promote a culture of accountability, innovation, collaboration, and continuous improvement.

The Change Management Framework is built around five mutually reinforcing pillars:

- Stakeholder Engagement;
- Strategic Communications;
- Capacity Building and Change Readiness;
- Managing Resistance and Building Ownership; and
- Risk Management and Adaptive Implementation.

Together, these pillars will support the Ministry in translating strategic priorities into sustainable results.

8.2 Stakeholder Engagement

The Ministry recognises that successful implementation requires active engagement and collaboration among all stakeholders affected by or contributing to education and human resource development.

Stakeholder engagement will seek to:

- Build awareness and understanding of the Strategic Plan;
- Promote ownership and commitment;
- Facilitate participation in implementation and monitoring;
- Strengthen accountability and transparency;
- Support collaboration and partnership development; and
- Generate feedback for continuous improvement.

Key stakeholders include:

- Learners and student representatives;
- Parents and Parent-Teacher Associations (PTAs);
- Teachers and educational professionals;
- School leadership teams and School Councils;
- Professional Centres and training institutions;
- Ministry departments and divisions;
- Public bodies under the Ministry's oversight, including SQA, IECD, and CaFEA;
- Government ministries and agencies;
- Employers and private sector organisations;
- Civil society organisations;
- Development partners; and
- Local communities.

Stakeholder engagement activities will include consultations, workshops, focus groups, stakeholder forums, surveys, implementation review meetings, and regular feedback mechanisms throughout the implementation period.

8.3 Strategic Communications

Effective communication is essential for creating awareness, building trust, reducing uncertainty, and supporting stakeholder ownership of reform initiatives.

The Ministry will implement a Strategic Communications Programme to ensure that stakeholders are informed of the Strategic Plan's objectives, priorities, implementation progress, achievements, and challenges.

Communication objectives include:

- Promoting understanding of the Strategic Plan;
- Supporting behavioural and organisational change;
- Strengthening transparency and accountability;
- Encouraging stakeholder participation;
- Sharing progress and achievements; and
- Managing expectations and reducing misinformation.

Communication channels will include:

- Executive and Senior Management meetings;
- School leadership meetings;
- Staff briefings and workshops;
- Ministry circulars and newsletters;
- Official website and digital platforms;
- Social media platforms;
- Community engagement activities;
- Media briefings and public information campaigns; and
- Annual performance reporting.

Communication activities will be coordinated through the Ministry's communications mechanisms in collaboration with departments, divisions, institutions, and implementation teams.

8.4 Capacity Building and Change Readiness

Effective implementation requires institutions and individuals to possess the knowledge, skills, competencies, and resources necessary to deliver change.

The Ministry will undertake targeted capacity-building initiatives to strengthen leadership, management, technical, and operational capabilities across all levels of the education sector.

Priority areas include:

- Results-Based Management (RBM);
- Strategic planning and implementation;
- Monitoring and evaluation;
- Data management and analysis;
- Digital literacy and technology integration;
- Leadership and governance;
- Financial management;
- Change leadership; and
- Risk management.

The Ministry will also promote organisational learning, knowledge sharing, innovation, mentoring, and professional development to enhance institutional readiness and adaptability.

8.5 Managing Resistance and Building Ownership

Change often generates uncertainty and resistance, particularly where reforms affect established practices, roles, responsibilities, or organisational culture.

The Ministry will adopt proactive measures to identify, understand, and address sources of resistance while promoting ownership and commitment across the sector.

Strategies will include:

- Early stakeholder involvement in decision-making;
- Clear communication of reform objectives and benefits;
- Continuous consultation and feedback mechanisms;
- Leadership visibility and engagement;
- Recognition of achievements and good practices;

- Capacity-building and support programmes;
- Peer learning and mentoring initiatives; and
- Responsive management of concerns and grievances.

Particular attention will be given to supporting educational institutions and staff through major reform initiatives, including curriculum reform, digital transformation, governance strengthening, OpenEMIS implementation, workforce reforms, and institutional restructuring processes.

8.6 Risk Management and Adaptive Implementation

The Ministry recognises that a range of internal and external risks may affect successful implementation of the Strategic Plan. Risk management will therefore form an integral component of the Change Management Framework.

Potential implementation risks include resource constraints, capacity limitations, resistance to change, communication challenges, governance and accountability issues, technological risks, and external economic, environmental, and global factors.

To manage these risks, the Ministry will maintain and regularly update a Strategic Risk Register (Annex 5). The Register provides the framework for identifying, assessing, monitoring, and mitigating implementation risks and outlines corresponding mitigation measures, responsible structures, and monitoring arrangements.

Risk reviews will be undertaken through existing governance and management structures, including the Executive Management Committee, Senior Management Committee, Technical Committees, and responsible departments and divisions.

The Ministry will adopt an adaptive implementation approach that supports the timely identification of emerging risks, corrective action, and strategic adjustments where necessary.

Periodic implementation reviews, data-driven decision-making, stakeholder feedback, and scenario planning will further strengthen organisational resilience and support the successful delivery of the Strategic Plan 2026–2030.

8.7 Monitoring Change and Measuring Success

The effectiveness of change management activities will be monitored through:

- Stakeholder participation rates;
- Communication reach and engagement;
- Staff awareness and understanding surveys;
- Capacity-building participation and outcomes;
- Implementation progress reviews;
- Risk mitigation effectiveness;
- Stakeholder satisfaction assessments; and
- Annual Strategic Plan performance reviews.

Findings from monitoring activities will be used to strengthen implementation, improve stakeholder engagement, address emerging challenges, and support continuous organisational learning.

Through effective stakeholder engagement, communication, capacity development, ownership-building, and proactive risk management, the Ministry will create the conditions necessary for successful implementation of the Strategic Plan 2026–2030 and the achievement of its vision for education and human resource development in Seychelles. Figure 13 provides a summary of the Change Management Framework.

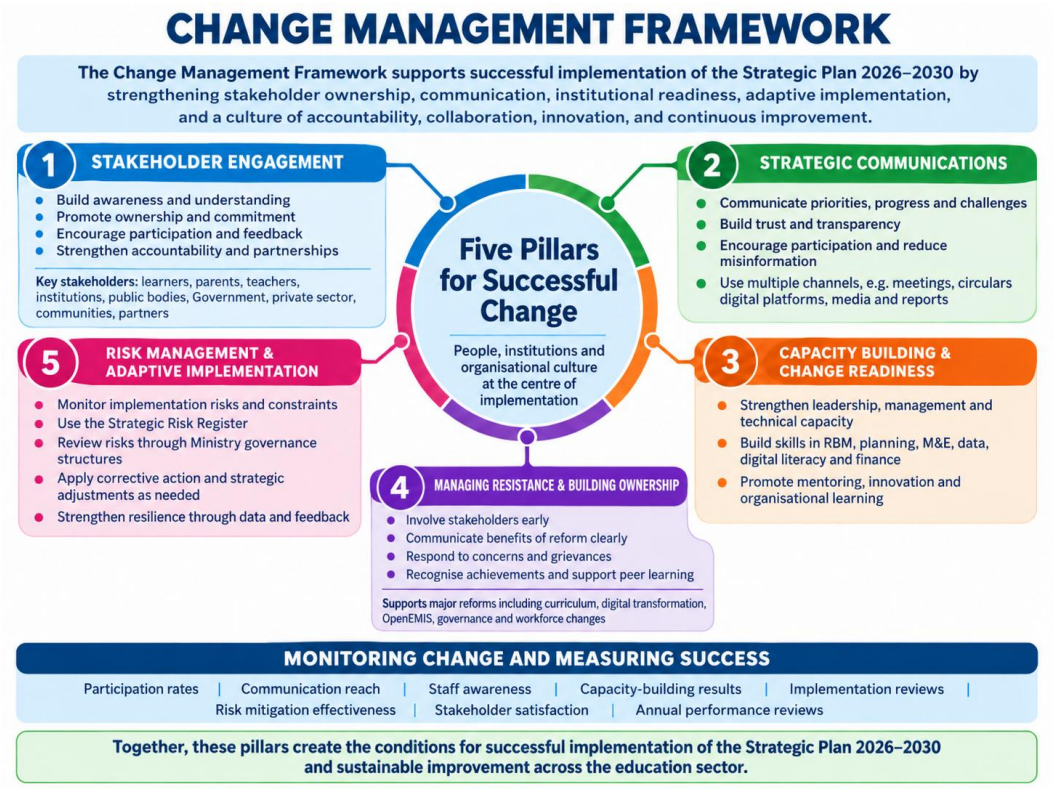


Figure 13: Change Management Framework

9. Conclusion and Way Forward

The Strategic Plan 2026–2030 sets out a clear and ambitious pathway for advancing education and human resource development in Seychelles. It provides a coherent framework for strengthening teaching and learning, enhancing leadership and governance, developing a skilled and future-ready workforce, advancing digital transformation, and ensuring that educational institutions are equipped with the resources and infrastructure necessary to deliver quality and inclusive education.

The successful implementation of the Strategic Plan will depend on sustained commitment, strong leadership, adequate financing, and collective ownership across all levels of the Ministry and its partner institutions. The Ministry reaffirms its commitment to delivering on the priorities outlined in this Plan and ensuring that strategic interventions translate into measurable improvements in learner outcomes, workforce development, and overall system performance.

Effective implementation will require strengthened partnerships with government agencies, development partners, the private sector, civil society organisations, communities, parents, and learners. These partnerships will be essential for resource mobilisation, technical support, innovation, and shared accountability in achieving national development goals.

The Ministry recognises that meaningful and sustainable reform requires more than effective planning. Success will also depend on strong governance arrangements, robust performance monitoring and evaluation systems, proactive change management, stakeholder engagement, effective communication, and the ability to adapt to emerging challenges and opportunities. Through the implementation of the Performance Monitoring and Evaluation Framework, the Change Management Framework, and the Strategic Risk Register, the Ministry will strengthen accountability, promote continuous learning, and support evidence-based decision-making throughout the implementation period.

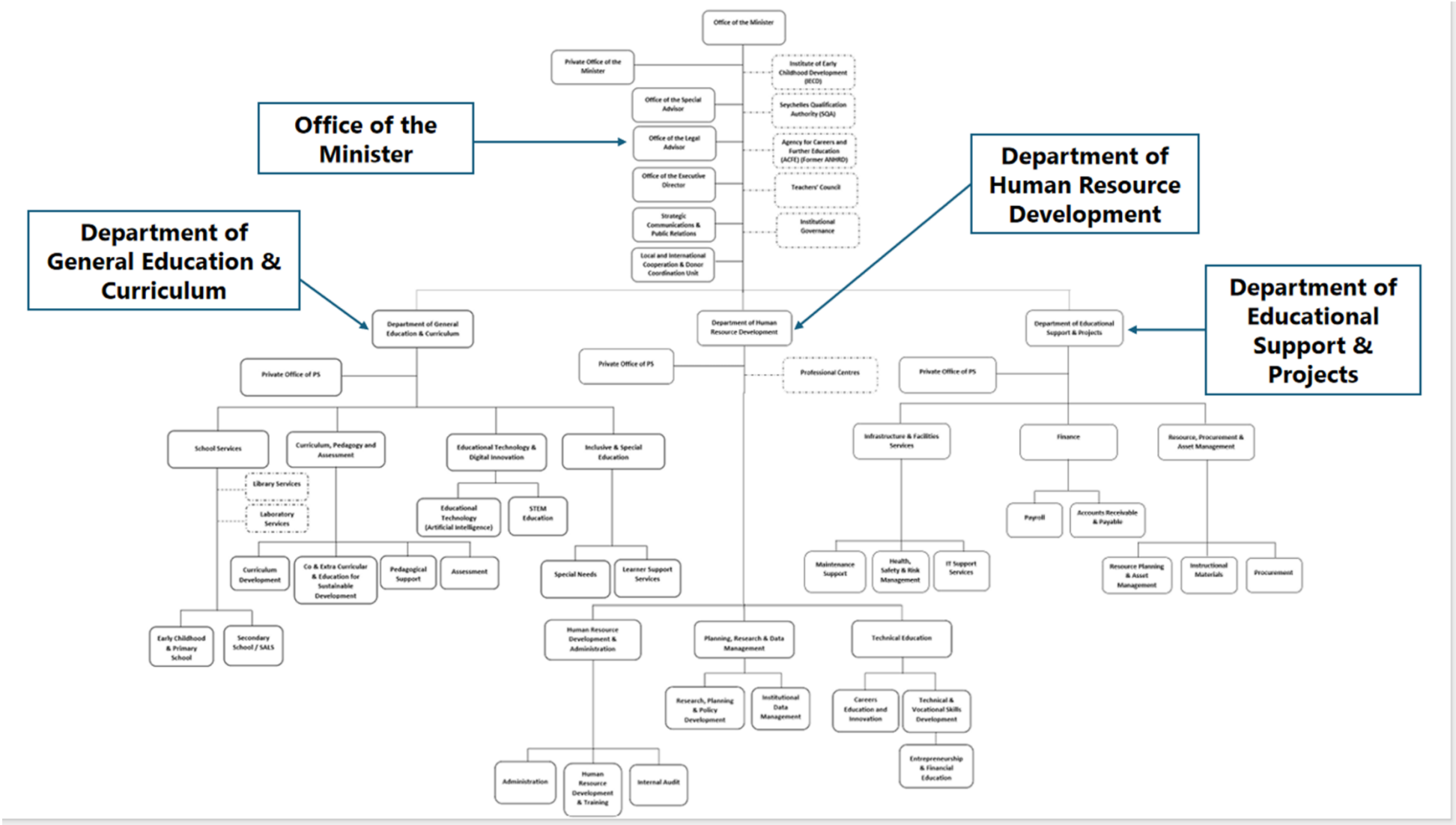
The Ministry will continue to foster a culture of professionalism, integrity, discipline, innovation, and continuous improvement, ensuring that lessons learned are systematically integrated into policy and practice. Sustainability, resilience, and adaptability will remain central considerations as the sector responds to evolving national priorities and global developments.

Through coordinated action, strategic partnerships, responsible stewardship of resources, and a shared commitment to excellence, the Strategic Plan 2026–2030 will serve as a catalyst for a more inclusive, resilient, culturally grounded, globally connected, and future-ready education system that delivers lasting benefits for learners, educators, employers, communities, and the nation as a whole.

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10. Annexes

Annex 1: MEHRD Organisation Structure



Annex 2: SWOT Analysis of the Ministry of Education

Strengths	Weaknesses	Opportunities	Threats
• Universal access to free and compulsory education, supported by learning materials, meals, and transport. • Strong emphasis on inclusive education and holistic learner development (ECA, arts, sports, counselling). • Safe, supportive, and well-resourced learning environments. • Effective leadership, with committed and capable school heads and staff. • Strong collaboration among schools, parents, and stakeholders, supported by open communication. • Ongoing curriculum review processes involving teachers. • Continuous professional development and leadership capacity building. • Growing integration of ICT, digital literacy, and blended/distance learning systems. • Supportive policy environment, including school autonomy and targeted support for disadvantaged learners. • Functioning data systems supporting student and teacher management.	• Gaps in Early Childhood provision, including language development and engagement in English and French at crèche level. • Curriculum misalignment with autonomy, learner needs, and evolving skills demands, contributing to weak performance in key subjects. • Shortage of qualified teachers, overcrowded classrooms, and challenges in recruitment and retention of local staff. • Limited inclusion capacity, with insufficient resources and support for learners with SEN. • Weak monitoring, feedback, accountability, and policy enforcement mechanisms. • Poor coordination and communication between the Ministry and schools, including misalignment of governance structures. • Bureaucratic inefficiencies, duplication of work, and limited teacher involvement in decision-making. • Inadequate teacher welfare, including incentives, housing, career progression, and workload pressures. • Gaps in professional development, particularly in specialised and digital competencies • Insufficient financial and operational support, particularly for island schools Challenges in data management, cybersecurity, and access to digital resources. • Weak ICT infrastructure, limited connectivity, insufficient equipment, and inadequate digital skills. • Ageing and inadequate infrastructure across education levels, including Early Childhood, with	• Strengthening Early Childhood Education provision, including consideration of compulsory crèche education, a clearly defined age of entry, and appropriate infrastructure and facilities. • Expansion of TVET, entrepreneurship, and practical skills development programmes. • Strengthening of cultural, moral, environmental, and holistic education • Increased access to digital and distance learning platforms, including AI integration and e-resources. • Strengthened Public-Private Partnerships and collaboration with agencies and institutions. • Expanded national and international exchange and capacity-building programmes. • Establishment of key institutional frameworks (e.g. national examination board, teacher professional bodies). • Expansion of continuous professional learning and workforce development frameworks. • Strengthened data-driven decision-making and digital education policy implementation. • Development and modernisation of infrastructure, including climate-resilient and sustainable schools.	• Social challenges (drugs, violence, bullying) affecting learner wellbeing and school environments. • Weak parental and community engagement impacting learner support and outcomes. • Political instability, policy inconsistency, and leadership changes affecting continuity of reforms. • Risks to governance, including corruption, favouritism, and weak accountability systems. • Challenges in teacher recruitment and retention due to competition, low morale, and cost-of-living pressures • Continued reliance on expatriate teachers and workforce instability. • Digital risks, including cyberbullying, unequal access to devices, weak ICT infrastructure, and limited cybersecurity • Environmental and external risks, including climate change, natural disasters, and global pandemics. • Rising costs of infrastructure development, maintenance, and limited funding, particularly for outer island schools. • Safety and environmental hazards affecting school facilities and learning conditions.

Strengths	Weaknesses	Opportunities	Threats
	poor maintenance, sanitation, safety features and limited specialist facilities.	• Enhanced teacher support through incentive schemes, career development, and policy reforms. • Improved teacher housing and staff support facilities.	

Additional Considerations for Island Schools

Opportunities for Island School	Priorities for Island Schools in the Next Strategic Plan	Education in Next 5 Year	Any other comment
• Enhanced experiential learning (field trips, practical subjects, TVET exposure). • Strengthened inclusive teaching and learner support (SEN). • Development of communication, collaboration, and social skills. • Equal access to national academic, sports, and enrichment opportunities. • Increased school autonomy and decision-making flexibility. • Strengthened teacher capacity, welfare, and professional development. • Expanded ICT access, digital tools, and improved connectivity. • Improved infrastructure, specialist facilities, and learning environments • Enhanced transport and operational support systems. • Increased budget flexibility and resource allocation.	• Improved curriculum implementation with flexibility for island context. • Strengthened inclusive education and early identification systems. • Enhanced coordination, communication, and accountability mechanisms • Empowered school leadership with context-responsive autonomy. • Sustained teacher development, recruitment, retention, and welfare. • Expanded ICT access, infrastructure, and technical support. • Increased use of digital platforms and paperless systems. • Prioritised infrastructure development, maintenance, and accessibility. • Strengthened safety, sanitation, and emergency preparedness. • Established vocational and technical training opportunities.	• Inclusive, equitable, and comprehensive education system. • Increased focus on practical learning, life skills, and early career guidance. • Strong integration of moral, social, and values-based education. • Expanded TVET exposure and pathways from primary levels. • Empowered, accountable, and participatory school leadership. • Strong emphasis on teacher professional growth and work-life balance. • Reduced administrative burden and improved teacher motivation. • Digitally advanced education system with strong ICT integration. • Safe, inclusive, climate-resilient, and well-equipped learning environments.	• Strengthened collaboration with external agencies and communities. • Improved communication through designated liaison mechanisms. • Inclusion of island schools in national programmes and activities. • Enhanced logistical and financial planning for island operations. • Provision of teacher accommodation and training support allowances. • Improved transparency in procurement and project implementation. • Strengthened on-site maintenance and operational support.

Annex 3: Results Framework

Results Framework 5-Year Strategic Plan 2026– 2030

Priority 1:	**Teaching and Learning**
Strategic Priority 1:	Transform teaching and learning to enhance value-based education, quality, inclusivity, relevance, and the holistic development and wellbeing of all learners across all levels, to improve learner outcomes.
Goal 1:	Modernise teaching and learning to improve learner outcomes.
Outcomes	By the end of September 2030, the Ministry would have: 1.1: Improved relevance and alignment of curricula with national and global skills demands, supporting holistic development. 1.2: Improved teaching quality and learner outcomes through innovative, learner-centred practices. 1.3: Enhanced access to inclusive and supportive learning environments. 1.4: Strengthened TVET system supporting skills development and employment. 1.5: Improved quality, inclusivity and credibility of assessment systems to support learner outcomes. 1.6: Improved learner values, behaviour, discipline, citizenship and social-emotional skills. 1.7: Improved health and wellbeing of learners and staff. 1.8: Strengthened integration of sustainability through whole-school approaches.
Outcome Indicators (OI)	OI 1.1: % of key stakeholders rating curricula/programmes as relevant to learners' needs and current and emerging skills demands. OI 1.2: % of learners achieving minimum proficiency in national assessments. OI 1.3: % of schools meeting approved inclusive education and accessibility standards. OI 1.4: % of TVET graduates transitioning to employment, self-employment or further education/training in their field within one year of completion. OI 1.5: % of national assessment and examination processes meeting approved quality assurance, moderation and integrity standards. OI 1.6: % of educational institutions meeting approved standards for learner behaviour, discipline, citizenship and social-emotional development. OI 1.7: Learner and staff wellbeing index. OI 1.8: % of educational institutions meeting approved whole-school Education for Sustainable Development standards.

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
1.1	Modernise the curriculum across all levels to respond to evolving skills	1.1.1	Undertake a comprehensive revision of the National Curriculum Framework (NCF) and subject syllabi	CI 1.1a	% of curricula/programmes reviewed and aligned with approved	• Approved competency and skills frameworks • Curriculum/programme review and alignment reports	TBD[1]	N/A	TBD	TBD	TBD	TBD	• DG[2] CPAD[3] • CEO[4] IECD	• DG RPAMD[5] • DG ISED[6] • DG SSD[7]

[1] TBD – To Be Determined
[2] DG – Director General
[3] CPAD – Curriculum, Pedagogy, and Assessment Division
[4] CEO – Chief Executive Officer
[5] PRDMD –Resources, Procurement and Asset Management Division
[6] ISED – Inclusive and Special Education Division
[7] SSD – School Service Division

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
	demands and emphasise value-based education and holistic development.		for General Education including the Seychelles Early Learning Framework (SELF) to respond to evolving skills demands nationally & internationally.		competency and skills requirements.	• Approved revised curricula and programmes								• DG PRDMD[8] • H GEIs[9]
		1.1.2	Review and align PCs training programmes with evolving national and international skills & labour market demands, in line with SNQF requirements.										• H PCs[10] CEO SQA	• PS DHRD[11] • DG CPAD • DG PRDMD
		1.1.3	Develop and strengthen inclusive co- and extracurricular programmes for holistic learner development.										DG CPAD	• DG SSD • DG ISED • DG PRDMD • H GEIs
1.2	Implement innovative and emerging pedagogical approaches and practices.	1.2.1	Reposition the current teacher-education and training institution to become more responsive.	CI 1.2a	% change in enrolment in award-bearing education and training programmes aligned with identified education-sector workforce needs annually.	• Enrolment records • Programme enrolment database • OpenEMIS	TBD	TBD	TBD	TBD	TBD	TBD	• D SITE	• PS HRDD • CEO SQA • DG CPAD • DG SSD • DG PRDMD
		1.2.2	Strengthen continuous professional learning systems to enhance pedagogical quality and learner-centred practices.	CI 1.2b	% of teachers completing prescribed annual CPD requirements relevant to pedagogical improvement.	• CPD database • Training logs • HRMIS	TBD	TBD	TBD	TBD	TBD	TBD	• D SITE • DG HRAD • DG CPAD	• PS DHRD • Registrar TCS • CEO SQA • H EIs • DG ETD • DG SSD

[8] PRDMD – Planning, Research and Data Management Division
[9] H GEIs – Heads of General Education Institutions
[10] H PCs – Heads of Professional Centres
[11] PS DHRD – Principal Secretary for Education Human Resource Development

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
1.3	Ensure that all educational settings are inclusive and accessible to diverse learners.	1.3.1	Develop and align policy with existing regulations, which support inclusive education.				TBD	TBD	TBD	TBD	TBD	TBD	• DG ISED	• DG PPRDM • DG SSD • DG RPAMD • D SITE • H EIs • DG CPAD • DG HRAD • FC FD
		1.3.2	Provide adequate resources, teacher training, and support mechanisms for diverse learners.	CI 1.3a	% of teachers completing approved professional development in inclusive education practices.	• Training records • HRMIS • CPD logs	TBD	TBD	TBD	TBD	TBD	TBD		
		1.3.3	Establish early identification and targeted instructional support mechanisms for learners at risk of underachievement or disengagement.	CI 1.3b	% of identified learners at risk of underachievement or disengagement receiving targeted instructional support in accordance with their assessed needs.	• Learner assessment and early-identification records • Individualised Education Plans (IEPs) • School learner-support and intervention records • ISED monitoring records • OpenEMIS							• DG ISED	• DG SSD • DG TED • DG ETDID • DG PRDMD • H EIs
		1.3.4	Engage in the revamping of the Vocational Training Centre (VTC) and support the establishment of mechanisms to facilitate employment.										• Social Affairs	• PS DHRD • PS DGEC • DG I • DG PRDMD • H EIs
1.4	Revitalise TVET across all levels.	1.4.1	Build and operate the Professional and Technical Education Centre (PTEC).	CI 1.4a	% of eligible learners enrolled in TVET/Professional and Technical Education pathways.	• EMIS • Enrolment records • Institutional reports	TBD	N/A	N/A	N/A	TBD		• DG TED	• All DGs • FC • H EIs • DG PRDMD
		1.4.2	Implement the National TVET Policy and Strategy.										• DG TED	• DG SSD • DG PRDMD
		1.4.3	Promote TVET//entrepreneurship skills development opportunities.	CI 1.4b	% of learners enrolled in TVET programmes successfully completing their programme.	• Programme records • completion/certification records institutional reports.	TBD	N/A	TBD	TBD	TBD	TBD	• DG TED • H EIS • DG CPAD	• DG PRDM • DG SSD • DG ETDID • DG ISED
		1.4.4	Digitalise TVET.										• DG TED • DG ETDID	• H EIs • DG RPAMD
1.5	Modernise the assessment system to enhance learning	1.5.1	Revise assessment framework and policies.	CI 1.5a	% of assessment practices meeting established guidelines	• Assessment audit reports • Moderation reports (internal/external) • Examiner reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG CPAD	• DG SSD • H GEIs
		1.5.2	Implement new assessment models.											•

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
	outcomes and cater for diverse needs.				and moderation standards.									
		1.5.3	Localise the IGCSE examinations syllabi for accreditation by Cambridge.											
		1.5.4	Enhance the integrity and quality of the examination system.	CI 1.5b	% reduction in reported examination irregularities and malpractice cases.	• Examination incident logs • Compliance reports • Inspection reports	TBD	N/A	TBD	TBD	TBD	TBD		
		1.5.5	Establish a Compliance Team for strategic oversight of examination processes.											
1.6	Promote positive behaviour, discipline, ethics education, Global Citizenship Education (GCE) and Social Emotional Learning (SEL) as essential components of the educational and learning experience.	1.6.1	Embed positive behaviour, discipline, ethics education, GCE, and SEL at the centre of education.	CI 1.6a	% of schools effectively integrating ethics, GCE and SEL into teaching and learning practices.	• Inspection reports • School development plans • Classroom observation reports	TBD	TBD	TBD	TBD	TBD	TBD	• CEO IECD • DG ISED • DG CPAD • DG SSD	• PO CBCS[12] • DG CPAD • H GEIs • D SITE • DG PRDMD
		1.6.2	Strengthen the implementation of the *Whole-School Behaviour Management Policy, Anti-Bullying Policy*, and associated procedures and guidelines.	CI 1.6b	% reduction in reported incidents of bullying, violence, and student misconduct in schools.	• School survey • School Reports • Incidents logs • EMIS behaviour data	TBD	TBD	TBD	TBD	TBD	TBD		
1.7	Enhance student and staff support services for health and well-being.	1.7.1	Implement the Health Promoting School framework.	CI 1.7a	% of institutions effectively implementing the Health Promoting School framework.	• School health reports • Ministry of Health collaboration reports • Inspection report	TBD	TBD	TBD	TBD	TBD	TBD	• DG IFSD	• DG SSD • DGA HRA
				CI 1.7b	% of learners and staff requiring support who access appropriate physical, mental, psychosocial and/or counselling services.	• Support service records • School health reports • HR records • Relevant OpenEMIS records.	TBD	TBD	TBD	TBD	TBD	TBD		

[12] PO CBCS – Principal Officer Centre-Based Childcare Services

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
1.8	Promote whole school approach to Education for Sustainable Development.	1.8.1	Implement the National policy on ESD for Seychelles (2026-2030).	CI 1.8a	% of educational institutions implementing the prescribed whole-school ESD practices/actions.	• ESD monitoring reports • institutional/school reports • school development plans	TBD	TBD	TBD	TBD	TBD	TBD	• DG CPAD	• DG SSD • H EIs
				CI 1.8b	% of relevant educators completing approved ESD professional development/training.	• ESD programme documentation • training registers • certification/CPD records.	TBD	TBD	TBD	TBD	TBD	TBD		

Priority Area 2:	Leadership and Governance
Strategic Priority 2:	Strengthen leadership, governance, and accountability in the education sector to enhance decision-making, performance, and equity across the education system.
Goal 2:	To enhance leadership and governance in the education sector.
Outcomes	By the end of September 2030, the Ministry would have: 2.1: Strengthened accountability, transparency, and efficiency in performance and financial management. 2.2: Improved quality and efficiency of education service delivery. 2.3: Strengthened culture of research, knowledge sharing, and evidence-based practice. 2.4: Strengthened education legislative and policy frameworks. 2.5: Strengthened partnerships and collaboration at national and international levels.
Outcome Indicators (OI)	OI 2.1: Governance and accountability performance index. OI 2.2: % of educational institutions meeting approved service-delivery standards. OI 2.3: % of key Ministry planning and policy decisions informed by data, research and/or evaluation evidence. OI 2.4: % of priority education policies and legislative frameworks reviewed, updated and operationalised as planned. OI 2.5: % of strategic partnerships achieving agreed education-sector objectives/results.

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
2.1	Strengthen accountability mechanisms for evaluation, monitoring and reporting.	2.1.1	Review mechanisms /tools/manuals/operation structure/policies for accountability & reporting.	CI 2.1a	% of divisions and institutions submitting complete performance reports within prescribed timelines.	• Reporting compliance dashboard • M&E reports • Submission logs	TBD	TBD	TBD	TBD	TBD	TBD	• DG HRA • DG SSD • DG PRDMD	• Institutional Governance • H EIs • All DGs
		2.1.2	Update functions of the Ministry Headquarters to										• SA • DG PRDM • DG HRAD	• All PSs • All DGs

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
			align with education reform.											
		2.1.3	Strengthen implementation of accountability system for monitoring and reporting.										• DG PRDMD	• All PSs • All DGs
		2.1.4	Institutionalise the Results-Based Management (RBM) Committee.	CI 2.1b	% of education-sector budget aligned with approved Strategic Plan priorities.	• Approved budget • RBM records • programme/sub-programme budget reports • financial statements	TBD	TBD	TBD	TBD	TBD	TBD	• All PSs • DG PRDMD	• All DGs • All Programme Managers/Sub-Programme Managers
		2.1.5	Strengthen financial-management capacity of personnel responsible for budget management.											
2.2	Improve service delivery of MEHRD.	2.2.1	Review and implement the Customer Service Charter and associated service-delivery standards.	CI 2.2a	% of stakeholders satisfied with education service delivery.	• Stakeholder satisfaction surveys • Complaint and feedback logs • Service-delivery reports							• DG HRAD	• All PSs • All DGs • H EIs
2.3	Establish a culture of research and sharing of good practices.	2.3.1	Institutionalise action research and sharing of good practices in the education sector.	CI 2.3a	% of institutions participating in research and structured knowledge-sharing activities.	• Participation records • institutional reports • research and knowledge-sharing records	TBD	TBD	TBD	TBD	TBD	TBD	• DG PRDMD	• All DGs • H EIs
		2.3.2	Strengthen the production and systematic use of research, data and evaluation evidence in planning and decision-making.	CI 2.3b	Number of research and analytical outputs produced, approved and disseminated annually.	• Research reports • policy briefs • evaluation reports • publications/knowledge-products database • dissemination records	TBD	TBD	TBD	TBD	TBD	TBD		
2.4	Enhance Education Legislative and Policy Frameworks.	2.4.1	Modernise the Education Act and Tertiary Education Act and associated legislative frameworks.	CI 2.4a	% of priority legislative frameworks scheduled for review that progress through the required review and approval stages within planned timelines.	• Legislative tracker • review/consultation records • Cabinet/approval records • Government Gazette							• Legal Advisor • DG PRDMD	• AG's Office • PSs • All DGs • PC Boards • H EIs • Stakeholders
		2.4.2	Modernise the policies of the education sector.	CI 2.4b	% of educational institutions complying with applicable updated priority	• Compliance and audit reports • Institutional self-assessments	TBD	TBD	TBD	TBD	TBD	TBD	• DG PRDMD	• All DGs • H EIs • Stakeholders

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
					policies and legislative requirements.	• Inspection Report								
2.5	Strengthen strategic partnerships and collaboration frameworks at national and international levels to support sector development.	2.5.1	Establish and strengthen partnerships with local and international communities, MDAs, organisations, private sector and civil society.	CI 2.5a	% of active strategic partnerships aligned with Strategic Plan priorities and supported by documented agreements/action plans.	• MoUs/MoAs • Partnership database • Reports	43	47	51	55	59	62	• CLO IRU	• All DGs • H EIs • Stakeholders
		2.5.2	Create mechanism to enhance parental involvement.	CI 2.5b	% of schools implementing approved structured parental engagement mechanisms.	• Parent participation logs • School reports • Surveys • PTA/School Council records	TBD	TBD	TBD	TBD	TBD	TBD	• H EIs • DG SSD	• Parents, • PTA & Schools Council

Priority Area 3:	A skilled, adaptable, and future-ready workforce
Strategic Priority 3:	Promote the development of a skilled, adaptable, and future-ready workforce aligned with labour market demands and lifelong learning pathways.
Goal 3.1:	To develop a skilled and adaptable workforce aligned with labour market demands.
Outcomes	By the end of September 2030, the Ministry would have: 3.1: Strengthened alignment of education and training programmes with labour market demands and career pathways. 3.2: Improved alignment of scholarship awards with national labour market priorities. 3.3: Expanded access to lifelong learning, reskilling, and upskilling opportunities.
Outcome Indicators (OI)	OI 3.1: % of graduates employed, self-employed or pursuing further education/training in a field relevant to their programme of study within 12 months of completion. OI 3.2: % of scholarship awards allocated to fields aligned with identified national labour-market and skills priorities. OI 3.3: Participation rate in approved lifelong learning, reskilling and upskilling programmes.

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
3.1	Strengthen alignment of education and training programmes with current and emerging labour market demands supported by	3.1.1	Operationalise structured education–industry partnerships to support work-based learning, skills development, and graduate employability.	CI 3.1a	% of eligible learners participating in WBE/internships/apprenticeships aligned with their field of study.	• Internship/WBE placement records • OpenEMIS • Training provider reports	40%	50%	60%	70%	75%	80%	• PS DHRD • DG TED • CEO CaFEA	• H PCs • CEO SQA • CLO IRU • DG PRDMD
		3.1.2	Establish the National TVET and Skills Development Council.	CI 3.1b	Employer satisfaction rate with graduate and trainee readiness.	• Employer surveys • Tracer studies	TBD	TBD	TBD	TBD	TBD	TBD	• DG TED	• CEO SQA • H PCs • PS DHRD

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
	effective and coherent career guidance.					• Placement evaluation reports								
		3.1.3	Strengthen careers guidance and counselling programmes through innovative methods including use of technology.	CI 3.1c	% of learners receiving structured career guidance and counselling annually.	• Career Guidance and Counselling logs • OpenEMIS • School/institutional Reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG ETDID • CEO CaFEA • D SITE	• DG TED • DG SSD • H PCs
		3.1.4	Develop and implement a Career Guidance Framework focusing on labour market demands and emerging priorities.										• DG TED	• CEO CaFEA • DG SSD • DG CPAD • H GEIs • DG PRDMD
		3.1.5	Create a mentorship programme to support career progression.										• CEO CaFEA	• DG ETDID • DG TED • H PCs
3.2	Strengthen alignment of scholarships awarded with emerging labour market demands for sustainability.	3.2.1	Develop and implement a transparent, technology-enabled scholarship management system that prioritises fields of study aligned with current and emerging labour market demands.	CI 3.2a	% of scholarship beneficiaries employed in a relevant sector/field within 12 months of completion.	• Graduate tracer studies • Employment records • Labour-market data • Scholarship beneficiary records	TBD	TBD	TBD	TBD	TBD	TBD	• CEO CaFEA	• PS DHRD • DG ETDID • DG TED • H EIs
3.3	Promote lifelong learning, reskilling and upskilling opportunities.	3.3.1	Strengthen partnerships with training providers and industry to expand lifelong learning opportunities.	CI 3.3a	Completion rate of approved lifelong learning, reskilling and upskilling programmes.	• Certification records • Programme completion records • Training-provider reports	TBD	TBD	TBD	TBD	TBD	TBD	• CEO CaFEA	• DG HRAD • D SITE • DG SSD • CLO IRU
		3.3.2	Offer different modalities of training.	CI 3.3b	Number of approved lifelong learning, reskilling and upskilling programmes available through flexible and/or online delivery modalities.	• Programme inventories • LMS reports • OpenEMIS • Approved programme records	TBD	TBD	TBD	TBD	TBD	TBD	• PS DHRD • DG HRAD • DG PRDMD • H EIs	• Chair TMD TC • D SITE • DG SSD

Goal 3.2	To ensure that the Ministry of Education and Human Resource Development is adequately staffed with qualified, experienced and competent personnel.
Outcomes	By the end of September 2030, the Ministry would have: 3.4: Improved recruitment, deployment, and retention of qualified education personnel. 3.5: Strengthened capacity and professional development of education personnel.
Outcome Indicators (OI)	OI 3.4: % of educational institutions meeting approved qualified staffing requirements. OI 3.5: % of education personnel meeting approved Professional Competency Standards for their respective roles.

	Strategic Objectives		**Strategic Priority Interventions**		Contributing Indicators (CI)	**Data Source/ Means of Verification**	**Baseline**	**Target**					**Main Responsibility**	**Collaborative Partner**
								2026	**2027**	**2028**	**2029**	**2030**		
3.4	Enhance recruitment, deployment, and retention of MEHRD personnel.	3.4.1	Strengthen workforce planning, recruitment, deployment, and retention systems through evidence-based HR management.	CI 3.4a	% of funded posts filled by appropriately qualified personnel.	• HRMIS • Recruitment reports • HRD audit reports • Qualification-verification records	TBD	TBD	TBD	TBD	TBD	TBD	• PS DHRD • DG HRAD	• DG PRDMD • Chair TMD Technical Committee • D SITE • DG SSD
				CI 3.4b	Staff retention rate.	• HRMIS • Payroll/personnel records • Exit records/reports	TBD	TBD	TBD	TBD	TBD	TBD		
3.5	Strengthen human resource development and capacity building for MEHRD personnel.	3.5.1	Establish and implement a Professional Development (PD) Framework for MEHRD personnel.	CI 3.5a	% of MEHRD personnel completing prescribed PD requirements annually.	• PD records • HRMIS • Training attendance/completion records • HRD reports	TBD	TBD	TBD	TBD	TBD	TBD	• PS DHRD • DG HRAD	• DG PRDMD • D SITE
		3.5.2	Develop and implement the training guidelines for educators.										• PRDMD • DG HRAD	• TMD TC • H EIs
		3.5.3	Implement professional development (PD) programmes for all MEHRD personnel.										• DG HRAD	• DG SSD • D SITE • H EIS

Priority Area 4:	Digital Transformation
Strategic Priority 4:	Promote digital transformation for a future-ready and resilient education system.
Goal 4:	To achieve a digitalised and innovative education system to enhance access, quality, efficiency, and learner outcomes.
Outcomes	By the end of September 2030, the Ministry would have: 4.1: Enhanced integration of digital and emerging technologies in teaching, learning, and curricula. 4.2: Improved education management and administrative efficiency through digital systems. 4.3: Enhanced digital delivery and quality of open, distance, and teacher education programmes. 4.4: Strengthened innovation in teaching and learning through digital tools. 4.5: Improved equitable access to digital tools, connectivity, and learning resources.
Outcome Indicators (OI)	OI 4.1: % of educational institutions implementing ≥80% of applicable actions under the SMART Education Plan. OI 4.2: % of educational institutions using functional digital management and reporting systems for designated processes. OI 4.3: % of relevant education and training programmes delivered through approved functional digital/ODL platforms. OI 4.4: % of teachers demonstrating proficiency in digital pedagogy under the Ministry's approved Digital Competency Framework. OI 4.5: % of learners with regular access to functional digital devices, reliable connectivity and required digital learning resources.

	Strategic Objectives		Strategic Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
4.1	Integrate emerging and advanced technologies into teaching, learning, and system management.	4.1.1	Scale up system-wide implementation of the SMART Education Plan to drive digital transformation in teaching, learning, and management.										• DG ETDID	• DG RPAMD • DG IFSD • DG SSD • H EIs
		4.1.2	Establish a framework to guide and govern AI practices in Education.										• DG ETDID	• DG TED • H PCs • Ministry of Employment • DG TED • DG PRDM
		4.1.3	Revise and implement ICT policy in Education.											
		4.1.4	Enhance digital literacy and prepare learners for careers in emerging technology-driven sectors.	CI 4.1a	% of schools implementing approved STEM and/or robotics initiatives (e.g. Robotics Club).	• School/institutional reports • STEM and robotics programme records • Club registers • Monitoring reports	TBD	TBD	TBD	TBD	TBD	TBD		
4.2	Develop specialised competencies in STEM, AI, and	4.2.1	Promote and support integration of robotics components in educational institutions.										• DG ETDID • DG CPAD	• DG TE • DG CPAD • DG IFSD • D SITE

	Strategic Objectives		Strategic Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
	digital technologies among teachers and learners.	4.2.2	Develop and implement STEM digital skills programmes, including teacher training and student robotics clubs.											• H EIs
4.3	Institutionalise OpenEMIS for effective education management.	4.3.1	Implement OpenEMIS across all educational institutions.	CI 4.2a	% of institutions submitting complete and timely data through OpenEMIS.	• OpenEMIS dashboards • data-quality/completeness reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG PRDM •	• Heads of Educational Institutions • All DGs
4.4	Digitalise administrative and institutional processes to improve efficiency and service delivery.	4.4.1	Implement digital tools and an intranet platform for administrative tasks	CI 4.2b	% of MEHRD divisions and institutions actively using approved digital tools and the intranet platform for designated administrative processes.	• Institutional reports • Process mapping	TBD	TBD	TBD	TBD	TBD	TBD	• DG ETDID	• DG HRDAD • DG IFSD • Heads of Educational Institutions • DG SSD • CEO DICT
4.5	Support the integration of ODL, OER, and LMS in teaching, learning, and education policy development.	4.5.1	Integrate ODL, OER and LMS within the education system.	CI 4.3a	% of educational institutions actively using approved ODL, OER and/or LMS for teaching and learning.	• LMS/platform usage analytics • ODL/OER utilisation records • Institutional reports • Digital education monitoring reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG ETDID	• DG RPAMD • DG IFSD • DG PRDMD • H EIS • Registrar TCS • DG SSD • Director IT Services
		4.5.2	Implement the National Policy for ODL.	CI 4.3b	% of planned actions under the National Policy for ODL implemented within prescribed timelines.	• SITE/teacher-training records • CPD database • Training completion/certification records • Digital PD-platform analytics	TBD	TBD	TBD	TBD	TBD	TBD		
4.6	Digitalise teacher education and professional development to strengthen digital pedagogy and	4.6.1	Integrate digital resources and platforms into teacher training.	CI 4.3c	% of teachers completing approved professional development in digital pedagogy and the effective integration of	• SITE/teacher-training records; CPD database • Training completion/certification records	TBD	TBD	TBD	TBD	TBD	TBD	• D SITE • DG ETDID	• DG IFSD • DG RPAMD • DG HRDAD
		4.6.2	Implement the *National ODL Framework for Teacher Training*										• D SITE	• Registrar TCS

	Strategic Objectives		Strategic Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
	delivery modalities.		*Through ODL and Digitalisation.*		digital technologies in teaching and learning.	• Digital PD-platform analytics								
		4.6.3	Develop and implement an online platform for professional development resources.										• D SITE • D ETDID • DG HRDAD	• DG IFSD • DG RPAMD • D ETDID • Registrar TCS
		4.6.4	Facilitate educators' access to and participation in professional development through digital platforms.											
4.7	Digitalise programme delivery within professional centres to enhance accessibility and quality of learning.	4.7.1	Invest in modern digital infrastructure, advanced learning technologies, institutional capacity, and robust systems for sustainable digital transformation that enhances accessibility, quality, and efficiency of learning delivery.										• DG IFSD • PS DHRD Secretariat (PCs)	• DG RPAMD • H PCs • DG ETDID
4.8	Foster a culture of innovation in education through institutional initiatives, experimentation, and use of digital tools.	4.8.1	Establish innovation hubs within educational institutions.	CI 4.4a	% of educational institutions implementing approved innovative teaching and learning practices supported by digital technologies.	• Institutional reports • Innovation-hub records • Classroom observation • Quality-assurance reports • Digital education monitoring reports	0	1	2	3	4	5	• DG ETDID	• DG IFSD • DG RPAMD • H EIs
		4.8.2	Encourage innovative practices within the education sector.										• DG ETDID	• DG TED • H EIs
4.9	Ensure inclusive and equitable access to digital infrastructure, connectivity, devices, and learning resources for all learners.	4.9.1	Develop a strategy to improve access to digital educational infrastructure.	CI 4.5a	% of institutions meeting minimum standards for digital infrastructure and connectivity.	• National ICT standards compliance reports • Institutional ICT/ infrastructure audits • connectivity reports; OpenEMIS	TBD	TBD	TBD	TBD	TBD	TBD	• DG ISED	• DG RPAMD • DG ETDID • Heads of Educational Institutions
		4.9.2	Implement targeted programmes to provide digital equipment and tailored digital content for all learners, including	CI 4.5b	% of identified at-risk and SEN learners provided with appropriate assistive technologies and	• SEN or ISED records • Individual needs assessments • Assistive-device distribution records	TBD	TBD	TBD	TBD	TBD	TBD		

	Strategic Objectives		Strategic Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
			those with Special Education Needs.		inclusive digital learning resources.	• Institutional inventories/reports								

Priority Area 5:	Institutional Infrastructure and Resources
Strategic Priority 5:	Strengthen institutional infrastructure and resource mobilisation to promote equitable, efficient and sustainable educational growth across all levels of the education system.
Goal 5:	To enhance institutional infrastructure and resource management for equitable education.
Outcomes	By the end of September 2030, the Ministry would have: 5.1: Improved sustainability, functionality, and climate resilience of educational infrastructure, and health and safety of learning environments. 5.2: Improved efficiency, equity, and sustainability in resource mobilisation, allocation, and utilisation across the education sector.
Outcome Indicators (OI)	OI 5.1: % of educational institutions meeting approved standards for physical infrastructure quality, safety, accessibility, functionality and climate resilience. OI 5.2: % of educational institutions receiving adequate and timely resources aligned with approved needs and standards.

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
5.1	Design, build, upgrade, renovate or maintain safe, accessible, and climate-resilient educational infrastructure.	5.1.1	Conduct assessments of existing infrastructure needs.										• DG IFSD	• DG RPAMD • H EIs • CEO SIA • DG PRDMD • DG SSD
		5.1.2	Implement routine and preventive maintenance of educational infrastructure and facilities.	CI 5.1a	% of educational institutions implementing approved routine and preventive maintenance plans as scheduled.	• Maintenance plans and records • Infrastructure Unit reports • Inspection reports	TBD	TBD	TBD	TBD	TBD	TBD		
		5.1.3	Strengthen the adequacy, accessibility and physical health conditions of educational infrastructure and facilities, including WASH.	CI 5.1b	% of educational institutions meeting approved physical health, WASH and accessibility requirements.	• Infrastructure/safety audits • WASH assessments • Inspection reports • OpenEMIS	10%	25%	50%	100%	100%	100%	• DG IFSD	• DG RPAMD • H EIS • MoH (PHA) • CEO SIA • DG PRDMD • DG schools • SFRSA
		5.1.4	Equip schools with required first-aid and firefighting equipment, spaces for psychosocial support, and appropriate health and safety signage.	CI 5.1c	% of schools in compliance with approved health and safety equipment and facility requirements.	• Health and safety inspection reports • Fire-safety audit/inspection reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG IFSD	• H EIs • DG PDRMD • Red Cross • SFRSA

	Strategic Objectives		Strategic Priority Interventions		Contributing Indicators (CI)	Data Source/ Means of Verification	Baseline	Target					Main Responsibility	Collaborative Partner
								2026	2027	2028	2029	2030		
		5.1.5	Equip schools with health rooms meeting approved standards.			• Safety equipment inspection and maintenance records								• DG RPAMD • H EIs
5.2	Develop a long-term sustainable infrastructure development plan.	5.2.1	Develop and implement a long-term, sustainable infrastructure development and maintenance plan.	CI 5.1d	% of priority infrastructure needs addressed within planned timelines.	• Infrastructure development plans • Project implementation reports • Procurement/contract records • M&E reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG IFSD	• H EIs • SPA • CEO SIA
		5.2.2	Establish monitoring and evaluation systems to track implementation and performance of infrastructure plans.										• DG IFSD	• H EIs • MOH • CEO SIA
5.3	Establish a framework for efficient resource allocation and management.	5.3.1	Develop guidelines for resource allocation based on needs assessments.	CI 5.2a	% of institution maintaining accurate resource records and management practices	• Financial execution reports • Audit reports • Programme expenditure reports	TBD	TBD	TBD	TBD	TBD	TBD	• DG RPAMD	• H EIs • DG IFSD • DG TED • DG CPAD • DG ETDID • DG ISED
5.4	Mobilise financial and in-kind resources through partnerships with public, private, and international stakeholders.	5.4.1	Establish and strengthen collaborative partnerships to support sustainable resource mobilisation.	CI 5.2b	Value of financial and in-kind resources mobilised through partnerships annually (SCR).	• Financial reports • Donor reports • Partnership agreements • Procurement records	TBD	TBD	TBD	TBD	TBD	TBD	• CLO IRU • DG SSD • DG RPAMD •	• H EIs • DG IFSD • DG TED • DG CPAD • DG ETDID • DG ISED
		5.4.2	Strengthen systems for the provision and utilisation of quality educational materials.										• CLO IRU • DG SSD • DG RPAMD •	• H EIs • DG IFSD • DG TED • DG CPAD • DG ETDID • DG ISED

Annex 4: Strategic Plan Implementation and Oversight Matrix

Strategic Area	Key Actions	Implementation Mechanism/ Tools	Responsible Structure	Frequency
1. Governance and Leadership Oversight	Ensure high-level oversight and accountability for the Strategic Plan implementation	• Strategic Plan remains a standing agenda item on Agenda of: Executive Committee/Senior Management Committee & Divisional Meetings • Establish Oversight Committee • Assign clear ownership for each strategic priority and intervention • Produce quarterly report	Executive Committee/ Senior Management Committee (SMC)/ DG PRDMD/Director Generals (DGs)	• Quarterly
2. Alignment of Planning and Budgeting	Align plans and budgets with the Strategic Plan priorities	• Assign leads for each Priority Area and Strategic Objectives. • Translate the Strategic Plan into annual operational plans • Align annual budgets with strategic prioritised interventions • Approve Annual Operational Plans aligned with the Strategic Plan. • Mobilise additional resources through partnerships	Executive Committee/ SMC Respective DGs Finance Division	• Annual/ Budget Cycle
3. Capacity Building and Change Management	Strengthen capacity and support for the strategic plan implementation	• Training and professional development plans • Sensitisation sessions	HR Division/ Section Heads/ Divisions/ Institutions/ Technical Committees	• Ongoing/ Annual
4. Results-Based Management and Performance Monitoring	Track progress against agreed results and targets	• Results Framework and performance indicators • Integration of the Strategic Plan targets into institutional and individual performance agreements /contracts. • Alignment of institutional strategic plans with MEHRD Strategic Plan • RBM guidelines and templates	Internal Results-Based Management Committee/Technical Committees Section Heads/ Divisions/ Institutions PRDMD	• Quarterly/ Annual
5. Monitoring, Evaluation, and Reporting	Ensure systematic monitoring, reporting, and evaluation	• Quarterly Strategic Plan Monitoring Reports • Annual performance report • Mid-term and end-term evaluations.	Section Heads/ Divisions/ Institutions Technical Committees	• Quarterly/ Annual/ Mid/End-term
6. Data and Evidence-Based Decision-Making	Strengthen use of data for planning and decision-making	• Seychelles OpenEMIS real-time data system • Training on data analysis and use • Coordination mechanisms between planning, research, and implementation units	IDMS DG PRDMD	• Quarterly/ Ongoing
7. Stakeholder Engagement and Communication	Promote transparency, ownership, and collaboration	• Strategic Plan updates as agenda items in divisional meetings • Stakeholder briefings and consultations • Communication products (progress briefs, summaries)	Section Heads/ Divisions/ Institutions/ Technical Committees/ Communications Unit/	• Quarterly/ As needed
8. Risk Management and Adaptive Implementation	Manage risks and respond to emerging challenges	• Strategic Risk Register • Regular risk review and mitigation tracking • Adaptive implementation and corrective actions	SMC/ DG PRDMD / Section Heads/ Divisions/ Institutions/ Technical Committees	• Quarterly

Annex 5: Strategic Risk Register

Risk ID	Risk Factor	Description/ Impact	Risk Level	Mitigation Measures	Responsibility	Monitoring/ Review
R1	Change resistance & culture	Resistance to reforms slows implementation and adoption	Medium	Change management, engagement, training, awareness campaigns	DGs/ Directors/ Heads	Quarterly adoption and engagement review
R2	Resource constraints	Limited finance, staff, or technology delays implementation	High	Resource planning, prioritisation, partnerships, funding mobilisation	Finance/ Project Managers	Monthly resource utilisation monitoring
R3	Leadership & governance gaps	Weak leadership support reduces accountability and momentum	Medium	Define accountability, strengthen oversight, regular leadership engagement	Executive Management	Annual leadership engagement review
R4	Communication gaps & misalignment	Poor communication causes confusion on priorities and expectations	High	Communication strategy, regular updates, feedback mechanisms	Communications/ Project Leads	Biannual staff understanding survey
R5	Planning & goal clarity issues	Unclear or unrealistic goals hinder implementation and tracking	Medium	Ensure SMART goals, clear indicators, and alignment reviews	Strategy & Planning	Annual goal clarity and alignment review
R6	Capability gaps	Staff lack required skills for implementation	High	Skills assessment, targeted training, mentoring, capacity building	HR/ Training Section	Biannual skills gap and training evaluation
R7	Weak accountability systems	Lack of ownership leads to delays and incomplete tasks	Medium	Define roles, strengthen governance, monitoring frameworks	Governance/ Project Managers	Quarterly governance and compliance review
R8	Poor implementation frameworks	Weak planning disrupts execution and milestone achievement	High	Detailed plans, timelines, action steps, review mechanisms	Project Leads	Monthly implementation progress review
R9	Siloed structures & coordination gaps	Limited collaboration affects coordination and information sharing	Medium	Cross-functional teams, joint planning, knowledge-sharing platforms	Department Heads	Biannual collaboration effectiveness review
R10	Partnership & stakeholder risks	Weak engagement or misalignment affects outcomes	Medium	Partnership agreements, consultations, alignment of objectives	Project Leads/ External Relations	Quarterly stakeholder review meetings
R11	External & environmental risks	External shocks disrupt implementation and progress	Medium	Scenario planning, contingency plans, adaptive implementation	Strategy & Risk Team	Annual external risk and readiness review

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