

**EDUCATION FOR A LEARNING SOCIETY: POLICY STATEMENT**

Ministry of Education, 2000. Available at

[http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/seychelles\\_education\\_for\\_a\\_learning\\_society.pdf](http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/seychelles_education_for_a_learning_society.pdf)

**Rationale of the policy**

The Ministry of Education seeks to build a coherent and comprehensive system of quality education and training that reflects shared universal and national values and empowers individuals to fully participate in social and economic development. There had been many changes in the education system as well as in Seychellois society since the Ministry of Education's preceding comprehensive policy document, Education for the New Society, which was published in 1985. The following policy, which was introduced in 2000, should be brought to life by teachers and educators who allow its philosophy and values to permeate every aspect of their professional practice.

**Concept of lifelong learning**

Lifelong learning is considered to be the basis for the creation of a society capable of transforming the challenges of change into opportunities for learning and growth. The policy therefore seeks to encourage a proactive attitude towards lifelong learning. The title of the policy, Education for a Learning Society, emphasizes the ongoing nature of learning. It conveys a vision of a Seychellois society that is alert, responsive and proactive. Such a learning society remains firmly in control of its own destiny by embracing change without losing contact with the values that constitute its identity.

**Main challenges**

The policy does not define specific challenges for the education system. The forces of globalization are seen as an overall challenge that the education system needs to adapt to: market forces and advances in communication technology are accelerating the trend towards globalization and interculturalism. One of the main challenges for young people, therefore, is to play their part as dynamic agents of change while maintaining a sense of identity and continuity. This is also the challenge for education today.

**Main targets and measures**

The policy targets all age groups and all educational sectors except higher education. The Tertiary Education Act was consolidated in 2012.

The policy describes general goals to be reached within each education sector, including planned measures such as:

- **Non-formal early childhood education:** gradual adaptation to the rhythm and structure of the school day; allowing for different paces of development of children without forcing highly structured and controlled learning activities on them
- **Early childhood education:** close collaboration between parents and schools; promotion of use of the native language
- **Primary education:** development of a love of learning; provision of opportunities to learn through experience and practical experimentation
- **Secondary education:** broad, balanced education; provision of support for career choices in the form of personal and educational counselling and careers guidance
- **Further education:** wide array of courses with flexible structures for different entry levels; the possibility of accumulating credits towards recognized qualifications; wider opportunities for the participation of both men and women in technical and vocational education and training programmes
- **Adult learning and distance education:** cost-effective and flexible mode of delivery using new information and communication technologies; opportunity for adults to develop specialized functional skills and acquire higher educational qualifications

- **Teacher education and professional development:** active promotion of peer dialogues for teachers on professional matters and classroom action-research as a practice of constant reflection on their teaching

### Particular feature of the policy

To meet the challenges of globalization, education should be firmly rooted in the history and cultural traditions of Seychelles while at the same time acting as an agent of transition and transformation. To ensure this, the strategy follows seven principles: the first three principles – equity, quality and accountability – relate to operational goals of the education service. The other four principles relate to the terminal goals of education programmes in all education sectors:

- **Education for empowerment:** development of self-esteem and autonomy; enhancement of decision-making and problem-solving skills; generation of positive attitudes to learning as a lifelong activity; development of effective communication, interpersonal skills and sound judgment in matters of morality, ethics and social justice
- **Education for productivity:** development of a work ethic for a reliable, industrious work force; generation of adaptability to change; development of entrepreneurship, creativity and resourcefulness; development of an understanding of the national and global economy, consumer education and teamwork skills
- **Education for social cohesion:** creation of cultural awareness and consolidation of national identity; encouragement of democratic engagement; development of skills for conflict resolution, acceptance and appreciation of differences; education for citizenship and social responsibility; strengthening of relationships between generations
- **Education for global participation:** commitment to environmental protection and principles of sustainability; building a culture of peace and harmony; development of a sense of regional identity and competitiveness on the world market through development of human resources

*Relevant documents that the strategy refers to:*

- Seychelles. Ministry of Education. 1985. *Education for the New Society*

*Stakeholders involved in the development of the strategy:*

- [Ministry of Education](#)
- Educational Planning Council
- National Vocational Training Board

*Further readings and web links:*

- [National Qualifications Framework](#)
- [Tertiary Education Act](#)
- [National Distance / Open learning Policy](#)
- [Seychelles Qualifications Authority](#)
- [Agency for National Human Resource Development](#)
- [Adult Learning and Distance Education Center](#)
- [Education Reform Action Plan](#)