



*Seychelles  
University Foundation*

**Strategic Plan 2007-2009**

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## **ACRONYMS**

ACCA – Association of Chartered Certified Accountants

AG – Attorney General

ALDEC – Adult Learning and Distance Education Centre

CILT – Chartered Institute of Logistics and Transport

CIM – Chartered Institute of Marketing

CISCO -

ICT – Information and Communication Technology

IF – Institution Fit

IGNOU – Indira Ghandi Open University

IMO – International Maritime Organisation

INSET – In Service Training

IT – Information Technology

IUFM – Institut Universitaire de formation des Maitres

FDI – Foreign direct Investment

MOU – Memorandum of Understanding

MTC – Maritime Training Centre

NIHSS – National Institute of Health and Social Services

NAMAC – Naval Maritime Academy

NGO – Non-Governmental Organisation

NIE – National Institute of Education

PPI – Principal Partner Institutions

SHATEC – The Singapore International Hotel and Tourism College

SIM – Seychelles Institute of Management

SIT – Seychelles Institute of Technology

SLA – Service Level Agreement

SPI – Secondary Partner Institutions

SQA - Seychelles Qualification Authority

STA – Seychelles Tourism Academy

SUF- Seychelles University Foundation

SWOT – Strength, Weakness, Opportunities and Threats

TBD – To Be Determined

UNISA – University of South Africa

## I. Introduction

On the 18<sup>th</sup> June 2007, on the occasion of the Seychelles National Day, the President of the Republic, Mr James Alix Michel made a historic announcement – the creation of the Seychelles University Foundation, with the mandate to establish the first University of Seychelles. In his statement he outlined the vision for the further development of education in Seychelles and how this will contribute to achieving the development goals of the country and transforming it into a knowledge-based society.

The establishment of the first national university provides a number of strategic opportunities especially as the Seychelles strives to create a learning, exploring and innovation environment relevant to the needs of the country. Besides providing expertise in crucial fields the University will also encourage research aimed at addressing the many challenges faced by the Seychelles. It will also work with the private sector to encourage competitiveness.

The University will be designed with a modern outlook to learning, discovering and innovating, making use of modern tools and approaches. The University will be open to all levels of society, including grass roots individuals wishing to engage in professional development and discovery. The University will provide support to local educational institutions and provide a framework for further professional development. The University will also recruit/enrol international students, with the aim of developing particular centres of excellence which capitalise on local resources and expertise.

On the 27<sup>th</sup> July 2007 the Seychelles University Foundation was incorporated as a not-for-profit organisation under the laws of Seychelles.

Its logo was launched on the 31<sup>st</sup> August 2007 and at a workshop on the 27<sup>th</sup> October 2007, details of its first strategic plan were developed. Despite the numerous challenges that the Foundation will face in the development of the University, this document annotates a bold commitment to a strong vision, as well as summarising the strategic initiatives and actions that will achieve that vision.

## **II. Purpose**

The purpose of this Strategic Plan is to provide a road map for the first two years (2007-2008) of the Foundation's operation. This short-term plan is precursor to a longer term strategic document which will be developed through an enhanced participatory process in 2008.

This initial strategic planning effort has involved only the members of the Seychelles University Foundation Board, informed by and incorporating consultations with a limited number of organisations. The formulation of the Strategic Plan involved visioning exercises, strategic analysis methods (environment scanning, SWOT analyses, Five Forces model), and the logical framework approach; all used to determine the required priority activities and actions. This strategic analysis has shown that the role of the Foundation is not only to establish the University but to underwrite an increasingly knowledge-based society in the future. The University attains its meaning and impact within this context.

The Plan also serves to support seed-funding. It identifies the main strengths and weaknesses relevant to this mission and also comments upon the potential opportunities such an endeavour would manifest.

### **III. Vision and Mission**

#### ***Vision***

**‘The University of Seychelles will operate as a centre of academic excellence for the future prosperity of the Nation’**

The aim of establishing a University of the highest pedigree is an ambitious one for a small island nation. The institution will need to be able to contribute to environment enhancement, economic development and social prosperity. The foundation of the University arises from an identified need and as an important prerequisite for future social, cultural and economic growth.

#### ***Mission***

The mission of the Foundation is:

1. To unlock the Seychellois potential for sustainable economic and cultural growth by aligning resources to the long-term development strategies of the nation.
2. To create a high profile environment for life-long learning, research and technological advancement through partnerships with leading international institutions.
3. To serve as a hub for the development of a knowledge-based society by interfacing with all sectors of the Seychelles economy and society, inclusive of emerging markets.

#### ***Core Aspirations***

The core aspirations are:

The establishment of a university in Seychelles that creates and promotes an innovative learning environment relevant to the needs of the country.

The design of the University with a modern outlook to learning, discovery and innovation.

The opening of the University to all levels of society, including grass roots individuals wishing to engage in professional development and discovery.

The cultivation of a commitment to the betterment of people within the community and the demonstration of responsibility towards society as a whole.

The strengthening of the Seychelles identity, with its human values and its unique island and marine features

The promotion of research and development that build on existing strengths and seize emerging and innovative opportunities in skills and knowledge development.

## ***Core Business***

In order to focus on critical strategic issues it is necessary to define the core business of the Foundation

The core business is to meet the needs of domestic and international students by providing internationally recognised qualifications and a skill set ready for the employment market, whilst providing a unique university experience.

Supporting the private sector and other organisations by generating graduates who are productive and innovative, through joint partnerships with the private sector and the development of outreach programmes as part of the University curricula.

Meeting the expectation of parents, public sector and government by establishing an internationally recognised university at an affordable cost.

Delivering courses and qualifications which lead to comfortable professional entry level employment access.

Developing a international student cohort and offer regional and international leadership within our core areas of competence.

Supporting other educational establishments and the population in general by providing an excellent conduit for life-long learning, for human progress, research and knowledge development.

## IV. Strategy

### ***Statement of Strategic Intent***

The mandate of the Foundation is to explore, develop and implement tertiary level education in Seychelles. This implies mobilising resources and engaging donors to develop campus facilities for the University of Seychelles. Our ultimate goal is through partnerships with reputable academic institutions to develop the University of Seychelles as a centre of excellence for tertiary education in our region.

### ***Environmental Analysis***

A number of major trends are likely to shape the outcome of the University of Seychelles;

**The Seychelles economy is booming, with high levels of foreign direct investment creating the need for employment, especially at professional level.** However, with uncertainties in the credit market at the international level it is evident that this level of FDI will not be sustained in the long-term, meaning that the country will have to develop the ability to generate wealth over and above the level of current FDI to maintain economic growth. Such high levels of investments have opened up significant job opportunities at graduate entry level.

**In 2002, the number of young people under the age of 25 in Seychelles** stood at 36999. Whilst population growth rate in Seychelles is slowing down, with the current fertility rate standing at 2.11%, there is potential for a significant student base in the medium term. In the long-term the client base of the University is expected to be a combination of local and international students. Standards in schools will however, need to improve if access to university courses is to be maximised for Seychellois.

**Social values and lifestyles are, however, eroding despite significant economic progress.** Drug abuse, teenage pregnancy, school drop-outs are on the increase and traditional, moral, ethical and spiritual values are fast eroding. Such trends will affect the performance of the University unless measures are implemented to address these issues. In the long-term, however, the University can create a positive and supportive environment for its students.

**Recent developments in information technology and the convergence of other forms of technology present other opportunities for economic development.** With globalisation the development and growth in many high-end services is possible even in physically isolated nations. The University will provide a platform for the development and delivery of such services.

**The Government of Seychelles seeks to encourage the further participation of the private sector in the Seychelles economy.** Efforts by government to reduce the public sector share of the employment market are in progress. The private sector will be encouraged to play a greater role in the economy of Seychelles. Partnerships will be further strengthened under current government policy designed to streamline government and privatise a number of state enterprises. However, privatisation has been a relatively slow process.

**The Foundation has the full support of the Government, and is supported by the National Assembly.** Seychelles is fast becoming a conducive destination for training and education and, with political stability spanning several decades. Public opinion is very positive; however there is some scepticism regarding the sustainability of the project.

## ***SWOT Analysis***

A SWOT analysis is a standard tool used in strategic analysis and provides a framework for generating viable alternatives within a development matrix. The tool allows an organization to evaluate internal situations (Strengths and Weaknesses) and external environmental forces (Opportunities and Threats). The major issues facing the Foundation, and ultimately the university, are summarized below.

### **Strengths**

- There is full political support for the Board and the project/mission
- The members have varied talents, background and possess transferable skills
- The Board is made up of a mix of members from government and private sector; and there is representation from a number of different educational institutions
- There are good global connections and support systems
- There is increasingly widespread awareness of the Foundation and its work
- There is adequate allocation of resources thus far

### **Weaknesses**

- There is a very tight schedule for the Foundation to set up the university
- There is limited experience among the members in setting up a university
- There is a lack of Support Staff to assist with the day to day activities of the Foundation
- Availability of funding is presently restricted
- There is some inconsistency in approach

## **Opportunities**

- The university is being started from scratch and can therefore draw upon established practice globally
- There is a high degree of autonomy – quick decision making is possible
- The setting up of the University has regenerated the debate on human resource & education policy
- Stakeholders are being brought together
- It will allow for the auditing /coordinating and inclusion of existing autonomous higher level education institutions
- There would ultimately be a national framework for tertiary education in place, with the University at its core

## **Threats**

- The creation of the University is seen as leading to competition with existing institutions aiming to offer tertiary level programmes
- Meeting the fund raising target
- Spiralling construction costs could inhibit realisation
- Poor internet connectivity could hinder access to communication and retard the development of new opportunities
- Partnerships with international universities could be costly. The Foundation will need to ensure that partnership are not to the disadvantage of the University as a result of poor negotiations
- National credibility needs to be established and nurtured.

## ***Five Forces Analysis***

Porters five forces analysis was undertaken to evaluate the various forces defining the university market in Seychelles. The Board is of the view that a business-oriented approach is critical to ensure the sustainability of the University in the long-term. Whilst Porter's five forces model does not take into consideration other societal benefits and values arising for the establishment of the University, this bare-bones approach allowed the team to look at the competitive forces that will shape the university.

### **The threat of potential competitors**

Potential competitors to the University of Seychelles include other universities, especially those in Europe and Australia, where the majority of Seychellois want to go to study. Some large companies in Seychelles have already established corporate universities and many hotel chains also have their own training facilities. The threat of expansion and acceptance of virtual universities is real and could compete directly with the university.

To encourage students to identify the University of Seychelles as a viable institution in partnership with existing top universities, with good reputation, need to be established.

This will lead to international recognition and validation of qualifications offered. Training overseas and establishment of corporate universities can be a costly endeavour, so by offering absolute cost advantages the University of Seychelles will be able to maximise its revenue base and also lower its costs. It will also be able to provide immediate access to the industry due to its size and advance access to job availability and similar data.

The sustainability of the University is an important issue, with clear reference to the issue of economies of scale. Expanding the remit of the University to include international students will bring in additional revenue, increase cohort sizes and justify investments into new areas of study. The University will remain relatively small, with subsequent absolute advantages, allowing operations to focus on niche services and academic standards.

There is a need to ensure that the appropriate government regulations are in place as a priority. There is currently no legal framework for the establishment of universities, although some tertiary level institutions are operating under the Education Act 2005.

Although there should not strictly be any barriers to entry of alternative institutions, this is a national initiative; the University of Seychelles will be the sole operator and will play an important role in the approval process of other institutions. There would also be logistical difficulties in terms of access, especially at the Anse Royale campus. The cost of creating effective institutions infrastructures will be high. Lack of connectivity also presents a major difficulty for other institution to enter the market. .

### **Competition amongst universities and other tertiary level institutions**

Competition among other institutions of a similar nature is a concern as many of these institutions have invested resources, often from Government, to set up and provide services. However, most of these institutions have been operating in a fragmented environment and some form of consolidation will generate benefits, including economies of scale savings. Competition with tertiary establishments in the region was seen to be more of an immediate threat, especially those in Mauritius, Reunion and mainland Africa. As a result the competitive structure in Seychelles would feature as a monopolistic structure, albeit with interfaculty and course level competition.

The demand conditions were difficult to assess within a short period and this was identified as a critical future requirement. However conditions will improve if the University focuses not only on fresh graduates but also mature students, and part time students. It was estimated that this may include 20-40% of the workforce, not accounting for the potential of the University to compete for international students. Niche opportunities could be identified, relative to the quality of life and the fact that the English and French are both official languages.

Cost and profitability factors are important, although it is likely that the University will be a not-for-profit institution. Cost of living, inflation and currency fluctuations will have significant impact on the development and sustainability of the University. Efforts to enhance corporate contributions will need to be continuously explored.

It is also important to consider worst case scenarios and have relevant exit barriers or opportunities in reserve. Opportunities could include selling off the project as a private sector initiative, or reverting to sectoral tertiary level educational institutions.

### **The bargaining power of customers**

The University's customers will include a number of specific groups and a broader range of national stakeholders. These include students, the business sector, parents, government, non-governmental institutions and the international community

The number of students would be partly dependent upon two key factors: the availability of resources and the cost of programmes. The cost of attending university should not be a deterrent to those Seychellois who meet the entry requirements for university studies.

Customer purchasing power would depend on many factors: the availability of foreign exchange (increasing the incentive to send selected students to other competitive universities outside of Seychelles); the availability of preferential loans (to enable easy access to resources for further education); incentives to generate savings for education (dependent upon government mechanisms to encourage saving for education) and flexible payment arrangements by the University. Should all these factors improve as expected then stakeholders will be able to exert pressure on the University to excel competitively in the further education market. As a result, the cost difference with other competitors would be significant at the initial stage but would decrease as the University offered higher quality courses. The emerging reputation of the University will also be a positive factor. The lobbying power of customers will be a very strong influence in the long-term.

### **The bargaining power of the University**

The bargaining power of the University during its initial foundation stages will be rather weak, as it will need to present and reinforce the notion that a university in Seychelles can be as good as one anywhere else. Potential substitutes are not considered to be an issue of immediate concern, although there are a number of emerging and ongoing tertiary education services being provided in Seychelles. Much emphasis will be placed on the value of the customer in order to ensure the provision of personalised delivery within a secure and conducive working environment. In view of the size of the University and its strategy to align its operations to the needs of the country, it will not seek to provide courses in all the disciplines. Rather, the strategy is to focus on differentiation

and enter into specialised niche areas. This approach may enhance the University's attractiveness to international students.

### **Threat of substitutes**

A number of substitutes may threaten the sustainability of the University of Seychelles. Disruptive technologies such as online learning may cause a radical shift into virtual learning, allowing other universities to generate custom from the local market. Distance learning may also be a threat, although this may have limited impact as legal requirements have to be met for local recognition of the degrees or modules taken. These opportunities could be combined within the Open University option so that it does not compete directly with the University. On the other hand this may be seen as an opportunity to consider the potential of virtual learning at the University.

Corporate tertiary education, promoted by large corporations, offshore companies, and religious institutions, and by international membership organisations such as the ACCA, Microsoft Certified certification courses, among others, could be seen as alternative options.

The employment market could discourage long-term university studies, especially in areas of high demand. Since a long-term study is relatively costly, employers may expect their staff to engage in shorter-term training, rather than go to university. This trend has been shown to be of particular concern where pre-university salaries are relatively attractive and when university graduates and those who have not gone to university attain parallel levels of promotion. This could also generate a higher market demand for pre-university and in-service training. In the short-term, this is expected to happen, as demand in the job market increases.

An assessment of past selections by students shows that there is strong bias towards courses that entail studying outside of Seychelles. Since the University will not be able to provide studies in all disciplines there is a risk that students will choose those disciplines that will still entail overseas studies. This bias will reduce in the long-term as the University builds its reputation as an equally reputable institution. There is also the cultural bias of islanders that could come into play in terms of wanting to experience another way of life. Opportunities for external/overseas experiences for students studying at the Seychelles University will need to be explored.

## V. Strategic Plan

The primary objective of the SUF Strategic Plan is to facilitate the design of the new institution, create a blueprint for its faculty and programme structure and determine the main overseas institutional partner or partners for the University. A number of priorities have been identified for the Foundation's first phase of operation,

- Creation of an IT Hub, in effect the first physical manifestation of the University, designed to provide both support for the faculty structure to come, and also deliver discrete ICT courses
- Identification of Principal Partner Institution/s (PPIs)
- Verification of Secondary Partner Institutions, (SPIs), probably through the consolidation and extension of existing agreements between tertiary institutions in Seychelles and overseas tertiary institutions, (such as the Manchester 'twinning' programme).
- Possible incorporation of some existing tertiary institutions in Seychelles within the faculty/programme shadow structure
- Fund-raising
- Maximization of public awareness of, and support for, the University
- Profiling and marketing of the University, both within Seychelles, and in potential overseas markets
- Strengthening of the interface between the University and the business/commercial sector through the establishment of a symbiotic 'outreach' programme
- Clarification of progression routes for life-long learning, working closely with the Seychelles Qualifications Authority
- Formulation of enabling legislation, working closely with the AG's office

Clearly these activities are inter-linked and are not readily separated chronologically. Nevertheless, the individual goals are annotated within the context of a timeline, and their interdependency clarified in the following sections.

### ***Goal 1 – Establishment of the Information Technology Hub.***

**Measurable outcome 1.1:** Completed building, fully kitted, located between the NIE and Ministry of Education Headquarters at Mont Fleuri by January 2009.

#### **Main characteristics:**

- Able to provide ICT support for all university faculties once they are established
- Able to provide such support within a multi-campus context (Faculties)
- Modern design, minimalist and functional, inspirational
- High quality construction and finishing

- Effective and durable/flexible kit
- Flexible teaching/research areas, well resourced and inviting public access areas
- Effective and mutually beneficial links with industry (commerce, industry, parastatals, NGOs)
- Service Level Agreements in place as appropriate (appropriate 'feeder' businesses eg air con maintenance)
- Income generation ex-university fee structure (Private sector, eg for leasing, joint enterprise ventures etc)
- Able to adapt as a structure to future advances in technology; this to be underwritten through design and infrastructure features
- Able to offer multi-level course structures, inclusive of vocational, INSET and pre-undergraduate programmes of study (SQA, non-incorporated institutions in Seychelles, private sector)
- Excellent quality of teaching and support staff (Government of India, later principal partner institution/s)

The IT Hub will underwrite all ICT activity across the University. It will, as per the nature of the discipline, continue to be developed and enhanced more regularly than other aspects of university operations. Indeed, the Hub will be constantly responding to fresh opportunities within the context of ICT in order to maintain a cutting-edge profile and deliver the best possible service to its varied client groups.

## ***Goal 2 - Identification of Principal Partner Institution/s (PPIs) and Secondary Partner Institutions (SPIs)***

Partnership with one or two Principal Partner Institutions which are academic institutions of high international repute is a key pre-requisite to attaining the overall target of commissioning the delivery of locally available, high-quality, affordable and internationally recognized tertiary education through the establishment of the University of Seychelles. In addition, Secondary Partner Institutions with highly successful programmes of specific interest to the Foundation will be identified for partnership of a more focussed and specific nature.

**Measurable Outcome 2.1:** The formulation of a partnership agreement with one or more overseas tertiary institutions of international repute by January 2009.

The identification of one or more PPIs which would;

- work with SUF, government and other Seychelles institutions to establish the University
- formulate the faculty structure and course programmes, in liaison with SUF
- contribute resourcing, expertise and staff to the University, and advising on supplementary requirements
- agree to offer placements for University of Seychelles' students at the main PPI campus where deemed appropriate, typically for one year of a three year course

- agree to award final qualifications bearing the name of the PPI; these qualifications to have equal status with equivalent qualifications issued by the PPI in its domestic context
- contribute to the marketing of the University in the international market
- work with any Secondary Partner Institutions (SPIs) to ensure a seamless quality of delivery across all programmes and at all levels
- monitor and evaluate University activity, inclusive of quality of teaching and standard of resourcing
- determine admissions policies, inclusive of qualification and grade requirements for undergraduate enrolment
- advise the University Board on all aspects of the above, and in so doing inform the future development and viability of the University

**Measurable Outcome 2.2:** Partnerships with a narrower focus and remit, typically where existing and viable agreements between Seychelles tertiary institutions and overseas tertiary institutions have been validated and extended to form part of the University programme by June 2008.

The validation of one or more SPIs which would;

- work with SUF, government, PPIs and other Seychelles institutions to establish the University
- assist in the formulation of the faculty structure and course programmes, in liaison with SUF
- contribute resourcing, expertise and staff to the University, advising on supplementary requirements
- advise the University Board on all aspects of the above, and in so doing inform the future development and viability of the University

SPIs would be confirmed through the auditing process leading to the creation of a competency database.

### ***Goal 3 Development and implementation of a Communication and Information Strategy***

**Measurable Outcome 3.1:** Implementation of a communication and information strategy by April 2008.

The communication strategy to include activities to raise domestic and international awareness of the University through:

- Website
- Print material, including brochures
- Radio and television media – particularly ‘standing items’ and features
- Conferences and workshops
- Physical statements – construction work, large-scale banners/installations

- Education programme in schools – probably the most effective manner would be through a SUF ‘road show’.

Supplementary to the above will be a comprehensive Marketing Plan. This will consolidate and extend the communication and information strategy through the promotion of **product** (qualifications, their currency and potential application) and **experience** (course participation, social, cultural and environmental aspects of studying in Seychelles. The marketing and promotion of the University will be achieved primarily through

- website
- hard copy prospectus
- workshops and events in schools
- open days at both the Seychelles campuses and at the PPIs
- electronic and hard copy mail shots to schools and sixth form colleges in target countries
- concentration on ‘niche’ courses and events, promoting specialist nature of the same

In the final analysis, as with so many things in Seychelles, public opinion, word of mouth and institutional reputation will count for a great deal.

#### ***Goal 4 The establishment of the University infrastructure and support systems***

**Measurable Outcome 4.1:** The University infrastructure and support systems in place by March 2009.

To achieve this goal requires a number of interventions.

- a) Strengthening of the Foundation to be able to deliver on the strategy;
- b) Development of a long-term strategy for the University, including strategic positioning, scope of academic disciplines
- c) Organisation of a conference on knowledge and universities in Africa – this would be the platform for development of the long-term strategy for the Seychelles University and serve as a future platform for promoting academic excellence in Seychelles;
- d) Legislation to provide the legal mandate for the University to be chartered and to operate (in liaison with the AG’s office ;)
- e) Drawing up of the University charter/constitution (with PPIs, private sector and government);
- f) Ratification of the operational structure of the University (as above)
- g) Ratification of resources required

### Legislation

- The University Act will be drawn up by the AG's office. This will provide the legal mandate for the University, with attendant subsidiary legislation to protect and enhance the identity and rights of the University. This should be completed by June 2008.

### Charter

- The University Charter will be drawn up in liaison with the PPIs. It will incorporate the University mission statement within the context of a constitutional framework. However this will not be part of the statutory process, rather it will determine the incorporation of the University ideals into quantitative and qualitative concepts and procedures. This should be completed by the end of 2008.

### Operational Structure

- This will provide a matrix for staffing, accommodation, resourcing, services and administration. This should be completed within 6 months of the ratification of the PPIs.

### Resources required

- This will serve as a requirement portfolio following an audit of needs which will take into account projected student numbers and specific discipline demands. ICT will already be centrally in place, but will need to be augmented in a faculty-specific manner. Library, teaching areas, administration areas etc will need to be audited for resource need. This should be completed no less than 12 months prior to the projected opening of the University.

The accomplishment of the above leads to the following;

- recruitment of staff: teaching, support and ancillary (with PPIs and with due regard to suitable local staff)
- recruitment of management teams (as above)
- formulation of University Board and appointment of senior positions of Chancellor, Vice Chancellor, Registrar etc (as above)
- training/induction of local staff; this will include exchange programmes formulated in liaison with PPIs (with PPIs, private sector, government)
- formulation of quality control and accountability framework, matrix for inspection, monitoring and evaluation of value for money as well as academic outcomes put in place (with PPIs and government)

## **VI. Monitoring and Evaluation**

Translating the broad strategic goals into implementation plans, resources and timetable are the next steps in the planning process. It is important to monitor activities and outcomes, as each step is critical to the next. In order to monitor the effectiveness of the strategic plan, there is a need to link the strategic plan to an appropriate measurement system.

Key questions that must be considered as part of the monitoring and evaluating effort include:

1. Are goals and objectives being achieved or not? If they are, then acknowledge, reward and communicate the progress.
2. If goals and objectives are not being achieved, will the goals be achieved according to the timelines and actions specified in the plan? If not, then why not?
3. Should the deadlines for completion be changed and what should guide such changes?
4. Do personnel have adequate resources (money, equipment, facilities, training, etc.) to achieve the goals?
5. Are the goals and objectives still realistic – should these be reviewed/ changed?
6. Should organizational priorities be changed to put greater focus on achieving the goals?

The Foundation will undertake an annual audit of its activities, in addition to its financial audit as required under the laws of Seychelles.

### ***The Implementation Plan***

The logical framework approach was used to develop the action plan. The logical framework is shown in Appendix 3, and the implementation plan in Appendix 4.

The implementation plan outlines the specific actions that need to be implemented as part of this strategic plan, including key dates, responsible organisations, the main assumptions and risks ( see the next section) and the desired outcomes. The resources and budget required for implementation of these actions will be prepared as a next step in the process.

## ***Risk Analysis***

A risk analysis is important at this stage as it will help to integrate security aspects and make them part and parcel of the overall project's objectives and requirement. The more the two components are in alignment, the less vulnerable and risky the project. The incorporation of the element of risk analysis will also help with budgeting as an amount will have to be devoted towards security aspects, inclusive of protection of the asset, cost to replace damaged or lost asset, value of the asset, etc. Undertaking risk analysis and management of the risk will help prioritise the risk i.e. rank them in order of magnitude. From the analysis management measures/strategies can be formulated and put in place to insulate and cushion the project from unforeseen events.

A number of significant risks have been identified and need to be addressed in the strategic plan.

1. **Escalating costs of procurement and construction** – Rising costs will affect the sustainability of the project and place additional pressure upon the fund raising effort.
2. **Remoteness and access to material resources not available in Seychelles** – These include procurement of some types of construction materials, IT resources and educational resources and material..
3. **Availability of adequate and competent professionals** - Delays in recruitment of appropriate professionals may delay implementation of the project outputs.
4. **Mobilisation of donor pledges within the scope of the implementation plan** – It is inevitable that certain components of the outcomes will be dependent upon the effective and timely mobilisation of donor resources (financial, equipment and in-kind). Delays may arise as some may have extensive bureaucratic procedures.
5. **Win-win partnership with Principal Partnership Institutions** – the need for informed and strong negotiation skills will be required in obtaining the best partnerships for strengthening the position of the Seychelles University.
6. **Finalising strategic fit of existing institutions** – there are a number of national institutions that will require strategic re-orientation to fit within the scope and development of the University. This will require close liaison and negotiation with those institutions.

## Appendices

## **Appendix 1. Strategic Fit Analysis**

Seychelles University Foundation strategic planning needs to consider inclusion within the proposed university framework for existing institutions currently (and historically) offering tertiary programmes in Seychelles.

### **Current status**

- 1.1 A number of institutions deliver tertiary programmes.. These operate autonomously in terms of management, policy and course delivery. Most institutions fall within the remit of the Ministry for Education.
  - SIM (Seychelles Institute of Management)
  - NIE (National Institute of Education)
  - ALDEC (Adult Education)
  - SIT (Seychelles Institute of Technology)
  - Seychelles Polytechnic
  - MTC (Marine Training Centre)
- 1.2 All of the above have, through the Ministry of Education, ‘live’ agreements with overseas centres of tertiary education (reference Annex A doc. ‘Agreements’). The focus and status of each agreement will be audited through the Institutional Fit (IF) process.
- 1.3 SQA (Seychelles Qualifications Authority) is currently preparing to evaluate, categorise and offer equivalence values for qualifications offered through the above programmes. The work of SQA will extend to other institutions, with additional focus upon vocational qualifications and subsequent pathways.
- 1.4 Since the Core Aspirations of the University Foundation include a commitment to ‘open to all levels of society, including grass roots individuals’ (reference SUF mission statement) any strategic planning will need to consider the following;
  - How existing institutions could ‘fit’ within the matrix of the university faculty structure
  - The transferability of existing tertiary courses to a new qualifications matrix
  - The feasibility of continuing existing Memoranda of Understanding following the identification of primary partner/s for the new university
  - Vocational pathways leading to University enrolment (in liaison with SQA)

As a supplementary, SUF will also need to consider access for mature candidates who may not possess standard entry requirements but may be suitable undergraduate candidates on the basis of experience. This issue falls outside the terms of reference for this document. However, in future, the SUF may wish to extend the institutional fit process to include companies, NGOs, parastatals and ministries.

## **Objectives, Goals and Targets**

- 2.1 SUF will meet and liaise with the Directors of the institutions to identify comparable statistical indicators and research outcomes which can be assessed against specific aspects of the SUF Strategic Plan.  
Such indicators would include
  - status and value of qualifications
  - quality of course
  - student numbers, recruitment and retention figures and employment figures post-graduation
  - additional positive benefits – eg research outcomes, economic development etc.
- 2.2 SUF will approach this exercise in the spirit of cooperation and inclusion, with due regard and sensitivity to the perception of threat possibly held within some institutions towards the University.
- 2.3 SUF will consider whether new and pending agreements should be frozen pending the development of the University and the potential for the incorporation of existing institutions within the new University faculty structure.
- 2.4 SUF will consider the status and role of individual institutions and advise the Government accordingly, for example, SIM could be incorporated within the University or could be re-calibrated as a management training centre with retained (or indeed enhanced) autonomy.
- 2.5 SUF will consider and incorporate within its strategic planning the following:
  - Clear action lines regarding the above
  - Monitoring and Evaluation systems
  - Timelines for the above
  - Performance indicators for the above
- 2.6 All of the above is summarized at Appendix B ‘Action Plan for Institutional Fit’

## **Assumptions**

- 3.1 Qualitative and quantitative data is accurate and readily available from institutions
- 3.2 SUF has, within the context of its own strategic planning, clear indicators relating to the faculty structure of the University and, as soon as possible, clear indicators relating to identified partner/s and the consequent expectations, requirements and restrictions that might be imposed upon, and thereby shape, the faculty structure.  
In other words, an Institutional Fit exercise can only be accomplished if we know the shape of the receptacle.
- 3.3 SUF embraces and supports the concept of multi-centre curricula delivery. Two locations are already identified for new developments: Mont Fleuri for the IT Hub, and Anse Royal for the main campus – the ‘mother ship’. If SUF supports the concept of satellite teaching bases then existing institutions may be able to be incorporated not only ideologically but also physically, utilising existing locations. However, due consideration would have to be given to issues of resourcing and quality of accommodation.
- 3.4 That SUF develops a comprehensive ‘pitch’ document, which can be presented to interested potential overseas partner institutions, and that this document includes

proposals concerning the inclusion and incorporation of existing tertiary institutions into the new University faculty structure.

### **Activities**

- 4.1 To initiate an audit of existing tertiary institutions, using a two-part approach.
  - Part 1. An assessment of existing international tertiary level partnerships (see Appendix 2) inclusive of a Cost-Benefit Analysis for each agreement.
  - Part 2. An audit of existing core practice of existing tertiary institutions with the emphasis on potential integration with the SUF faculty framework.

Part 1 would be based upon current performance indicators. Part 2 would also include indicators of an institutional developmental nature
- 4.2 The exercises would be carried out through meetings and documentation.
- 4.3 Outcomes would be through negotiation, with the University faculty framework and strategic development agenda being the most significant determining factors.

## **Appendix 2. Existing Education and Tertiary level partnerships with international institutions**

### **AGREEMENTS BETWEEN MINISTRY OF EDUCATION, OTHER NATIONAL INSTITUTIONS AND OVERSEAS CENTRES OF TERTIARY EDUCATION AND TRAINING.**

#### **1. Agreements Already Signed (Copies of mentioned Agreements are available)**

<b>National Focal Centre/Person</b>	<b>Agreement/Date Signed</b>	<b>Focus of Education &amp; Training</b>	<b>Status of Implementation</b>	<b>Lesson Learned &amp; Implications for Future Negotiations</b>
<b>1. Director, Seychelles Polytechnic</b>	<b>Memorandum of Understanding with Manchester University (2005)</b>	Graduate partnership programmes in specific areas.	<p><b>Benefits to date</b></p> <ul style="list-style-type: none"> <li>• New and modern facilities put in place</li> <li>• A new wing was added to the Polytechnic campus comprising of new computer lab, classroom and extension of the library.</li> <li>• Installation of security system in the library</li> <li>• Library system was computerized.</li> </ul> <p><b>Positive aspects of the agreement</b></p> <ul style="list-style-type: none"> <li>• Opportunity to offer degree level courses</li> <li>• Staff trained to masters level.</li> </ul> <p><b>Negative aspects of the agreement</b></p> <ul style="list-style-type: none"> <li>• Certain modules might not be relevant to Seychelles context.</li> <li>• Not always possible to get access to journal articles, as you need to subscribe.</li> </ul>	<p>(i) Need for installation of specific facilities to meet required standards for delivering a university degree level course.</p> <p>(ii) Capacity to maintain standards set as per university requirements.</p> <p>(iii) Provision for adaptability of courses to better suit local needs.</p> <p>(iv) Challenge of recruiting full-time members of staff given the present remuneration package.</p>

National Focal Centre/Person	Agreement/Date Signed	Focus of Education & Training	Status of Implementation	Lesson Learned & Implications for Future Negotiations
			<ul style="list-style-type: none"> <li>• Some delays in getting lecture notes on time from the lecturers in Manchester.</li> <li>• Difficulty to recruit full time staff on the programme.</li> </ul> <p><b>Views on the future of the agreement</b> The partnership is working very well and the programmes has been very successful to date.</p> <ul style="list-style-type: none"> <li>• The possibility of offering other degree courses with University of Manchester, other than the BA (Econ) and BA in International Business, Finance and Economics, could be explored.</li> </ul>	
<p><b>2. Director, Seychelles Institute of Technology</b></p>	<p><b>2.1 Memorandum of Understanding with Mauritius regional Academy (2005)</b></p>	<p>Certificate level studies in CISCO/Hardware and Networking</p>	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• CISCO is a prestigious awarding body for computer networking courses.</li> </ul> <p><b>Negative Aspects</b></p> <ul style="list-style-type: none"> <li>• Far too expensive.</li> </ul> <p><b>Future of Agreement</b></p> <ul style="list-style-type: none"> <li>• To consider terminating the agreement once the IT Centre is operational.</li> </ul>	<p>(i) Need for specialist trainers to be fully attached to the training providers.</p> <p>(ii) Cost implications in ensuring that specialist trainers are re-trained every two years.</p>

National Focal Centre/Person	Agreement/Date Signed	Focus of Education & Training	Status of Implementation	Lesson Learned & Implications for Future Negotiations
	<p><b>2.2 Memorandum of Understanding with Bolton Institute (2001)</b></p>	<p>Graduate and Post-Graduate level studies in the Engineering fields.</p>	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Provides opportunity for localization of SIT Staff.</li> <li>• Advanced Diploma holders can enter in their related degree courses</li> </ul> <p><b>Negative Aspects</b></p> <ul style="list-style-type: none"> <li>• Little concessions on course fees</li> </ul> <p><b>Future of Agreement</b></p> <ul style="list-style-type: none"> <li>• To maintain until a better provider can be identified in the region</li> </ul>	<p>(i) Any future agreement should make provision for Bolton to place our candidates in other institutions, on the same terms and conditions for other engineering-related specialist courses that it is not catering for, such as Refrigeration &amp; Air Conditioning, Marine Engineering, etc.</p>
	<p><b>2.3 Inter-Boarding Agreement with City &amp; Guilds of London (November 2000)</b></p>	<p>Awarding Body to Diploma &amp; Advanced Diploma courses in Engineering &amp; Construction industry fields</p>	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• International recognition for SIT diploma courses.</li> <li>• Advanced Diploma Holders can join 2<sup>nd</sup> year of related degrees courses in UK.</li> <li>• Motivating factor for staff</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Increasing costs as number of externally examined modules increase.</li> </ul> <p><b>Future of the Agreement</b></p> <ul style="list-style-type: none"> <li>• Will not be necessary when capacity of external verifiers &amp; examiners in the required range of specialist fields is available locally/regionally</li> </ul>	<p>(i) Direct contact with main office in U.K preferred for all communications.</p> <p>(ii) City &amp; Guilds should provide examination paper reports for examinations taken.</p>

National Focal Centre/Person	Agreement/Date Signed	Focus of Education & Training	Status of Implementation	Lesson Learned & Implications for Future Negotiations
3. Director, Maritime Training Centre (MTC)	Memorandum of Understanding with Maritime Academy of India (NAMAC) (2002)	Improving qualifications of MTC trainers in Marine Engineering and Navigation.	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>MTC trainers benefited from an IMO Mandatory Course</li> <li>MTC obtained training equipment.</li> </ul> <p><b>Positive Aspects</b></p> <ul style="list-style-type: none"> <li>Very good bilateral cooperation in place between India-Seychelles.</li> <li>Indian expertise in maritime &amp; capacity building can be accessed at reasonable costs.</li> <li>Example of South-South Co-operation.</li> </ul> <p><b>Future of Agreement</b></p> <ul style="list-style-type: none"> <li>Need to re-dynamise and sustain the agreement</li> </ul>	<p>(i) Need to follow-up and keep abreast of related developments.</p> <p>(ii) Need for key person to monitor &amp; evaluate implementation progress and prepare regular progress report.</p> <p>(iii) Need for feasibility study, risks &amp; benefits analysis before drafting/signing MOU.</p> <p>(iv) Need to consider the degree to which MOU can assist in responding to national/ international Human Resources needs.</p>
4. Chief Executive Officer, Seychelles Institute of Management (SIM)	4.1 Tuition Provider List with Association of Chartered Certified Accountants ACCA (1993)	Professional Qualifications in Accounting	<ul style="list-style-type: none"> <li>Course is attractive to students.</li> <li>The current training is in high demand on the job market.</li> <li>The students can obtain their Degree in Applied Accounting after completing level 2.</li> </ul>	(i) ACCA has a very commercial orientation. As such, criteria for admitting students are sometimes low. Students enrolled on ACCA courses do not always have the capacity to follow the courses. Need to have in place 'local criteria' to 'weed-out' non committed students.
	4.2 Accreditation with Chartered Institute of Marketing (CIM) 1997	Certificate and Diploma level studies in Marketing	<ul style="list-style-type: none"> <li>Courses are attractive to students.</li> <li>They can progressively build</li> </ul>	(i) No significant challenges.

			up their qualifications to Degree level.	
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<b>National Focal Centre/Person</b>	<b>Agreement/Date Signed</b>	<b>Focus of Education &amp; Training</b>	<b>Status of Implementation</b>	<b>Lesson Learned &amp; Implications for Future Negotiations</b>
	<b>4.3 Memorandum of Understanding with Chartered Institute of Logistics &amp; Transport (CILT) 2007</b>	Certificate and Diploma level studies in Logistics and Transport	<ul style="list-style-type: none"> <li>• Course is attractive to students.</li> <li>• They can progressively build up their qualifications to Advanced Diploma and MSC level.</li> </ul>	(i) Considerable amount of research required initially as a lot of issues have not been clearly laid down/communicated.
	<b>4.4 University of Surrey (August 2004)</b>	Master of Business Administration	<ul style="list-style-type: none"> <li>• 2 cohorts of students went through the programme</li> <li>• The programme was halted when University of Surrey faced difficulties to repatriate the part of the fees paid in rupees. There is still a cohort outstanding as part of the agreement.</li> </ul>	(i) Need to ensure availability of foreign exchange to sustain the project to its end.
<b>5. Director Adult Learning &amp; Distance Education Centre (ALDEC)</b>	<b>5.1 Memorandum of Understanding with the University of South Africa (UNISA) (2003)/ Renewed in 2005</b>	Graduate level courses in a variety of fields through distance mode.	<ul style="list-style-type: none"> <li>• Positive work liaison established with UNISA</li> <li>• Memorandum is renewable.</li> <li>• No limitation on number of students that may be enrolled.</li> <li>• Minimum difficulties in enrolling students.</li> <li>• New agreement awaiting finalization from Attorney General's Office before signing.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important that the MOU with UNISA is always valid otherwise UNISA will not provide information about students</li> <li>• Students can enroll on any course they want</li> <li>• UNISA provides flexible enrollment levels to students</li> <li>• Payments need to be made on time otherwise students will</li> </ul>

				<p>not be enrolled</p> <ul style="list-style-type: none"> <li>• Students enrolled on courses are doing well</li> <li>• Students are allowed to access UNISA's portal</li> <li>• Courses are cheaper than most universities</li> <li>• Master courses are not too favourable with students as they only comprise research paper.</li> </ul>
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<b>National Focal Centre/Person</b>	<b>Agreement/Date Signed</b>	<b>Focus of Education &amp; Training</b>	<b>Status of Implementation</b>	<b>Lesson Learned &amp; Implications for Future Negotiations</b>
	<b>5.2 Memorandum of Understanding with Indira Gandhi University (2005)</b>	Graduate & Post Graduate level studies by distance mode in a variety of areas.	<ul style="list-style-type: none"> <li>• Memorandum prepared. Awaiting finalization from Attorney General's Office before signing.</li> </ul>	(i) IGNOU will not allow ALDEC students to enroll unless MOU is signed.
<b>6. Director National Institute of Education (NIE)</b>	<b>6.1 Memorandum of Understanding with Edith Cowan University, Australia (2000)</b>	Graduate and under graduate level studies in a variety of teaching areas.	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Main avenue for large group of graduate teacher training and capacity building</li> <li>• Local component of training recognized as part of the graduate course.</li> </ul>	<p>(i) NIE's diploma courses are more or less equivalent to third year of ECU's B Ed. Course.</p> <p>(ii) We have so far been able to send students in some subject areas at secondary levels in spite of the dire need for training in other subjects and levels.</p>

				(iii) Locally conducted courses developed externally should have greater input by local partners.
	<b>6.2 Memorandum of Understanding with Lincoln University (2004)</b>	Graduate and Post-Graduate studies in education leadership.	<ul style="list-style-type: none"> <li>• Memorandum is for a five year initial period (2004-2008/9)</li> <li>• 37 school managers trained to MBA level to date.</li> <li>• Project transferred under Warwick University as of December 2006.</li> </ul> <b>Future of Agreement</b> Partnership with Warwick University to be maintained with possibility of expanding in the other areas of teacher training.	(i) In future, similar projects should be attached to an institution rather to an individual.

<b>National Focal Centre/Person</b>	<b>Agreement/Date Signed</b>	<b>Focus of Education &amp; Training</b>	<b>Status of Implementation</b>	<b>Lesson Learned &amp; Implications for Future Negotiations</b>
	<b>6.3 Memorandum of Understanding with Institut Universitaire de Formation des Maitres (IUFM) de la Reunion (2004)</b>	Exchange of trainees in French teacher training	<b>Benefits</b> <ul style="list-style-type: none"> <li>• Exchange started in 2005</li> <li>• NIE received 10 trainees from Reunion in March 2005.</li> <li>• NIE sent 10 trainees to Reunion in April 2005</li> <li>• No further exchanges since then</li> </ul> <b>Negative Aspects</b> <ul style="list-style-type: none"> <li>• Initiative costly and difficult to sustain.</li> </ul> <b>Positive Aspects</b>	(i) The exchange is an enriching experience but costly. (ii) In future smaller group exchange would need to be considered to ensure sustainability.

			<ul style="list-style-type: none"> <li>• Initiative educationally worthwhile</li> </ul> <p><b>Future of Agreement</b> Financial sustainability for both parties a major determinant.</p>	
	<p><b>6.4 Memorandum of Understanding with Centre of Applied Linguistics, Besançon</b></p>	<p>Graduate &amp; Post Graduate studies in French teaching.</p>	<p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• NIE trainees can do the final two years of the 4 year degree programme in French language teaching in Besançon.</li> </ul> <p><b>Future of Agreement</b> Should be maintained. Presently main source of training in French language teaching at degree level.</p>	<p>(i) Excellent training venue but some candidates never returned.</p>

## Summary

<b>Institutions</b>	<b>Number of Partnership Agreements in Place</b>
<b>Seychelles Polytechnic</b>	01
<b>Seychelles Institute of Management</b>	04
<b>National Institute of Education</b>	04
<b>Seychelles Institute of Technology</b>	03
<b>Adult Learning and Distance Education Centre</b>	02
<b>Maritime Training Centre</b>	01

**AGREEMENTS BETWEEN MINISTRY OF EDUCATION, OTHER NATIONAL INSTITUTIONS AND OVERSEAS CENTRES OF TERTIARY EDUCATION AND TRAINING.**

**2. Agreements being Negotiated**

<b>National Centre/Person</b>	<b>Focal</b>	<b>Agreement under Negotiations</b>	<b>Focus of Education &amp; Training</b>	<b>Expected date of finalizing discussions/agreement</b>	<b>Status from Negotiations</b>
<b>1.0 Principal, Seychelles Tourism Academy (STA)</b>		<b>1.1 Shanon College/ University of Hotel School and Tourism, Ireland</b>	Graduate level studies in Hotel and Tourism for Technical Lecturers.	February 2008	
		<b>1.2 ITM International Tourism Management College/University Austria</b>	Graduate level studies in Hotel and Tourism for Technical Lecturers.	December 2007	ITM is committed but cost for implementation is very high-Attachment for one lecturer per week is Euro 800. Negotiations for implementation still underway.
		<b>1.3 SHATEC Singapore Hotel &amp; Tourism College</b>	Graduate level studies in Hotel and Tourism for Technical Lecturers.	December 2007	Seychelles committed but Singapore taking more time than expected to come up with propositions. Implementation expected to start in February 2008.
<b>2.0 Director, National Institute of Health and Social Services (NIHSS)</b>		<b>2.1 University of Kwa Zulu Natal</b>	Graduate and Post-Graduate training for nurse practioners.	January 2008	

	<b>2.2 Centre Hospitalier Department Felix Guyon, Sud Reunion</b>	Exchange of Nursing Students.	September 2008	Not finalized.
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<b>National Focal Centre/Person</b>	<b>Agreement under Negotiations</b>	<b>Focus of Education &amp; Training</b>	<b>Expected date of finalizing discussions/agreement</b>	<b>Status from Negotiations</b>
<b>3.0 CEO, Seychelles Institute of Management (SIM)</b>	<b>3.1. Civil Service College (Singapore)</b>	Development and Provision of Training for the Public Service.	2008 (January-February)	<ul style="list-style-type: none"> <li>• Indications show that Tuition Providers are very expensive.</li> <li>• May need to review decision.</li> </ul>
	<b>3.2 . Strathmore University (Kenya)</b>	Provision of graduate and post graduate level instruction in accounting.	October 2007	<ul style="list-style-type: none"> <li>• Agreement signed.</li> <li>• Early indications positive.</li> </ul>
	<b>3.3 Institute of Public Administration (Ireland)</b>	Provision of Certificate and Diploma level studies in a range of Public Sector specific areas.	2008	
<b>4.0 Director, National Institute of Education (NIE)</b>	<b>University of Warwick</b>	Graduate level training for teachers.	2008	
<b>5.0 Director Maritime Training Centre (MTC)</b>	<b>5.1.L'ecole *1 D'apprentissage, Maritime de La Reunion</b>	Training of Trainers and exchange programme	November 2007	Not finalized
	<b>5.2 SWITCH * 2 Affaires Maritime Française, Fort de France, Martinique</b>	Training of Skippers in Yachting and Sailing.	November 2007	Not finalized

	<b>5.3. University of Liege, Belgium</b>	Training of Trainers in Naval Architecture and Boat Building.	November 2007	Not finalized
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*\*1 Mission Report (2003) available*

*\*2 SWITCH is a Cruise Liner Company (Croisieres Caraibes which offers training & employment to skippers on Catamarans & Yachts.*

### **3.0 AGREEMENTS, NEGOTIATED AND/OR SIGNED BUT NOT ACTIONED AND THAT COULD BE RE- VISITED**

- Memorandum of Understanding Between Ministry of Education and L'université de Provence-Aix-Marseille (signed in 2001).
- Memorandum of Understanding Ministry of Education and New Brunswick Community College, Canada (signed 2001).
- Discussions with University of Malta and National Institute of Education for Graduate & Post Graduate teacher training (initiated in 2002).
- Draft Memorandum with African Virtual University (2004) and ALDEC to offer Graduate & Post-Graduate level studies in a variety of areas through distance education mode.

### Appendix 3. Logical Framework Summary

<b>LOGICAL FRAMEWORK</b>	<b>OBJECTIVES</b>	<b>VERIFIABLE INDICATORS</b>	<b>MEASURABLE EVIDENCE</b>	<b>ASSUMPTIONS</b>
<b>OVERALL OUTCOME</b>	<ol style="list-style-type: none"> <li>ICT Hub operational</li> <li>Identification of PPIs and SPIs</li> <li>Communication and Information Strategies fully operative</li> <li>University infrastructure and support systems in place</li> </ol>	<ol style="list-style-type: none"> <li>100% operational capacity available by Jan 2009</li> <li>Contracts agreed/MOUs confirmed by June 2008</li> <li>Media coverage – domestic and international, education programme schedule, conferences/workshops, website and print materials</li> <li>Legislation and Charter written by end of 2008 to international standards</li> </ol>	<ol style="list-style-type: none"> <li>ICT Hub management reports, minutes SUF, technical reports on kit proficiency, pipe speed etc</li> <li>Contracts and MOUs. Minutes SUF</li> <li>Physical and virtual data. Commissioned report ex MOE and private educational institutions. Minutes SUF</li> <li>Gazette, Charter, Staffing &amp; Resourcing audit of need and memorandum of requirements. Minutes SUF</li> </ol>	
<b>DP PURPOSE</b>	<ol style="list-style-type: none"> <li>User groups access Hub facilities</li> <li>Stakeholders benefit from liaison with o/seas institution/s; detailed development planning facilitated</li> <li>Awareness of University raised both in Seychelles and potential o/seas markets</li> <li>Operations informed and supported by legislation, charter and operational infrastructure</li> </ol>	<ol style="list-style-type: none"> <li>By 2009 all users seeking pre-UG ICT courses can access them via the ICT Hub</li> <li>By end of 2008 all stakeholders are aware of PPI/SPI interaction with University</li> <li>Potential client/user groups aware of opportunities on offer, or pending, by June 2008</li> <li>Synthesis of statutory and developmental work in place by 2009</li> </ol>	<ol style="list-style-type: none"> <li>Registration data re. users ex-Hub management. Minutes SUF. Log of Hub users</li> <li>Minutes SUF, survey of stakeholders part dedicated to this issue</li> <li>Registration of interest, website 'hits', formal enquiries, minutes SUF</li> <li>Minutes SUF, cross-referenced evaluation of development plan with legislation and Charter</li> </ol>	<ol style="list-style-type: none"> <li>Physical and abstract access in place</li> <li>Appropriate PPIs and SPIs are open to such a partnership</li> <li>Budget in place. Basic University profile determined</li> <li>Identification of PPIs achieved</li> </ol>
<b>OUTPUTS</b>	<ol style="list-style-type: none"> <li>Provision has been made for both faculty and discreet ICT support Hub is updated continually in the light of technological developments</li> <li>PPIs and SPIs have contributed to joint development planning to formulate policy and strategy for every aspect of University operations</li> </ol>	<ol style="list-style-type: none"> <li>Hub provision has manifest flexibility in terms of response to user needs and the changing technological context</li> <li>Commitment of time and other resources from PPIs and SPIs</li> <li>Target data for access to information systems being met or exceeded by June 2008</li> <li>University Act and Charter in place by end of 2008</li> </ol>	<ol style="list-style-type: none"> <li>Hub management reports, minutes SUF, commissioned specialist report</li> <li>Minutes SUF, minutes of meetings involving PPIs and SPIs</li> <li>Minutes SUF, access data ex-ISP/website manager</li> <li>Statutory and Charter documentation, minutes SUF, budgets required staffing and resource levels</li> </ol>	<ol style="list-style-type: none"> <li>Support from Government of India and Vijay Construction Effective interface with supportive private sector</li> <li>Identification of PPIs achieved</li> <li>Viable level of demand in targeted o/seas markets.</li> <li>Domestic political and Economic stability maintained</li> <li>Appropriate pace in AGs office; identification of</li> </ol>

	<ol style="list-style-type: none"> <li>3. Website, print material, education programme and media output have been realised</li> <li>4. Legislation has been passed and Charter endorsed. Staffing and physical resources have been identified</li> </ol>			PPIs achieved
<b>ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. Hub promotes facilities and services, Hub initiates SLAs with client user groups</li> <li>2. PPIs and SPIs are incorporating Seychelles University into their operations and contractual matters are finalised between SUF and partner institutions</li> <li>3. SUF manages dissemination of information and marketing material</li> <li>4. AG creates statutory framework, PPIs contribute to Charter, staffing structure and physical resource needs analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. SR700,000 Construction costs \$200,000 'KIT' costs Design costs TBD</li> <li>2. Unknown</li> <li>3. TBD</li> <li>4. Internalised cost (Government) SR100,000 Charter &amp; Structure formulation costs</li> </ol>	<ol style="list-style-type: none"> <li>1. Donation; Vijay Construction Donation; Government of India SUF budget?</li> <li>2. –</li> <li>3. SUF budget</li> <li>4. SUF budget/PPI budget</li> </ol>	
<b>PRECONDITIONS</b>				Political support continues Funding for project development in place

## Appendix 4. Proposed Plan of Action

### Annex A: Proposed Plan of Action for Institutional Fit within the University

Key Action/Activities	Target Start & Completion Date/s	Person/s Responsible	Monitoring & Evaluation (means of verification)	Assumptions	Outcome	Performance Indicators (verifiable indicators)
1. Audit existing agreements/MOUs between tertiary institutions in Seychelles and overseas tertiary institutions	Initial assessment December 2007  Detailed study Complete End Mar 2008	Selby Dora SUF Board	Through meetings with institutional directors/MTs/Boards. Through documentation. <i>Peer check</i> ; Rolph Payet Martin Kennedy	SUF faculty strategic planning in place as contextual matrix. Cooperation of institutions with SUF	Viability of continuation of present arrangements determined  <b>COMPETENCY DATABASE ESTABLISHED</b>	<ol style="list-style-type: none"> <li>1. Programme qualities</li> <li>2. Numbers; recruitment/retention. % graduating</li> <li>3. Added value (eg research data)</li> <li>4. Validity/duration of agreement</li> <li>5. Completed documentation/ minutes of meetings</li> </ol>
2. Assess degree of potential inclusion of institutions within University faculty/programme framework	Mid-Jan 2008  Complete End Mar 2008	Martin Kennedy SUF Board	Through meetings with institution directors/MTs/Boards/ Staff, and through documentation. <i>Peer check</i> ; Rolph Payet, Selby Dora	As above.  Key Action 1 completed to schedule	* <b>SHADOW STRUCTURE</b> of incorporation of institutions into University faculty/ programme plan. * <b>Exclusion</b> by inference of non viable institutions. * <b>Status</b> of institutions re-drafted	<ol style="list-style-type: none"> <li>1. Outcome Key Action 1</li> <li>2. Minutes of meetings, completed documentation inclusive of EOIs (Expressions of Interest) from institutions</li> </ol>
3. Incorporate outcomes of 1 & 2 into documentation to be	March 2008	SUF Board	Through response from approached/canvassed	Completion of entire 'pitch'	Potential partner institutions	<ol style="list-style-type: none"> <li>1. Response from potential partner institutions</li> </ol>

presented to potential overseas partner institution/s			potential partner institutions	document	consider institutional incorporation as part of faculty design. Final inclusion determined through negotiation; SUF/Partner/s/ Institutions	2. Final faculty/ programme design
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End