



NATIONAL ACTION PLAN 2019-2020

EARLY CHILDHOOD CARE AND EDUCATION



FOREWORD

National action planning has become a dynamic process in building and sustaining the Early Childhood Care and Education system in Seychelles. It has established an ECCE focus in key sectors; it has motivated sectors to initiate actions that would lead to improved provision and services for children and their parents; it has facilitated sectoral interchange and interaction, and formed collaborative partnership.

Thus the National Action Plan 2019-2020 for ECCE is conceptualised as an ongoing venture to advance the frontiers of ECCE. It has been influenced by international and national advocacy for early childhood development and operational strategy for targeted provisions. Moreover, in the recent Second International Biennial Conference on ECCE the management of data systems to monitor developmental outcome and pre-empt risk factors was exemplified: this has received due consideration and has been further intensified in the Plan.

The two-year Action Plan has three dominant strands. First, re-newed emphasis is placed on early learning. This involves tracking performance, attending to the early learning environment, assessing learning readiness, and training ECCE practitioners. Second, early detection and intervention using emerging technologies are priority

strategies in addressing health issues, social protection, and community engagement. The application is concerned with the prediction and prevention of developmental and social conditions which would compromise developmental outcome. Third, the strong policy research orientation, a unique feature of previous plans, is specifically adopted to provide detailed information to establish quality standards, evaluate service delivery and improve decision-making.

The National Action Plan 2019-2020 for ECCE is setting up the ECCE agenda in Seychelles for the next two years. It upholds the holistic principles, it is a catalyst for the collaborative structures that have been judiciously constructed, it is pivotal in guiding sectoral projects towards the ECCE vision to provide a winning start to all children. It has the High Level commitment for its implementation and strong sectoral willingness for its execution. With high expectation and much enthusiasm, I would like to present the Plan to our stakeholders, in particular, and the public, in general. I look forward to its successful implementation, to positive outcomes and favourable reporting in the next international conference on ECCE.

Mrs Macsuzy Mondon

Designated Minister
and Chairperson of High Level ECCE Policy Committee



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ABBREVIATIONS & ACRONYMS

AAPD	American Academy of Paediatric Dentistry
CCATS	Centre for Curriculum Assessment and Teacher Support
CCHD	Critical Congenital Heart Defects
CDC	Centres for Disease Control
CEO	Chief Executive Officer
CLASS	Classroom Assessment Scoring System
CSR	Corporate Social Responsibility
DDST	Denver Development Screening Test
ECCE	Early Childhood Care and Education
ECERS-R	Early Childhood Environment Rating Scale-Revised
ECD	Early Childhood Development
ECIC	Early Childhood Intervention Centre
EFA	Education for All
ECD	Early Childhood Development
ELDA	Early Learning Development Areas
DDST	Denver Development Screening Test
FHN	Family Health and Nutrition
M&E	Monitoring and Evaluation
HCA	Health Care Agency
IBE	International Bureau of Education
IEC	Information, Education and Communication
IECD	Institute of Early Childhood Development
IEM	Inborn Errors of Metabolism
LBW	Low Birth Weight
LFD	Large for Dates

MCOH	Maternal and Child Oral Health
MEHRD	Ministry of Education and Human Resource Development
MOH	Ministry of Health
NAP	National Action Plan
NCCOM	National ECCE Coordinating Committee
NGO	Non-Government Organisation
NICU	Neonatal Intensive Care Unit
NIHSS	National Institute of Health and Social Services
NSC	National Sports Council
RIF	Risk Indicator Framework
SELF	Seychelles Early Childhood Learning Framework
SABER	Systems Approach for Better Education Results
SA	Social Affairs
SDS	School Dental Service
SF-ECCE	Seychelles Framework for Early Childhood Education
SFRSA	Seychelles Fire Rescue Services Agency
SITE	Seychelles Institute Teacher Education
SOP	Standard Operational Manual
SPSS	Statistical Package for the Social Scientist
TOR	Terms of Reference
TWG	Technical Working Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United States of America
WHO	World Health Organization



A young child with short hair, wearing a teal t-shirt and camouflage shorts, is climbing a large green slide. The child is positioned on the left side of the slide, leaning forward with their hands on the surface. The background shows a grassy area with other playground equipment, including a blue structure and a black exercise machine. The overall scene is bright and outdoors.

SECTION I: INTRODUCTION

There has been continued global interest in the development of quality Early Childhood Care and Education. Efforts have been made to bring ECCE to the forefront of national agendas. Conferences have been organised, meetings have been convened and reports have been produced to educate the world about the crucial role of ECCE in the development of children. As a result, governments have been motivated to realign or formulate policies, develop strategies, and implement plans for the improvement of ECCE provisions, services and programmes.

The Dakar World Education Forum held in the year 2000 reaffirmed the world's determination to continue to work towards the Education for All (EFA) goals that were established by the Jomtien World Conference on Education in 1990. In the Dakar declaration it was stated that increasing the quality of education would include expanding and improving Early Childhood Care and Education (ECCE) (EFA Goal 1) so that all children will benefit from improved provision with measurable outcome.

At the first UNESCO World Conference on Early Childhood Care and Education, held in Moscow in 2010, the world's decision to adopt a broad and holistic approach to ECCE for all children aged zero to eight years of age was ratified. It was emphasized that ECCE is an indispensable foundation for lifelong learning, with proven benefits in health, nutrition, improved educational efficiency and gender equity, greater employability and earnings, and better quality of life.

The Seychelles Framework for Early Childhood Care and Education (SF-ECCE) (2011)

The SF-ECCE was developed as a direct response to the exhortation of the Moscow Conference with the intention of making a decisive step to place ECCE on the national agenda. It was inspired by international research findings, UNESCO documentation, and other countries' existing frameworks but it is deeply rooted in the context of the socio-economic realities, parental needs and childcare provision of Seychelles.

Based on nine principles, which place the child at the centre of programme and service delivery, upholds the child's right, and emphasizes the importance of play in learning, which seeks to promote parental involvement, community participation within the cultural context of Seychelles, which advocates innovative methodologies for collaboration, sustainability, accountability, which preempt the necessity for a comprehensive information system on ECCE, the Framework encapsulates the concept of ECCE and creates a panoramic perspective on ECCE.

It sets the vision and outlines the goals for ECCE in Seychelles. The vision "A winning start in life for all children in Seychelles" proposes that the whole of society will be mobilized to provide "high quality, comprehensive and integrated system of Early Childhood Care and Education". The goals were intended to confront the challenges of ECCE such as the realignment of ECCE policies and programme, introducing financing mechanisms and infrastructural standards; encouraging improvement efforts such as training, service delivery, accountability; placing emphasis on early learning and the need for early intervention; promoting the use of research to enlighten the path in the pursuit of quality ECCE and for monitoring and evaluation. In 2011 Seychelles staged the first conference on Early Childhood Care and Education with the theme "Starting Strong: Winning for Children" in which The SF-ECCE was endorsed. This was immediately followed by national action planning to accelerate the implementation of the Framework.

National Action Planning

As a means of pursuing the holistic goal of ECCE and promoting a collaborative and complementary working approach for the provision of ECCE services and programmes, the National Action Plan for ECCE became a binding document for the main ECCE sectors.

The first plan, the National Action Plan 2013-2014, was an ambitious plan which aimed at long-term ECCE vision. Policy review, quality access, increased financial resourcing, expanded training opportunities, early detection, improved service delivery, building child-friendly communities, were the major thrusts of the plan. To some extent many issues were addressed in the plan, such as, special needs provision, risk assessment, the production of the Seychelles Early Learning Framework (SELF) and the ECCE Directory, parenting programme, standard day care design, and childminding services. However, deficiencies in the design of the plan limited the full trajectory of projects and programmes, although collaborative partnership had been built and ECCE sectors had been mobilised. Thirteen out of the 22 expected outcomes were achieved.

The second plan, National Action Plan 2015-2016 ECCE, sought to overcome some of those limitations by adopting a project-based approach. It was focused on the improvement of programmes and services with direct child development impact, and on the creation of an enabling environment for quality ECCE through policy research activities. In a more compact form the action plan addressed issues such as early learning, early detection through profiling, increasing the functionality of children with special needs through the provision of special aids, child protection suitability check, quality access to community facilities and programmes, assessing parent needs, exploring child development outcome data, developing ECCE indicators for reporting and decision making, and establishing quality standards for childminding services.

Of the 22 "Expected Outcomes" 15 were considered as having been met. Early learning programmes and development profiles had been implemented, special needs intervention had been initiated, procedural requirements for suitability check of childminders was drafted, community and parental involvement had widened through day care provisions and community-based support of childminders, and policy dialogue had been generated by adopting the Risk Indicator Framework (RIF) and reviewing

the administration and use of the Denver Development Screening Test (DDST). Moderate progress had been made towards the achievement of 4 "Expected Outcomes": information sharing processes for the transition of children from day care to crèche were being explored, ground work had been completed to adopt the RIF, play activities for children enrolled in childminding establishment had commenced in one community centre, and childminding standards had been set.

However, there had been substantial limitation in the achievement of the other three "Expected Outcomes". Inhibitory factors had been discussed, notably, time limitation which had retarded the development of indicators to establish a baseline for monitoring the parental programme that interfered with the evaluative aspect of the project, and international input to kick start the data management project.

The third plan, National Action Plan 2017-2018, followed a similar project-based design. Of the thirty-nine expected outcomes, twenty-four have been met, of which four exceeded expectations. Moderate progress had been made towards the achievement of ten expected outcomes with substantial limitations in the achievements of the other five.

The plan focused on service delivery and policy information addressing issues such as early learning, early detection, increasing the functionality of children with special needs, child protection suitability check, quality access to community facilities and programmes, the development of ECCE indicators for reporting and decision-making, and monitoring quality standards. Moreover, there was ample evidence in the evaluation to show that the project-approach had been instrumental in yielding formidable results, that the ECCE focus in key sectors had been established and collaboration have been sustained and extended.

ECCE Sectors

Five key sectors have the formal mandate for Early Childhood Care and

Education and have been engaged in national action planning. The national action planning process seeks to establish an ECCE focus in key national ECCE sectors and propel the sectors to initiate actions and strategies that would promote and develop the ECCE system in Seychelles. A multi-sectoral approach has been adopted and promoted to integrate ECCE across organizational divides and engineer collaboration amongst sectors.

An examination of the role of the sectors would point towards the policy orientation of each sector and on-going or intended strategies that activated the development process of the National Action Plan 2019-2020.

Education

The mandate of the Ministry of Education in Seychelles is “to play a key role in shaping a high-quality education system that meets the needs of all learners, supports their participation in communities and in society, promotes and enhances lifelong learning, and contributes to the development of a knowledge-based society in Seychelles” (Education Act 2004).

The Early Childhood Care and Education Sub-Sector has a pivotal role to play in the attainment of this mandate. It aims to further facilitate, in partnership with other stakeholders and the private sector, the provision of safe and stimulating environments for children of the early childhood age and empower their parents and care-givers to play a more dynamic role in the holistic development of each child through the provision of quality and cost-effective education and support services. Children should thus have better qualitative opportunities to develop their intellectual, socio-emotional and psycho-motor skills to their best capacity in order to build confidence and self-esteem in learning that will not only prepare them for the primary level of education, but more importantly, lay the foundation for learning that will support them throughout their lives.

Health

The Ministry of Health provides a comprehensive system of free health care for early childhood, from 17 Health Centres located on Mahé, Praslin, La Digue and Silhouette. All these facilities offer services in child health from birth to 4 years old.

Even before birth the Ministry of Health plays a significant role in the life and development of a child. The Ante Natal Care Services provide care for all expectant mothers and assist with delivery in the Maternity Unit. Once discharged, the mother and baby are automatically referred for post-natal care and follow-up in their respective district health centres until the child is four years old. On enrollment for crèche education, children are registered for the School Health Programme which is a continuation of the Child Health Programme that monitors the development and immunization of all children.

To complement the preventive and curative aspects of child health services, the Ministry of Health engages a variety of child health professionals to deliver specialized care. The Early Childhood Intervention Centre (ECIC) is mandated to serve children with developmental delays aged 0-5 years. Other early childhood intervention services include: Physical Therapy, Speech Therapy, Occupational Therapy and Audiology Services. There is also a Paediatric Ward at the Seychelles Hospital that caters for sick children requiring hospitalization.

Local Government

The Local Government Department formally known as the Community Development and Sports Department is mandated to oversee the affairs of the district, empower local communities and ensure good governance through citizens' engagement and inclusiveness. It ensures that public services, decentralized at the local level, are accessible for all, and are being delivered with transparency and accountability.

One of the underlying roles of the Department is to contribute to early childhood care and education provisions. It facilitates the building and maintenance of child-friendly infrastructures such as Day Care Centres, Playgrounds, Community Centres and other Play Areas. Through the District Administration Offices, the Ministry also seeks to support child care services provided in the community by reinforcing the working relationship between District Administrators, Day Care Operators and Childminders.

Social Affairs

The Social Affairs Department of the Ministry of Family Affairs has statutory responsibility under the Children's Act. The powers vested in the Social Affairs Department enable the Department to assume a coordinating role in the protection of children. This requires that work is carried out in close collaboration with all partners.

The Social Affairs Department has a number of programmes in place geared towards safeguarding and promoting the wellbeing of children and families. They are usually decentralized services (operating from the district administration centres), tailored towards prevention and education.

The work is carried out mainly by Social Workers who undertake case management and court investigations; they seek alternative care for children, organize after-care services, and operate the Children's Helpline. Education activities include the development of skills and knowledge in good parenting and other personal and social issues.

Institute of Early Childhood Development

IECD has been described as the anchor for ECCE. It has a promotional, coordinating and regulatory role. It coordinates the development, monitoring and evaluation of the national ECCE plans. At the same time, it regulates the home-based and centre-based Childminding Services. The coordinating role of IECD in the management of the Plan will be

given a wider coverage later on. However, it is necessary, here to note its exemplary role in the implementation of integrated projects and policy research.

National Action Plan 2019-2020

National action planning has become a major transforming force in the ECCE system. It has provided the momentum to initiate ECCE projects in the sectors, facilitated sectoral interchange and interaction, and strengthened the collaboration between sectors. It has been influenced by a review of global trends in ECCE and international best practice experiences shared in the First International Biennial Conference and some of the strategies in the National Action Plan 2019-2020 have been further sharpened by the injunctions from the Second International Biennial Conference to use data to strengthen and sustain resilient ECCE systems.

In World Education Forum in 2015, Early Childhood Care and Education was presented as the "equalizer" for lifelong learning. Previous references to the crucial importance of the early development stage, to the development of integrated programmes including interventions for disadvantaged children were reiterated and linked to learning readiness. Emphasis was placed on equitable and early investment, on political commitment, and the support of parents and the community in the development process. Moreover, the urgent need to monitor results was highlighted and a more targeted approach to measure achievement and developmental outcome, assess quality in settings and systems, use data for policy decisions, and consolidate partnership arrangements were proposed.

In the First International Biennial Conference on Early Childhood Care and Education in 2017, when Seychelles was designated by IBE UNESCO as a Best Practice Hub, it was noted that much progress had been made in addressing some of these issues, and, from the experiences shared,

three main areas for further strengthening emerged: the emphasis placed on the 0-3 should be reinforced; the facilitation of early stimulatory experiences for young children need re-visiting, enriching the policy environment through data gathering and standards development has to continue with further application of the diagnostic monitoring model of change.

In the Second International Biennial Conference on “Big Data for Small Children”, the emphasis was on the exploration or the development of data systems not only to monitor child development outcome but to predict and pre-empt and mitigate adverse conditions affecting children. The challenge of managing collecting and analysing data had featured in the previous plan but it is anticipated that the National Action Plan 2019-2020 will sustain and provide a wider perspective.

Main Features

The purpose of the Action Plan is to make significant contribution to the holistic development of early childhood children through the improvement of programmes and services with direct impact on children and through policy research activities which will create an enabling environment for quality ECCE. As in the previous plan, the NAP 2019-2020 is characterised by some salient features.

Project-based

The present Action Plan is project-based. A descriptive style is adopted to contextualize the project or programme, link the outcomes to objectives, and outline broad strategies that would result into specific outputs which will in turn, lead to the expected outcome. This narrative approach provides for flexibility and rationalisation of the project.

Result-oriented

The result-based planning model promoted by UNDP was adapted for this plan. This shifted the focus from activities to results and particular

attention had to be given to the phrasing of the outcome statement so that the criteria of specificity, measurability, and achievability are adhered to. Moreover, performance indicators which are the means of assessing progress against specific outcomes and the achievement of results have been very carefully inserted and, where possible, baseline has been established or made available to capture change data.

Time-bound

The trajectory of the project or programme is contained within a two-year cycle. Strategic activities are planned to fit into that timeframe. Thus the plan is economical in time although a range of projects can be accommodated within the different ECCE sectors. However, there is a level of flexibility to accommodate changing circumstances but the defined timeframe facilitates the monitoring of progress through the outputs in anticipation of the expected outcome.

Research-driven

Research is a key activity in the implementation of the plan. As much as possible a research component has been included in most of the projects. The aim is to authenticate data collection procedures, to measure change or to develop indicators for reporting. The research aspect promotes a better understanding of ECCE, encourages analytical reflection, and collects data to provide evidence of outcome, achievement and effectiveness of programme. Research activities provide concrete measures of effect and the research process guides monitoring of projects and evaluation of the plan.

Specifically four key research actions are inserted in the plan: monitoring the effects of programmes on the holistic development of children, carrying out surveys to judge perception and views of targeted ECCE professionals and parents on appropriateness of programmes and structures to raise awareness and for education and training, establishing

indicators to assess ECCE provisions at organisational and national level, and measuring the level of achievement of outcome for policy response and information.

Accountability-Focused

The Action Plan is devised in a way that fosters the principle of accountability. Having developed the projects, the sectors assume a high level of commitment to its implementation. The timing for delivering outputs is carefully calculated so that all the outputs, documentation or actual deliverables are recorded. Moreover, the responsibility of the participating agency accountable is also very clear. Thus throughout the different stages of implementation, accountability measures have been taken to ensure adequate reporting of information and progress, and the ultimate success of the project.

Priorities

The priorities outlined in The Seychelles Framework for Early Childhood Care and Education can be encapsulated in four main thematic areas:

- a) Realignment of policies and programmes to take into consideration new research findings in the critical nature of early childhood development experiences;
- b) Necessity to take into consideration changing demographic patterns and social life in Seychelles by supporting families in the upbringing of children and through community provisions;
- c) Importance of protecting children from some of the impact of the by-products of modernization, globalization and modern lifestyle;
- d) Requirement of common standards in service delivery to reduce

fragmentation and duplication between sectors; the improvement of provisions for children with special needs and disabilities; and the need to address issues of accountability and data availability.

The NAP 2019-2020 refocuses on these priorities with added emphasis on monitoring progress towards the holistic goal of ECCE and harnessing the predictive potential of data to design appropriate intervention. The framework within which the Action Plan has been conceptualized is illustrated in Figure 1. The outcomes are interrelated and they aim either directly or indirectly towards the holistic development of the child.

Strengthening the policy environment through data utilisation

This is to assist in evidence-based decision. Data will be collected or accessed to facilitate policy analysis which may lead to the revision of policies and guide future policy direction. As a follow-up to the data management processes which had been established in the Health Sector, the Institute of Early Childhood Development will replicate the Data Management Study in collaboration with the Education Sector. As the regulation of Day Care Centre provisions has been transferred to IECD, this organisation through the assessment of those centres intends to establish a baseline for policy development. Moreover, through the Advocacy Survey, the Institute expects to continue its policy conversation with different government and private sectors on the importance of early childhood development. One other sector, the Social Affairs Sector intends to influence policy formulation by carrying out a survey to evaluate the wellbeing of children born of teenage mothers to identify service needs.

Improving accountability and service delivery

The need to revise or develop core standards to regulate all areas of ECCE is well articulated in the SF-ECCE. IECD in developing quality standards for the provision of services in Day Care Centres will establish a legal framework for the registration, operation and inspection of Day

Care Services. Three projects, two from the Health Sector - post-natal maternal health and oral health - and one from the Social Affairs Sector - in designing appropriate interviewing facilities for children - are directly linked to the improvement of service delivery.

Parental and Community Involvement

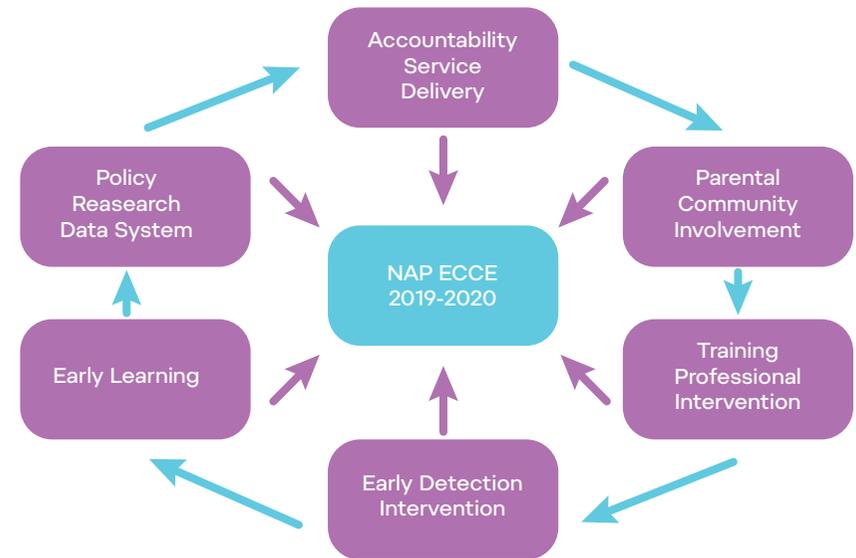
The involvement of parent and the community is at the heart of ECCE and this priority area has received considerable attention in SF ECCE. Both the identification of risks in the community, and the improvement of parental practices and community facilities have been widely articulated.

The vision of vibrant and committed communities providing support and an enabling environment for the overall development of children guides the engagement of the Department of Local Government in contributing two projects to the Action Plan. It retains its focus on extending quality access through the construction of Day Care Centre and renewed provisions of community facilities by improving the quality of existing playgrounds. On the other hand, renewed interest in parenting education has returned to the Social Services agenda.

Early Learning

Much emphasis has been placed on early learning in the SF-ECCE. Furthermore, the importance of a facilitative environment occupied much of the discussion in the First International Biennial Conference on ECCE and monitoring early learning was a central theme of the Second International Biennial Conference. For the Education Sector tracking the learning progress in early childhood has become a major project with the aim of improving literacy and numeracy. IECD's project on the assessment of early learning readiness of children in home-based childminding services is concerned with the implementation of the Seychelles Early Learning Framework in childminding establishments.

Figure 1: Framework of the NAP 2019-2020



Early Detection and Intervention

It is stated in the SF-ECCE that there is a need to review and strengthen mechanisms for early detection and intervention. In the First International Biennial Conference it was shown how early intervention can reduce educational and social inequalities in the second conference the use of data for the identification of factors that can affect the developmental conditions of children was given due attention. Two ECCE Sectors, namely, Health and Social Affairs will be addressing this priority area. The Health Sector has programmed a project to extend its early detection and intervention capabilities to screen new-born for neonatal metabolic disorders. The Social Affairs Sector will set up screening and recording devices for the safety and social protection of children in care institutions.

Training and Professional Development

The Seychelles Framework recognises that staff qualification and professional development for all sectors, especially, those working with children in the 0-3 age group, as a major challenge in the provision of ECCE. The Education Sector through SITE where an early learning training facility has been set up for all personnel in early childhood is monitoring effective usage and practical outcome. Moreover, IECD will engage with relevant partners for the accreditation of the training programme for childminders by the Seychelles Qualification Authority (SQA)

Budget Implications

The estimated cost of implementing the National Action Plan 2019-2020 to achieve the expected outcomes has been calculated for each project. Table 1 contains a summary of the total cost for each ECCE Sector.

Table 1: Budget

Sector	Number of Projects	Cost (SCR)
Education	2	400,000
Health	4	2,047,367
Local Government	2	9,003,600
Social Affairs	4	850,000
IECD	6	1,054,091
Total	18	13,355,058

In developing the Plan, sectors have to align the projects with the overall plan of the concerned Ministries or Agencies. Therefore, some of the funds will be derived from the recurrent budget of the organisation. However, the Action Plan has many innovative features which would make procurement demands, and a strong research base with major data collection requirements and the need for technical support. This will necessitate substantial additional funding support. Moreover, it can be seen that the Department of Local Government has the largest cost for funding the major construction work to build new Day Care Centres. Just the same, funds for the construction of playgrounds (estimated at SCR 800,000 for one playground) and upgrading of old playgrounds (estimated at SCR 300,000 to upgrade one playground) have not been factored in.

Accessing adequate finance is one of the fundamental challenges in the implementation of the plan. In the presentation of the Evaluation Report of the National Action Plan 2017-2018, a side-event of the Second International Biennial Conference, it was mentioned that the limitations in project implementation have been mainly due to unavailability of funds. Further exploration of diverse financing arrangements need to be pursued. The 'Budget Narrative' from the sectors proposes possible sources of funding and this would need to be followed-up.





SECTION II: SECTORAL ACTION PLANS



Having agreed on the effectiveness of the project-based framework and with the experience of project development in previous plans, the five ECCE Sectors generated project areas in line with the plan of their Ministries and in consultation with senior officials from their organisations. Draft Project Profiles were developed within the sectors.

The Project Profiles were scrutinized in a Validation Workshop. The purpose of the workshop was to review the common template which had been adopted. A checklist was devised to evaluate the Project Profiles and through cross-sectoral group processes each Profile was examined, critical comments were recorded, and suggested inputs were provided. This led to plenary discussions in which all the inputs were shared and suggestions noted. In the Workshop the collaborative process was reinforced by acquainting all sectors with the scope and depth of the

Profiles and also by peer reviewing the Profiles whilst at the same time maintaining the sense of ownership and cooperation.

Recommendations and suggestions from the Validation Workshop were followed-up by the sectors when further development work was carried out within the individual sectors. The Project Profiles were reformulated and redrafted and additional projects were also entertained. Intensive editing was carried out by IECD to refine, reshape and finalize the projects for inclusion in the National Action Plan.

In this section the Project Profiles for all the sectors have been outlined. The ECCE Sectors have been presented in alphabetical order except for IECD as the overarching organisation which is presented last.

EDUCATION



Project Title

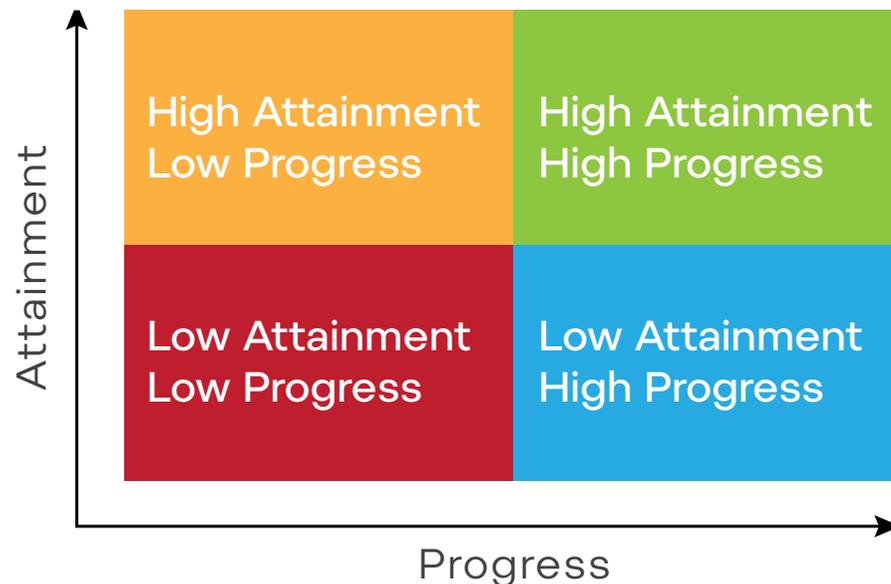
Tracking, Monitoring and Reporting (TMR) of pupils' progress and attainment from Crèche to Primary Two

Goal

- To follow up on pupils' progress and attainment from Crèche to Primary Two in a systematic manner
- To have in place reliable and relevant data in terms of pupils performance to ensure successful continuity of primary education at Key Stages Two and Three
- To enhance readiness of pupils in terms of literacy and numeracy at Key Stage One

Objectives

- To put in place a robust computer adaptive monitoring mechanism to follow up on pupils' progress in terms of literacy and numeracy based on an assessment quadrant visualization as indicated below:



- To implement assessment tool to establish early learning readiness at different levels in terms of literacy and numeracy for accountability purposes
- To empower teachers in improving their pedagogical skills in literacy and numeracy
- To assist Primary Schools in designing reliable and valid formative assessment
- To plan appropriate interventions to improve the level of literacy and numeracy at Key Stage One with a view of reducing retention.

Background and Rationale

The Early Childhood and Primary Education (ECPE) Division which falls under the purview of the Department of Early Childhood, Primary and Secondary Education, predominantly provides curriculum leadership, strategic direction, guidance and teacher support from Early Childhood to Primary with a view of building solid foundation for learning and reinforcing confidence in learning and achievement. It establishes systematic and timely reporting on the effectiveness of policies, plans and programmes being implemented through well elaborated monitoring and accountability mechanisms to improve the development of teachers and performance of all learners.

The results of national assessments over the past six to ten years indicate serious levels of underachievement in languages and mathematics by the end of primary six due to weak foundation in literacy and numeracy at Key Stage One. The data collected from the end of the Key Stage One (P2) assessment in numeracy and literacy for 2018, has indicated that 15% and 35% of pupils did not attain the desired level in literacy and numeracy, respectively.

Some of the related reasons for underperformance have been broadly identified through the annual national assessment reports and these include the quality of teaching, the quality and availability of resources,

the type of school-based intervention programmes amongst others. While certain specific intervention programmes were tried out at various levels in the primary school system, they have not been sustained over time.

It is against this backdrop that this project is being conceived. Having in place a robust monitoring tracking and reporting mechanism will allow for each individual learner in State Schools at Key Stage One to be accounted for in terms of performance in literacy and numeracy and will also generate other related data for all schools and classes in the system. Furthermore, it will enable teachers to follow the journey of each pupil's learning, plan appropriate learning experiences that will meet their needs, identify pupils who are making slow progress, so that appropriate intervention can be undertaken and more importantly provide the school leadership team with information about whether pupils are meeting age-related expectations and are 'on track' to meet expected end of key stage one outcomes for accountability purposes.

It is to be noted that this project is in line with the development and implementation of the approved Plan of Action for this sub-sector with realisable performance indicators and targets for achieving the purpose of the PPBB Programme and the goals of the related components of MTS 2018-2022 and beyond.

Description

The Education Sector ECCE Technical Team in collaboration with the Early Childhood and Primary Division, Policy, Assessment and Certification Unit, Planning and Performance Monitoring & Evaluation Division, Seychelles Institute of Teacher Education (SITE) and the Teacher Management and Development Section and Department of Information Communications Technology (DICT) will oversee the project which will focus chiefly on the tracking, monitoring and reporting of pupils' progress from Crèche to Primary Two.

The project will make use of a computer adaptive system which will be based on assessment quadrant visualization as illustrated above. This approach will be used to track progress of individuals, cohorts, classes and whole school. Standardised assessment data will be analysed in order to plot a child or group using a quadrant. It will provide a visual synthesis that becomes the agenda for support and challenge discussions with teachers by making complex and detailed data accessible to class teachers. The aim is to see a shift in pupils from the yellow and red quadrants into the green and blue. It will also help track pupils who may have barriers to their learning and will inform decision making related to targeting of interventions and resources.

As has been the case with the previous project the inter-sectoral approach will be maintained. In that regard the participation of different sectors namely, Day Care Operators, Health, Social Affairs, Community Development and Sports, IECD, and other ECCE stakeholders will be advocated in the implementation process.

Budget Narrative

The overall cost of the project is estimated at SCR300, 000 from which funds will be required for the setting up of the tracking, monitoring and reporting data system. Additionally, the training and monitoring of implementers and sensitisation of parents will need to be considered as expenditure as well as payment for data enterers. The project will also incur travel and accommodation expenses particularly for participants from islands coupled with payment of subsistence allowance. Funding will be made available from the recurrent budget as well as from external sources.

Expected Outcome

A robust tracking, monitoring and reporting mechanism in place at early childhood level for all State Schools

Performance Indicators

- Overall proportion of children performing at the expected level from Crèche to Primary Two
- Overall proportion of children progressing in terms of performance
- Overall proportion of teachers improving on their pedagogical skills in literacy and numeracy as per the Teacher Appraisal Operational Framework

Baseline

Results of learning readiness assessment administered at the beginning of January 2017

PLAN

Activity	Output	Timeframe
1. Setting up of Tracking, Monitoring and Reporting (TMR) oversight team for Crèche, P1 and P2 (3 Teams)	TOR and mandate of TMR Oversight Unit	April, 2019
2. Train all ECCs and teachers on designing reliable formative assessment in line with the project	Training Report	June 2019
3. Organise for working sessions to design standardised assessment at zone level.	Working Session Report	June, 2019
4. Setting up of the Tracking, Monitoring and Reporting data system.	Data System in place	August, 2019
5. Train all ECCs and Teachers on using the Tracking, Monitoring and Reporting Data System.	Training Report	June 2019
6. Monitor the implementation of the Tracking, Monitoring and Reporting Data System.	Monitoring report	September 2019 Ongoing
7. Organise training for ECCs and Teachers in the teaching of literacy and numeracy based on outcome of monitoring	Training Report	October, 2019
8. Meet with ECCs and Teachers of schools where pupils are not progressing	Intervention Report	October, 2019
9. Give feedback of the progress of pupils in Crèche, Primary One and Primary Two	Feedback report	December 2019 ongoing

Project Title

Use of Early Childhood Training Room for service providers and practitioners

Goal

To facilitate training through the use of state of the art and appropriate resources for early childhood service providers inclusive of day care personnel, pre-service and in-service teachers and teacher assistants.

Objectives

- To make optimum use of the room for the training and capacity building of early childhood care givers, teachers and other early childhood professionals
- To engage both young learners and teachers in collaborative endeavours
- To promote the importance of learning through play giving leverage to hands on experiences

With the establishment of the new training room, the capacity of service providers will be enhanced to meet the needs and interest of the child and to integrate child's directed play and learning in their day-to-day activities (Ibid, 2015). Hence, the training room will:

- provide appropriate training for care givers and teachers on how to support young children's overall development
- ensure adherence to regulations and standards in early learning provision
- empower trainees to develop their own ideas of how best to cater for the learning needs of each and every child in their care
- create conducive and interactive learning environment to meet the needs of children
- assess the effectiveness of the facilities and evaluate the overall project

Moreover, the service providers will develop teaching and learning approaches and strategies which support play, exploration and experimentation through the use of the room and the available resources.

- provide appropriate training for care givers on how to support young children's overall development and ensure regulation and standards in early learning provision
- develop care givers own ideas of how best to cater for the learning needs for each and every child in their care
- create conducive and interactive learning environments to meet the needs of children

Description

The Seychelles Institute of Teacher Education is responsible for the overall operation and usage of the room, including monitoring and evaluation of training, over a period of time, carried out by the different entities.

Some of the main aspects of the process will be to:

- Activate the working group
- Familiarise trainees and staff with the room
- Facilitate access to individual or groups
- Organise training for early childhood service providers and child care personal
- Assess effectiveness of the facilities
- Evaluate outcome and effectiveness of the project

Budget Narrative

The establishment of the room has been partly funded by the Ministry of Education and Human Resource Development and other sponsors. However, additional resources need to be acquired and the room need to be maintained. A sum of SCR 75,000 has been allocated for that purpose from MEHRD.

Expected Outcome

The Early Childhood Training Room is an established facility that all early childhood care givers, in-service and pre-service teachers can access for initial and ongoing training

Performance Indicators

- Overall proportion of the participants making sound use of knowledge and skills gained from the training
- Level of satisfaction of ECCE personnel using the training room
- Number of ECCE personnel using the room as per the established purpose

PLAN

Activity	Output	Timeframe
1. Activate the working team	TOR	March 2019
2. Pilot use of room	Assessment tools	Mid March until end of school Term 1, 2019
3. Completions of room regulations leaflet	Report on piloted activities	End of February 2019
4. Advertise and market the room	Rules and regulations of the facilities leaflet	Beginning of March 2019/ ongoing process
5. Sensitisation for SITE staff	Online / word of mouth/ poster	Holiday time or beginning of Term 2, 2019
6. Use of room by SITE staff	PPT presentation	Ongoing throughout the term and year 2019
7. Liaise with other sectors to identify and organise training for service providers	Leaflet	Term 2- June/ July 2019
8. Evaluate the effectiveness of the project against set performance indicators	Log book / user comments and satisfaction	December 2019
9. Give feedback of the progress of pupils in Crèche, Primary One and Primary Two	Course package / training mode	December 2019 ongoing



“Children’s development and learning should be fostered through their interaction with caring human beings in secure, nurturing and stimulating environments”

Mr. Cyril Pillay
ECCE Technical Team Chairperson for Education

ECCE Technical Team members:

From left to right: Ms. Lymiah Bibi, Mrs. Germaine Gill, Mrs. Rosianna Jules, Mr. Cyril Pillay, Mrs. Rosemai Joliceour and Mrs. Catriona Monthy

Missing – Mrs. Elva Gedeon







HEALTH

Project Title

Setting up a Day Lounge for Nursing Mothers with baby in Neonatal Intensive Care Unit (NICU) as part of postnatal care

Goal

To create a comfortable and supportive environment for mothers visiting babies in Neonatal Intensive Care Unit (NICU)

Objectives

- To equip the room with required equipment and facilities
- To sensitise staff and parents on the use of the day room

Background and Rationale

Every mother hopes for a healthy baby but sometimes there are unexpected circumstances at birth which need immediate attention: babies can be born prematurely or can become gravely ill after delivery. The Neonatal Intensive Care Unit (NICU) in a hospital is equipped to care for babies who need highly specialised care.

An average of 1,600 babies is born in Seychelles every year. Following birth, mothers and babies are normally discharged after 2-3 days. However, babies born prematurely or with health complications are admitted to the NICU, where the length of stay in hospital is prolonged and that can last up to 90 days. For the past 3 years, 465 babies were admitted in NICU (2014-161, 2015-163 and 2016-141). Out of the total admissions, 191 (41%) were premature/LBW babies. Other common diseases cared for in NICU include perinatal asphyxia, major birth defects, sepsis, severe neonatal jaundice, and respiratory distress syndrome due to immaturity of the lungs. Some babies are admitted for observations only, for example, Large for Dates (LFD) babies, or babies of diabetic mothers. Up to 5 premature babies may be admitted at any one time, in the NICU.

During this period, bonding between mother and baby is extremely crucial and the mother is encouraged to visit the hospital on a daily basis (from 8am to 4 pm) to take care of the baby and prepare for its successful discharge. Unfortunately, there is no appropriate facility to accommodate the mother and the baby during those visits. The setting up of the lounge will provide a clean, private, comfortable space for the mothers. Fathers are also encouraged to use the facility. The project will be in line with the patient-centered care vision of the Ministry of Health. It is also in line with the ECCE framework, which places the child at the center of all programmes and service delivery.

Description

The Maternal Child Health Programme of HCA will oversee the implementation of the project. It will be implemented by the maternity staff under the directive of the Ward Manager.

Some of the main aspects of the process are:

- Equipping the room
- Sensitizing midwives and health care assistants on the use of the day room
- Develop user guide leaflet
- Evaluate the use of the room and perception of stakeholders

Budget Narrative

The total cost is estimated at SCR 50,000 which will include procurement of kitchen equipment and furniture, transportation, and handing over of the facility. Funds will be sourced from the Government of Seychelles and other external donors.

Expected Outcomes

- Well-equipped day lounge available responding to parent needs
- Staff sensitized about the room and parents supported to use it effectively
- Mothers' expectations are met with the new facility

Performance Indicators

- Number of mothers knowledgeable about proper use of facilities
- Number of staff satisfied with the benefit and use of the facility
- Number of mothers satisfied with the facility
- Number of mothers making use of the room

PLAN

Activity	Output	Timeframe
1. Seek approval from Health Care Agency and identify an appropriate room	Meeting conducted with management Minutes meeting/report available Approval obtained Room identified	Completed in 2017
2. Prepare detailed project proposal and submit for approval	Approved proposal	Completed in 2017
3. Renovation of room	Descriptive report on completed renovated room	Completed in December 2018
4. Procure equipment/furniture	List of equipment and accessories	June 2019
5. Prepare and deliver sensitisation sessions for staff	User guide leaflet Sensitisation Programme	June 2019
6. Handing over the day room	Fully renovated and furnished room Launching ceremony Programme including main actors of ceremony Sponsors and guest list	July 2019
7. Three-month trialing use of the room	Monitoring Report Issues addressed	August - October 2019
8. Satisfaction Survey (mother's and staff satisfaction)	Questionnaires developed Survey results	November 2019
9. Evaluation	Final Report	November 2019

Project Title

Implementing the Tooth Brushing Programme for children in crèche

Goal

To improve oral hygiene status of children in Seychelles

Objectives

- To conduct a pilot study of the tooth brushing programme in selected government crèches
- To increase dental health awareness of participating parents and teachers

Background and Rationale

It is now widely accepted that dental behavior and patterns of dental disease during the earlier stages of life is the best predictor of future oral health in adulthood. Henceforth, the primary purpose of dental interventions and programmes employed by many countries is to instill positive dental practices in young children earlier in life to help pave the way to a better oral health and related quality of life.

Regular tooth brushing is one such positive dental behaviour which the School Dental Unit of the Oral Health Services Division is advocating for and as such is one of the key activities of the National School Oral Health Programme which was initiated in 1998. The crèche tooth brushing activity of the School Dental Programme was to be performed in accordance with conventional methods which require wash basin facilities. Since the latter is insufficient in some schools, the implementation of the programme encountered some difficulties. As an effort to overcome these constraints, the School Dental Service, in collaboration with IECD, decided to re-introduce a modified crèche tooth brushing activity in state schools with lesser requirement of wash basin facilities. The aim of this project is to pilot this activity in three state schools namely, Bel Ombre, Au Cap and Grand Anse Mahé.

Regular tooth brushing is one of the most efficient means of providing the much needed fluoride exposure to the developing teeth of young children. Studies have shown that the long term use of topical fluoride in the form of toothpaste, rinses or varnishes is associated with about 25% lower caries experience. Dental caries is a multi-factorial, chronic oral condition affecting people in all parts of the world. Dental caries is by far the most common dental disease affecting young children throughout the world. Dental caries has detrimental consequences on children's quality of life and negative influences on growth and development: it inflicts pain, leads to premature tooth loss, and can be a cause of malnutrition.

Past dental surveys conducted in Seychelles in 2005 and 2010 found that the mean dmft (decayed/missing/filled teeth) for six year old children in Seychelles seems to have reached a plateau over recent years at a mean dmft 3.6/3.9 for six year-olds, this is comparable to the mean dmft of children of marginalized populations and less developed countries.

This serves as further justification for the Oral Health Services Division to renew its efforts to improve the oral health of young children through more intensified programmes and interventions to mitigate the risk factors. Fermentable carbohydrates, microbial bio-film, poor oral hygiene, susceptible tooth surface, limited access to dental care are main factors leading to the development of dental caries. The Seychelles Government has emphasised the role of high sugar intake in the development of dental caries and have since introduced restrictive measures through increased taxation of sugary drinks and increased public sensitization. On the other hand, The Oral Health Services Division is aiming to enhance the protective exposure through regular tooth brushing with fluoride toothpaste among crèche children. The findings of this pilot study will serve to influence future decision.

Description

The project will be implemented by the Community Dental Service Unit of the Oral Health Services Division, Health Care Agency. Also, involvement and support will be requested from the Department of Early Childhood, Primary and Secondary Education.

Dental Therapist and dental surgery technicians will implement tooth brushing sessions with crèche year two children of three pre-selected state crèches (Bel Ombre, Au Cap and Grand Anse Mahé) for a minimum of three days per week. The dental staff will report to the designated crèche during lunch time to facilitate and ensure that the tooth brushing session is implemented as pre-established protocol. Baseline and end-of-term plaque scores will be collected for each child to assess the oral hygiene status.

Dental therapists will deliver a series of dental education sessions with crèche teachers to explain and solicit their support for the implementation of this programme. Parents of crèche year two children of the piloted schools will also be sensitised about the programme on an individual or group basis.

An evaluative questionnaire survey will be conducted to assess parental and teacher attitudes and overall perception of the programme.

Budget Narrative

This project has already received the required funding for programme launching in 2017. The required resources for tooth brushing and complimentary educational materials have already been procured. However, an additional SCR 60, 000 is required to cover the survey fieldwork and consultancy cost of data analysis and reporting. This will be sourced from the Government of Seychelles.

Expected Outcomes

- Oral hygiene- improved oral hygiene among crèche year two children of the piloted schools
- Dental awareness-increased dental health awareness of teachers and parents of targeted children

Performance Indicators

- Percentage of crèche year two children with low plaque scores
- Percentage of parents and teachers of crèche year two children with positive attitude to oral health



PLAN

Activity	Output	Timeframe
1. Initiation of tooth brushing session at Belombre, Grand Anse Mahé and Au Cap School	Crèche year two children tooth brushing minimum three times per week	February-December 2019
2. Conduct dental educational sessions with crèche teachers	Sensitization of crèche teachers at Bel Ombre, Aux Cap and Grand Anse Mahé Schools	May-June 2019
3. Issue dental check-up appointments to crèche year two children of Bel Ombre, Grand Anse Mahé, and Au Cap Schools	Clinical oral health status information of crèche year two children	June-August 2019
4. Conduct sensitization sessions with parents of crèche year 2 children	Sensitization of parents of crèche year 2 children	June-August 2019
5. Plaque-disclosing and recording of plaque scores	Mid-term and End of term plaque scores	July 2019
6. Questionnaire survey of teachers of crèche year two children	Feedback from teachers	September 2019
7. Questionnaire survey of parents of crèche year two children	Feedback from parents	October 2019
8. Plaque-disclosing and recording of plaque scores	End of year plaque scores	October 2019
9. Data entry and analysis	Draft analytical report	August-November 2019
10. Report writing and dissemination of results	Disseminate technical report	December 2019-January 2020

Project Title

Introduction of the Universal Neonatal Screening for Inborn Errors of Metabolism (IEM)

Goal

To identify infants with potentially life threatening IEM that is relatively prevalent and treatable

Objectives

- To detect Inborn Errors of Metabolism in new-borns
- To provide opportunity for early intervention

Background and Rationale

The Universal Newborn Screening for Inborn Errors of Metabolism (IEM) is a public health programme for screening all babies shortly after birth, for a list of potentially life threatening conditions that are treatable (or controllable). However, these conditions are not clinically evident in the new-born period.

Due to the severe clinical consequences of IEM, they are important causes of morbidity and mortality in clinical practice, especially in paediatrics. Delay in the diagnosis and treatment of these disorders can lead to significant adverse outcomes, including severe neuropsychological dysfunction, intellectual disability and death. Each disorder is individually rare, but their cumulative incidence is relatively high, around 1 in 1500 to 1 in 5000 live births (Sanderson S. et al., 2006; Raghuvver T. S.,2006).

Since Dr Robert Guthrie introduced the first new-born blood spot for Phenylketonuria (PKU) screening test in 1961, several tests have been developed to screen for more than 30 different inborn errors of metabolism. In Seychelles, we plan to introduce six of them: Phenylketonuria, Congenital Hypothyroidism, Galactosemia, Sickle Cell disease, Congenital Adrenal Hyperplasia and Cystic Fibrosis. Some of

these conditions are on the increase, for example, Sickle Cell disease the occurrence of which depends entirely on the presence of Negro blood, even though in extremely small amount.

Description

The project will be coordinated by the consultant Paediatrician of the Health Care Agency assisted by a Technical Working Group (TWG). All midwives and nurses delivering care to new-born babies on the Post Natal Ward and Neonatal Intensive Care Unit (NICU) shall be trained to administer the test. Four local very experienced nurses have been identified as facilitators for administration of the tests.

Screening of every new-born shall be performed between 24 and 72 hours of age before the baby is discharged from the hospital. A blood spot shall be extracted through a heel prick and placed on a Guthrie card and dried and the sample shall be sent to the laboratory immediately after extraction. The sample shall be examined by the Tandem Mass Spectrometry.

The initial phase of the project will involve the setting up of the laboratory including procurement of laboratory equipment and training of laboratory technicians. Since this is a new test, designing and printing of laboratory forms is required. Upon introduction of the test, for the first three months, selected samples shall be sent abroad to reputable Lancet laboratory in the region, to confirm the precision of results.

A national sensitization campaign shall be initiated to sensitize health professionals, parents and the general public. The campaign shall comprise media adverts and a leaflet shall be designed for educational and information purposes.

A support system shall be established to support families whose babies are tested positive. A team consisting of a paediatrician, a nurse, a

psychologist and a social worker shall be identified to assist and support families. Terms of reference shall be developed to guide the team's function.

A reporting system shall be established with the assistance of the Statistics Unit of the Ministry of Health. This will facilitate monthly reporting, nationally.

The project will be implemented in phases as follows:

First phase - Setting up of laboratory facility

- Meeting with laboratory management to establish logistics
- Setting of laboratory facilities and procurement of equipment

Second phase - Training and development of protocols

- Training of nurses to administer the test
- Training of laboratory technicians
- Adapting and instituting test protocols
- Developing and printing of test forms
- Setting up of reporting system
- Arrange for diagnostic testing and confirmation by specialized laboratory testing, interpretation and treatment
- Select and dispatch samples abroad for comparison and confirmation of results during the initial phase

Third phase - Sensitization campaign

- Sensitization of parents and general public
- Sensitization of health professionals
- Set up support system for families

Fourth phase - Reporting system

- Set up reporting system with the help of Statistics Unit
- Produce monthly reports

Budget Narrative

The total projected budget for the project is SCR 1,997,367.22 (€122,539.55) and the main budget dispersal will go towards the setting up of the laboratory system including stocking of test reagents for a period of six months. The equipment and reagents is estimated at a total cost of SCR 1,624,961.67 (€99,690.90).

The company Perkin Elmer Turku Finland providing the equipment also recommends training for a laboratory technician, to ensure proper maintenance of the equipment. The cost of the training is not included in the budget.

Expected Outcome

Early diagnosis of Inborn Errors of Metabolism conditions and appropriate intervention

Performance Indicators

- Percentage of children screened with Inborn Errors of Metabolism conditions
- Percentage of children screened positive for any of the six IEM conditions
- Percentage of children referred for early intervention

PLAN

Activity	Output	Timeframe
1. Seek approval from the Health care Agency	Proposal including budget endorsed	Completed
2. Formation of technical working team	Provide technical support	Completed
3. Sensitize health professionals	Acknowledgement	Completed
4. Training (nurses/midwives/Doctors)	Staff capacitated	May-June 2019
5. Training (Laboratory technicians)	Staff capacitated	May-June 2019
6. Adapt and print test protocol	Test standardized	July-Sept 2019
7. Procurement of laboratory equipment (machine, reagents)	Laboratory equipped	Jan-Mar 2020
8. Develop and print lab forms	Forms designed	March-June 2020
9. National sensitization campaign	Media adverts and leaflets produced	July-Sept 2020
10. Set up support system	Established	July-Sept 2020
11. Introduced test	Test instituted	July - Sept 2020
12. Set up reporting system	Reporting system established	Aug-Sept 2020

Project Title

Introduction of the Personal Child Health Record (PCHR) Booklet

Goal

To develop an instrument for communication, education, surveillance and promotion of child health, thus enabling families to participate and be responsible for their child's health records

Objectives

- To integrate and harmonize the diverse actions for promoting the health of children
- To improve communication and increase partnership between parents and professionals
- To improve communication between professionals working with the child
- To monitor health outcomes and inform future developments of the child
- To provide parents with health and risk assessment information relevant to their child
- To unify existing health records and enable comprehensive surveillance of the child's progress

Background and Rationale

All children in Seychelles are required to attend a postnatal assessment at 6 weeks of age at their respective district health centre. For that appointment, infants are officially registered in the integrated EPI/Child Health Programme, and they receive a Child Health Card 'Kart Peze', which includes all records of immunisation and monitoring of their weight. This personal card is also expected to serve as a reminder for their next appointment.

The child health card however has several drawbacks which include but are not limited to lack of knowledge about proper use; lack of space to document information and therefore the need to have several other forms/documents; fragmented and disjointed information on the child in various forms, places and settings making it difficult at times to monitor the child's development and growth; lack of information on the child's growth as there is no data on height and head circumference recorded on the card; incomplete and absence of records; difficulties in assessment of significant health events of the child due to a lack of foundation to draw the parameters of their evolution. Moreover, professionals are unable to provide parents and families with guidance about the data recorded in the current child health card.

The Personal Child Health Record (PCHR) will be a national standard health and development record given to parents/caregivers at a child's birth. It will be the main record of the child's health, growth and development. Child Health Records form part of children's rights and the records are important instruments for the surveillance and promotion of children's health. They contain information about early childhood development and can be kept as records of the child's health, growth, development, immunisation and other milestones throughout childhood. They also include information about services and support that are available throughout the child's infancy and childhood stages.

The PCHR gives recognition to the key role of parents/caregivers in the health and care of their child and is very much in line with the ethos of health and care professionals working openly with parents. It promotes a multidisciplinary approach and enables professionals to identify healthy and useful actions that need to be discussed with caregivers. Caregivers can also share the instrument with any professionals or other people providing care and support to their child such as child's nursery, childminder, and teacher. This enables adherence to and co-responsibility for health surveillance actions for children.

The PCHR can be used as an instrument to assure the quality of services provided, plan services and help to prevent diseases. It provides access to actions on education, surveillance, promotion and health recovery, thus improving the quality of the care delivered to children in light of integral care. The PCHR is considered a handy way for caregivers to follow the child's growth and development and keep records of the child's health and progress. It enables caregivers to learn about the useful practices they need to undertake to promote the health and development of the children. It is a very important document which can be used as a reference of health history when the child is older.

The introduction of the PCHR would be an opportunity to update the current growth chart which now only includes data on weight for age and was designed for the Seychellois population. It will be replaced with the WHO growth chart to ensure the inclusion of all other anthropometric parameters not initially included to actually monitor the child's growth over time. It will also provide the opportunity for additional updates on other important indicators of the child's health and enable standardization.

Description

The ECCE Health Sector Technical Team will ensure the effective implementation of the project. The Team will work collaboratively with other relevant sectors, institutions and agencies.

The main activities to be implemented are as follows:

- Conduct desk review
- Design and pre-test booklet
- Formulate communication plan

- Develop guidelines for professionals
- Train professionals
- Print samples of booklet
- Pilot booklets (regionally)
- Collect and analyse data from pilot
- Conduct validation at different levels
- Monitor and evaluate project

Budget Narrative

The total cost of the project has been estimated at SCR 400, 000. All funding will be sourced from the Government of Seychelles with the possibility of private partnership arrangements.

Expected Outcome

- Comprehensive and standardised Personal Child Health Record being effectively used

Performance Indicators

- Number of booklets designed, printed and disseminated for pilot
- Number of children issued with the PCHR and level of usage of PCHR
- Data from PCHR for key child health and development indicators
- Number of professionals trained and sensitized
- Number of parents/caregivers sensitized

PLAN

Activity	Output	Timeframe
1. Obtain approval from Health Care Agency (HCA)	Meeting conducted with Management Approval obtained	April 2019
2. Set up technical working group	List of TWG members - TOR	April 2019
3. Conduct desk review and assemble information for the booklet	Documents reviewed	May – October 2019
4. Formulate communication plan	Comprehensive communication plan developed	August – September 2019
5. Develop guidelines for professionals	Guidelines developed	October 2019
6. Design and pre-test booklet	PCHR booklet designed and pre-tested	November 2019
7. Print samples of booklet	Samples of Booklet printed	December 2019
8. Pilot booklets (regionally)	Results of Pilot - Report	January – June 2020
9. Conduct validation at different levels	Validation workshop conducted Validation report	September 2020
10. Monitor and evaluate project	Report	October 2020



“Health is an indispensable pillar of ECCE as it is one of the major determinants of a child’s cognitive, social and physical growth and development, based on the quality of health care services and nutrition given during the early years including the conception period”

Mrs. Stephanie Desnousse
ECCE Technical Team Chairperson for Health

ECCE Technical Team members:

From left to right: Mrs. Juliette Henderson, Ms. Veronique Bresson, Mrs. Fiona Paulin, Ms. Marie-Josée Dangkow, Mrs. Florida Bijoux, Mrs. Georgianna Marie and Mrs. Stephanie Desnousse

Missing – Dr. Xavier Rose, Ms. Agnes Boniface and Ms. Marie-Helen Niole







LOCAL GOVERNMENT

Project Title

Expansion of Day Care Centre Provision for children

Goal

To facilitate the provision of early learning and care services in an environment that fosters the holistic development of the child

Objectives

- To ensure availability of facilities that will cater for the provision of care for children 0- 4 years
- To provide alternative respite service for caregivers

Background and Rationale

Care for young children in Seychelles has evolved from the traditional model where children were being cared for in the home by family members to the current practice where child care can be provided by professional childminders or in Child Day Care Centres. Such changes are similar to what has been happening worldwide where development has impacted on the structure of the family as well as on the role of women. From a community perspective, child day care facilities have thus become an essential service that aims to specifically facilitate women's socio-economic integration into society, and additionally, provide a hygienic, safe and stimulating environment for the development of young children.

Table 2: Number of children by types of day care facilities

Sector	Government Owned Child Day Care Centres	Privately Owned Child Care Centres	Registered Childminders (AS at 20th August 2018)
Number of Centres/Houses	12	14	76
Number of children	533	719	741
District	12	10	24

One of the rationales for the implementation of this project is that the demand for preschool child care services has outstripped supply. According to 2018 statistics, as displayed in Table 2, there are 12 Government owned Day Care Centres, 14 Private Day Care Centres and 76 registered Home-based Childminders, caring for around 2,031 children aged between 3 months to four years old. It is worth noting, nonetheless, that these centres and childminding institutions are already operating at their maximum. Hence, justifying the need to construct three more centres as highlighted in Table 3.

Secondly, as advocated in the SELF, there is a need to increase and diversify ECCE services and programmes. Surveys conducted in 2018 concluded that Day Care Centres constructed by the Government are more affordable with a monthly fee from 1,000 to 1,600 Seychelles rupees compared to that of Private Care Centres with fees ranging from 2,000 to 3,500 Seychelles rupees per month. Further to that, community audits have revealed that majority of the Day Care Centres are concentrated in the northern, southern and far eastern districts. There is then, an obvious need for more Child Day Care services in the central/town districts (Mont Buxton, St Louis, English River) and even stretching further to eastern districts of Les Mamelles, Roche Caiman, Plaisance, Au Cap and Cascade, plus Port Glaud and Grand Anse Mahé. This uneven dispersion of existing child day care services across specific regions suggests that parents in some communities are travelling long distances before and after work to drop off and pick up their children. This situation may have an adverse effect on the level of parent's productivity at work and on social emotional obligations at home. Therefore accessibility and affordability are important considerations in the provision of day care centres.

Table 3: Capacity – Government owned Day Care Centres

New Centres	Number of Children
Au Cap	39
Anse Etoile	50
Glacis	40
La Digue	40
Pointe Larue	49
Converted	
Baie Lazare	40
Takamaka	50
Anse Royale	40
Anse Boileau	50
Bel Air	75
New, requiring extensive maintenance	
Beau Vallon	50
Mont Fleuri	70
Baie Ste Anne	50
Under construction	
Grande Anse Praslin	50
Anse Aux Pins	80
Takamaka	50

Finally, the successful implementation of this project is heavily reliant on the collaboration between Ministries, Departments and Agencies with a role to play in land and building development, in education, family and child welfare, and in public health. In that manner, this project attempts to respond to the request for a propagation of more “inter- and intra-sectoral approach” ... “to produce the overall results in the development of children” evoked in the Caucus Paper (2017).

Description

The Local Government Department will oversee the implementation of the project in collaboration with the Local Government ECCE Technical Team, Planning Authority, Department of Early Childhood, Primary and

Secondary Education, Institute of Early Childhood Development (IECD), Ministry of Health, Procurement Oversight Unit and Contractors. The project generally includes the construction of three new Day Care Centres (Grand Anse Praslin, Anse Aux Pins and Takamaka).

Construction work on these aforementioned Centres has already started and as of January 2019, these projects are at the following stages:

1. Takamaka - completed work includes plastering of walls, electrical works, ceiling and initial plumbing works
2. Grand Anse Praslin - The Contractor has completed building the exterior block walls and partitioning is in progress
3. Anse Aux Pins - Work is concentrating on building internal and external walls

Hence, the 2019 – 2020 Project will entail the following work:

- Monitor progress of completion of Construction
- Procurement of furniture and basic items
- Landscaping and installation of mini playground
- Tender & Panel to Select Operator
- Official handing over to District Administrator and Operator
- Official Opening of the Day Care Centre
- Parents Satisfaction Survey

Budget Narrative

The estimated total cost for the construction of Day Care Centres (Grand Anse Praslin, Takamaka and Anse Aux Pins) will be SR 9 003, 660 million inclusive of taxes. All funding will be sourced from GOS with possibility for private partnership.

- Grand Anse Praslin: Contract amount – SR 2,383,385.00
- Takamaka: Contract Cost SR 4,047,582.00
- Anse Aux Pins: Contract Cost ; SR 2,572,693.00

Expected Outcome

- Expanded access for children (0 -3 years) to innovative facilities
- Meeting the needs of the community

Performance Indicators

- Increase in the number of Day Care Centres built in compliance with standards for physical infrastructural design, external design

and outdoor elements, child and family friendly facilities, staffing/ supervisory arrangements facilities

- The number of children using the service per caption area
- Stakeholders collaboration and satisfaction (Participating Agencies, Community Personnel, Targeted Parents)

PLAN 1 – CONSTRUCTION AND OPENING OF THE NEW GRAND ANSE PRASLIN DAY CARE CENTRE

Activity	Output	Timeframe
1. Monitor construction	Newly-built day care centres	December 2018 – August 2019
2. Prepare and advertise the Tender – Operation of Day Care Centre	Advertised Tender Number of Submitted proposals Bidding & Site Visit report	May – July 2019
3. Panel meetings & Interviews	Panel report – Processes of selection of Operators Approval letter to selected Operator	June – August 2019
4. Construction completed	Standardized Day Care facility	September 2019
5. Hand Over facility	A new facility for working mother with children aged 3 months – 4 years	September – October 2019
6. Official opening	Brochure outlining array of services and programmes on offer at the Centre	December 2019
7. Stakeholders satisfaction survey	Level of satisfaction of stakeholders	March – April 2020

PLAN 2 – CONSTRUCTION OF NEW ANSE AUX PINS DAY CARE CENTRE

Activity	Output	Timeframe
1. Monitor construction	Newly built Day Care Centre	November 2018 – July 2019
2. Prepare and advertise the Tender – Operation of Day care Centre	Advertised Tender Number of Submitted proposals Bidding & Site Visit report	May – July 2019
3. Construction completed	Standardized Day care facility	July 2019
4. Hand Over facility	A new facility for working mother with children aged 3 months – 4 years	August 2019
5. Official opening	Brochure outlining array of services and programmes on offer at the Centre	November 2019
6. Stakeholders satisfaction survey	Level of satisfaction of stakeholders	February 2020

PLAN 3 – CONSTRUCTION OF NEW TAKAMAKA DAY CARE CENTRE

Activity	Output	Timeframe
1. Monitor construction	Newly built Day Care Centre	December 2018 – April 2019
2. Prepare and advertise the Tender – Operation of Day care Centre	Advertised Tender Number of Submitted proposals Bidding & Site Visit report	May – July 2019
3. Panel meetings & Interviews	Panel report – Processes of selection of Operators Approval letter to selected Operator	June – July 2019
4. Construction completed	Standardized Day care facility	July – August 2019
5. Hand over facility	A new facility for working mother with children aged 3 months – 4 years	September 2019
6. Official opening	Brochure outlining array of services and programmes on offer at the Centre	October - November 2019
7. Stakeholders satisfaction survey	Level of satisfaction of stakeholders	February 2020

Project Title

Providing Community-Based Outdoor Play Facilities

Goal

To promote the use of safe and child friendly community based playgrounds

Objectives

- Construct new community playground
- Improve the status of selected district playgrounds
- Increase accessibility to and use of selected district playgrounds

Background and Rationale

A plethora of studies have documented the importance of play in child development. Play provides children with opportunities to develop their creativity, cognitive skills and physical abilities. Children need safe spaces to play, develop and practice their skills. In discourses on outdoor learning the notion of outdoor play is often used interchangeably and these literatures have particularly elaborated on the benefits of playing in nature, thus advocating for the need to reconnect children to nature. Playing in nature can counteract obesity and should be seen as an outlet for stress and anxiety as well. From a curriculum stance, playing outdoors gives teachers and educators at large opportunities to integrate subjects - a child's laboratory. It brings the curriculum to life, thus facilitating the application of the three principles of learning: becoming, being and belonging. In a similar way, exposing children to the outdoors and networking with the community can permit teachers to implement the various early learning developmental areas (ELDAs) featured in the Seychelles Early Learning Framework.

In Seychelles, outdoor play is encouraged through the development of playing fields, volleyball and basketball courts, and, for younger children, outdoor playgrounds. The Local Government Department has the

responsibility to ensure that these spaces remain usable and accessible for all. To date, there are 13 districts with playgrounds that can be further categorized in three groups. Firstly, a recent survey undertaken by the Project Planning and Maintenance Division within the Local Government Department reported that the majority of existing playgrounds were in a state of deterioration characterised by damaged front gates, fence, equipment (swings, carousel, wooden and steel climber & benches). As a result, access is either prohibited or hazardous.

Secondly, others although partially damaged, were still being used although, due to lack of available data, access and usage could not be monitored to assess potential outcome, and impact on beneficiaries. Thirdly, a few playgrounds were in good condition but the level of access was unknown.

Additionally, it was reported that in some districts children were playing in the street, trespassing on private properties and or roaming around the community, unattended at times, even at odd hours of the day and evening. From a social perspective, these children are prone to be involved in anti-social behaviour and can be victims of abuse. Mindful of these social conditions the District Administrators of these Districts have requested for the development of new safe and child friendly play areas.

This project therefore aspires to address the aforementioned challenges and contribute to the development of children in all communities through the provision of more and or new opportunities to engage in free outdoor play.

Description

This project will be led by the Local Government Department in collaboration with the Sports Department, National Sports Councils (NSC), Ministry of Education, District Administration, Members of District Team, District Social and Animation Committee, CEPS, and other interested partners.

The project comprises three major aspects:

- a. Construction to be principally led by the Project Planning and Maintenance Division.
- b. Refurbishment also to be principally led by the Project Planning and Maintenance Division.
- c. Implementation of learn and play activities organised after school hours, during week-ends and school holidays coordinated by Community Development Division. It will be of direct benefit to children in six districts: Perseverance 1 and 2, Pointe La Rue, Anse Royale, Takamaka, and Grand Anse Praslin.

Construction

Takamaka (St Ange Estate)

This aspect of the project is intended to benefit a community of around 40 households. A consultative meeting will be held with the residents in collaboration with PMC and DA's Office. A satisfaction survey will be conducted with the parents after construction to gather their views on the quality of new playground. A second survey will be undertaken at the end of the project cycle to gain the views of parents on the number and quality of activities organised. Monitoring reports are expected to highlight the outcome and impact of playground usage on the behaviour of children on the estate.

Perseverance 2

It is a new initiative to respond to the lack of ECCE related recreational activities. This aspect of the project will benefit about 4,000 inhabitants. Given the inappropriateness of the existing playground, requests for relocation was approved and discussed with and accepted by residents in public meetings organised in 2018 and 2019. Reasons for the relocation were to ensure safety and security; increase the number of children accessing the area; and to ensure better supervision to prevent vandalism.

Consultation and networking with the district committees namely the District Social and Animation Committee and Inter-agency Committee will be held to lead the implementation programme.

Refurbishment

Pointe Larue and Grand Anse Praslin Playgrounds

This aspect of the project involves the refurbishment of two district community based playgrounds in Pointe Larue and Grand Anse Praslin. Refurbishment will be led by the Project Planning and Maintenance Division in the Local Government Department. It is intended to benefit about 800 children in the EC aged group from home-based and centre-based childminding establishments, crèche and lower primary school children who will be encouraged to access the facility during week days for play and learning activities.

Activities will be organised during school hours and in collaboration with the assistance of Programme Officers after working hours and during week-ends.

Implementation of Programme

Anse Royale and Perseverance 1 Playgrounds

This aspect of the project will involve consultation with members of District Team and the District Social and Animation Committee to lead the implementation of the programme.

Regular learn and play activities will be organised throughout 2019 and 2020 in collaboration with the respective Crèches and Primary Schools, with the National Sports Councils, District Committees, and other community groups. Activities will be mostly during week days and school holidays.

It should be noted that the Department will be marketing these new and upgraded outdoor play facilities that will be open for all residents to use

freely during the week, weekends and holidays. However, there will be a fee for private use, such as, birthday parties.

Budget Narrative

All funding will be sourced from Government of Seychelles more specifically from the District Small Project Vote. To date, a new outdoor play facility is estimated to cost around SCR 800,000; upgrading at SCR 300,000 and the organization of activities estimated at around SCR 6,000 to SCR 8,000 Seychelles Rupees (including transport, snacks, refreshment and advertising).

Expected Outcome

Child and family friendly district playgrounds being appropriately used

Performance Indicators

- Number of district playground renovated to agreed standards
- Number of children accessing district playgrounds
- Number of organised activities in the district playgrounds
- Number of stakeholders and partners involved in the project, and their views

PLAN 1 – CONSTRUCTION AND PROGRAMME IMPLEMENTATION – TAKAMAKA (STE ANGE ESTATE) PLAYGROUND

Activity	Output	Timeframe
1. Community meeting	Minutes of community meeting	June, 2019
2. Preparation, approval and award of contract	Scope of work Contract document	June, 2019
3. Construction of playground	Playground constructed according to approved plan Project Completion Report	December 2019
4. Develop implementation programme	Implementation programme developed	October, 2019
5. Official Opening of the new playground	Brochures for users	December 2019
6. Implementation of programme	Guidelines for users Monitoring Reports of activities organized / general use by residents	January – December, 2020
7. Evaluate project implementation	Evaluation report	October 2020

PLAN 2 – PROGRAMME IMPLEMENTATION – PERSEVERANCE 1 AND ANSE ROYALE PLAYGROUNDS

Activity	Output	Timeframe
1. Research use of playgrounds after school hours and week ends	Report on use of community playgrounds	June – July 2019
2. Consultation with district Committees		July 2019
3. Development of implementation programme	Implementation programme developed	August 2019
4. Implementation of programme	Monitoring Reports of activities organized Satisfaction survey report	August 2019 – December 2020
5. Evaluate project implementation	Evaluation report	October 2020

PLAN 3 – REFURBISHMENT – POINTE LARUE PLAYGROUND

Activity	Output	Timeframe
1. Preparation, approval and award of contract	Scope of work Contract document	June, 2019
2. Refurbishment of playground	Playground refurbished according to approved plan Project Completion Report	December 2019
3. Develop implementation programme	Implementation programme developed	October, 2019
4. Implementation of programme	Guidelines for users Monitoring Reports of activities organized	November, 2019 – December, 2020
5. Evaluate project implementation	Evaluation report	October 2020

PLAN 4 – REFURBISHMENT – GRAND ANSE PRASLIN PLAYGROUND

Activity	Output	Timeframe
1. Preparation, approval and award of contract	Scope of work Contract document	June, 2019
2. Refurbishment of playground	Playground refurbished according to approved plan Project Completion Report	December 2019
3. Develop implementation programme	Implementation programme developed	October, 2019
4. Implementation of programme	Guidelines for users Monitoring Reports of activities organized	November, 2019 – December, 2020
5. Evaluate project implementation	Evaluation report	October 2020

PLAN 5 – CONSTRUCTION AND PROGRAMME IMPLEMENTATION – PERSEVERANCE 2 PLAYGROUND (RELOCATED)

Activity	Output	Timeframe
1. Preparation, approval and award of contract	Scope of work Contract document	June, 2019
2. Construction of playground	Playground constructed according to approved plan Project Completion Report	December 2019
3. Develop implementation programme	Implementation programme developed	October, 2019
4. Presentation of implementation programme with district committees	Forum Report	November, 2019
5. Official Opening of the new playground	Brochures for users	December 2019
6. Implementation of programme	Guidelines for users Monitoring Reports of activities organized	January – December, 2020
7. Evaluate project implementation	Evaluation report	October 2020



“Children should be encouraged to make the most of the rich but often overlooked opportunities for learning in their neighbourhoods and community settings”

Mrs. Betty-Mai Sofa

ECCE Technical Team Chairperson for Local Government

ECCE Technical Team members:

From left to right standing: Mrs. Raymonde Benstrong, Mrs. Betty-Mai Sofa, Mr. Damien Ally, Mr. Mike Morel, Mr. Francis Remie

From left to right sitting: Mrs. Murielle Marie, Ms. Beguita Melanie and Ms. Nichole Gabriel

Missing – Mr. Daniel Adeline





SOCIAL AFFAIRS



Project Title

Survey on the Level of Care and Welfare of Children Born to Teenage Mothers

Goal

To determine the level of care and welfare of children born to teenage mothers

Objectives

- To evaluate the wellbeing of children born to teenage mothers between the age of 13 to 20 years
- To identify the needs of teenage mothers and inform policy on the services required

Background and Rationale

Parents are considered as the primary care giver of children. Being a parent is exciting and at the same time challenging. Good preparation before child birth and on entering into the journey of parenthood is beneficial and crucial to both parent and child. The birth of a child in a family brings additional cost and added pressure on relationship thus requiring strong interpersonal skills to cope with the added responsibility.

Given these intermingling complications, the birth of a child to a teenager, who is also a child, can put the young family at risk and can have negative social and health consequences. Teenage pregnancy and childbearing bring substantial social and economic costs with immediate and long-term impacts on teen parents and their children. The birth of a child at a young age can impede the young parent's academic and social success; they are more likely to have to drop out of school despite the policy allowing them to continue with their schooling; and they are less likely to be able to manage if they do not have strong support system. There is a high probability that teenage mothers end up as single parents. They face major challenges in raising their children alone, of not receiving the

necessary support to bring up their child and having to rely on other family members or the State for basic provisions.

Studies suggest that primary child care and proper stimulation from an early age is crucial to children's cognitive and psychological development and wellbeing. Given the overall complications and challenges teenage mothers face, it is commonly said that children born from teenage mothers can turn up to be less privileged in terms of receiving proper care and guidance needed for their overall development and well-being, and are more likely to be exposed to risk of child abuse and neglect.

To date there has not been any similar survey to assess the scope of this problem. It is necessary to gain some understanding of the situation for both the teenage parent and the child to inform policy makers on the need to review existing policies or to introduce new ones to address issues related to teenage pregnancies.

Description

The Social Services Division will oversee the implementation of the survey, which will target teenage mothers ranging from the age of 13 to 20 years with children aged 0 to 4 years old in 2019. The survey will be conducted within the District of Perseverance. The collaboration of the following related ministries and agencies will be needed:

- Ministry of Health
- Ministry of Education and Human Resource Development
- Ministry of Employment, Immigration and Civil Status
- Agency for Social Protection
- National Bureau of Statistics

The main instrument for the survey will be a questionnaire that will be administered to selected participants through one- to-one interview. This will be supplemented by observational data. The focus will be on aspects

of health, nutrition, hygiene, financial and social care. Collection of data will be facilitated by professionals having a background in child care.

Budget Narrative

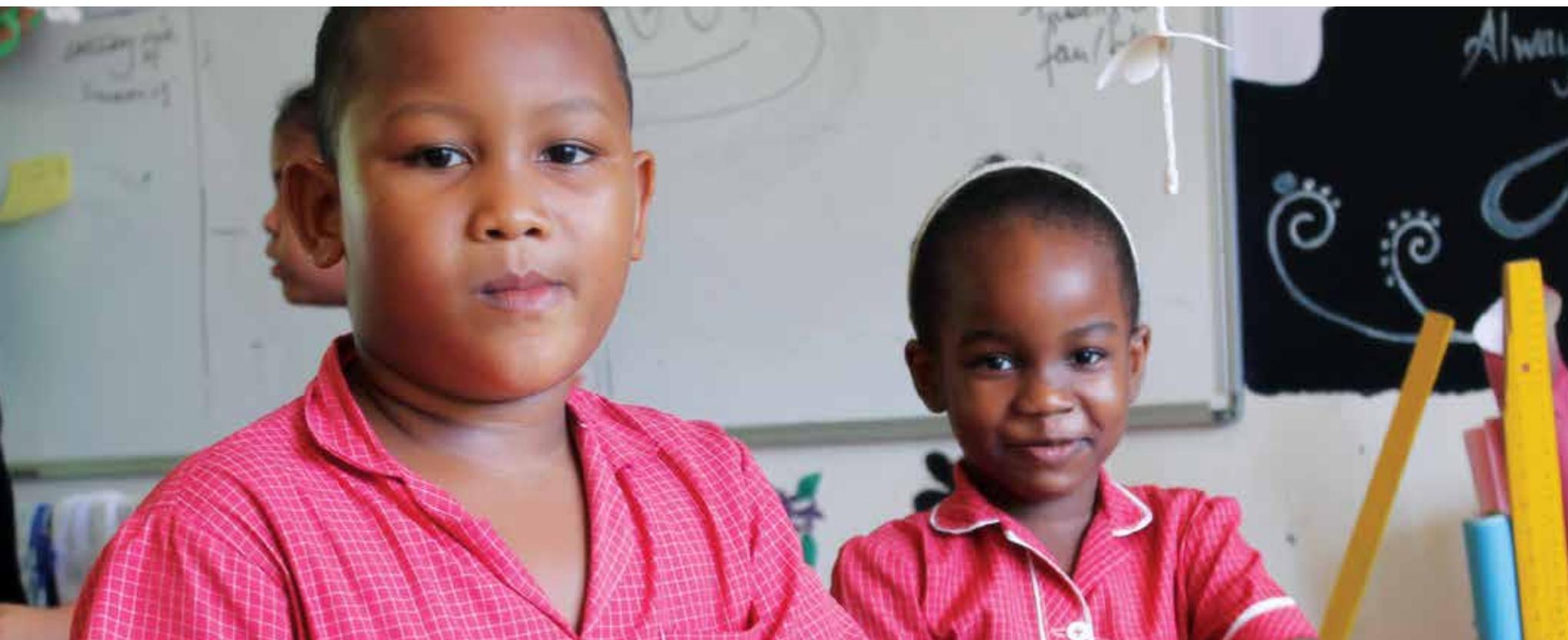
The estimated cost of the project is SCR 200, 000, this will include: payment for consultant to work on the project, training/workshop for data collectors, payment for data collectors, input and analysis, report writing and printing and stationery.

Expected Outcomes

- Information about the status of the children and their mothers for a sample of teenage parents
- Suggestions and recommendations on the needs of teenage mothers for policy decision

Performance Indicators

- Number of participants targeted and their state of well being
- Proportion of participants most at risk
- Suggested intervention strategies





PLAN

Activity	Output	Timeframe
1. Consultant and negotiation	Consultation completed	May 2019
2. Developing questionnaire	Questionnaire for participants	July 2019
3. Develop data collection procedures	Data collection procedures developed	August 2019
4. Training	Training completed	October 2019
5. Conduct interviews	Interviews conducted	December 2019
6. Data Input	Data input	February 2020
7. Analysis and Report	Data analyses and report compiled	March 2020
8. Validation	Survey validated	May 2020
9. Production of survey results	Report submitted	April 2020

Project Title

Assessing the effectiveness of Parenting Education ante-natal and post-delivery sessions held from 2013 to 2018

Goal

To evaluate the efficacy and validity of the existing parenting programme

Objectives

- Assess the skills and knowledge of parents who participated in the programme
- Assess the benefits of the programme
- Determine the strength and challenges of the programme

Background and Rationale

Parenting is a positive and nurturing activity that normally involves children, parents and other family members in lifelong interaction. It is also the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy. Parenting education gives parents the confidence they need to raise their children and teach them the most efficient ways of helping their children grow and develop and to protect them from any form of abuse. Studies have shown that educated parents can make better decisions in the lives of their children and in turn improving the mental and emotional development of children in their early years

In 2013 the Social Affairs Department worked closely with the Ministry of Health to pilot the ante-natal and post-delivery Parenting Education sessions in four regions of Mahé to promote the use of positive parenting practices. The programme was then extended to Praslin.

One evaluation workshop was held in 2017 with midwives and the parents who participated in the programme to obtain feedback from service users and some midwives. However, it is expected that through this project

more detailed information can be acquired to assess the efficacy of the sessions, the level of parents' satisfaction, perception on the delivery of sessions, current parenting style, facilitators' views of the sessions, and involvement of midwives and their views.

Description

The Department of Social Affairs will oversee the implementation of the survey. The technical assistance of a local consultant will be sought to:

- Design the Questionnaire
- Pilot the Questionnaire
- Undertake the Survey
- Enter the data
- analyse data collected
- discuss and validate findings
- Submit a report on the findings
- Disseminate survey result to partners

The survey will be carried out in three phases:

- Selection of targeted group for distribution of questionnaires
- Sensitization campaign through information/discussion
- Data collection and analysis and final report

Budget Narrative

The estimated cost of the project is SCR 300,000. It will include consultancy fees, allowances for data gathering, training for facilitators, printing and logistical requirements, dissemination and transportation cost. Funds will be sourced from National ECCE Trust Fund and from Children Special Fund.

Expected Outcome

Efficacy and effectiveness of the programme

Performance Indicators

- Level of knowledge and skills of parents
- Percentage of parents who attended all sessions
- Parent perception of the programme and the facilitators
- Midwives perception of the programme

PLAN

Activity	Output	Timeframe
1. Identify consultant	Local consultant identified	May-June 2019
2. Confirm instrument for the survey	Questionnaires finalized	July 2019
3. Identify Target group	Target group identified- sample frame	August 2019
4. Training for focal person on data collection	Training programme	August-September 2019
5. Data collection	Fieldwork report	September/October 2019
6. Data Entry		Nov 2019
7. Analysis and report writing	Survey report	Dec 2019/Jan 2020
8. Validation of findings		February/March 2020
9. Production of survey results	Survey report produced	April 2020
10. Submission to Cabinet and Publication of survey results	Article published in appropriate medium	June /July 2020
11. Evaluation of report	Submission of report to IECD	November 2020

Project Title

Monitoring standards in Children Homes

Goal

To establish screening and monitoring structures for the protection of children in care homes

Objectives

- To deter wrong or unlawful practices by staff
- To provide training of staff for best practice
- To monitor and supervise telephone calls
- To set up recording system

Background and Rationale

Children's homes play an important role in providing care for children who fail to thrive in their families. The Social Affairs Department is mandated to safeguard and ensure the safety and security of children in care.

Monitoring activities that take place in children's homes are essential in ensuring that the environment is safe for the children and staff.

Presently, Social Services and other partners are required to investigate child protection concerns for children in care. This may involve a member of staff who might have allegedly hurt a child. It can relate to numerous instances whereby a situation has been handled inappropriately, leading to a child being hurt or at risk of being hurt. Presently, investigations into allegations or suspicions of harm against children are difficult to monitor due to a lack of concrete evidence.

In 2017 Social Services hosted a workshop on the introduction of standards monitoring in Children Homes and Foyer de la Providence and Foyer Nazareth were identified as the two homes to be included in the project. Three main standards have been discussed as priorities.

First is the training of staff. In house training of staff is essential in equipping staff with the right tools and skills to work with and meet the needs of children in institutions. Furthermore, through training, staff will learn how to handle situations swiftly without having to fully rely on Social Services' intervention. Moreover, training should be well structured and integrative so that all staff at different levels, with different learning skills can benefit.

Second is the need to improve security and surveillance of children in the homes. Therefore, the installation of technology devices such as cameras used as monitoring tools in the homes has been proposed. This will also assist in monitoring the care that children receive when staff members are not present. Abuse, misbehaviour or inappropriate behaviour and even false accusations will be recorded. Not only will this alert Social Services but the information gathered can be used as evidence, as grounds for disciplinary action.

Within ethical boundaries, recording telephone calls inside care homes will help with monitoring the wellbeing of children. In the past Social Services has received cases whereby parents and other people made contact with children inside the homes even when they were not authorized to do so. Therefore, with the proposed introduction of recording telephone calls if a parent or relative attempts to make unauthorized contact with a child who had been removed from their care, necessary actions can be taken against them. The homes will also have evidence of any threatening, inappropriate and illegal communication from people outside and inside the homes. Knowing that their calls are being recorded might deter individuals from contacting children inside the homes if they do not have the permission to do so.

Third is the introduction of record-keeping. Staff in Children Homes is expected to keep a number of records of activities. There are specific types of records that should be maintained in the homes, such

as, administrative records that are meant to demonstrate effective management and good practice. Accident book, sanctions book and a medical record book are examples of records that fall into this category as well. Staff should also keep a record for their unit which may include a log book and handover book. Furthermore, individual reports on children in the homes should also be well detailed and available. Recording in a children's home is very important, therefore, clear guidelines and procedures on how to keep records should be established.

Hence, all staff working in homes will have to know and follow the procedures. These procedures should clearly state:

- The purpose of the different records used in the homes
- The content of the different records
- How the different records are connected to one another

There is a need to introduce monitoring tools to ensure that children in homes are under permanent surveillance. Moreover, training staff to better keep records and equipping them with the skills to better deal with situations within the homes will also contribute to maintaining standards.

Description

The Social Services will oversee the implementation of this project in two homes: Foyer de La Providence and the Foyer Nazareth. Information and guidance from Security Firms and Telecommunication Companies will be required. This project entails open surveillance technology which will include CCTV, cameras, emergency light outside and sensors. Training is also needed in the management of the surveillance system. The project has been conceived in three parts:

- The first part includes identifying a security and telecommunication company for advice on the appropriate equipment suitable for the two institutions and arrangements for the procurement of the equipment.
- Part two will involve training of staff to improve their skills for working with children, managing the information gathered from the surveillance system, and keeping records.

- Part three will focus on assessing compliance to the standards and evaluating the monitoring system in the provision of information to protect children.

Budget Narrative

The estimated cost of the project is SCR 300, 000 and it will include:

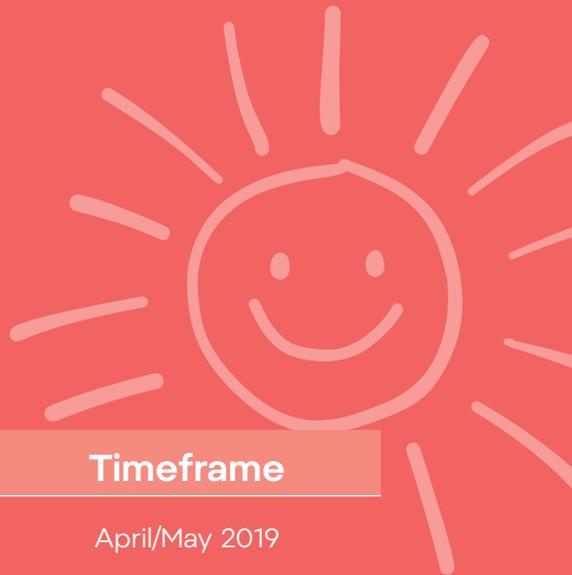
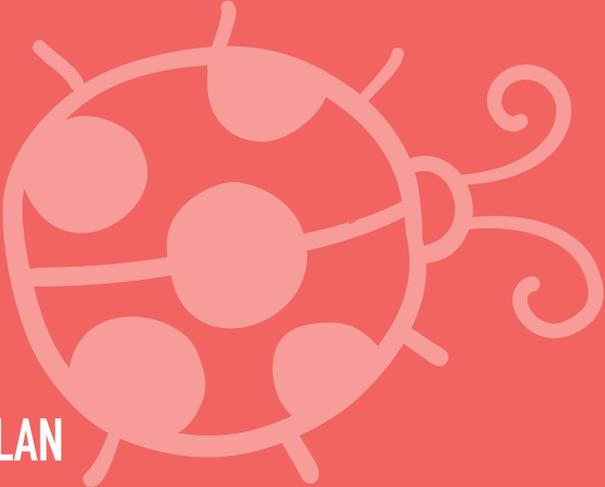
- Purchasing CCTV equipment, Cameras, telephones and alarm systems
- Payment for installation of these monitoring devices
- Monitoring and upkeep of the devices
- Training for staff by different partners

Expected Outcomes

- Safe, secure and protective environment for children in care
- Staff complying to child protection standards

Performance Indicators

- Level of compliance to the standards
- Reduction in the number of child protection issues
- Improved practice in the care and protection of children



PLAN

Activity	Output	Timeframe
1. Consult the two homes about the project	Approval from the two homes to proceed with the project.	April/May 2019
2. Identify Security Firm	Security Firm identified	June 2019
3. Identify Telecommunication company	Telecommunication company identified.	June 2019
4. Training for staff	Training Programme	July/August 2019
5. Installation of recording devices	Monitoring devices set up and in operation	September 2019
6. Design Observation Framework	Observation Instruments	October 2019
7. Collect baseline and monitoring data	Database	November 2019/June2020
8. Data Analysis	Monitoring Report	June/September 2020
9. Writing-up	Final Report.	October/November



Project Title

Upgrading interviewing facilities to provide a safe, supportive and comfortable waiting and interview room for child service users (2-8 years)

Goal

- To enhance interpersonal relationship between social workers and child service users (children)
- To facilitate rapport building for social workers, police and other professionals needing to interact with children in distress

Objectives

- Refurbish and equip the waiting room and the interview rooms with aesthetically relaxing materials and comfortable furniture
- Optimize (or make effective use of) the rooms for relationship building
- Provide a safe environment for social workers and children in sessions
- Create an environment that encourages open and voluntary dialogue (disclosure)
- Relieve the pressure on children and the feeling of intimidation

Background and Rationale

Presently social workers conduct sessions with children in bare, block walls settings. Such setting does not provide conducive, child friendly atmosphere that would enhance the positive and relaxed interaction as well as outcomes. The first impression of a room, especially from the perspective of very young children is very important. A nicely decorated room with characters and other accessories will no doubt motivate a child to open up and participate in interactive sessions. Moreover, aesthetic decors has a soothing effect on the client, provides a sense of being in a safe space and of being protected. Also, the overall atmosphere of the environment is significant in helping practitioner and client to feel more at ease. Contemporary research findings confirm that there is a correlation between the aesthetically pleasant environment and the social and emotional bond ("affiliative" behaviors) between the practitioner and client.

The Social Services Team recommends that the interview rooms used by very young children should be congenial by having aesthetically pleasing surroundings and furnishings, such as soft cushioned furniture, colorful rugs, plants, pictures on the wall, and natural or soft lighting. Space also needs to be taken into consideration. Studies have proven that small room size has a negative impact on practitioner and client communication. In the same way, clients prefer intermediate distances (127cm away from the practitioner). Such distance actually maximizes practitioner communication and client self-disclosure. An interesting finding indicated that if clients have some control over the furniture in consulting rooms, for example, movable chairs, they experience a high degree of comfort and autonomy (Pressley & Heesacker, 2001).

Through this project it is anticipated that there will be an improvement in service delivery. Refurbishment of the waiting area and interview rooms will provide a comfortable and conducive environment for children. It will have a positive effect on staff performances and job satisfaction and it will help to increase client motivation and positive responses.

Description

The Social Services Division will oversee the renovation of the waiting area and interview rooms. Some of the main processes of the project are:

- Consulting all practitioners concerned on the appropriateness of the rooms
- Designing the layout of the rooms
- Drawing up a list of appropriate resources, (furniture and other materials)
- Renovating and equipping the rooms with all necessary resources
- Evaluating the outcome and effective use of the rooms

Budget Narrative

The estimated cost of refurbishing both the waiting area and interview rooms is SCR 250 000. All funding will be sourced from ECCE Trust Fund.

Expected Outcomes

- Well-equipped and user friendly waiting area and interview rooms
- Positive interactive sessions between social workers, other professional users and young clients

Performance Indicators

- Perceptions of social workers and other professional users on the effectiveness of the rooms
- Level of satisfaction/appreciation on use of the facilities by service users (clients)

PLAN

Activity	Output	Timeframe
1. Identify rooms/lobby for renovation	Draft sketch	June 2019
2. Design layouts	Designed plans Contract agreement	July 2019
3. Refurbish room	Renovated room Contract Agreement	October 2019
4. Procure resources/equipment	Invoices/list of resources/equipment	October 2019
5. Set up rooms/lobby	Equipped room	October 2019
6. Develop guidelines of room usage	Code of Practice/Standard Procedures	October 2019
7. Develop monitoring instruments	Monitoring instruments	October 2019
8. Start conducting sessions	Working Plans	November 2019
9. Collect and enter data	Database /Assessment rubric/logbook	November 2019- May 2020
10. Analyse data to monitor and evaluate effectiveness of the room	Final Report	June 2020

“Speak up and be the advocate for the rights and protection of our children”

Ms. Beryl Laboudallon
ECCE Technical Team Chairperson for Social Affairs



ECCE Technical Team members:

From left to right: Mrs. Myriam Desir,
Ms. Sabrina Confiance, Ms. Louisa Bibi,
Ms. Beryl Laboudallon and Mrs. Anielle
Egekwu

Missing – Ms. Tessie Victor



**INSTITUTE OF EARLY
CHILDHOOD DEVELOPMENT**

Project Title

Establishing Structures and Procedures for Data Collection Based on Early Childhood Development (ECD) Indicators for the Education Sector

Goal

To strengthen the policy environment for ECCE for decision making and reporting, through readily available information

Objectives

- Assess and review data collection procedures in the Education Sector
- Build capacity of Education professionals on international ECD indicators and information gathering practices
- Identify and select indicators for systematic collection of information
- Produce an Indicator Framework and Procedural Manual, with data gathering tools and establish an information pathway with IECD for ECD indicators
- Carry out a trial implementation to test the procedures and data gathering tools
- Institutionalise modified processes in the Education Sector

Background and Rationale

This project is a replication of the one in the previous plan which was carried out in the Health Sector with the technical assistance of an international expert from the World Bank. As part of the ground work which has been laid down, a model for monitoring and reporting on ECD indicators have been adopted. Piloting has been carried out to test out the model and make necessary adjustments for full institutionalisation. Moreover, the results of the analysis of national ECD indicators based on WHO standards have provided some preliminary statistics for policy information. This extensive project has recorded some significant achievements in technical strategies, professional development, collaborative partnership and policy action.

The implementation of structures and procedures for data collection on ECD in the Education Sector will ensure that information (including statistics) on ECD services and programming are readily available for policy decisions, actions and for international reporting. Additionally, it will benefit directly the managers and early childhood professionals working in specific areas, and other stakeholders through training and continuous professional development opportunities. The project will help build on existing achievements, strengthen the ECD policies, programmes and services, and increase the types of data and information gathered and analysed, based on international best practices.

This project will improve the Seychelles status in terms of policy goals, in particular monitoring and assuring quality, alongside other countries regionally and internationally where classification, comparison of ECD systems and benchmarking of ECD policies are concerned. Through this project, it is hoped that inter-sectoral co-operation and collaboration will be strengthened.

Description

The Institute of Early Childhood Development will work in close collaboration and partnership with the Education Sector, provide support, and oversee the implementation of the project. Technical assistance of an international expert will be sought.

The project will be carried out in four phases:

First Phase: Convene introductory meetings to initiate the Data Management Project in the Education Sector.

Second Phase: Recruit a consultant who will analyze the processes associated with the ECD indicators of the Education Sector in order to establish the full set of requirements to gather the ECD related information.

The consultant will also work with relevant partners, to identify possible solutions to gaps identified in obtaining the ECD related data in the sector. These solutions will be based on internationally recognized best practices or successful case studies. Sensitisation workshops will be organized for key personnel in the Education Sector and the consultant will share the proposed Indicator Framework and Procedural Manual.

Third Phase: Validation Workshop of the Indicator Framework and Procedural Manual (drafted by the consultant) will be held with key stakeholders in the Education Sector when the ECD data requirements will be presented alongside the proposed solutions for the identified gaps for consideration by the Education Sector. The targeted outcome is the buy-in and support for the proposed implementation to capture and report on ECD data.

Fourth Phase: This is concerned with piloting the data collection processes in the Education Sector incorporating the usage of IT systems to support the data collection and monitoring of the ECD variables. This will be partly supervised by the consultant. The outcome will be an Evaluation Report which is expected to lead to the institutionalisation of the new modified processes in the Education Sector.

Fifth Phase: In the fifth and final phase, it is anticipated that the Education Sector will furnish information, including statistical data, to IECD as the authority for early childhood development, as prescribed in its legal framework.

Budget Narrative

The estimated cost for the project is SCR 800,000. It is anticipated that funding is sourced from local and external donors. The cost includes validation and training workshops, supervision and support during pilot implementation, accommodation and travel, consultancy fees, project's launching ceremony, printing of related documents among other administrative and logistical costs.

Expected Outcome

Standardised data collection procedures in the Education Sector to strengthen monitoring, evaluation and reporting of ECCE

Performance Indicators

- Proportion of children enrolled in Early Childhood programmes
- Teacher/pupil ratio
- Class size
- Children's performance in cognitive (mathematics and science) and linguistic (language, reading and word recognition) assessments
- Staff qualifications/ experience/training/professional development
- Staff turnover
- Teacher absenteeism
- Quality and availability of resources
- Parental involvement
- Gross Enrolment Ratio in ECCE
- Percentage of new entrants to primary education with ECCE experience
- Gender parity index
- Percentage distribution of public current expenditure on education by level

Project Title

Has the knowledge and understanding of ECCE issues been sustained as a result of enhanced advocacy strategies and campaigns?

Goal

To evaluate whether the level of knowledge/understanding of policy-makers, the workforce, professionals in ECCE and the population in general on ECCE issues has been sustained through enhanced advocacy strategies and campaigns

Objectives

- To evaluate the impact and importance of advocacy for ECCE issues across all sectors
- To determine if the level of knowledge and understanding of ECCE issues has been sustained across all sectors and which areas of ECCE need more emphasis
- To build partnerships to enhance advocacy campaigns
- To find out what works best for a diversity of audiences influenced by ECCE matters
- To work on new methods/medium to use to disseminate advocacy information/issues to the population and monitor the impact

Background and Rationale

The role of the Institute of Early Childhood Development is to provide leadership in Early Childhood Care and Education and to improve the quality and accessibility of early childhood care and education so that every child develops holistically, has positive learning experiences, and builds a strong foundation for success in school and everyday life.

One of the objectives of IECD is to communicate information through advocacy initiatives to create awareness among policy-makers, the

workforce, professionals in ECCE, and the population in general.

Ultimately, such advocacy initiatives also require the efforts of all ECCE sectors in providing effective and adequate information on best practices and new emerging developments in ECCE. The multi-sectoral approach that already exists between IECD and the four Ministerial Sectors guarantees more interventions and programmes in ECCE in the best interest of all children in Seychelles.

In the second round of the survey conducted in 2017, one of the recommendations was for IECD to seek ways to promote its advocacy campaigns to maintain the high standard of knowledge and understanding of ECCE issues especially in the wider community. One of the strategies suggested was expanding the current readership of its newsletter to capture a wider audience, through both on and offline methods and through the use of established media such as the radio and television.

That advocacy survey started off by setting the target of at least 60 percent of the respondents demonstrating knowledge of general and specific issues on ECCE. It was shown that the results for 2017 were well above those of the first survey in 2015. It showed that 88 percent of the respondents had reached the highly knowledgeable level in terms of their understanding of ECCE issues; this surpassed the 70 percent target set.

The main purpose of this survey is therefore to ascertain if the level of participants' knowledge and understanding of ECCE Issues has been sustained as a result of enhanced advocacy strategies and campaigns. It is envisaged that the same methodological approach will be used including the administration of the same instruments and application of the same analytical techniques.

Description

The Advocacy and Information Section will oversee the implementation of the survey, which will target a specific group. The technical assistance of a local consultant will be sought to:

- Train data collectors/enterers
- Analyze data collected
- Submit a report on the findings of the survey

The survey will be carried out in four phases:

First Phase: Select a random sample from the general population with the assistance of the National Bureau of Statistics (NBS).

Second Phase: Sensitize the population about the survey through information letters and Media-based programmes/adverts.

Third Phase: Collect, enter and analyse data and submit report on the findings to IECD.

Fourth Phase: Disseminate results to partners and stakeholders in ECCE and publish survey results.

Budget Narrative

The estimated cost for the project is SCR 90,000. This includes training workshops, actual data collection among other field activities, consultancy fee and allowances for data gathering, stationery, printing and logistical requirements, and dissemination. It is anticipated that some expenses will be incurred from the recurrent budget whilst the remaining funds will be sought from external donors.

Expected Outcomes

- 92% or more of the targeted population showing understanding of ECCE issues
- Increased visibility of ECCE and sensitisation on issues among the population, across all sectors
- Constructive dialogue on ways to improve and increase visibility of the advocacy campaign across the different sectors

Performance Indicator

Overall proportion (92% or more) of targeted audience exerting sound knowledge of ECCE issues from the different sectors and showing a high level of understanding on the importance of early childhood development and the need for every child to develop holistically

Project Title

The development of an Accredited Pre-registration and Sensitisation Training programme for Non-registered Home-based Childminders on the National Standards for Childminding Services

Goal

To achieve accreditation of the training programme by the Seychelles Qualification Authority (SQA) for implementation by the Seychelles Institute of Teacher Education (SITE) in 2021.

Objectives

- Develop units of competency for a Certificate Level training programme for Childminders in line with the National Qualification Framework
- Enhance access of potential or practicing Childminders to training
- Develop educational resources tailored to the needs of Childminders

Background and Rationale

The term early childhood is the period of time in the life of an individual which incorporates birth through to the age of seven (WHO, 2009; OECD, 2001). This phase has been recognised as crucial in child development. Most of what is learnt and more importantly, how it is acquired and learnt, sow the seeds for short-term and long term achievements and development. Agreeing to a definition and accepting the importance of the early years has massive implications for the responsibilities and roles of adults in supporting the development and growth of learning and understanding of young children. Adults' in-depth understanding of how young children learn, coupled with a high degree of education leads to the provision of high quality experiences which can shape children's development and later success in life.

Research has shown that well qualified child care providers are of crucial important in ECCE, and that children who attend high-quality home-based child care services are better prepared to be successful

in school and in their future careers. Certified knowledge, skills, and competencies in the areas of child development, early learning, teaching, and family engagement will be beneficial to the childminders in service provision and the children in their developmental experiences.

Since 2015, the Institute of Early Childhood Development in Seychelles, has been conducting the pre-registration and sensitization training programme for all non-registered Childminders. This has been in partnership with other ECCE Sectors, namely, Health, Education, Social Affairs, Local Government, and also the Seychelles Fire and Rescue Services Agency. Following successful completion of the training programme of 50 contact hours, the Childminders were given a Certificate of Attendance.

In 2018 with the development of the IECD Strategic Plan 2018 -2020, it was decided that the existing training programme needed to be reviewed, accredited and validated to offer Childminders an officially recognised qualification.

Description

The project will be implemented by IECD in collaboration with all ECCE sectors and key external partners. The initial step will be meeting with members of SQA and SITE to discuss the steps for accreditation of the training programme and its implementation. A working committee will be set up with the purpose of reviewing the existing training programme and make recommendations to improve the content so as to meet the 1,200 notional hours required for accreditation at certificate level. As part of the process, the Institute will be conducting several working sessions with the committee to follow-up on the recommendations from SQA. The final training curriculum will be submitted to the management staff at SITE in preparation for its implementation in 2021.

The Institute has also taken into consideration, the Childminders who have been trained since 2015 prior to the implementation of the accredited programme. Therefore the curriculum will entail a bridging programme, with reduced notional hours for certification.

Budget Narrative

The cost for the project is estimated at SCR 100,000.00. This will include local consultancy fees, and cost for printing, stationeries, consumables and facilities for event.

Expected Outcome

By the end of 2020, the pre-registration and sensitization training programme for home-based Childminders have been revised, accredited and validated by SQA and ready for implementation by SITE in 2021

Performance Indicators

- The number of practicing non-registered Childminders who completed the Pre-registration and sensitization training programme at Certificate level
- The number of potential Childminders (currently in employment) who completed the Pre-registration and sensitization training programme at Certificate level
- The number of registered Childminders enrolled on the bridging programme, so that they can be accredited with a Certificate



Project Title

An Assessment of the Provision of Services in Day Care Centres to develop quality standards

Goal

To establish the quality status of services being provided in all Day Care Centres in Seychelles

Objectives

- To review and develop measures to assess the level of services in Day Care Centres
- To analyse the quality of services provided by Day Care Centres
- To identify challenges faced by the Day Care Centres
- To determine the level of parent satisfaction with service provision in Day Care Centres
- To establish a baseline for policy development

Background and Rationale

The development of standards is an on-going process for strengthening the Early Childhood Care and Education in Seychelles. It is by establishing standards that monitoring structures can be designed to maintain effective service and programme delivery and to improve quality. Day Care Centres have been following the guidelines for infrastructural, material and human resources and have been regulated by the Ministry of Education, since 2004.

In September 2013, a thorough observation and assessment in four Day Care Centres in the country was carried out by Dr Siat Yeow Kok and her team from SEED Institute in Singapore. These were: Mont Fleuri, (at Mont Fleuri) St Antoine (Anse Etoile), Sunflower (Plaisance) and Small Talk (Cascade). A set of adapted guidelines and instruments were used to guide observations and assessment: providing family oriented programmes, providing relationship-based care, ensuring health and

safety, creating and maintaining environments for infants and toddlers, understanding that learning and development are integrated across domains (physical, social-emotional, language and communication, and cognitive) and implementing an infant and toddler curriculum process. Interviews were also conducted with the operators to gain a better understanding of the daily operational process and provision of quality services being offered.

Several inconsistencies were recorded such as the absence of the provision of a Family Oriented Programme and relationship-based care, Health and Safety issues, environments for infants and toddlers were not conducive, no assessment of children's developmental progress, among others. A number of recommendations were made among which, the need to train Day Care Operators and Assistants is a priority. The findings were discussed and presented to officials of the Ministry of Education and National Coordinating Committee for ECCE at IECD.

Description

The Institute of Early Childhood Development Act (2014) and National Standards on Childminding Regulation (2016) make provision for the Institute to regulate Childminding Services in the country, grant registration, ensure that childminders comply with the established guidelines and standards; monitor and evaluate the childminding establishment and childminding service provided by a childminder. This includes both the Home-based and Centre-based Service. A comprehensive national programme for home-based childminders has been developed and is currently being implemented in collaboration with all relevant sectors.

The regulation of Day Care Services is presently under the purview of MEHRD. A transition programme has been elaborated between IECD and MEHRD for the migration of the Day Care Programme to IECD commencing 2019. It will be implemented in a phased-approach. Prior

to undertaking this crucial regulatory role, the Institute is proposing an extension of the project in all Day Care Centres across the country. Through this project and the usage of similar updated instruments, it will be possible to audit and gauge the quality of service provision and operations to define a baseline. From the findings, policy suggestions will be made to guide the review and development of mandatory standards for equity and coverage, and to extend national quality standards in ECCE in Seychelles, and for children's optimal and holistic development.

The team from the SEED Institute in Singapore who undertook a pilot assessment in 2013 has been recommended to conduct this assessment. This is based on their prior excellent reviews, quality contributions, as well as the need to ensure continuity and standardisation in the consultancy services. It is to be noted that this project forms part of the Institute's Strategic Plan 2018-2022 and the transition plan elaborated in consultation and collaboration with the MEHRD.

About SEED Institute

It was built upon a vision to give children the best head-start possible, by inspiring and grooming early childhood professionals to excel in practice and achieve their best care and education to young children.

Since its inception, SEED Institute has been working to enhance the quality of care and education of young children by training and supporting professionals and parents. It is recognized as the pioneer in early childhood education training in Singapore. The Institute has also been instrumental in developing the Basic Infant Care Training Programme for Caregivers of infants from 0 to 18 months. Its main roles are:

- Setting the highest standards for the development of ECCE practitioners
- Teaching, mentoring and coaching ECCE professionals
- Leading, developing and encouraging best practices in ECCE
- Supporting continuous learning among ECCE practitioners and leaders

The study will involve:

- Observation, assessment and collection of data in all Day Care Centres in Seychelles
- Administration of questionnaires
- Analysing data, report writing and submission of reports
- Establish baseline and indicators to develop quality standards

Budget Narrative

The estimated cost of the project is SCR 399, 240 and is being funded by the Children's Special Fund. This will include international and local consultancies, logistical arrangements for data collection on Mahé and islands, printing and dissemination of findings.

Expected Outcomes

- Tools for measuring quality of services being provided in Day Care Centres
- Baseline to monitor quality of services being provided in all Day Care Centres
- Indicators and other requirements for the development of National Standards for Day Care Centres

Performance Indicators

- Percentage of operators and assistants and their personal information, qualifications and experiences
- Percentage of Day Care Centres providing family oriented programme and relationship-based care
- Percentage of Day Care Centres ensuring Health, Nutrition, Safety and maintaining environments (including quota, space and infrastructure) for infants and toddlers
- Percentage of Day Care Centres demonstrating an understanding of integrated learning approach in Early Childhood Development
- Percentage of parents satisfied with the quality of services provided by Day Care Centres

Project Title

Development of Quality Standards for the provision of services in Day Care Centres

Goal

To develop set quality standards for Day Care Centres in Seychelles which promote the safety, well-being and the holistic development of the children

Objectives

- To develop minimum quality standards for the operation of Day Care Services
- To define requirements for the registration and operation of Day Care Services
- To develop operational, practical guidelines for the daily procedures in Day Care Services
- To legislate the requirements for the registration, operation and inspection of Day Care Services

Background and Rationale

The early years of children's lives are very important for their present and future health, development and wellbeing. This is true whether they are cared for at home, by family members, friends, or in childminding services. Research shows that when a childminding service provides consistent, developmentally appropriate, and is emotionally supportive, and the environment is healthy and safe, there is a positive effect on the children and their families.

A large number of parents access childminding services for their children. These are of two types: home-based or centre-based. A home-based childminding service operates in a home environment with a maximum of ten children while centre-based services are in designated centres specifically for the care and education of young children and often

accommodate a larger number of children. Much emphasis has been placed on ensuring that these two types of childminding services operate within minimum quality standards.

The Institute of Early Childhood Development Act of 2014 makes provision for the regulation of both types of childminding services in Seychelles. Lately, minimum quality standards have been established for the home-based service. However, centre-based services have been operating within a legal framework since 2004, namely the Education Act 2004 (S1.4.5 of 2005) under the purview of the Ministry of Education and Human Resource Development. The Department of Early Childhood, Primary and Secondary Education has had the portfolio responsibility for development, implementation and monitoring of standards in day care centres. Currently there are 27 centre-based services spanned across the country and they are registered with the Department of Early Childhood, Primary and Secondary Education where they are issued a Registration Certificate for a period of 5 years. This is renewed on an annual basis provided the standards are maintained.

The most recent policy document for centre-based services is 'The Day Care Centre - Policy, Strategy and Standards/Regulations, Guidance Monitoring and Evaluation Guidelines' produced in the year 2005. Based on WHO Standards, it covers areas such as physical environment, health and safety, nutrition and food service, staffing, family interactions, and the curriculum. Also, as part of the policy, recommendations are made for fees, staff pupil ratios, and staff knowledge, experience and professional development.

As part of the transition plan of Day Care Centres Services from the Ministry of Education and Human Resource Development to IECD, and in preparation for the eventual migration and regulation of this service, the IECD carried out an assessment of all registered centres on Mahé, Praslin and La Digue in collaboration with SEED Institute from Singapore. The Day

Care Assessment Report 2019 recommends that the existing standards vis-à-vis ratios and space, professional development and training, administrative practices, health, safety, nutrition practices as well as curriculum and timetable need to be reviewed and new quality standards need to be established to improve service provision.

This project seeks to bring together all stakeholders in ECCE to develop national benchmarks to enhance the quality of centre-based services.

Description

The project will be coordinated by the Programme Coordination and Research Section of the Institute of Early Childhood Development (IECD) in collaboration with the Regulatory Affairs Section. The process will be consultative and participatory. The project will be implemented by replicating the approach used to develop the national standards for home-based childminding services. The development of the national standards will be implemented in three phases:

Phase 1

- Set up Steering Committee and Working Group
- Review recommendations from the assessment of the provision of services in Day Care Centres
- Review international best practices
- Conduct sectoral consultations

Phase 2

- Develop standards framework and requirements
- Develop operational guidelines
- Validate standards framework, requirements and operational guidelines

Phase 3

- Seek approval of policy framework by Cabinet of Ministers
- Draft regulation
- Official launch and promulgation

Budget Narrative

The estimated cost of the project is SCR 53,567.00. This includes consultative meetings, validation workshop, and printing. Funds will be sourced from the IECD recurrent budget with possibility of external funding

Expected Outcomes

- Minimum quality standards developed and legislated to provide the basis for registration and training
- Operational guidelines which provide practical recommendations for the daily operation of day care services developed

Performance Indicators

- The perception of Day Care Operators on the set standards
- The perception of parents on the new standards

Project Title

Assessment of Early Learning Readiness of Children in Home-based Childminding Services

Goal

To determine early learning readiness for crèche education of a cohort of children aged between 3 to 4 years old in home-based childminding services

Objectives

- To develop an assessment tool to establish early learning
- To identify socio-educational factors which may be associated with the level of early learning readiness
- To determine the challenges faced by home-based childminders in preparing children for crèche education

Background and Rationale

Starting school can be an exciting, though often stressful experience for young children and their families. When children move from a familiar child care environment, with established relationships and routines to a larger more structured school setting the experience can often be overwhelming. Childminders play an important role in preparing children and families for school and easing transition from a childminding setting to a school setting.

Ongoing observations of individual children by childminders provide invaluable insights for families to make decisions about their child's school readiness. Childminding services that support and encourage children's overall growth and development provide the essential preparation that children need to start school. It is also important that the childminders work closely with parents to ensure that what is being taught in the childminding service is being echoed at home.

Since the introduction of the National Standards on Childminding Regulation (2016) childminders have been trained and have been implementing the national quality standards. The national standards promote, among other standards, early learning, positive interactions, family and community relationships, child protection matters, safety issues, health and nutrition, factors which are known to impact on healthy child development and thus promote school readiness. Moreover, in 2018 more emphasis has been placed on the implementation of early learning activities which promote literacy, numeracy, and fine motor skills.

This assessment will establish the level of readiness of children in home-based childminding services prior to entering crèche. It will also provide baseline information which will potentially help develop strategies to enhance practices in childminding services.

Description

The project will be coordinated by the Programme Coordination and Research Section in collaboration with the Regulatory Affairs Section of the Institute of Early Childhood Development (IECD). The assessment will target children aged 3 to 4 year olds in home-based childminding services who will enroll in Crèche in 2020. The technical assistance of a local consultant will be sought to:

- develop instruments for the assessment
- train data collectors and enterers
- analyze data
- write a report on the findings of the assessment

The assessment will be carried out by trained Early Childhood Coordinators

Budget Narrative

The estimated cost of the project is SCR 100,524.38. This includes training workshops, data collection and entry, consultancy services fee, stationery, printing, dissemination forum. Funds will be sourced from the IECD recurrent budget with the possibility of external funding.

Expected Outcomes

- Tool for assessing the readiness of children in childminding services available
- Baseline to monitor readiness in childminding services defined

- Baseline to monitor the implementation of the early learning programme by Childminders (as per Seychelles Early Learning Framework (SELF))

Performance Indicators

- Percentage of children and the level of readiness for crèche schooling
- Number of registered childminders implementing the early learning programme (as per Seychelles Early Learning Framework (SELF))

PLAN

Activity	Output	Timeframe
1. Formulate project proposal	Project proposal developed and approved	April, 2019
2. Award consultancy services	External consultant identified and awarded	June, 2019
3. Set up Technical Team	ToR developed	June, 2019
4. Development of instruments	Instruments finalized	July, 2019
5. Data Collection training	Training programme and Report	August, 2019
6. Data Collection	Fieldwork report	Aug- Sep, 2019
7. Data entry training	Database for data entry training developed	September, 2019
8. Data entry	Completed database	September, 2019
9. Presentation of preliminary findings	Preliminary report	November, 2019
10. Production of report	Report produced	December, 2019
11. Dissemination of results to stakeholders – ECCE Forum	PowerPoint presentation	January, 2020



“Early childhood is the pillar of any society and all of what we do as an individual, organization, sector and as a country shall be for our children’s gain and in their best interest”

Mrs. Shirley Choppy

ECCE Technical Team Chairperson for the Institute of Early Childhood Development.

ECCE Technical Team members:

From left to right:

Mrs. Vereine Louis-Marie, Dr. Andre Leste, Mrs. Shirley Choppy, Mr. Terry Mangroo, Ms. Lianette Morel and Mrs. Julina Madeleine.





A young girl with dark hair and eyes, wearing a bright pink t-shirt, is looking directly at the camera. She is holding a single pink flower in her hands. The background is a garden with several potted plants, including a large one with many pink flowers. The scene is outdoors with a white wall and some greenery in the background.

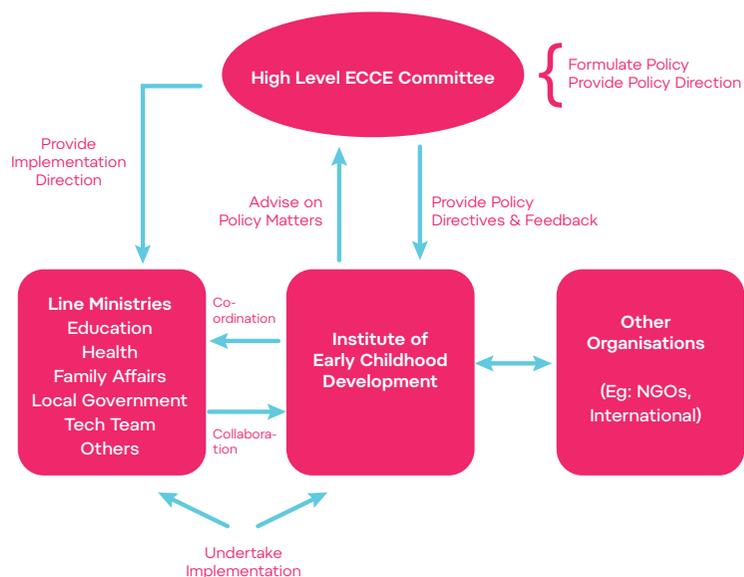
SECTION III IMPLEMENTATION

The National Action Plan 2019-2020 is intended to translate current imminent ECCE priorities into realistic and realisable actions. Although the implementation of the Plan is the operational responsibility of the ECCE Technical Teams in each sector, the management, coordination and administration of the Plan encompass a dynamic collaborative governance structure of the ECCE system.

Organisational Structure

The High Level ECCE Policy Committee consisting of the Ministers from Health, Education, Family Affairs, Local Government, Finance, and the Ambassador for Women and Children chaired by the Designated Minister is the lead body which oversees the implementation of the ECCE Framework, along with all actions that derive from the SF-ECCE, and, more specifically, the NAP 2019-2020. It will issue policy guidelines for improving and strengthening ECCE and it is also the forum for policy coordination, policy review and policy direction at national level.

Figure 2: Organisational Structure



At the next level, the Institute for Early Childhood Development (IECD) has been described as the anchor for ECCE. It provides leadership and strategic direction for developments in ECCE. Apart from its promotional and regulatory role, it has a coordinating function. IECD coordinates the development and implementation of the NAP 2019-2020. It supervises the implementation of the Plan, harmonises all the actions in the Plan, helps in strengthening collaboration amongst ECCE sectors and liaises with other partners, support the sectors in the realisation of their plans, executes cross-sectoral projects and conducts illuminative and policy research.

In partnership with IECD four ECCE Technical Teams set up within the Ministries of Education, Health, Family Affairs, Local Government undertook the design of project profiles and the development of the action plans contained in this document. The Technical Team headed by a Chair has a major role to play in the execution of the action plan. The Technical Team has the challenging task of leading the implementation of strategies within the Plan, making appropriate representations, building capacity, reporting on progress and promoting the Plan within their sectors and with other partners.

Collaboration

Seychelles has a very strong foundation on which to build its ECCE system. However, much of the work in ECCE had been carried out in parallel by individual organisations and agencies. Changing the approach and working style was necessary for coherence and for the realisation of the common ECCE vision. The Seychelles Framework for Early Childhood Care and Education makes broad reference to an "integrated approach" as a required implementation strategy and in the National Action Plan while the action plans are presented at the level of sectors, the activities are to a large extent collaborative and cross cutting. Collaboration is the guiding principle in the implementation of the NAP. It promotes three levels of collaboration.

Intra-sectoral - This involves ECCE Technical Team Members working through committees and sub-committees within their sectors where there is facilitative interchange between participants in other departments.

Inter-sectoral - This refers to the linkages that are formed between sectors. Although a sector may lead a particular project, other sectors interact either as partners or through substantive participation or by making substantial input.

Multi-sectoral - This involves a multi-level and cross-sectional process which is the ultimate implementation strategy, when communication pathways have been established, relationships networks have been strengthened and sectors are linking with other sectors and with other agencies, and mutual support are solicited and provided with a concerted effort towards effective implementation.

The burgeoning of positive inter-sectoral relationships, collaborative working practices and partnerships have been one of the major although complex forces which have produced some the dramatic changes in the implementation of ECCE in Seychelles and which propelled Seychelles to be designated as a "Best Practice Hub for ECCE". With the pivotal role of IECD, this needs continuous strengthening through the National Action Plan to promote multi-level collaborative actions and a culture of collaborative professionalism and support.

Monitoring and Evaluation

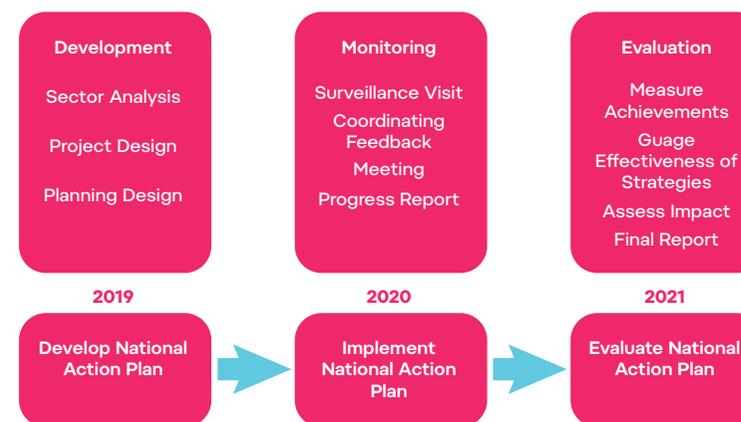
Assessment, analysis and evaluation are essential processes to monitor progress, record achievement and measure impact. The multi-sectoral nature of the National Action Plan implies that monitoring and evaluation has to take place at different levels and across a wide range of groups and institutions. However, IECD is the central body responsible for

monitoring and evaluating the Action Plan and this forms part of the role of the National Coordinating Committee comprising the Chairpersons of the Technical Teams, and headed by the CEO of IECD.

Monitoring components

Inherent in the Project Profiles are the main components for monitoring and evaluation. For all the strategic activities output indicators have been designed. This together with the timeframe information will facilitate the tracking of progress and will mark the designated interval when specific data will be collected. Secondly, these outputs are directed towards achieving the expected outcome, and performance indicators have been inserted as a means of verifying to what extent the outcome has been achieved and the kind of data needed for monitoring. Thirdly, where appropriate, baseline information has been provided: A baseline is an important monitoring element to measure change.

Figure 3: Monitoring and Evaluation (M&E)



Monitoring strategies

There are three structural processes for monitoring: a) monitoring using the Sector's Operational Plan, b) monitoring through the National Coordinating Committee (NCCOM), c) monitoring through an Annual Progress Report.

a) Monitoring using the Sector's Operational Plan

- IECD Officers carry out three-monthly surveillance visits to track activities
- Sector Operational Plan are be updated and implementation strategies confirmed or reviewed
- Progress towards the achievement of related outputs are assessed by IECD
- A Sectoral Visit Report is produced by IECD

b) Monitoring through the monthly National Coordinating Committee (NCCOM)

- The ECCE Technical Team Chairpersons will provide feedback on the implementation of the projects
- Sectoral Visit Report will be presented and discussed
- Recommendations are adopted to maintain progress or address shortcomings

c) Annual Report

An analytical National Progress Report (from the monthly report) is produced highlighting performance on the projects and implementation of the plan. This will be presented to High Level ECCE Policy Committee for approval, to be forwarded to the Cabinet of Ministers as Information Note.

Evaluation

An Independent review process of evaluating the National Action Plan is undertaken. A result-based framework is utilized for the evaluation. Inputs

to the plan are factored in and accumulated evidence from the compiled reports are analysed. The achievement of the expected outcome in relation to the strategies for each project and across projects will be assessed using project documentation and additional data collected from specifically designed research instruments. Also the level of impact of the whole plan is assessed and an Evaluation Report is produced as the final documentation of performance and results. This report is presented to High Level ECCE Policy Committee for endorsement and then submitted to the Cabinet of Ministers for information.

Conclusion

This National Action Plan 2019-2020 aspires to make considerable contribution to strengthening the ECCE system in Seychelles. It is built on the recommendations of the three previous plans, stays in tune with global trends, resonates with ideas from the First International ECCE Conference to measure achievement and sustain outcome, and reinforces the notion of the monitoring and predictive aspects of data in early childhood in the second international conference. The project-based approach which was effectively adopted in the second plan is further acknowledged with specific emphasis on building data systems, increasing quality provisions for the 0-3, improving standards and staff capacity.

The National Action Plan has become a unifying document. It is multi-sectoral, participatory and outreaching. It has also become a learning document and responds to the complex challenges of integrating ECCE across organizational divides. It provides strategic directions to address key priorities in ECCE. It has become a reference point for sectoral interchange and interaction. With the collaboration of all ECCE Sectors and Partners, the prestigious IECD international status and the strong high level national commitment, this National Action Plan is predicted to have significant impact on the ECCE system in Seychelles.



National Coordinating Committee

Chairperson: Mrs. Shirley Choppy

Members: Mrs. Betty-Mai Sofa, Mrs. Stephanie Desnousse, Dr. Andre Leste, Mr. Cyril Pillay, Mrs. Vereine Louis-Marie, Ms. Beryl Laboudallon



NATIONAL ACTION PLAN 2019–2020

EARLY CHILDHOOD CARE AND EDUCATION

The National Action Plan for Early Childhood Care and Education (ECCE) 2019-2020 represents the collaborative endeavours of key ECCE Sectors from Line Ministries, mainly, Education, Health, Local Government and Social Affairs. The development of the Plan has been coordinated and facilitated by the Institute of Early Childhood Development (also an implementing sector) to promote the holistic development of children and strengthen the ECCE system in Seychelles.

Six main thematic areas address issues relating Policy Research and Data System, Accountability and Service Delivery, Parental and Community Involvement, Training and Professional Development, Early Detection and Intervention, and Early Learning. These have been derived from The Seychelles Framework for Early Childhood Care and Education whilst taking into consideration emerging international trends, and subsequent recommendations from the First and Second Biennial ECCE Conferences. Through a result-oriented, research-driven methodology, the Plan increases focus on ECCE priorities with anticipated implementable priority actions.

A collection of eighteen projects has been designed with contributions from each ECCE Sector. A monitoring and evaluation structure forms an integral part of the Plan. It is being overseen by a High Level ECCE Policy Committee, supervised by IECD and implemented by Sectoral Technical Teams.

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