



Report on Second Biennial Early Childhood Care and Education (ECCE) Conference

‘From Policy to Action’

**International Conference Centre, Victoria, Mahe
Republic of Seychelles**

May 9 – 10, 2013

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ACRONYMS

ALAP	‘Aprann Lir Avek Papiyon’ (Learn to read with Butterfly)
CEO	Chief Executive Officer
CET	Continuing Education and Training
CPD	Continuing Professional Development
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECDA	Early Childhood Development Authority
EYDF	Early Years Development Framework
HECDI	Holistic Early Childhood Development Index
IECD	Institute of Early Childhood Development
KCF	Kindergarten Curriculum Framework
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
MCYS	Ministry of Community Development Youth and Sports
MDG	Millennium Development Goal
MOE	Ministry of Education
MSF	Ministry of Social and Family Development
NTUC	National Trades Union Congress
SPARK	Singapore Preschool Accreditation Framework
NGO	Non-government Organization
SABER	Systems approach for better Educational Results
WSQ	Workforce Skills Qualifications

BACKGROUND

The second Biennial ECCE Conference has been conceived in the wake of major national ECCE developments, that is, the implementation of national ECCE structures and activities which include the High Level Early Childhood Care and Education Policy Committee, the validation of the ECCE National Action Plan and the setting up of an ECCE anchor as the Institute of Early Childhood Development (IECD). It was attended by stakeholders, partners and individuals with strong interest in the wellbeing of children to share achievements in ECCE, to respond to the challenges in the implementation of the National Action Plan, and to anticipate and support projected action. It has provided an opportunity to celebrate ECCE and disseminate more information on early childhood development internationally and nationally.

The event was a follow-up of the first UNESCO World Conference on Early Childhood Care and Education, held in Moscow in 2010 in which Seychelles as a country pledged full support to implementing the draft Moscow Framework for Action and Co-operation which came out of that conference. This led to the development of the Seychelles Framework for ECCE to strengthen ECCE through a holistic integrated approach which was endorsed in the National ECCE Conference in 2011 and which culminated in the formulation of a medium-term action plan

The conference was organised jointly by the High Level ECCE Policy Committee chaired by the Vice-President and the Institute of Early Childhood Development headed by a Chief Executive Officer (CEO). It captured the theme of sharing and collaboration with children at the centre: life size pictures of children in home, play, learning and caring situations adorned the walls of the auditorium. This was further embellished by full-coloured projected theme of the conference and welcoming banners and natural plant decoration set against a gigantic arch of multi-coloured balloons. A group of children of early childhood age strategically seated near the stage was a symbolic reminder of the main actors in the event and the children's choir which provided the musical interlude was a further acknowledgement of children's presence and participation.

OBJECTIVES

The main purpose of the conference was to launch, officially, the National Action Plan for ECCE (2013 –2014) - a document that provides strategic direction in the multi-sectoral harmonization of ECCE policies, programmes and services in the country and to assess achievements in ECCE. More specifically the conference objectives were to:

- facilitate dialogue on ECCE
- share information on the status of ECCE in a global context
- share good practice
- review achievements in ECCE nationally
- present the National ECCE Action Plan 2013 – 2014
- identify gaps for in the holistic development of early childhood care and education
- identify areas for collaboration

The conference brought together, international experts and local professionals to share achievements and review information on ECCE worldwide and in Seychelles. More importantly it was an attestation of the importance of early childhood experiences and learning in human development. Delegates in the areas of education, health, social services, community development, NGOs, parents, daycare operators, childminders and members of civil society were in attendance. It was led by the Vice President, Mr.Danny, Dr. M. Marope – Director of the Division for Basic Learning and Skills Development at UNECSO, Ms. Mona Tan from SEED Institute in Singapore, Mrs. Shirley Choppy, Chief Executive Officer of the Institute of Early Childhood Development, Mr. Egbert Benstrong, Principal Education Officer at the Ministry of Education and Dr. André Leste, Local Consultant for the SABER-ECD World Bank Project.

OPENING CEREMONY

This was marked by the opening address, the keynote address and a video presentation of achievements in ECCE in Seychelles.

The conference opening address was made by the Vice-President, Mr. Danny Faure who first greeted the children, acknowledged warmly their presence and reminded participants that the occasion was dedicated to the children. After also welcoming the international guests and all delegates Mr. Faure expressed his pleasure that the promise of holding a biennial conference on ECCE has been fulfilled and this is an indication of the Government's and his own commitment to providing children with a strong foundation on which to build for the future. He thanked the Children's Fund and the National Early Childhood Care and Education Trust Fund for co-sponsoring the conference.

He reiterated the importance of having a common vision, values and understanding of ECCE which will direct the appropriate action derived from appropriate policies. He went on to summarise some of the country's achievements in ECCE such as the MDG goals, increased budget in health, education and the development of a multi-sectoral plan to bring all partners together.

In outlining the key role of the National Early Childhood Care and Education Trust Fund in mobilising resources to support projects and programmes in early childhood development, the Vice-President appealed to individuals and other organizations to make joint investments with the government to enhance the country's capacity for more efficient and effective service delivery in ECCE. This also entails national and international research activities to monitor, to assess quality, to establish framework and standards. He emphasized the key role of the newly-created Institute of Early Childhood Development in coordinating ECCE plans and programmes across ministries and facilitating the collaboration of the different partners, NGOs and Civil Society. The Vice-President ended by thanking all partners for their tireless work which had taken place since 2011 to advance the cause of early childhood, and he exhorted all partners to sustain their efforts to help to build the foundation for growth and sustainable human development and progress in the country.

From Moscow to 2015 and Beyond, so where does ECCE Stand? By Dr. Marope

Dr. Mmantsetsa Marope delivered the keynote address to trace global developments in ECCE from the Moscow conference to 2015 and beyond. She recalled 'the promise' that Member States made to the children of the world regarding the facilitation of their holistic development through the instruments of the 'Moscow Framework for Action and Collaboration: Harnessing the Wealth of Nations'. The 'promise' contains the following elements which were elaborated by Dr. Marope: legislation and policies, access and scale-up, assessment and research, equity and inclusion, partnership and cooperation, and finance and resources. Dr. Marope linked those elements with achievements in ECCE in Seychelles. She reported on progress in the eight areas: concerning legislation and policies with the establishment of an ECCE framework and the collaborative and enabling structures which has been set up. Good progress have been made; there has been limited progress in each of the other areas with one significant element of achievement for quality; there was no recorded achievements for scale-up. As backdrop to achievements in Seychelles Dr. Marope revealed some statistics of ECCE globally which showed a notable decrease in child mortality and some increases in pre-primary enrolment. She accompanied this with examples of

progress in a range of countries addressing the pertinent elements of the Moscow framework whilst bringing out challenges relating to stunting, development delays, exclusion from pre-primary education, the plight of disadvantaged children, and the insufficient policy attention to ECCE in the EFA Goals. Dr. Marope concluded her presentation by stressing on the need for stronger global partnership to foster and create synergies, to win stronger commitment, to develop a Holistic Early Childhood Development Index (HECDI), and to better position ECCE in the global and national scene.

Dr. Marope's presentation was followed by the viewing of a video which identified the achievement milestones in ECCE in Seychelles. The exceptional achievement was the political commitment and will to establish a policy framework to shape ECCE in line with the beliefs and values about young children enshrined in the country's vision to give all of them a winning start in life. Structures such as the ECCE Steering Committee to develop a National Framework for ECCE in line with recommendations of the Moscow Conference, the ECCE High Level Policy Committee to administer and oversee the implementation of the ECCE framework, the Institute of Early Childhood Development to provide leadership and coordination in Early Childhood Development, the ECCE Advisory Council and ensure, through collaboration, with other partners to provide advice and guidance on broad social and environmental factors that influence early childhood development. Events such as the 1st National ECCE Conference in which the Framework was launched, the formulation of the medium term national action plan validated and reviewed through two workshops, an international workshop attended by the chair person of the sector ECCE technical teams led by the CEO of IECD. The implementation of two projects: the ALAP Project - Seychelles mother-tongue reading programme and the SABER-ECD implemented by the World Bank.

The first day of the conference ended with a token presentation by the CEO of IECD, Mrs. Shirley Choppy, of a copy of the National Action Plan 2013 -2015 to the Vice-President, chair person of the ECCE High Level Policy Committee and, Ministers Vincent Meriton, Macsuzy Mondon, Mitcy Larue members of the committee.

CONFERENCE PRESENTATIONS

On the second day of the conference five main presentations were made. The presentations placed ECCE in the global context, highlighted examples of good practice, summarised the national action plan, focused on the World Bank country report on ECCE and showcased achievements in the ALAP reading project.

Strengthening the Monitoring of HECDI by Dr. Marope

Dr. Marope introduced the presentation by setting the background to the development of the Holistic Early Childhood Development Index. With the global movement to monitor ECCE provisions and services many agencies are developing monitoring instruments. She cited organisations such as UNESCO, UNICEF and the World Bank that have been very active in monitoring developments in ECCE and assessing quality. However, she noted that children's development reflects health status, nutrition, quality of parenting, social protection, and education – so all must be part of a system of early childhood care and education (ECCE). However, she conceded that there have been considerable achievements at national and sub-national, regional and global levels in developing monitoring instruments. Nevertheless, with varied instruments, a network of indicators, different approaches, and diversified provisions guidance to report on progress and gaps in holistic ECCE delivery has become very important. UNESCO has taken the lead to work on HECDI to reflect the holistic vision of early childhood.

She described the Index not as a data collection tool but an instrument guide to help countries identify which data are needed for a holistic assessment of young children's well being. The following purposes were identified: defining a set of indicators, identifying status and gaps, profiling, and comparing. A timetable was outlined with actions starting after the UNESCO World Conference in 2010 and anticipating the country piloting of the HECDI in 2013. The HECDI covers the 6 areas of health, nutrition, education, poverty parental support, and social protection and operates at three levels (enablers): laws and policies, programmes and services, child and family outcomes. She then outlined eight criteria for selecting indicators: The indicators should be actionable, generalised, evidence-based, sensitive, proximal to child development, technically sound, and directly reflect the experience and or behaviour of the child or parent. She cautioned that some of the indicators are fully defined and data has been globally collected, others are defined and data has not been collected whilst others still are neither fully defined and data has not been collected.

Dr. Marope elaborated on the goals of the HECDI for 2013 as follows:

- Defining a set of indicators
- Describing the work to date
- Developing a technical guide
- Piloting the guide

She went to suggest that, in applying the index to the Seychelles context that set of questions to assess readiness in constructing the index will be necessary. These were presented as follows:

- Which indicators are now available within the country?

- What indicators are “missing,” reflecting important problems or strengths within the country or region but not included on the list?
- How do policy makers and practitioners use indicators to improve their work, and what new indicators would be most useful to them?
- What research institutions are available to partner in the development of new indicators?
- What cultural or contextual factors are important to take into account when developing new indicators?

In conclusion she indicated that the Seychelles National Action Plan for ECCE (2013- 2014) is aligned with the principles and goals of HECDI. She suggested that since principle 8 of the plan calls for better data collection and evaluation, the HECDI can serve as the tool for assessing progress in implementing the principles and goals of the National Action Plan and the platform for evidence-based ECCE policy planning.

Comments

A comment was made about parenting. It was pointed out that there is no replacement or substitution for parental love and affection in ECCE. Institutions can only give generic love. There was a need to establish a psychological balance between work and the time that parents spend with children and for the man to participate. Parental education is really necessary so that mothers and fathers can really assess their roles as parents. This can happen in prenatal/post natal clinics and should also include fathers. These are sometimes underestimated and some parents tend to think that they can outsource parenting.

It was pointed out that fathers were attending pre-natal sessions at clinics in Seychelles. However, it was low-key and need more advertisement.

National Action Plan for ECCE (2013-2014) by Mrs. Shirley Choppy

Mrs. Choppy started her presentation by acknowledging that the national plan was a collaborative effort from the different sectors and that it was compiled by IECD. She reminded participants of the 9 priorities of the plan and commented particularly on expanding access to the 0-3, an age-group which had been mentioned as having been neglected, globally.

Mrs. Choppy started her presentation by tracing the historical development of the National Action Plan: the setting up of the technical teams and committees, the production of the first draft, the pre-and post-validation workshops and the presentation of the final plan to the ECCE High Level Policy Committee. She went on to outline the priorities of the action plan and focused on the first priority which deals with the re-alignment of ECCE policies in which all sectors are involved and which provided an example of collaboration and co-operation. After itemizing the main components of the Budget which consisted of programmes, infrastructure and training, she displayed diagrammatically the co-ordinating and management structure for ECCE which consisted of the High Level Policy Committee, the Institute of Early Childhood Development, the Advisory Council, the Coordinating Committee as the chairs of the technical teams in Community Development, Education, Health, Social Affairs and Finance. This was followed by an explanation

on the need for monitoring, (looking at what was being done) and evaluation (looking at measuring performance against goals) within the set timeframe.

She concluded her presentation by pointing out the expected outcomes in terms of harmonized policies, improved quality of programme and information recording system, adequate physical and financial resources, strengthened human resource capacity, and increased access. However, she cautioned that these outcomes will only happen if certain conditions are met. These were itemized as: commitment of government and political will, common vision, integrated practices and collaboration, training and continuous professional development, appropriate and relevant resources, active engagement, partnership and ownership.

Early Childhood Education in Singapore by Ms. Mona Tan

Ms. Tan began her presentation by expressing her joy and appreciation to be invited to the Seychelles, a place she has fallen in love with – this was her first trip - and to have the opportunity to share information about the Early Childhood Education in Singapore. She said that she wanted to share the journey which Singapore has undertaken with a focus on ECCE in terms of Child Care Centres or Day Cares. She emphasized the scope of the organization, NTUC First Campus, with 111 Centres, 22 Kindergartens, 11,225 children, and 2,500 trainees.

She proceeded to provide an overview of the SEED Institute established in 1989 as part of the Labour Movement, an **NTUC Training Institute**, a subsidiary of NTUC First Campus cooperative. Eleven thousand people have been trained since 1989 and the present target is to train over 2,500 trainees for manpower needs in the next three years. The Institute is recognised as the pioneer in ECCE training in Singapore and was awarded the National CET (Continuing Education and Training) institute, the apex status conferred by WDA (Workforce Development Agency) Singapore Workforce Skills Qualifications (WSQ) CET centres that demonstrate high quality training. Ms Tan continued by providing a listing and an explanation, of the qualification offered by the SEED Institute, namely, Certificate In Infant and Toddler Care and Education, Advance Certificate in Early Years, WSQ Advanced Certificate, WSQ Professional Diploma, WSQ Specialist Diploma, Bachelor in ECCE, Master in ECCE, ECCE Continuing Professional Development (CPD) Courses. She also indicated the partnership with the various organizations such universities, polytechnics, language centres, colleges, agencies and ministries.

The presentation then went on to discuss the very rapid changes in Early Childhood Education in Singapore in recent years. The Government in Singapore has allocated much of its resources to raise the quality of early childhood development and education through a series of initiatives such as forming the Early Childhood Development Agency (ECDA) in April 2013, an autonomous agency, jointly overseen by MOE and MSF, with the clear mandate to take a comprehensive overview and drive improvements for the early childhood sector more effectively. The Early Childhood Care and Education (ECCE) Industry represents children from 0 – 6 years old: the early years of Education before formal Primary One education comprises about 1044 Childcare Centres (registered under MCYS) and 500 Kindergartens (registered under MOE) with a total workforce of about 12,000 teachers (60% are English Language Teachers & 40% are Chinese Language Teachers).

Some key features of the child care centres were then detailed. All childcare centres are licensed by ECDA and kindergartens are registered with ECDA. In addition to licensing and registration, childcare centres and kindergartens are encouraged to seek accreditation under the Singapore Preschool Accreditation Framework (SPARK) a quality assurance framework to raise the quality of pre-schools in Singapore. For preschool children from ages 4 to 6, there is the Kindergarten Curriculum Framework (KCF) to guide pre-school centres (kindergartens and childcare centres) in designing and implementing a curriculum that is appropriate to the development of this age group. For children from two months to three years of age, the Early Years Development Framework (EYDF) serves to enhance the quality of centre-based child care and build a strong foundation for the holistic development of young children for this particular age group.

The EYDF sets the standards for quality care and learning practices that are specific to the developmental needs of infants, toddlers and nursery children. It defines outcomes for learning and development, and provides broad guidelines for educators to plan and deliver culturally and developmentally appropriate experiences for these children. In the licensing instrument for childcare centres there are 5 key dimensions; Physical Environment (outdoor and indoor), Safety, Health, Hygiene and Nutrition; Staff Training Qualifications, and Staffing Requirements, Programme and Curriculum and Administration. The accreditation framework are rated on the following quality scale Quality Rating Scale: Leadership, Planning and Administration, Staff Management, Resources, Curriculum and Pedagogy, Health, Hygiene and Safety. Some of the fees for ECCE provisions are subsidized by the government, for example for child care the average fees are S\$ 863 with a subsidy of S\$ 300 per child/month, for infant care S\$ 1,330 with a subsidy of S\$ 600 per child/month whilst family care charges are S\$ 50 for three hours programme. Teacher-child ratio ranges from 1:5 for Infant Care 2-17 months, to 1:25 for Kindergarten 5-6 years old.

The presentation concluded by emphasizing the importance of the Early Years Development Framework in enabling childcare centre personnel to cultivate appropriate care and development practices, and creating nurturing and enriching environments that support the growth and development of children from birth to three. With all the policies and frameworks in place, Singapore aims to raise the quality of early childhood care and education from infancy to kindergarten for its citizens and residents.

Mathematics and the Young Child by Ms. Mona Tan

Ms Tan started her presentation by reminding delegates that mathematics is part of everyday life and that children constantly and continually construct mathematical ideas as they explore the environment and that they take these experiences including interaction with adults and other children, and their daily observation. She went on to explain that Mathematics belongs in any part of the day and connects with all other areas of learning such as Language and Literacy, Discovery of the World, Motor Skills Development, Social Emotion Development and Creative and Aesthetics. The more you observe children doing mathematics and becoming aware of mathematics content and processes, the more connections you will see and the more mathematics “fits into” your day.

After exploring how children learn by doing – that would be the most common answer. However, she warned that the statement only represents a part of the picture; young children in reality learn

not by just doing but also talking, reflecting, discussing, observing, investigating, listening and reasoning. In the learning of mathematics, children must be actively involved in mathematics content such as numbers sense, geometry and measurement; and most importantly with the processes of mathematics such as problem solving, reasoning, communicating and connecting as well as representation. She went on to explain the role of the educator to encourage, to model the joy of mastering tasks, to provide a conducive environment to observe and ask questions. She added that disposition is very important to the long-term learning of mathematics. Dispositions are more than attitudes, they are also “approaches to learning” which include persistence, risk taking, problem solving, flexibility, trying alternatives and exhibiting self-regulations. We must not ignore the importance of building young children’s dispositions towards mathematics she urged and we should not continually stress the importance of teacher-pleasing behavior when doing mathematics. Young children can be motivated to do mathematics and our role is to model the love for learning, the joy of mastering tasks and embrace and value errors as essential stepping stones along our lifelong learning journey.

In conclusion, Ms. Tan reiterated that Early Mathematics is fundamental to a young child’s learning and a predictor of later school success, and math should be a pervasive and intentional part of every early childhood classroom.

Comments

Ms. Tan made some comments about the education system in Singapore. She clarified that formal education starts at 7 years old. She continued by explaining that Kindergarten is like the reception years and prepares children to make a smooth transition to primary schools and it is compulsory for children to attend. She indicated that there were no Government day care centres although the daycare centres work closely with the Government and the standards are the same and the fees are more or less the same although it can be slightly lower in some day care centres.

Regarding licensing, she emphasized that all day care centres are licensed. However, there are also family day cares where there are nannies. These family day cares are not licensed but they are registered and the nannies have to attend training. Officials from the Ministry of Social and Family Development might drop in to visit and ensure that the care and safety procedures are being adhered to. There are also parents and sometimes neighbours looking after children - that’s the parents prerogative and parents are not regulated. However, some parents feel more secure if the neighbor looking after the child has been trained. There are also home care children. The Ministry needs to be notified, if that is the parents preference, that the care-giving and learning is monitored. It was also explained that the Ministry of Social Affairs looks after Kindergarten with emphasis on routine care whilst the Ministry of Education looks after day care centres where there are added learning programmes. The two ministries are linked through the ECDA which is the ECD anchor and controls and monitors quality. All child care workers are trained, even the domestic helper, and the cook has to be medically certified.

There was a question concerning male teachers. Ms. Tan informed participants that men are encouraged to take on pre-school teaching but the profession is still not very popular with men. She said that there were ten young men at 18 years of age now in the process of a three year training programme. She also pointed out that mid-career personnel, particularly males are encouraged.

She noted that the teaching profession was too female dominated and that men are needed to bring on a fresh perspective. She herself has trained 20 young men in the last three years.

In response to concerns relating to health, hygiene, safety, and nutrition issues, Ms. Tan conceded that there was the seasonal hand foot and mouth disease about twice a year. She said that the Ministries concerned worked closely with centres to inspect, check and detect problems. There are campaigns to inform teachers, educators and parents about the disease. Hygiene standards are closely monitored and adhered to (for, example, toilets, showers, cubicles, space per child). She looked forward to the reflective research movement which has been initiated to improve practices and provide better quality.

It was noted that Singapore excelled in math and Ms. Tan was asked to give her views on that. Ms. Tan conceded that the secret was in the methodology employed and the dispositions adopted. She went on to point out that teachers may be teaching but they fail to check understanding, they do not start from the concrete and they do not model the joy of learning math. It must also be acknowledged she went on that children learn certain things at different age and that they have different learning style – there is a need to pace learning to fit the child.

Ms. Tan then commented on the integrated child care programme for children with special needs. She said that high functioning children with special needs are mainstreamed although they may have half day programmes with therapists. Some centres volunteer to take on children with special needs. These schools are usually granted funds to re-structure classroom facilities. Also teachers from the centres can accompany those children with special needs for transition to formal schooling. She also noted that an integrated approach is used in the six learning areas so as not to compartmentalize learning.

SABER-Early Childhood Development: Seychelles by Dr. Andre Leste

Dr. Leste introduced the Systems Approach for Better Educational Results – Early Childhood Development (SABER-ECD) by describing its function collecting, analyzing and disseminating comparable international data on national and sub-national ECD systems, including both policies and programmes. It was explained that ECD *policies* refer to the regulatory framework and institutional arrangements for service delivery at the national or sub-national level and ECD programmes include specific interventions that may vary according to primary objective, coverage, etc. The SABER analytic framework consisting of policies, goals, policy levers and outcome was presented and Dr. Leste outlined what should be in place at country level to promote coordinated interventions for young children and their families: These include healthcare, nutrition, early learning, social protection, child protection. Documentary, interview, and secondary source data was collected through the SABER policy and programme instrument. Seychelles was classified as “established” system as far as Policy Goals are concerned and generally “emergent” in terms of the development level of Policy Levers.

The results of the analysis of ECD in Seychelles were presented in terms of achievements and recommendations.

The achievements include the following:

- Two free years of preschool has contributed to universal preprimary enrollment

- Free public healthcare provides essential services for young children and pregnant women
- Range of child protection services and support for vulnerable young children and families
- Multi-sectoral ECD strategy; implementation plan is currently being elaborated
- Establishment of an ECD institutional anchor and coordination mechanisms

Policy recommendations include:

- Adopt a policy to fortify staples with iron and other nutrients, and encourage salt iodization.
- Ensure that the ECD strategy adequately addresses health, nutrition, and social and child protection. (It is currently primarily focused on education.)
- Establish a system to track ECD spending in all ministries and agencies.
- Use explicit criteria and formulas to allocate ECD funding to promote efficient and equitable use of resources. Criteria could include children's socio-economic or special needs status.
- Strengthen ECD services for special needs children; develop a clear policy and plan for action.
- Expand nutrition programs to include supplements and nutrition therapy for young children.
- The anemia rates among pregnant women and young children suggest a need for more access to nutrition programs (and a food fortification policy).
- Expand survey and administrative data collected. Consider participating in the Multiple Indicator Cluster Survey to gauge access to and equity in health and education.
- Consider developing a mechanism to track individual development in all domains from birth to childhood.
- Develop recommendations for learning goals, activities and materials for use by staff at daycare centers.
- Develop standards and training curriculum for childminding services to ensure children's safety and development.

Comments

It was pointed out that the decline in pre-school enrolment statistics is not reflected in the data collected for SABER- ECD.

It was brought out that the nutritional aspect such as iodination of salt, the use of supplements, vitamins need further discussion and perhaps the policy stance of the Ministry of Health would need to be clarified.

There was a question about who becomes the custodian of this report to ensure follow-up and implementation. Dr. Leste emphasized that the idea of establishing the IECD was to provide such an anchor and to coordinate ECCE across the ministries and organisation.

The issue of childminding attracted a number of questions and comments. There was a comment on the lack standards and curriculum. It was pointed out that the children in childminding establishments are vulnerable, that only the public health intervenes in relation to hygienic standards, and that childminding was a concern that has been discussed over and over again without any action. It was suggested that a nation-wide collaborative survey would be necessary. It was reiterated that IECD has the Childminding Programme at the top of its agenda and it has made provisions within the two-year plan to examine childminding and make recommendations to improve it.

Mother-language Reading Project: Establishing Standards in Early Childhood Education By Mr. Egbert Benstrong

Mr. Benstrong began by presenting the background and formulating the objectives of the ALAP Reading Project (2008 – 2011). The project was implemented in primary schools as part of the Education Reform Plan for Early Childhood Education. For early childhood learners this reform is translated as an agenda for the review of the Early Childhood Curriculum to increase focus on literacy, within the context of the development of a reading programme in the mother tongue (Creole). The main aims of the project were to overcome the deficiencies in the basics of language and reading development, enhance early learning readiness, support each child in his or her development, and increase efficiency and effectiveness of reading development in early childhood.

Key features of the ALAP project were then detailed out. Among them are the designing of an action research model to provide teaching support to teachers whilst monitoring instructional practices in the classroom, establishing a reading baseline for learners before entry into primary one, assessing the conditions of the teaching and learning environment in which the programme was implemented, and monitoring the quality of instructional practices. The reading programme consisted of a range of phonics-oriented educational and illustrative audio-visual materials. The materials included alphabet frieze, alphabet song, nursery rhymes, readers, student workbook, and short stories. The methods which were utilized to gather information were classroom observation, teacher questionnaire, group interview and a reading test to determine whether learners had reached a reading level deemed acceptable for entry into primary one.

Mr. Benstrong went on to present some results of the teaching environment and learning achievements. The results regarding the teaching environment showed that the education system still depend to a large extent on older teachers with adequate training but without higher qualification, that teachers were enthusiastic about the programme and that they had adequate support. Concerning learning achievements it was found that overall, the percentage of pupils who reached Level 3, the highest achievement level, maintained an upward trend from the start to the end of the project. Post ALAP results on the end of key stage test in English at the end of Primary 2 showed a positive trend.

Comments

It was noted that this was a very impressive study. It is rare to achieve such a high level of improvement. However the disaggregation of the data may provide further insight into the compounded effect of all the cluster of interventions that work best. It was suggested that it is quite possible that the teaching methods accounts for quite a bit of the variation. If this is so it may be

possible to transfer the methodology to other subjects - there is a lot for other countries to learn from this study.

Clarification was sought on the difference between Early Childhood Coordinators and Education Officials. It was explained that the former were teachers in school and the latter were officers in the Early Childhood Section at the Ministry of Education.

Gender disparity at this early age was also flagged. It was pointed out that from previous work done in that area, it is necessary to note that gender differences in terms of learning achievements between boys and girls may emerge much earlier than originally presumed. Dr. Marope in her intervention warned of the lopsidedness in our thinking when gender differences are mentioned. This she said is worrisome. If we are to get gender parity; we need to bring the man up to the level of girls. It was proposed that peer teaching should be tried. Peer teaching resonates well with kids. The boys can act out what resonates better with girls and with boys. The methodology can also be applied to other subject areas.

It was also suggested that the study is very promising. It is envisaged that, from the ALAP results and with the new programme for French the learning of Creole may have even a larger impact on the learning of French.

Dr. Marope conceded that the results of the ALAP Programme were really phenomenal. She described the results as impressive with a rare level of improvement. With as much as an increase of 10% points in learning outcome annually during the implementation of the project, we may need to look deeper to understanding the full significance of the improvement. There was a proposition to carry out further analysis of the data to partition off variance, to disentangle the bundle of interventions within the project so as to establish cause and identify important factors so as to find out what is transferable. She admitted that other countries may learn a lot from that study.

The project was also commended for its monitoring and evaluation aspect. It was pointed out that since a lot of money is put into education, it is right and fitting to evaluate the programmes and find out how far we have reached. It was also suggested that there needs to be harmony between the different sectors in terms of ECCE and agree on nomenclature and functions. There was also a suggestion of linking the development data at the Ministry of Health with the education data to examine whether the girls were ahead before pre-schooling and the relation between the sets of data.

It was also noted that although the assessment of the different cohorts will continue the project itself has been down-scaled.

CLOSURE

Where do we go from here?

By Mrs. Jeanne Simeon

Mrs. Simeon the Principal Secretary in the Vice President's Secretariat in a reflecting mode posed the following questions at the start of her intervention:

What have we done?

Where have we reached?

How do we go further?

She continued by exhorting delegates to ensure that the National Action Plan is implemented. Guided by our common vision, this will include maintaining what has been achieved, sustaining the momentum, establishing more effective mechanisms to monitor and evaluate the quality of ECCE, seeking to build new culture and ethos among service providers, and reinforcing integrated mechanisms for service delivery. She elaborated further on the need for networking and partnership. This will involve strengthening links with partners, parents, the community, civil society, private sector, training institutions, NGOs, and building cooperative links with policy makers, researchers and practitioners in the field. Stressing on the need for communication and advocacy, Mrs. Simeon outlined the importance of having quality data, utilizing policy measures, raising awareness, disseminating good practice, Mrs. Simeon concluded with a plea for political commitment and ownership, and innovation in the mobilisation of funds and resources.

Closing remarks by Mrs. Mitcy Larue

Mrs. Mitcy Larue, the Minister for Health started her address by commenting on the enriching experience and informative exposure during the two days of the conference as delegates became acquainted with information, discussions, research, theories, messages which have broadened understanding of ECCE. She reiterated the necessity to take ownership of the Action Plan so that all sectors can play their part in advancing ECCE and promoting the holistic development of children. She reflected also on the country's significant investments in terms of health and education and the infrastructural and policy development that have taken place and the need for all practitioners to play their role in influencing on policy decisions. She also reinforced the argument that there is the necessity to maintain a strong cross-cutting, inter-sectorial partnership with collective efforts to advance the ECCE agenda.

She then paved the way forward with recommendations to implement the National Action Plan with commitment, to strengthen inter-sectoral coordination for implementation, to strengthen structures for monitoring for the evaluation and reporting in the next two years, and to enhance quality of ECCE by keeping abreast of developments at the international level. She thanked the Vice-President, the sector-based technical teams, the coordinating committee, IECD, the ECCE Advisory Council, all stakeholders and partners, the organizing committee and conference delegates. As she closed the conference, she proclaimed that we are well on our way towards a strong start for all our children to make every Seychellois child a winner.

ANNEX I

Opening Address by the Vice-President, Mr Danny Faure

Opening Address for the ECCE Biennial Conference by Vice President, Danny Faure on Thursday 9th May 2013 at the International Conference Centre Seychelles

Chief Justice of the Supreme Court,
Ministers,
Members of the National Assembly,
Dr. Mmantetsa Marope,
Ms. Mona Tan,
Distinguished Guests,
Conference Delegates,
Good evening.

Mon bann zanfan, bonnapremidi. Mon vreman kontan war zot la avek nou apremidi.
Koman zot sava?

Today is a momentous occasion dedicated to all our young children, whose overall development means so much to us as a nation.

I extend a warm welcome to all of you who are going to share the evening with us. A good evening to all our children and parents at home.

It is a pleasure for me to wish a special welcome to our international guest speakers, Dr. Marope from UNESCO. Dr. Marope is a true friend of Seychelles, She was present in February 2011 for our first conference and has since closely followed our progress.

Welcome to Ms. Mona Tan from the SEED Institute, a continuing education and training centre for early childhood educators and care givers in Singapore. It is a first visit to Seychelles for her and I am sure we will have her with us again in the near future to facilitate training in Early Childhood Mathematics Education for our teachers.

Ladies and Gentlemen,

Our 2nd Biennial Conference on Early Childhood Care and Education is another milestone for us on our journey to giving our children the best in life starting with a strong foundation on which to build for the future.

We have made remarkable progress on this journey since our first conference in 2011. Today we are fulfilling a promise we made then, to hold a national conference on early childhood care and education every 2 years. I would like to seize this opportunity to thank the Children's Fund and the National Early Childhood Care and Education Trust Fund for co-sponsoring this Conference.

We look ahead full of hope and optimism. We are moving from “policy to action” which is the theme of this conference.

We needed the policy direction; we had to establish our national vision for our children and this has been our guiding light. We never questioned our political will and commitment but we needed to have a common understanding of the principles guiding development in early childhood care and education.

We needed to harmonise our beliefs and values about children and early childhood because, how we conceive them to be and their role in society form the basis of our interventions and shape our policies.

As a nation we have always believed that our children are our greatest untapped resource. We hold the view and agree in education and care as part of the right of the child and that they give the child the best possible start in life. Embracing this, we have invested a lot in our children’s wellbeing.

Our health, education and social indicators bear testimony to this. According to the Status Report 2010 of the Seychelles Millennium Development Goals, we have largely achieved the MDG goals which have direct impact on children’s development and well-being and have progressed to MDG + goals.

We continue to review and increase the budgets of the ministries of health and education showing our commitment to improve on services and programmes in which the development of our young children stand to benefit.

In order to ensure that we continue to enhance early childhood care and education we decided that all partners should be on board because early childhood development cuts across diverse ministries, organizations, agencies and groups of people.

The 2011 conference was a first occasion in this country to bring together different interest groups, nationally and internationally to discuss and debate issues to construct knowledge relating to integrated inter-sectoral planning and service delivery for young children’s development.

It served as a springboard. Since then, we have moved from strength to strength and have kept the momentum.

If we look back at the road travelled, we can be proud of our achievements in the amount of work undertaken, the commitment and dedication of those involved but above all in the collaboration and partnerships we have forged.

We have been true to the recommendation of the 2010 Moscow Framework for Action and Cooperation in both the nature of work to be accomplished and the way to go about it.

From the development of our integrated multi-sectoral framework for ECCE entitled “*Winning for Children - A Shared Commitment*” in 2010 - 2011 we have set up structures and mechanisms to translate the policy into action.

The policy recommends that a national action plan be developed to bring together programmes, projects and services across sectors and how to coordinate and integrate these with all stakeholders having ownership in the planning and implementation processes. During the past year we set ourselves this task.

We have overcome diverse challenges and today we are proud to say that we have a National Action Plan for Early Childhood Education and Care spanning a 2 year period (2013 – 2014). The plan cuts across sectors and takes into consideration the holistic development of the child. It has been developed through consultation and involvement of people having a strong stake in the well-being of our young children and who will be our valuable partners in its implementation.

The plan is guided by the overall principles, vision and values of the ECCE Policy and provides detailed actions for selected strategies.

It has gone through a validation process and received the stamp of our main stakeholders and partners and in April this year it has been endorsed by the Cabinet of Ministers and is today ready for implementation.

Ladies and Gentlemen,

Much work has been done in collaboration with non-governmental organizations to support early childhood development through funding.

During the first National ECCE Conference in 2010, a National Early Childhood Care and Education Trust Fund was established to mobilize resources in support of early childhood development to ensure sustainability of programmes and projects.

Every year the Government contributes SR1m to this fund. This is supplemented by donations from the private sector. To date the Fund has committed over SR½ million towards projects for early childhood in the form of grants. The funds have gone towards upgrading of facilities, purchase of educational materials, production of information materials and toys and professional development of care givers at both preprimary and Day Care levels.

We need to continue working hand and hand so as to improve our current initiatives and develop new life changing strategies for all young children.

I made a call at the launch of the Trust Fund for more individuals and private organisations to join us in this endeavour. I am once again today reiterating this appeal.

Let us make funding for ECCE a joint investment between the government and other partners to make a difference in the early years experiences of our young children.

Another important aspect in helping to improve the way we provide services to our young children is the setting up of robust mechanisms for research, monitoring and evaluation in ECCE programme development and implementation.

These three processes provide a strong base for not only improving our provision for children but when used appropriately, they will enable us to provide services that are more effective and to efficiently use all available resources.

We have understood that it is critical that we create time and space in ECCE for research linked to ongoing as well as new initiatives.

The structure is already up and running. We have established an Advisory Council for Early Childhood Care and Education with the role to provide guidance and advice on broad social and environmental factors that influence ECD, informed by research findings both nationally and internationally. The council is mandated to promote research work in new areas of early childhood development and share findings.

For the successful implementation of our National ECCE Action Plan, the measurement and assessment of the quality of the services and programmes being delivered are key factors. In order to do so we need appropriate tools and mechanisms. We need to gauge the quality of our ECCE professionals and care givers, the services being offered, the level of health care and pedagogy being provided, the education and involvement of parents and the quality of learning and care environments.

Early Childhood experts and professionals maintain that quality is vital when it comes to early childhood education and care.

In this respect we should start as soon as possible to develop the framework and standards that articulate our expectations of children's development and learning. The framework and quality standards will allow us to describe children's development and learning and set benchmarks for assessing quality and to improve services in all areas that impact on the child's development and safety.

In the development of the standards, we will complement local expertise with international know-how. We have already started to compile baseline data through our participation in the World Bank assisted project – The Systems Approach for Better Education Results in Early Childhood Development.

Through this project we will be able to establish our position where early learning, health care, nutrition and social and child protection policies and programmes are concerned. It

will also allow us to compare what we have against regional and international norms. We are engaged in discussion with our esteemed international partners UNESCO and SEED Institute for assistance in the development of the framework and quality standards.

In the implementation of the Seychelles ECCE Framework we have had, as we progressed to adjust and make provisions for new developments in early childhood education and care.

One of the recommended governance structures was an Early Childhood Centre to provide leadership and strategic direction in early childhood development and strengthen linkages in service delivery.

When the roles and detailed responsibilities for this new body were developed, a decision was taken to make it an autonomous entity and to elevate it to the level of an institute. The Institute of Early Childhood Development is already on its feet. It has helped to coordinate the work of the different sectors in the development of our National Action Plan. It will soon be moving to its own premises from where it will continue to provide support and coordination in the implementation process of the Plan, promote and advocate for ECCE as well as facilitate professional development and assist in the development of standards.

Ladies and Gentlemen,

In the process of policy development and planning for programmes and service we have involved and got the collective commitment of policy makers, social planners, community developers, educators and other professionals as well as parents.

We will sustain the same shared responsibility and partnership when the National Action Plan is put into operation in order to realize our vision and give all our children the same winning start.

Today all of us who have been working tirelessly to advance the cause of early childhood are doing so with the understanding that quality early childhood care and education programmes offer a significant window of opportunity to make a difference in the lives of young children and their families, to build the foundation of sustainable human development and progress and to provide enduring skills and disposition to better respond to the challenges of a modern world. I would like here to record deep appreciation and gratitude on my part and that of our Government for your hard work and efforts.

We are all taking seriously the need to intervene early in a child's life to turn them into better adults.

If we succeed in this, we are already half way to achieving the goals of the social renaissance programme in preventing offending and antisocial behaviours.

This is one aspect of starting strong, winning for children. It is the first step towards a lifetime of peaceful, non-violent comportment, of respect for self and others, of tolerance and appreciation of diversity in all its sense.

To conclude, I would like us to remember that Early Childhood is a necessity for us all. We should make its development and progress our shared passion because all our children deserve to be provided with the ability to enjoy love, good health, care and protection, respect and learning opportunities in order to develop the strength and resilience needed to cope with a rapidly changing world, to be equipped with the tools to help them face life, live it to the fullest and reap all the benefits it can offer for a better tomorrow.

We owe this to them, to their families and to our country. Let us always keep Early Childhood Education and Care close to our hearts and part of our ongoing engagement.

The honour and pleasure are now mine to declare the 2nd Biennial Conference on Early Childhood Care and Education officially open.

May your deliberations be fruitful. My best wishes for the success of this event.

Thank You.

ANNEX II

Programme

Day 1: Thursday 9th May 2013

Time	Event
5.00 pm	Welcoming Remarks
5.10 pm	Opening Address by Vice President: Mr. Danny Faure
5.25 pm	Keynote Address by Dr. M. Marope Director for Basic Learning and Skills Development (UNESCO) <i>From Moscow to 2015 and Beyond: So Where Does ECCE Stands?</i>
5.55 pm	Video - Achievements in ECCE 2011 – 2013
6.05 pm	Token Presentations
6.10 pm	Entertainment
6.30 pm	Evening Reception & Entertainment

Day 2: Friday 10th May 2013

Time	Event	Speaker
8.00 am	▪ Registration of Delegates	
9.00 am	▪ <u>Presentation 01:</u> <i>Strengthening the Monitoring of Holistic Early Childhood Development</i>	Dr. M. Marope (UNESCO Head Office, France)
9.30 am	▪ Comments and Clarifications	
9.40 am	▪ <u>Presentation 02:</u> <i>National Action Plan for ECCE (2013-2014)</i>	Mrs. Shirley Choppy (Institute of Early Childhood Development)
10.00 am Break		
10.45 am	▪ <u>Presentation 03:</u> <i>Early Childhood Education in Singapore</i>	Ms. Mona Tan (SEED Institute, Singapore)
11.15 am	▪ <u>Presentation 04:</u> <i>Mathematics and the Young Child</i>	
11.45 am	▪ Comments and Clarifications	
12.15 pm Lunch		
2.00 pm	▪ <u>Presentation 05:</u> <i>Systems Approach towards Better Education Results (SABER) - Early Childhood Development: Seychelles</i>	Dr. Andre Leste (Local Consultant - SABER World Bank Project)
2.30 pm	▪ Comments and Clarifications	
2.45 pm	▪ <u>Presentation 06:</u> <i>Mother-Language Reading Project: Establishing Standards in Early Childhood Education</i>	Mr. Egbert Benstrong (Ministry of Education)
3.05 pm	▪ Comments and Clarifications	
3.20 pm	▪ Where do we go from here?	Mrs. Jeanne Simeon (Vice President's Secretariat)
3.30 pm	▪ Closing	Mrs. Mitcy Larue (Ministry of Health)

Chair: Dr. Marie Therese Purvis

Masters of Ceremony: Mrs. Jessica D'Unienville & Mr. Steve Hoareau

ANNEX III

List of Participants

2nd Biennial Conference on Early Childhood Care and Education 9th and 10th May 2014 International Conference Centre Seychelles

Principal Secretaries/CEO

Mrs. Merida Delcy
Dr. Jude Gedeon
Mr. Denis Rose
Mrs. Jeanne Simeon
Mrs. Shirley Choppy

Director General

Mrs. Doreen Arnephy
Dr. Anne Gabriel
Dr. Shobha Harjanis
Mrs. Aude Labaleine

Trust Fund Board

Mr. Michael Benstrong
Mr. Lambert Woodcock
Mrs. Noella Gonthier
Mrs. Bella Henderson
Mr. Hobert Jean
Ms. Ruby Pardiwalla
Sister Nita Servina
Ms Seylina Verghese
Mrs. Shirley Choppy

Department of Community Development

Youth & Sports

Ms Farah Aziz
Mr. Fred Baratt
Mr. Moses Fred
Ms Raymonde Benstrong
Ms Pharisienne Lucas
Mrs. Flavie Laporte
Ms Raymonde Lavigne
Mrs. Sylvianne Lemiel
Ms Valcy Naiken
Mr. Wilbert Omath
Ms Anselma Pilate
Mr. Francis Remie
Ms Michelle Sabury

Special Advisor

Mr. Dan Frichot

NGOs/Civil Society

Mrs. Edwina Adrienne (ASL)
Mr. Robert Ah-Weng (CARE)
Mrs. Marie-Nella Azemia
Ms Penny Belmont
Mrs. Barbara Carolus-Andre
Mr. Jean-Claude Matombe NCC)
Mr. Benjamin Vel (Consultant)

Consultant

Dr. Mmantsetsa Marope
Ms Mona Tan
Mr. Egbert Benstrong
Dr. Andre Leste

ECCE Advisory Council

Ms Elizabeth Charles
Dr. Marie-Reine Hoareau
Mr. Gerard Lim-Sam
Ms Michelle Marguerite
Mrs. Mahrook Pardiwalla
Ms Jelline Quatre
Mr. Conrad Shamlaye
Mrs. Lucy Talbot Ponsonby

Department of Social Affairs

Ms Myra Ah-Tive
Ms Michelle Beaudouin
Mrs. Marie-José Bonne
Mr. Terrence Brutus
Mrs. Chantal Cadeau
Ms Sabine Denis
Ms Myriam Desir
Ms Brenda Dick
Ms Sylvette Gertrude

Ministry of Education

Ms Monica Accouche
Ms Vanessa Adam
Mr. Wilfred Adrien
Ms Marie-Helene Adrienne
Ms Sabrina Agathine
Ms Sylvia Alcindor
Mrs. Renelle Anacoura
Ms Agnes Antat
Ms Daniella Antat
Ms Lely Antat
Mr. Jeff Appasamy
Ms Ethel Bacco
Ms Gina Balette
Mrs. Solange Balette
Ms Fedora Barra
Mrs. Helene Basset
Ms Edna Bellard
Mrs. Nella Belmont
Mrs. Flora Ben David
Ms Cecile Boniface
Ms Rita Bonne
Mrs. Beryl Botsoie
Ms Hazel Camille
Ms Tania Cecile
Ms Suzanne Charles
Ms Merna Chetty
Ms Sylvia Confiance
Ms Marie-Anette Constance
Mrs. Steven Constance
Ms Greena Cupidon
Mrs. Odile Decommarmond
Ms Marie-Therese Delorie
Mrs. Letimie Dookley
Ms Mary-Anne Dubel
Mrs. Marie-Therese Elizabeth
Mr. Donald Estico
Ms Simone Fanchette
Mrs. Celine Faure
Ms Lucie Florine
Mrs. Elva Gedeon
Ms Merna Gill
Ms Dolivette Gonthier
Ms Marie-Claire Henriette
Ms Shirley Hoareau
Mr. Steve Hoareau
Mrs. Marina Jacques
Mrs. Rose-Mai Jolicoeur
Ms Sylvette Joubert
Ms Claire Legras

Department of Social Affairs (Cont...)

Ms Grace Irimani
Ms Beryl Laboudallon
Ms Clothilde Malcouzanne
Ms Nella Michel
Ms Lucille Mousbe
Ms Elza Nourrice
Ms Julianne Payet
Ms Suzanne Pierre
Ms Tessa Tui

Day Care /Childminding Operators

Ms Jeva Agathine
Mrs. Charline Jean
Ms Ferah Joseph
Ms Maggie Lespoire
Ms Beryl Maillet
Ms Marie-Helene Marie
Ms Dorothy Rabat
Ms Marline Roseline
Sister Emilie

Ministry of Health

Ms Elizabeth Arrisol
Ms Barbara Banane
Ms Julita Banane
Ms Christianne Belle
Mrs. Anne-Marie Bibi
Mrs. Florida Bijoux
Ms Rosie Bistoquet
Ms Agnes Boniface
Ms Anselmine Caffrine
Dr. Wix Cupidon
Ms Marie-José Dang Kow
Ms Geralda Didon
Ms Lizzie Estico
Mr. Michel Etienne
Dr. Philippe Goviden
Ms Juliette Henderson
Ms Marie-Antoinette Hoareau
Ms Jacinthe Joseph
Ms Irene Jumeau
Ms Anna-Lisa Labiche
Ms Judy Labiche
Mrs. Lindy Lucas
Ms Maryline Lucas
Ms Georgianna Marie
Ms Guylian Mein
Dr. Robert Michel
Ms Mary-Anne Moustache

Ministry of Education (Cont...)

Ms Marie-May Leon
Mrs. Maureen Low-Toye
Mrs. Antoinette Lucas
Mr. Kieran Madeleine
Mr. Michel Madeleine
Mrs. Anita Magnan
Mrs. Sonia Mancienne
Ms Gracianna Marie
Ms Mona Marie
Ms Morine Max
Ms Mirena Medor
Mrs. Idea Monthy
Mrs. Julina Mondon
Ms Sultanne Monnaie
Ms Josette Mougat

UNISEY

Ms Eugenia Albert
Mrs. Lymiah Bibi
Mrs. Marina Confait
Mrs. Mariette Lucas
Ms Paulette Sarah
Mr. Alex Souffe

Department of Public Administration

Mr. Gerard Albert

Private School

Mr. Patrick Berlouis
Mrs. Clemence Jeanvre
Mr. Daniel Roberts

Parents

Ms Lyn Ah-Tave
Mr. Aubrey Adeline
Ms Nelda Auguste
Ms Therese Azolan
Ms Genevieve Beaudouin
Ms Marie-Alice Berlouis
Mrs. Fatma Bibi
Mr. Maxime Bristol
Ms Michelle Cesar
Mrs. Marie-Therese Choppy
Ms Bernadette Dinan
Ms Sylvette Esparon
Ms Maryse Fanchette
Mrs. Sandra Holder
Ms Sheila Jacques
Ms Jacqueline Jeannevole

Ministry of Health (Cont...)

Ms Louine Morel
Ms Jeanine Nourrice
Ms Fiona Paulin
Ms Nichole Philoe
Ms Celia Ponzo
Ms Lucy Quilindo
Mrs. Patricia Rene
Dr. Ria Rizvi
Dr. Javier Rose
Ms Veronique Simeon
Mr. Nicholas Shamelaye

Ministry of Finance

Mrs. Ruth Pool
Mr. Damien Thesee

NGO

Mrs. Anita Gardner
Mr. Jules Hoareau
Mrs. Doris Mancienne
Mr. Robert Moumou
Ms Aline Mourade
Mrs. Germaine Valentin

Private Sector

Mrs. Murline Lebon

Private Pre-School

Mrs. Elianne Quilindo

School Council

Mr. Justin Freminot
Mr. Terry Servina

IECD

Mrs. Diana Asba
Mrs. Jessica D'Unienville
Mrs. Felicia Lafortune
Mrs. Jane Larue

Others

Mr. Bernard Adonis
Mr. Eldrick Dodin
Mrs. Marie-Ange Denis
Mrs. Vynah Renaud

Parents (Cont...)

Mr. David Jean-Baptiste
Ms Margaret Laboudallon
Ms Shirley Laporte
Mrs. Jenita Leste
Ms Anne-Marie Roberts
Ms Doris Solo
Ms Annabelle Tirant