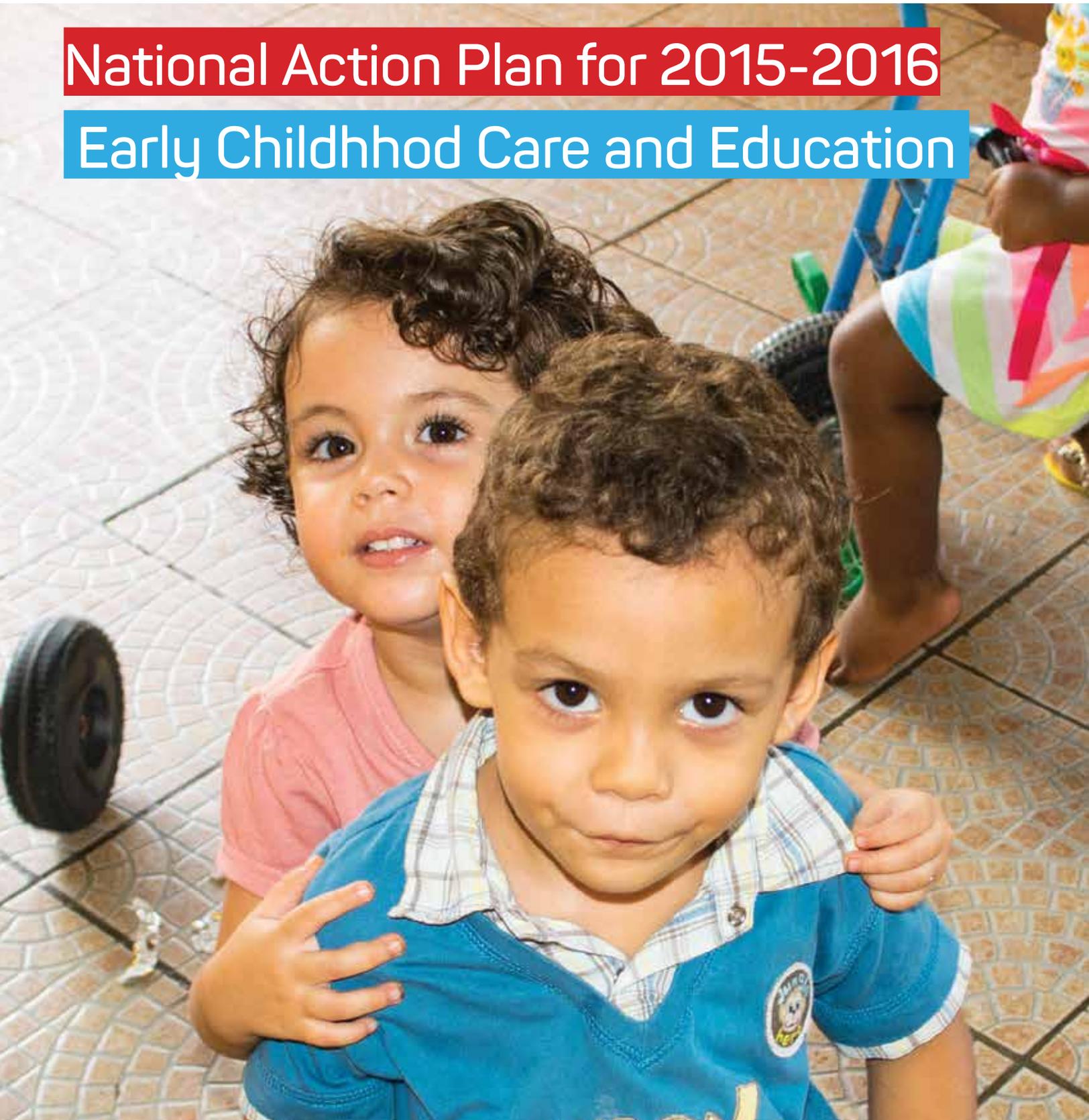


National Action Plan for 2015-2016

Early Childhood Care and Education



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Institute of Early Childhood Development (IECD)

FOREWORD



One of the most significant achievements of the National Action Plan (NAP) 2015-2016 for Early Childhood Care and Education (ECCE) is the collaborative methodology which has been adopted. Proposed in the Seychelles Framework for Early Childhood Care, developed through the implementation of the initial two-year Action Plan, the collaborative effort has been strongly supported by the concerned sectors with due approval of Line Ministries. This approach advocates a multi-sectoral strategy which would have optimal impact on the holistic development of the children of Seychelles and the professional delivery of ECCE services and programmes. Thus, the NAP 2015-2016 for ECCE is a significant landmark in the ECCE landscape.

The NAP 2015-2016 for ECCE, in reaction to the recommendations from the evaluation of the previous Action Plan and those from the report of the Third Biennial Conference, has been designed

to strengthen the collaborative process, and expand and reinforce the ECCE agenda. Through a project-based discursive style more emphasis has been placed on development outcome, change measures and sustained implementation. The flexibility of the plan built on interactive inputs from ECCE sectors and other organizations has resulted in fruitful partnership engagement. The Action Plan is intended to fulfill the country's commitment to the Moscow Framework to promote ECCE nationally and attend to preventative, developmental, participatory priority areas with a focus on child health, early stimulation, school readiness, equity consideration, and quality provisions. As an important policy response to data availability, information systems for reporting and monitoring ECCE have been introduced in the Plan.

In addressing the comprehensive development of children, it is envisaged that the NAP 2015 -2016 for ECCE will provide the necessary guidance and direction that would contribute to the improvement of ECCE and diffusion of ECCE information in Seychelles. It is also hoped that it will command the interest and attention of many other stakeholders and lead to definite support arrangements that would translate the Project Profiles into priority actions.

A handwritten signature in blue ink, appearing to read 'S. Choppy'. The signature is stylized and cursive.

Mrs Shirley Choppy
CEO, IECD

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The successful development of the National Action Plan for Early Childhood Care and Education 2015-2016 was made possible by the commitment, support and participation of the following organizations and individuals:

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- The Ministry of Social Affairs, Community Development and Sports, in particular, Mr. Dan Frichot, Mrs. Sylvanne Lemiel, Ms. Betty May-Sofa, Mrs. Beryl Laboudallon, Mrs. Michelle Marguerite, Mrs Judy Brioche

- The Ministry of Education, in particular, Mrs. Odile Octave, Mr. Cyril Pillay, Mrs. Rose-Mai Jolicoeur
- The National Sports Council, in particular, Mr. Francis Remie
- The Institute of Early Childhood Development, in particular Miss Jelline Quatre, Mrs. Vereine Louis-Marie, Mrs. Jessica D'Unienville

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Lastly, the dedicated administration and support staff of IECD for their hard work and active engagement.

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ABBREVIATIONS & ACRONYMS

AG	Attorney General	MOE	Ministry of Education
BMI	Body Mass Index	MOH	Ministry of Health
CARE	Campaign for Awareness Resilience and Education	MLUH	Ministry of Land Use and Habitat
CCATS	Centre for Curriculum Assessment and Teacher Support	MSACDS	Ministry of Social Affairs, Community Development and Sports
CDS	Community Development and Sports	NAP	National Action Plan
CEO	Chief Executive Officer	NCC	National Council for Children
DICT	Department of Information Communication Technology	NCCOM	National Coordinating Committee
DRA	Director Regulatory Affairs	NGO	Non-Government Organisation
ECCE	Early Childhood Care and Education	NRA	Neighbourhood Recreational Activities
ECIC	Early Childhood Intervention Centre	NSC	National Sports Council
EFA	Education for All	RIF	Risk Indicator Framework
ECD	Early Childhood Development	SELF	Seychelles Early Learning Framework
EC	Early Childhood	SABER	Systems Approach for Better Education Results
ELDA	Early Learning Development Areas	SA	Social Affairs
DDST	Denver Development Screening Test	SF-ECCE	Seychelles Framework for Early Childhood Care and Education
FHN	Family Health and Nutrition	SFRSA	Seychelles Fire Rescue Services Agency
M&E	Monitoring and Evaluation	SITE	Seychelles Institute Teacher Education
IECD	Institute of Early Childhood Development	SOP	Standard Operational Procedures
IT	Information Technology	UPCCD	Unit for the Prevention and Control of Cardiovascular Disease

SECTION 1: INTRODUCTION AND RATIONALE

The International Setting

The Dakar World Education Forum held in 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. The Dakar declaration emphasized that to achieve EFA by 2015 would require, in addition to increased participation, a general increase in the quality of education and this would include expanding and improving Early Childhood Care and Education (ECCE) (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; and governments were encouraged to develop national plans for ECCE.

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

The Framework was developed as a direct response to the exhortation of the 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 places 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 programmes, 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.

The National Action Plan 2013-2014 Early Childhood Care & Education

The National Action Plan 2013 – 2014 for Early Childhood Care and Education (NAP 2013-2014) emanated from the SF-ECCE to give momentum to ECCE. It adopted a multi-sectoral approach in an attempt to integrate ECCE across organizational divides and engineer collaboration amongst sectors. It sought to establish an ECCE focus in the different sectors and propel the sectors to initiate actions and strategies that would lead to improved provision and services for ECCE children and their parents. The sectors incorporated within their plans actions relating to policies and programmes, financing and budgeting, detection and intervention, accountability and monitoring, training and access, and community and parenting. Within the plans expected outcomes derived from the priority areas had been set.

The NAP (2013-2014) was evaluated and the results clearly showed that it had an impact on promotion of ECCE in Seychelles. There was substantial evidence to show that the objectives of the NAP are important for the development of ECCE provision in Seychelles. Through the implementation of the plans, sectoral projects and programmes have been designed and some of them implemented, collaboration within and between sectors have been initiated or strengthened, partnership across sectors have been built or enhanced with potential for capacity building initiatives.

However it was found that the NAP (2013 – 2014) was very ambitious and out of the 22 ‘Expected Outcomes’ nine have been assessed as mostly achieved. Considerable progress has been made towards the achievement of five ‘Expected Outcomes’, whilst for the other eight, only limited progress has been made mainly due to system change or other unforeseen eventualities. It was therefore necessary to use information from the evaluation of the NAP (2013 – 2014) to learn from the high spots and to re-adjust where weaknesses have been identified.

Participating ECCE Sectors

Five key sectors have the formal mandate for Early Childhood Care and Education. The emphasis of the plan is to bring the sectors together so as to adopt a common approach to the provisions of ECCE and the delivery of services and programmes. In order for the plan to gain its momentum from sector activities, an examination of the role of the sectors would provide the policy orientation of the sector and a rich array of on-going processes within which to locate the National Action Plan.

Community Development and Sports

The Department of Community Development and Sports is a branch of the Ministry of Social Affairs, Community Development and Sports. Its key role is to ensure effective community participation by facilitating access to quality services, by helping to improve the quality of life of the people in the community and thus empowering them.

One of the underlying principles of the Department of Community Development and Sports is to ensure that programmes provided optimize the holistic development of all children during the first eight years of their lives. Hence, investment in an integrated programme of early childhood development remains a priority for the Department. It facilitates the building and maintenance of infrastructure such as daycare centres, community centres, playing fields and other play areas. It also offers a range of programmes targeting children, specifically, such as the Neighborhood Recreational Activities (NRA) and Baby Gym.

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 category 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 to 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. At entry into crèche 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 in a variety of child health specialists 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.

Social Affairs

The Social Services Division of the Social Affairs Department has statutory responsibility under the Children's Act. The powers vested in the Social Services enable the Division 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 Services 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 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.

Planning Process

The development of the National Action Plan was a collaborative process with all sectors involved, and consisted of four interactive methodologies: collaborative planning, within sector articulation, across sector interaction and individualized focus group discussion.

The Plan was conceptualised through a workshop which was facilitated by IECD and in which all the sectors were represented. The purpose of the workshop was to reach agreement on a common framework and to accelerate the planning process. Enlightened by the results of the evaluation, IECD proposed a Project Profile Template. This was adopted and through consultation of sector documentation, policy documents and on-going programmes, each sector drafted two project profiles as the main elements of the Action Plan.

Further inter-sector consultation was initiated when senior officials from the individual sectors recommended their inputs and the projects were reformulated and redrafted accordingly. Additional projects were also entertained. Supervisory support was provided by IECD when requested and a validation process was undertaken with other stakeholders to gain a wider view of the quality of the projects.

Recommendations and suggestions from the Validation Workshop were scrutinized by the sectors when further development work was carried out through intensive Working Meetings. These activities culminated into a Discussion Forum coordinated by IECD. A checklist was devised for sectors to evaluate their Project Profiles. These were done in individual sector groups which led to a plenary discussion in which all the inputs were shared and suggestions noted. Further to this, various individualized clinics were run by IECD to refine, reshape and review the projects

The National Action Plan 2015-2016 Early Childhood Care & Education (NAP 2015-2016)

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 the children and through policy research activities which will create an enabling environment for quality ECCE. The NAP 2015-2016 is characterized by some salient features which intend to bring integration and specificity to ECCE initiatives, nationally.

Project-based

The present Action Plan is project-based. Unlike the previous plan which was derived from a traditional objective-based format which can lead to itemizing operational activities and can reduce clarity in expressing the expected outcome, this plan adopts a descriptive style which contextualize the project or programme, links the outcome and its objectives and outline broad strategies that would result into specific outputs which will in turn lead to the expected outcome. This narrative approach provides flexibility and rationalization of the project.

Result-oriented

One of the limitations of the previous plan revolves around achievement of expected outcomes. Although some of the outcomes could not be achieved due to systemic organization factors outside the plan, many of the outcomes were either very loosely worded without the use of qualifiers, or the outcome statement related more to output delivery.

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 has been contained within a two-year cycle. Strategic activities have been planned to fit into that time frame. Thus the plan is economical in time and slim in volume with two or three projects for the different ECCE sectors. However, there is a level of flexibility to accommodate minor changing circumstances but the defined timeframe facilitates the monitoring of progress through the outputs in anticipation of the expected outcome.

Research-driven

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, propels and amasses data to provide evidence of outcome, achievement and effectiveness of programme. Research activities provide concrete measures of effect and the research process directs monitoring and evaluation.

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, establishing indicators to assess ECCE provisions at the national level and for policy response, measuring child development outcome for policy response and information, and raising awareness for education and training.

Accountability-focused

The Action Plan is devised in such 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 of delivering outputs is one of the key elements for accountability purposes; for all of the outputs, documentation or actual deliverables are expected and recorded. Moreover, the responsibility of the targeted participating agency 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.

National 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 2015-2016 refocuses on these priorities with new vigour, to harness the benefits of ECCE provisions. The framework within which the Action Plan has been conceptualised 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 Availability

The intention is to improve information sharing and information structures by developing ECCE indicators and electronically recording child development outcome. This will facilitate the policy analysis which may lead to reviewing or reinforcing policies and suggest future direction. This is an area which has been found to be underdeveloped. Although many of the data and indicators can be made available the method of information sharing would need to be reviewed so that the information can be used to enable policy responses for ECCE. The Institute of early Childhood Development is implementing two projects to address this issue.

Community and Parental Involvement

The community is considered to be at the heart of ECCE and parental participation in providing quality ECCE forms very much part of the priorities articulated in the SF-ECCE.

The vision of vibrant and committed communities providing strong family support and enabling environment for the overall development of children guides the engagement of the Department of Community Development and Sports with a definite inclusion in the Action Plan for quality daycare provisions with innovative facilities.

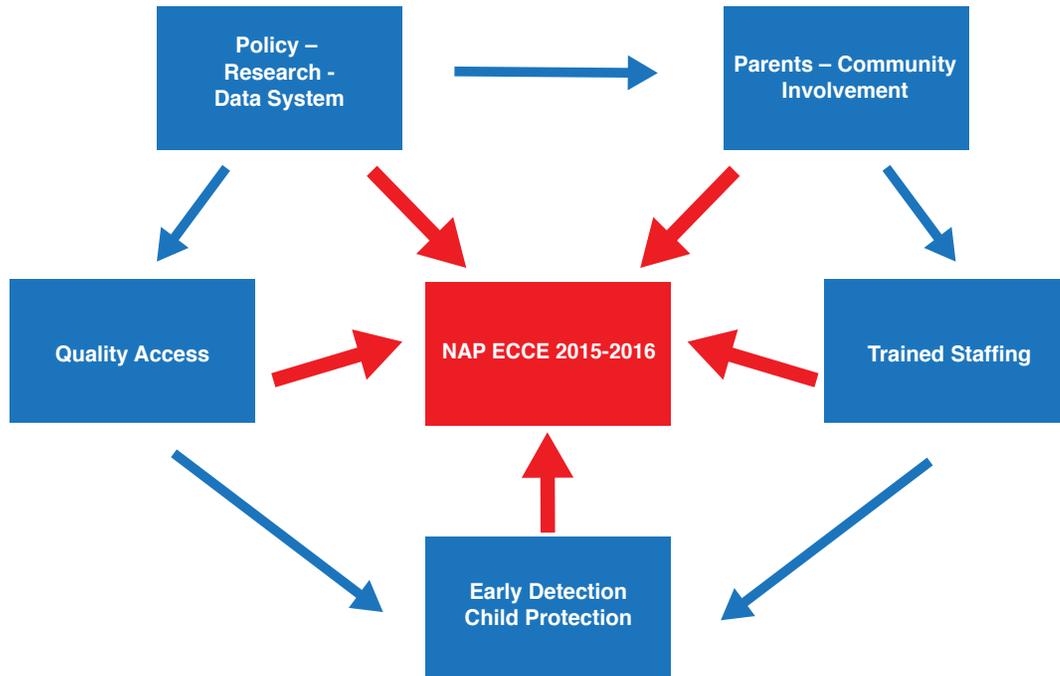
On the other hand parental involvement is a common thread throughout the plan for the Health and Education Sector, and IECD. However, these are more related to sharing information with parents. A more targeted project has been expanded by the Social Affairs Sector to educate and support parents. The Parenting Programme in the new plan includes a more systematic monitoring and evaluation structure to gauge effectiveness.

Provision of Access

While for the most part Seychelles enjoy very good access to maternal and child health care and has an excellent record of educational access for all, concerning children aged 0-3 years, access to ECCE are somewhat limited. Much emphasis has been placed on early stimulation in the SF-ECCE and this is being addressed by both the Community Development and Sports Sector, in a community-based project and through the extension of the Baby Gymnastic Programme, and by the Education Sector in the Early Learning Programme for children in Day Care Centres.

Moreover, provision of access targeting vulnerable children is being attended to by the Health Sector in procuring Special Aids for children with special needs and supporting the children and parents.

Figure 1: Framework of the NAP 2015-2016



Early Detection

Research has shown that the first 3-4 years are critical for the development of sensory pathways, social and emotional development and the basic pathways for reading and mathematics. It is stated in the SF-ECCE that there is a need to review and strengthen mechanisms for early detection and intervention to reduce educational and social inequalities. Some attempts were made in the last plan. The three Sectors, Education, Health and Social Affairs will be making renewed efforts, respectively, in pursuing this priority in the new plan, by establishing a structure that would profile children as they enter the early childhood education system and identify learning difficulties, screening children to establish health and development status, engaging a wide range of stakeholders in early identification of risk factors and introducing suitability checks as a child protection initiative.

Training and Professional Development

The Seychelles Framework for Early Childhood Care and Education 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. This was recorded in the SABER-ECD Report for Seychelles as a real setback: IECD, from the recommendations of the Childminding Study has designed a project for the training and professional development of childminders.

Budget Implications

The estimated costs of implementing the National Action Plan 2015-2016 to achieve the expected outcomes have been calculated for each project. The table that follows provides a summary of the total cost for each ECCE sector.

Sector	Number of Projects	Cost (SCR)
Community Development and Sports	3	7,885,500
Education	2	400,000
Health	2	700,000
Social Affairs	3	301,500
IECD	3	1,810,500
Total		11,097,500

In developing the plan sectors had to align the projects with the overall plan of the Ministries concerned and some of the funding are from the recurrent budget of that particular Ministry. However, the Action Plan has many innovative features and data collection strategies, which would require additional funding support.

Strategies for funding aspects of the Action Plan will be explored. For example, a Donor's Forum has been convened, plans for sourcing funds from private sectors have been initiated, and requests from the ECCE Trust Fund are also being promoted. The Budget Narrative from the sectors propose possible source of funding for each project and this also include national and international donor agencies.

SECTION II: SECTORAL ACTION PLANS



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 organization which is presented last.



COMMUNITY DEVELOPMENT AND SPORTS

Project Title

Provision of Day Care Centre Facilities

Goal

To increase access and expand facilities for children aged 0-3 years to cater for their developmental and educational needs and the social needs of the working parents

Background and Rationale

In his National Day Speech on the 18th June 2007, the President stated that there is a need to have day care centers for infants in all districts. His declaration echoes the demands of many parents in district public consultative meetings held in the last two years.

Day Care Centres are intended to provide a stimulating and safe environment for the child to develop. At the same time Day Care Centre provisions respond to community needs in contributing to family life by supporting working parents in the care and education of their children. Moreover, it has social cohesive function in that it provides a focus for parental meetings and family exchanges and has the potential to create employment opportunities in the district.

The private sector has been instrumental in providing day care services for infants, as more parents become gainfully employed and as more and more parents feel that the earlier their children go to school the better. However, private sector participation has been very slow as appropriate premises are difficult to acquire and self-financing is likely to result in an unprofitable business venture.

Thus far, the Community Development and Sports Department has built 11 Day Care Centres, which are each catering for the needs of 30 to 50 children. However, a number of districts are currently without a day care facility. In such districts, parents have to make alternative arrangements such as leaving their children with a relative, normally a retired grandparent, find a childminder, travel to Day Care Centres in other districts. It is therefore essential to make provisions for more day care centre facilities.

Description

The Department of Community Development and Sports will oversee the implementation of the project in collaboration with ECCE Technical Team (CDS), Planning Authority, Ministry of Education, IECD and Ministry of Health. The project generally includes the construction of four new Day Care Centres (in the districts of Anse Etoile, Grand Anse Praslin, Ile Perseverance and Takamaka and the extension and conversion of a multipurpose hall in the district of Bel Air.

Budget Narrative

The estimated budget cost for the construction of Day Care Centres at Anse Etoile and Grand Anse Praslin will be SCR 6 million. The cost for conversion of the multipurpose hall for daycare facilities at Bel Air including the extension will amount to SCR 1 million. All funding will be sourced from Government of Seychelles with possibility of private partnership.

Expected Outcome

- Expanded access to children 0-3 years through innovative day care facilities to promote development and early learning
- Meeting parent expectation with the new facilities service standards

Performance Indicators

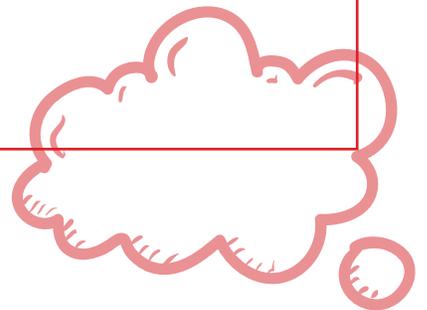
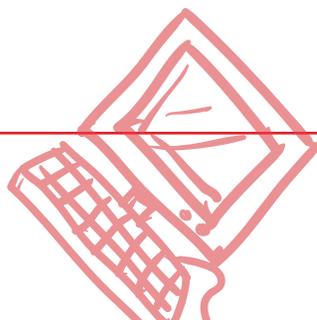
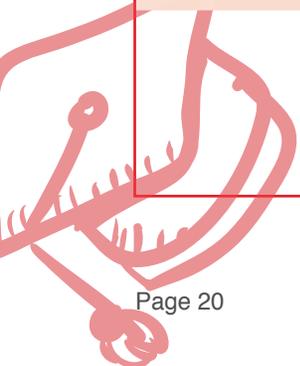
- Increase in the number of day care centre facilities
- Increase in the number of children using the service per caption area
- Proportion of parents who are satisfied with the service

Baseline

Actual percentage of children using day care centres by caption area or region and the actual level of infrastructural standards and service provision

Plan

Activities	Output	Timeframe	Participating Agencies
Grand Anse Praslin			
Consultation, design and planning	Approved plan	July 2015	MLUH, ECCE Technical Team CDS, IECD, MOH, MOE,
Contracting	Signed contract	August 2015	CDS
Construction	Handing over document	Sept 2016	Contractor CDS
Refurbishment	Procurement documents	Oct 2016	CDS
Service delivery	Enrollment, staffing documentation-Information Booklet	Nov 2016	CDS/Day Care Operator/MOE
Satisfaction Survey	Parent Questionnaire Results, Write-up	Dec 2016	CDS
Anse Etoile			
On-going construction	Handing over document	Jan-Oct 2015	CDS
Refurbishment	Procurement documents		CDS
Service delivery	Enrollment, staffing documentation-Information Booklet	Nov 2016	CDS/Day Care Operator
Satisfaction Survey	Parent Questionnaire Results, Write-up	Dec 2016	CDS
Bel Air			
Consultation, design and planning	Approved plan	August 2015	MLUH, ECCE Technical Team CDS, IECD, MOH, MOE,
Contracting	Signed contract	Oct 2015	Contractor/CDS
Conversion extension	Handing over document	Nov 2015-May 2016	Contractor CDS
Refurbishment	Procurement documents	June 2016	CDS
Service delivery	Enrollment, staffing documentation- Information Booklet	July 2016	CDS/Day Care Operator/MOE
Satisfaction Survey	Parent Questionnaire Results, Write-up	September 2016	CDS



Project Title

Community-Based Kid's Gathering Initiative

Goal

To promote the cognitive, social and physical development of children (3 months - 4 years old) attending home-based childminding services by increasing access to community-based early learning opportunities

Objectives

- Promote community centres as safe zones for children in the early childhood age
- Increase accessibility of EC age children in home-based childminding services to quality early learning and developmentally appropriate district-based facilities
- Monitor the impact of the initiative on the cognitive, social and physical development of a cohort of EC age children
- Improve the existing working relationship between district administrators and childminders

Background and Rationale

It was found in the National Childminding Study carried out in 2013 by the Institute of Early Childhood Development that there was a lack of community participation in the professional support of childminders. Moreover, it was clearly evident that many children in childminding establishments were not being exposed to adequate stimulation that would facilitate a smooth transition to formal schooling. Some of the reasons provided for this situation were lack of resources, inadequate knowledge, and underdeveloped teaching-learning interactional skills. In other words, many childminders lacked developmentally appropriate toys, spacious indoor and outdoor areas and a program of diverse activities that would optimize the holistic development of children in their care.

International research has demonstrated the importance of indoor space and outdoor experiences for play-based activities in the development of young children. Through this project the Department of Community Development and Sports aspires to build support structures for childminders through the provision of district-based indoor and outdoor space whereby children in care can have access to a variety of materials that will boost their physical, mental, social and emotional development.

Apart from the children where a general improvement in developmental outcome is anticipated, the child minder will benefit in the delivery of quality services. Also, this project will help to reinforce the working relationship between the district administration community and the childminders, and develop a better understanding of the childminding conditions and services.

Description

The Community Development and Sports Department is the leading agency for this project, which will be implemented in collaboration with the District Authority, Ministry of Health, the National Sports Council and participating childminders.

A project team of three individuals will oversee the entire project but the monitoring and evaluation will be carried out in partnership with the National Early Childhood Care and Education Trust Fund and IECD. At the district level, a resource person would be identified and trained and together with the individual childminder, they will be responsible for the implementation of the project. The other responsibilities of the resource person will be to ensure the cleanliness of the toys and community centres before and after each access; maintain records on the number of children and childminders accessing the initiative and keep the project team informed of the progress of the project.

To ensure that the project attains its goal and does promote the social and physical development of EC age children accessing it, a cohort of EC age children will be selected. Their initial social and physical ability will be assessed at the onset to acquire a baseline and thereafter another assessment will be done at the end of the project. This assessment will be a standardized checklist administered by a group of trained professional.

Some of the main aspects of the process are:

- Preparation and upgrading of district-based facilities (i.e. playground and community centres)
- Development of guidelines to access district-based facilities
- Identification and training of resource persons
- Purchase of relevant developmentally appropriate educational materials that will be kept at district level
- Training of childminders
- Social and physical assessment of children accessing the initiative

Budget Narrative

The estimated cost for the project is SCR 450,000. The sum of SCR 250,000 has been obtained from the National Early Childhood Care and Education Trust Fund. The remaining sum (SCR 200, 000) is expected to be disbursed from the Department of Community Development and Sports Budget and it should cover the cost of utilities, renting of halls or centres and the facilitation of training.

Expected Outcome

- Children's early learning experiences enhanced
- Quality community-based early learning opportunities and child-friendly environment
- Trained childminders to support children in learning through play

Performance Indicators

- The proportion of children with improved cognitive, social and physical development
- The number of childminders and EC age children accessing the initiative
- The level of satisfaction on the quality of the initiative
- The perception of childminders on the support provided by the District Administration Offices

Baseline

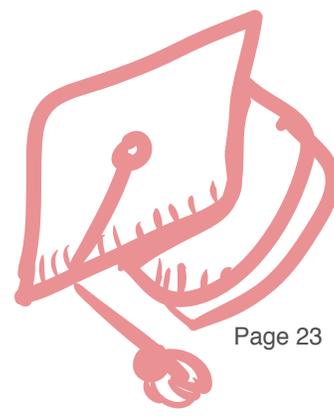
A baseline will be set at the beginning of the project using observation instruments to:

- Establish the cognitive, social and physical developmental status of children participating in the project
- The initial perception of childminders on the service and support from District Administration Offices

Plan



Activities	Output	Timeframe	Participating Agencies
1. Assess facilities in the 6 piloted Districts	Status report recommendations for upgrading of facilities	May 2015	CDS (Project/ Programme/NSC)
2. Upgrading of facilities in 6 districts	Renovated community centers and playgrounds	July 2015	CDS (Project/Private Sector)
3. Consultations with Child minders and other partners	Sensitized child minders and parents on the rational and processes of the service	May 2015	CDS
4. Identification and training of resource persons	Trained resource person	May – July 2015	CDS
5. Acquisition and distribution of toys and learning materials	Community Centers equipped with relevant toys/learning materials	June 2015	Business Partners/ CDS
6. Training of child minders	Skilled child minders	July 2015	NSC/CDS
7. Identify and adapt social and physical development scale to local context	Measuring document available	June 2015	CDS, Health, Education, Social, NSC
8. Identify and sensitize assessors	Trained professionals to assess the social and physical development of children accessing the initiative	July 2015	CDS
9. Launching of the service to child minders	Service accessed	August 2015	CDS, Health, Social, NSC, Childminders
10. Assessment of children's social and physical development	Recorded baseline data of each participating child	August 2015	CDS, Health, NSC
11. Monitoring of the provision of the service	Progress of service recorded	Nov 2015	CDS, Health, NSC
13. 2nd Assessment of children's social and physical development	Recorded progress on all the children accessing the service	February 2016	CDS, Health, NSC
14. Evaluation of the Project	Report and recommendation for expansion or improvement	June 2016	IECD, CDS



Project Title

Expansion of the Baby Gymnastic Programme

Goal

To promote a culture of sports in children (9 months to 4 years old) through the development of basic physical activities by facilitating access to appropriate resources and training.

Objectives

- Facilitate the development of basic physical abilities
- Facilitate access to appropriate resources and training
- Provide training to facilitators and childminders and day care operators

Background and Rationale

Realising the importance and benefits of physical activities among early childhood children, the National Sports Council (NSC) initiated the Baby Gym Programme in 2005 to cater for the overall physical development of children aged 9 months to 4 years.

It is evident that there is a lack of commitment from local community, professionals and care providers to enhance the physical development of early childhood children in childminding and day care establishments. Local research on childminding carried out in 2013 has shown that there is also a lack of appropriate space, equipment and trained persons within the establishments to cater for the physical development of the children in the age group. Furthermore, the shift in housing development from single houses to apartments also limits space for outdoor activities.

According to international research, young children can benefit physically and emotionally from gymnastics, as it is one of the most comprehensive lifestyle exercise programmes available to children, incorporating strength, flexibility, speed, balance,

coordination, power, and discipline. For this reason, a milestone agreement was signed between the Seychelles and Belgium Government in 2005, directed towards the development of physical activities for the early childhood children. The cooperation aimed at promoting participation in gymnastics to help early childhood children to become physically active, and stay fit and healthy thus reducing the risk of diseases and providing a means of early detection of limitation in their development. The programme will also provide opportunities for a solid foundation for early childhood children preparing to participate in future sports activities.

Through the programme, the care providers will be equipped with skills through training in order to assist the children entrusted to their care. The outcome of the programme will also improve the relationship between parents, care providers and professionals thus enhancing service delivery. Besides, it will increase the level of participation in activities and expose the majority of early childhood children with new skills for a wholesome development.

Description

In the implementation of the programme, NSC as the main facilitator will work in close collaboration with the operators and other partners, namely: The Department of Community Development and Sports, the Institute of Early Childhood Development, and the Ministry of Health focusing on the following procedures:

- Facilitation of proper maintenance of existing facilities and equipment
- Preparation and implementation of operational plans for day care and childminding establishments (weekly and termly plans)
- Development of measurable observation techniques to monitor children's progress
- Identification and training of facilitators

- Organization of decentralized programmes by setting up new centres, one on Praslin and one on La Digue
- Access to quality equipment and facilities
- Training for Day Care Operators and Childminders
- Organisation of events to show case participants abilities

Budget Narrative

The estimated cost for the programme will be approximately SCR 215,000 per year and NSC has secured the money. This fund will cover expenses for purchasing of equipment for the new centres. Transportation cost for the participants attending the activities, and investment in maintenance of facilities and equipment will be derived from this. The National Early Childhood Care and Education Trust Fund will make available an estimated sum of SR 220,500 for training of registered childminders.

Expected Outcome

Children's motor, coordination, equilibrium skills and self-confidence improved, through training and continuous monitoring of progress of basic gymnastic movements

Performance Indicators

- 50% increase in the number of children with the ability to perform basic physical activities
- 25% increase in the number of children with improved attitude and self-esteem
- Proportion of parents and community workers showing appreciation of the project

Baseline

An overall assessment of the participants' physical status will be carried out to establish the children's capacity thus establishing the baseline for the programme (Baseline will be set by observations, according to gymnastic existing guidelines)

Plan

Activities	Output	Timeframe	Participating Agencies
1. Assess the status of equipment	Status report and requirement for maintenance	January 2015	NSC
2. Upgrade equipment and facilities	Renovated facilities and equipment – short report	January 2015	
3. Identify Day Care Centers and childminding establishments	Confirmed list of participants	February 2015	NSC
4. Prepare operational plan	Programme of activities	February 2015	NSC/ Operators
5. Identify children's physical status	Children's performance status record	March / ongoing	NSC/ Operators
6. Access service to childminders and Day Care operators	Scheduled plans	March/ ongoing	NSC
7. Develop observation instruments	Checklists available	July 2015	NSC/ Health
8. Procure equipment for new centres	Lists of equipment	July 2015	NSC
9. Distribute equipment to new centres	Well-equipped centres - report	August 2015	NSC
10. Training of childminders	Training Programmes	September 2015	NSC/ IECD
11. Launch service on Praslin and La Digue	Launching documents	September 2015	NSC / CDS
12. Organize talent show by qualified participants	Programme - report	December 2015	NSC
13. Evaluation of the programme	Evaluation report	December 2015	NSC

Note: Assessment of children's performance will be an ongoing process.





“The ECCE National Plan of Action represents a qualitative leap in the education and development of children in Seychelles” — Minister Vincent Meriton, February 2013

EDUCATION

Project Title

Establish Profile Documentation for Day Care Children

Goal

To facilitate transition from Day Care to Crèche

Objectives

- Establish a comprehensive Profile Document for every child attending Day Care Centres (3 months to 4 years) in preparation for Crèche Education
- Set up a structure to allow for professional sharing of information

Background and Rationale

Children from 0 to 7 years access different services which are health, social and education related. For example, their health developmental stages are assessed using the Denver Development Screening Test. From an education point of view, different tests and observations are carried out to ascertain the level of children's physical, social and cognitive development. The Department of Social Affairs is also involved in following children experiencing social difficulties. It is to be noted that an abundance of information is generated through these activities. However, the health, education and social related information on children are not readily available to different sectors due to the fact that currently there is no formal structure in place to facilitate the professional sharing and proper follow-up of cases.

In The Seychelles Framework for Early Childhood Care and Education (2011), Priority/Goal 5, Strategy C it has been stated that it is important to reinforce and extend the profiling system to include aspect of health, and in Strategy D it has been proposed to establish a system for health, social and education review, and for sharing of information on children needing intervention. It is therefore paramount that a comprehensive profile of every child in Day Care is developed to:

- collect pertinent information for every child;
- allow for early detection and effective intervention;
- facilitate learning from Day Care to Crèche and during transfers;
- ensure smooth transition from Day Care to Crèche and beyond.

Description

The Early Childhood Section will ensure the effective implementation of the project. The section will work collaboratively with other sectors, institutions, and agencies, namely Health, Social Affairs, Community Development and Sports, IECD, NCC, CARE, NGOs and Day Care Operators. The development of the profile for Day Care will be aligned with the Seychelles Early Learning Framework (SELF) and will encompass the modality of communication of information between ECCE practitioners, parents and guardians.

Some of the main areas of the project will be:

- Set up an Inter Agency Team and develop scope of work
- Establish multi-agency structure and mechanism for sharing and communicating information
- Conduct sensitisation sessions on SELF
- Develop profile document for Day Care Centres in line with SELF
- Validate profile document
- Implement profile



“The early childhood years of an individual can be compared to the beginning of a long journey. Whether he successfully reaches the end depends on how well he started and what happens to him on the way ”

— Minister Macsuzy Mondon, January 2014



Budget Narrative

The Ministry of Education considers this project as being part of the routine job of officers and therefore will partly fund it through the recurrent budget. The total cost of the project is expected to be around SCR 200,000 and the budget breakdown has been presented below.

Description	Cost (SCR)
Purchase SELF	10,000.00
Printing of Profile Booklet	100,000.00
Workshops	30,000.00
Transport costs	25,000.00
Stationery	10,000.00
Sundry	25,000.00

Outcome

1. Comprehensive Child's Profile is available for early detection, appropriate intervention and support for teaching and learning.
2. Structure and mechanism are in place for sharing of information

Performance Indicators

1. Perception of ECCE practitioners on the effectiveness of the Profile Document
2. Satisfaction of practitioners with the information sharing process

Plan

Strategic Activities	Output	Timeframe	Participating Agencies
1. Initial consultation and sensitisation in preparatory stage of the profile	Agreed Proposal	August 2015	MOE, Health, SA, CDS, IECD Day Care Participants
2. Conduct sensitisation sessions on SELF	Sensitisation Programme	September 2015	Day Care Participants
3. Develop early learning development profile	Draft Profile Document	October 2015	MOE, Health, SA, CDS, IECD, Day Care Participants
4. Develop Guidelines	Draft Guidelines	October 2015	MOE
5. Pilot & validate the profile document and guidelines	Report of piloting and validation	November 2015	MOE, Health, SA, CDS, IECD, NGOs, Day Care Participants
6. Review profile document	Final draft of profile document	December 2015	MOE, Health, SA, CDS, IECD, NGOs, Day Care Participants
7. Implement profile document and guidelines	Progress report	December 2015	MOE/Day Care
8. Evaluation profile document and guidelines	Evaluation Report	January 2016	MOE



Project Title

Development of Early Learning Programmes for Children Aged Three Months to Four Years in Day Care Centres

Goals

- To provide standardized child friendly early learning programmes for Day Care Centres
- To foster readiness for early learning at Crèche

Objectives

- To develop child-friendly programmes in line with the Early Learning Development Areas established in the Seychelles Early Learning Framework (2015)
- To develop an appropriate assessment tool to establish early learning readiness

Background and Rationale

The Ministry of Education in collaboration with other relevant partners such as Ministry of Health, Planning Authority, Fire and Rescue Service Agency currently provides the regulatory framework for all Day Care Centres. However, apart from a few guidelines, the MOE does not provide Day Care Operators with a programme to ensure common standards in early learning.

In line with the Seychelles Framework for Early Childhood Care and Education (2011), specifically Strategy 1 (page 43) which aims at realigning ECCE policies and programmes to respond to new research and international recommendations on the holistic needs of children from birth to 7⁺, a framework on early learning for children aged 0 to 7 years was developed in 2015. The development of the child-friendly learning programme is anchored on this new framework. Moreover, it emanates from the Education Sector Medium Strategy 2013 to 2017 and beyond from which the planned strategic activities make

provision for the development of appropriate ECCE learning programmes.

The importance of learning in early years cannot be underestimated. According to monitoring records in Day Care Centres, children are exposed to different activities which help with the development of early skills such as motor, social and emotional. However, Day Care Centres are taking different approaches for the delivery, and not all programmes offered cater for the holistic development of the child. Consequently, it is difficult to establish the learning readiness of children prior to entering crèche and appropriate interventions cannot be undertaken. Furthermore, the development of SELF calls for a seamless approach to education and care provision. It is against this backdrop that the child-friendly learning programme will be developed for children in Day Care settings with a view of providing parents and practitioners with further guidance on how to support young children's overall development and ensure standardization in early learning provision.

Description

The Education Sector ECCE Technical Team in collaboration with the Early Childhood Section and the Centre for Curriculum Assessment and Teacher support (CCATS) from the Ministry of Education will spearhead and oversee the project which will entail the development, implementation, monitoring and evaluation of the child-friendly learning programme.

In the spirit of the inter-sectoral approach the project will ensure the participation of different sectors namely Day Care Operators, Health, Social Affairs, Community Development and Sports, SITE, IECD, and other ECCE stakeholders. The programme will be developed in line with specific Early Learning Development Areas (ELDA) for Day Care Centres. An assessment tool will also be designed to ascertain the children's level of readiness upon entry in crèche year one.

Some of the main aspects of the process will be:

- Conduct initial consultation
- Develop preliminary readiness assessment tools
- Administer readiness assessment tools at first year crèche
- Develop Early Learning Programme
- Train and sensitise implementers
- Implement Early Learning Programme
- Review assessment tool in line with Early Learning Programme
- Administer readiness assessment tool in Crèche 2016

Budget Narrative

The Ministry of Education considers this project as being part of the routine job of officers and therefore will fund it through its recurrent budget. The overall cost for the project is estimated to be SCR 200,000 a as follows:

Description	Cost (SCR)
Consultancy	50,000.00
Printing of readiness tools & stationery	60,000.00
Travel accommodation and subsistence allowance	40,000.00
Training/sensitisation	30,000.00
Facilitation fees	20,000.00

Expected Outcome

Early learning readiness established for children starting first year crèche through a specifically designed assessment tool

Performance Indicators

Overall proportion of children demonstrating learning readiness at the start of first year crèche in 2016
Improvement in the six ELDAs of the first cohort of crèche pupil in 2017

Baseline

The preliminary learning readiness tool which will be administered in January, 2016, will generate appropriate information to be used as baseline.

Plan



Strategic Activities	Output	Timeframe	Participating Agencies
1. Conduct Initial Consultation	Proposal	September 2015	MOE, Health, SA, CDS, IECD & SITE, Day Care
2. Develop readiness assessment tool	Preliminary readiness assessment tool produced	October 2015	MOE, Health, SA, CDS, IECD & SITE, Day Care
3. Develop Early Learning Programme	Draft programme covering the six ELDAS	October 2015	MOE, Consultant, Health, SA, CDS, IECD & SITE, Day Care
4. Validate preliminary assessment tool and programme	Validation Report	November 2015	MOE, Consultants, Health, SA, CDS, IECD & SITE, Day Care
5. Administer preliminary readiness assessment tools at first year crèche	Baseline readiness assessment results	January 2016	MOE
6. Train the Day Care workers on the implementation of child friendly learning programme	Training Report	July 2016	MOE, SITE & CCATS
7. Monitor implementation of child friendly learning programme.	Monitoring Report	August 2016 ongoing	MOE, Day Care Operators
8. Review assessment tool in line with Early Learning Programme 8.	Revised readiness assessment tool	November 2016	MOE, Consultants, Health, SA, CDS, IECD & SITE, Day Care Operators
9. Administer readiness assessment tool in Crèche 2017	Data on Early Learning Readiness	January 2017	MOE
10. Final evaluation	Evaluation Report	January 2017	MOE





“it is through education that we grow, that we fulfill and surpass our potential, that we learn of our history and culture and translate the vision of tomorrow into reality”

— Minister Vincent Meriton, February 2013



HEALTH

Project Title

Implementing Health Screening at Crèche Enrollment

Goal

The main goal of the project is to implement routine screening of all children at crèche enrollment for early detection of health and developmental problems that may cause hindrance to their learning.

Objectives

- To screen children holistically and ensure identification of Risk Factors
- To make appropriate referrals
- To articulate the child's health and development profile to education personnel with the participation of the parents
- To ensure parental involvement in the child's development and education

Background and Rationale

The School Health Programme of the Ministry of Health is delivered in collaboration with the Ministry of Education and the close link ensures the continuity of care for young children. School Health Services provide children with fundamental opportunities for optimal, physical, intellectual, social and emotional growth and development to enable them to obtain the maximum benefit from their education. It is the most cost effective approach for enhancing the health and development of young children. Intervention prior to crèche has enormous academic, social, and economic benefits. Studies have shown that children who receive early treatment for developmental delays are more likely to progress in their education.

School children display significant health problems and these are reflected in the results of studies carried out by the Unit for the Prevention and

Control of Cardiovascular Diseases (UPCCD). The Cardiovascular Disease survey is carried out in all schools and the results indicate a prevalence of overweight and obesity for children in the second year of crèche education: boys 15.6% and 5.7% , and girls 13.1% and 5.9%, respectively. Numerous other problems both minor and major are also screened by school health nurses, and amongst them are: skin problems, failed vision test, anaemia, infestations, speech delays, developmental delays, social problems.

Developmental assessment using the Denver Development Screening Test (DDST) is administered routinely for all children 0-5 years. The DDST gives information concerning a child's development across the four main developmental areas: gross motor, fine motor, language, personal and social including other developmental domains, pre-writing, cognitive, and self-help. This will provide a brief snapshot view of the child's overall performance.

Also essential to a child's ability to learn are basic health screening activities including dental, vision, hearing, blood pressure check and urine analysis. These screenings will lead to early intervention and specialized help when children need glasses, speech therapy or hearing aids. Screening of the child nutritional status is also a crucial factor necessitating constant monitoring of weight, height and Body Mass Index (BMI).

At this point it is important to ensure that children have completed all vaccinations and catch-up immunization should be implemented in cases where failure to complete is detected. Using the whole child approach it is crucial that children suffering from chronic conditions, children with development delays, social problems, nutritional problems or other related risk factors including those related to parental conditions should be followed up with a more in-depth



“Early childhood Care and Education touches all of us. It is only through our concerted effort, collaborative work, united vision and shared commitment that we will achieve our goal of providing high quality services for our children. ”

— Minister Mitzy Larue, June 2013



assessment using the Risk Indicator Framework Model.

A complete medical examination by the medical officer should complement the screenings confirming the status of the child's health. Should the child need further tests the medical officer will recommend.

Information regarding the child's health and development status will be shared with the School's Management Team and the class teacher upon the child's enrollment in the school. This will be done in the presence of the parent(s) or guardian. To facilitate this process, a profile will be developed for all children. This information sharing exercise will enable teachers to differentiate their teaching and provide the children with individualized activities and attention.

Description

The Health Care Agency of the Ministry of Health will oversee the implementation of the project. It will be implemented by Child Health and School Health Nurses under the directives of the District Nurse Manager. Capacity building of nurses is a crucial component of the project and will be fully undertaken by the Family Health and Nutrition Section (FHN) as well as members of the ECCE Technical Team. Some of the main aspects of the process are:

- Seeking approval from the Health Care Agency
- Capacity building of the Child Health and School Health Nurses
- Sensitization of the teachers and parents
- Design and implementation of profile for children to facilitate sharing of information
- Establishing procedures for information sharing

Budget Narrative

The estimated budget for the project is SCR 200,000 and the main budget dispersal will go towards training of nurses, sensitisation of parents, and the printing of profiles. The major source of funding will come

from the Ministry of Health and funding has also been requested from the World Health Organization (WHO) programme support for 2016-2017.

Expected Outcome

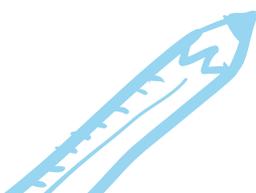
All children in the first term of the first year in crèche screened for early detection of risk factors that may interfere with learning and development

An established structure and process for information sharing between health professionals, school personnel, class teachers and parents

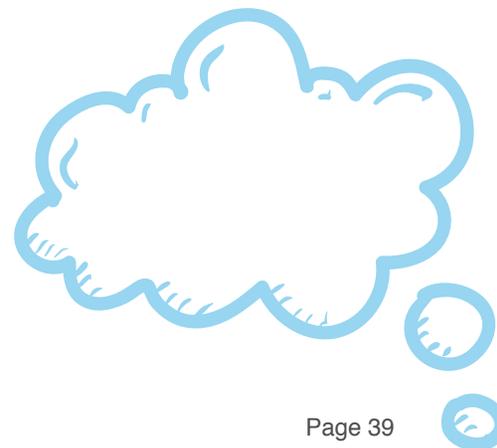
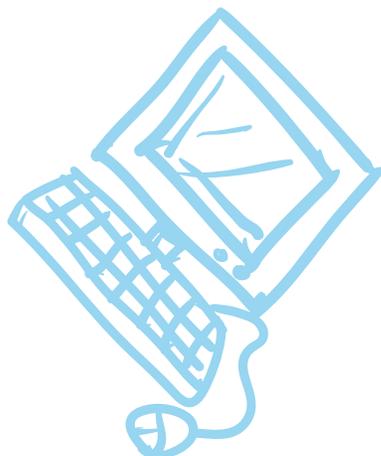
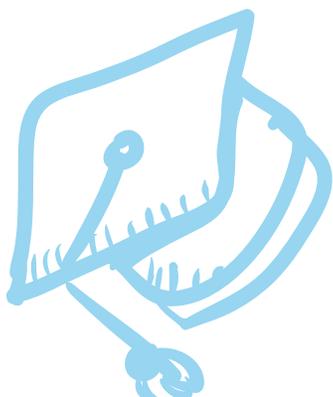
Performance Indicators

- Percentage of children (entering first year crèche in 2016) screened to establish health and developmental status
- A comprehensive profile for each child entering first year crèche in 2016 is available in the child's file at specific school and health centre
- Proportion of children identified with risk factors
- Teacher satisfaction with the information sharing process

Plan



Strategic Activities	Output	Timeframe	Participating Agencies	Sourcing of funds
1. Planning and Consultation	Consultation Report with approval	July 2015	FHN	Ministry of Health
2. Develop profile for children	Model Profile	28th September – 5th October 2015	FHN/ ECCE Technical Team/ Health Promoting School Committee	Ministry of Health/WHO
3. Train Child Health and School Health Nurses	Training Programme	December 2015 – January 2016	FHN ECCE Technical Team MOE	Ministry of Health
4. Sensitization of teachers and parents	Briefing meeting, media materials, adverts	End November 2015	FHN/ECCE Technical Team / MOE	Ministry of Health /WHO
5. Handing over	Launching Report	January 2016	FHN/ECCE Technical Team, MOE	Ministry of Health
6. Implementation of Screening Programme	Progress Report	January – February 2016	FHN, MOE, IECD	Ministry of Health
7. Conference with parents and MOE	Procedural Guidelines.	March to April 2016	Health/ MOE	Ministry of Health
8. Evaluation	Technical Report	May 2016	Health/MOE ECCE /Technical Team	Ministry of Health



Project Title

Provision of Aids for Children with Special Needs

Goal

To provide special aids for children between the ages of 0 to 8 years in order to facilitate their development, learning and ability to function to their maximum in the activities of daily living.

Objectives

- To identify children aged 0-8 years needing special aids
- To procure the Special Aids required
- To educate parents, teachers and other care givers on the utilization of these Special Aids
- To provide Special Aids to these children once identified
- To monitor the usage of these aids so as to ensure that children with special needs benefit the maximum

Background and Rationale

In line with its vision for 'All people in Seychelles to attain the highest possible level of physical, social, mental and spiritual well-being, free from disease or infirmity' and in pursuit of its mission, 'Health for All Health by All', the Ministry of Health has a responsibility to support children with special needs so that they can achieve maximum occupational performance in their activities of daily living. Those children need special attention and at times require special aids to help them.

It is therefore paramount that from an early age these children receive therapy and are given the necessary support so that they develop to their maximum and contribute in society in whatever way they can. Also it is necessary to inculcate in them the attitude that "yes I am different but I can do as well as others provided I am given the necessary support!" Thus children with

disabilities would be able to achieve to the maximum in their physical and mental wellbeing with the support of aids. In spite of having a disability no child should be left behind as they would receive the necessary health care in the form of special aids.

In 2013 the Rehabilitation Services of the Ministry of Health (here it is important to note that the Rehabilitation Services consist of the Physiotherapy, Occupational Therapy, Speech Pathology, Orthotics/ Prosthesis, Audiology and Acupuncture) conducted a survey, sponsored by WHO, on Mahé, Praslin and La Digue to collect representative statistical data on children having special needs within the aforementioned age group in the country. It was found that about 48 percent of the children between 3½ - 8 years were having difficulty at school. Their difficulty ranged from visual, perceptual, communication and attention problems which would have an effect on learning. This indicated that there is a need to develop and deliver more programmes and intervention in the future for children with special needs. In addition some children were also facing difficulties to perform their activities of daily living due to non-availability of proper aids or adaptive equipment. Only five percent of those children had some type of aids, mainly wheelchairs. Thus it was found necessary to make provisions for Special Aids for all the children needing specialized support.

It is anticipated that this project will be beneficial not only for the children in facilitating learning but also teachers in facilitating their teaching methods. Similarly, the parents will also benefit as their children will become more independent.

Description

The Rehabilitation Services of the Health Care Agency will oversee implementation of this project in partnership with the special needs section of the Ministry of Education. It will be implemented by a team

under the leadership of a specialist in rehabilitation, such as occupational therapist, speech language therapist, physiotherapist together with special needs teachers from the Ministry of Education.

Some of the proposed main aspects of the process are:

- Identification of children needing Special Aids from the survey and any other new ones referred
- Procurement of Special Aids by following the different steps of the procurement process
- Intervention in the form of therapy to train children identified on how to use the adaptive aids
- Identification and training of resource persons who will be working with those children (teachers, parents, other care givers)
- Distribution of the special aids
- Monitoring the use of the aids at school and at home

Budget Narrative

The estimated cost for procurement is SCR 475,389; this sum has already been obtained from the National Early Childhood Care and Education Trust Fund.

However, the total estimated cost will be SCR 500,000 which will include freight and insurances for overseas order.

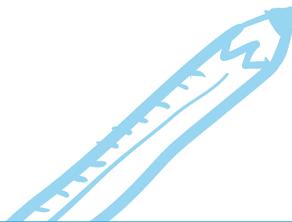
Expected Outcome

- Children with special needs between 0-8 years are effectively making use of the Special Aids they require to facilitate their learning, to increase maximum functional independence and promote their development
- Teachers, in class, and parents, at home, providing adequate support to the children

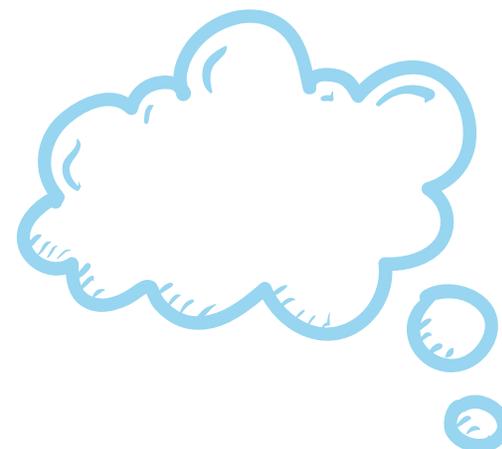
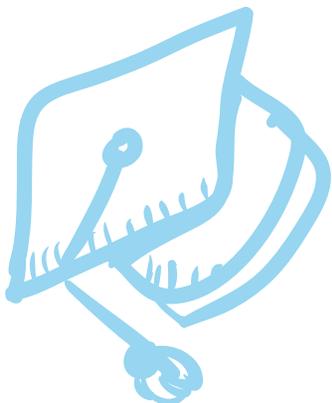
Performance Indicators

- Proportion of children at the end of 2016 functioning effectively with their Special Aids
- Number of teachers trained to use the different types of Special Aids for the special needs children in their class
- Parent perception of the effectiveness of the Special Aids and the support they have received to help their children

Plan



Activities	Output	Timeframe	Participating Agencies
1. Update register of children in need of special aid as per survey done in 2013 and also new cases referred	The register	July 2015	Rehabilitation Services, Special Needs Section of MOE
2. Procurement of Special Aids locally and overseas	Financial Report	September 2015	Rehabilitation Services
3. Consultation with Ministry of Education and relevant partners	Summary Report	ongoing	Rehabilitation Services
4. Identification and training of resource persons (teachers, parents)	Training Programme – Pamphlet	Jan 2016	Rehabilitation Services
5. Distribution of Special Aids	Distribution Record	Feb 2016	Rehabilitation Services, special Needs section (MOE) and ECCE
6. Intervention in the form of therapy to train children identified on how to use the adaptive aids	Children's Profile	March – Sept 2016	Rehabilitation Services
7. Monitoring	Child's progress recorded on each profile	Nov 2016	Rehabilitation Services
8. Evaluation	Evaluation Report	Nov/Dec	Rehabilitation Services





“Research has shown that the first five years of a child’s life shapes their future and that early learning provides children with opportunities to reach their health, learning and social development potential”

— Captain David Savy , July 2015

SOCIAL AFFAIRS

Project Title

Implementation and evaluation of the ante-natal and post-delivery Parenting Education Programme

Goal

Strengthening ante-natal and post-delivery Parenting Education to promote and improve maternal and child wellbeing

Objectives

- To establish baseline indicators for the ante-natal and post-delivery parenting programmes
- To assess the effectiveness of the programme
- To identify training needs of facilitators engaged in the programme

Background and Rationale

The transition to parenthood has been found to be a time of intense change often involving a sense of loss, isolation, and fatigue. Physical discomfort and pain following birth can also be emotionally draining. Both mothers and fathers are often preoccupied with the responsibility of keeping their babies safe. This period is an important time of physical recovery, role changes and emotional adjustment.

International research have highlighted that parents require clear explanation and reassurance of what is happening to them as they go through these experiences. It has also highlighted their need for positive acknowledgement and reassurance as they process what is happening and what it means for them.

In the Seychelles context, no studies have been conducted to assess the health, psychological, emotional and social impact of both ante-natal and post-delivery wellbeing of parents, however anecdotal information gathered from parents indicate that they are facing similar challenges in terms of addressing their needs before and after delivery.

The Ante-natal Parenting Programme by the Social Affairs Department was introduced in 2013 as a strategy to contribute towards the building up of a solid foundation for the future of children, families and communities in Seychelles. The programme is delivered in collaboration with the Ministry of Health. It is a key action of the Social Renaissance Action Plan and the National Action Plan 2013-2014 addressing goal number 8 of the SF-ECCE National Framework.

Under the 1st cycle of the National Action Plan 2013-2014, two training manuals to guide facilitators in assisting parents throughout the ante-natal and post-delivery transition were developed, and three ante-natal and three post-delivery parenting sessions were introduced in five regions of the country including Praslin Island. The training manual incorporates various topics related to the psychosocial needs of parents during the ante-natal and post-delivery phase. The sessions compliment the already existing services provided by the Ministry of Health which comprise of activities such as breathing techniques, diet during pregnancy and health of the baby. The main purpose of these sessions was to provide parents with the information and skills to improve pregnancy and birth outcomes. The programme has so far recorded a grand total of 1108 attendances of which 212 were males and 873 females during the year 2014.

Description

Apart from the pre- and post-test evaluation, questionnaire and the attendance record of the Antenatal and Post Delivery Education Parenting Programme, there is no other data collecting mechanism or proper structure to manage the information. The project will address the need for benchmarking and proper monitoring. It is intended to develop clear sets of indicators for a more long term evaluation of impact. The findings of this project will inform the development of monitoring and evaluation



“ECCE represents our responsibility to our children; it is the path towards the rebirth and renaissance of our society” — Minister Vincent Meriton, February 2013



tools for the programme, identify areas of weaknesses, assist with the development of indicators and guide policy makers on the way forward with this programme.

The Social Affairs Department will oversee the implementation of the activities under this project. Its successful implementation will depend on the collaboration between the Social Affairs and its key partner, the Ministry of Health.

The types of methods to be used in the evaluation will include the following:

1. The administration of a series of Focus Group Discussion surveys in 5 regions on Mahé and Praslin in order to determine the participants' perceptions of the programme
2. The evaluation of observation data through a checklist from facilitators administering the session
3. The administration of a questionnaire to facilitators and partners (focal persons) to identify strengths, weaknesses, opportunities and threats encountered in the programme in the various regions
4. The administration of a survey questionnaire to past participants to gauge effectiveness of the sessions
5. The evaluation of data from the pre- and post test being administered to parents during and after the antenatal and post-delivery sessions

The project sample will be a total of 100 parents who will attend both the ante-natal and post-delivery sessions starting from August 2015

Other activities will include

6. Development of a database for monitoring and evaluation
7. Dissemination of findings with key stakeholders
8. Development and implementation of strategies for strengthening the programme

Budget Narrative

The estimated cost for the project is SCR166, 500. This includes consultancy fee to undertake the survey and workshop to share findings and develop M&E tool.

Funding will be sought from the ECCE Trust Fund for the consultancy fee and the cost for the workshops will be funded by the Social Affairs Department recurrent budget.

Description	Amount (SCR)
Consultancy fees for the survey (60 days)	120, 000
Consultancy – Development Data base for M& E (15 days)	30,000
Workshop to share findings and validate M&E tool	16,500
Total	166,500

Expected Outcome

- Improved knowledge on parenting practices
- Established sets of baseline indicators on which to measure the effectiveness of the ante-natal and post-delivery parenting programmes
- A monitoring and evaluation mechanism in place to inform programme direction

Performance Indicators

- Proportion of parents with increased knowledge on psychosocial needs based on specific sets of indicators
- The level of satisfaction of parents who have attended the ante-natal and post-delivery sessions through questionnaires and focus group discussion

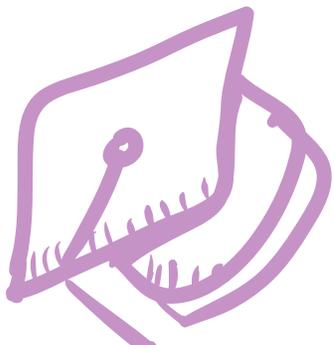
Baseline

Apart from the total number of attendances, disaggregated by sex and recorded per district, there is no other baseline available. However, the result of the project will be used to set a baseline.

Plan



Activities	Output	Timeframe	Participating Agencies
1. Set up a working group and develop the research proposal	Approved proposal and minutes of meeting	August 2015	SA, Ethics Committee, MOH
2. Undertake steps to identify and appoint consultant	Signed contract	September 2015	SA
3. Sampling	Sample frame	November 2015	SA, MOH Consultant
4. Develop survey tools for (i) Focus Group (ii) Individual participants (iii) In Depth Interview with facilitators & Partners (iv) Observation	Data collection tools	December 2015	SA, MOH Consultant
5. Validate survey tools	Validation report Amended tools	January 2016	SA, Ethics Committee, MOH
6. Collect data	Data collection report	March 2016	Consultant
7. Develop database for M&E	Database	March 2016	Consultant
8. Data analysis	Preliminary findings	June 2016	Consultant
9. Report writing	Survey Report	July 2016	Consultant
10. Organize meeting to communicate survey results to all stakeholders	Feedback and recommendation of meetings	August 2016	SA, Consultant



Project Title

Strengthening the implementation of the Risk Indicator Framework (RIF)

Goal

Improve early detection and promote early intervention of at risk children (0-8)

Objective

To develop evidence-based plan for the successful implementation of the RIF by all stakeholders (0-8)

Background and rationale

The need for a national assessment framework to identify and protect children at risk was first identified and developed in the 2005 National Action Plan for Children under the theme 'Our children, our treasure, our future'. The framework was developed and piloted in the Pointe Larue district. This pilot produced some important findings which accentuated the need for such a system.

The move to revitalize this Framework was put in motion in the last cycle of the National ECCE Plan of Action. The revised framework was launched in March 2013. It is a multi- disciplinary framework aimed at identifying children who are at risk and in need, at a very early stage so that they receive timely assistance and services.

It was evident before the framework was in place that some at risk children were falling through the cracks because of a reliance on a single agency intervention approach when other agencies which were also having direct contact with children in their daily work were not taking action. Therefore, the RIF has been established as a multi-sectoral collaboration, geared towards improving outcomes for children. In the last cycle, additional agencies such as the Housing

Department have been brought on board and trained to use the RIF form and referral mechanism.

Research has shown that early detection mechanism is the modern way of working towards prevention of child abuse, ill treatment and other factors impinging on the development and wellbeing of children. Despite the vast potential of the RIF some obstacles mostly related to the commitment of partners hinder its possible success. The activities within this project are aimed at revitalizing commitment to this framework and increasing its use.

Description

The Social Affairs Department will lead the implementation of the activities under this project. Its successful implementation will depend on the collaboration between the key partners (Health, Education, Housing and Social Affairs).

The main activities to be implemented are as follows:

- Carry out an audit on the implementation of the framework since its launch
- Disseminate findings and recommendations of the audit to stakeholders
- Develop and implement work plan based on recommendations
- Evaluate new measures

Budget narrative

The estimated cost for the project is SCR 95,000 which includes SCR 55,000 for the audit and SCR 40,000 for implementation of the action plan. Funds will be sought from donors to carry out the audit whilst the implementation of the action plan will be taken from the recurrent budget of the department. The possibility of cost sharing for some activities will be explored.

Expected outcome

Increased use of RIF as a tool for child protection through early referrals

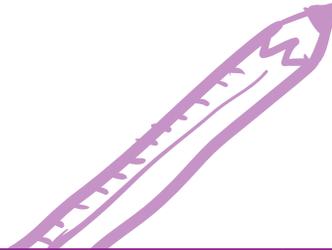
Performance indicators

By the end of 2016 referrals through the RIF would have increased by at least 50.

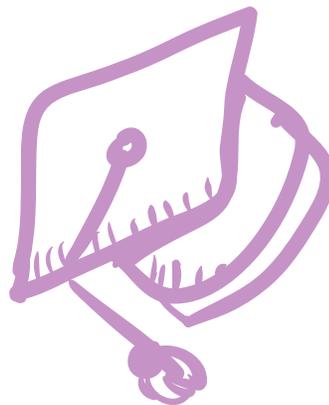
Baseline

5 referrals were recorded for 2014

Plan



Activities	Output	Timeframe	Participating Agencies
1. Carry out audit	Audit Report with recommendations	September 2015	SA,
2. Organize a meeting with focal persons to disseminate findings	Workshop report with recommendations	December 2015	SA
3. Develop and implement work plan based on recommendation	Work plan	January 2016	SA & Partners
4. Evaluate the implementation of the work plan	Evaluation report	December 2016	SA & Partners



Project Title

Suitability Check for Childminders

Goal

To safeguard and protect children of 0-4 years old from risks of harm or ill treatment within childminding settings

Objective

To determine the suitability of childminders and their setting through a screening process

Background and Rationale

It is important that children are safe from ill treatment and abuse in whatever setting they find themselves. Ensuring safe environments for children is an important aspect of child protection. Practitioners in child protection services have for a long time stressed the need for checks for people seeking to work with children. This is in keeping with the local and international standards especially the Convention on the Rights of the Child which Seychelles ratified in 1990.

The Social Affairs Department is the lead agency in child protection. A suitability check for childminders is part of the department's strategy to take a more proactive and structured role in child protection rather than leaving it to chance or depending on individual vigilance.

Currently, there is no vetting being undertaken for childminders as there is no mechanism to take this on board. The introduction of a working with children suitability check for childminders will ensure that people who intend to work in the childminding service are vetted and are deemed qualified to work with children.

This stage of the project intends to look at the childminding service to support the work being done

by the IECD and to support the National Standards for Childminding Services. A large majority of children spend the greater part of their day in the homes of childminders. Ensuring that those places are safe is an important component in the effort to regulate this sector.

The vetting will target the childminders and individuals who are likely to have direct contact with the children being cared for. It will include screening of criminal records, background checks and professional conduct to prevent those who pose unjustifiable risk to children from working with or caring for them. The aim is to ensure that environments where children play and learn are safe from ill treatment.

Description

The Social Affairs Department will lead this initiative as part of its child protection mandate. Its successful implementation will depend on the partnership between the Department and the Institute of Early Childhood Development. Other agencies which will have a stake will include the Police, Attorney General's Office and the Ministry of Health. It is expected that at consultation stage other important agencies will have the opportunity to contribute towards the process of developing this mechanism especially in terms of best practices and individual experiences with such systems at the international level.

The main activities to be implemented are as follows:

- Consultation with partners for the purpose of information gathering
- Developing a Standard Operating Procedure (SOP) manual
- Developing the appropriate tools for screening
- Setting up multi stakeholder panels
- Sensitizing all childminders
- Implementation of the suitability check for child minders

Budget narrative

The estimated cost for the project is SR40, 000. This includes the cost for the consultation, sensitization sessions and printing and stationary. The costing also takes into account the need to consult stakeholders on Praslin and La Digue. The possibility of cost sharing will be explored between the two main partners (IECD and the Social Affairs Department).

Description	Amount (SCR)
Consultation sessions (x5)	120, 000
Sensitisation sessions for childminders on Mahe, Praslin & La Digue	20,000
Catering – SCR7,500 logistics-SCR 12,500	
Printing & stationary	15,000
Total	40,000

Expected outcome

Policy and procedures in place and links with key agencies established to operate suitability check for childminders

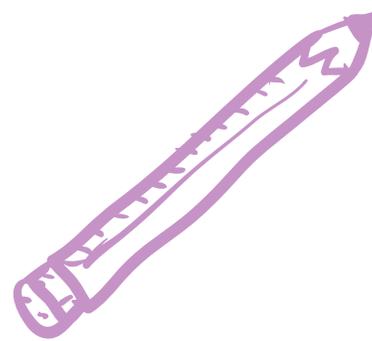
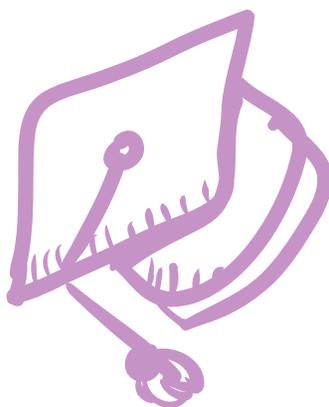
Performance indicators

Results of the vetting process

Level of satisfaction of the key agencies with the vetting mechanism

Plan

Activities	Output	Timeframe	Participating Agencies
1. Organise stakeholders Consultation	Status Report with recommendations	October 2015	SA, IECD, MOH, AG, Police
2. Develop standard operating procedure(SOP)	Manual to guide users on how to collaborate	November 2015	SA, IECD
3. Develop tools for vetting	Tools for vetting of child minders	December 2015	SA, IECD
4. Validate SOP and Tools	Validation report	December 2015	SA, IECD
5. Establish group for background checks	Report on background checks	November 2015	SA, IECD MOH, AG, Police
6. Set up panels and establish TOR	Terms of reference for panels	February 2016	SA, IECD MOH, AG, Police
7. Sensitize childminders on the procedures for vetting	Reports of recommendations from sessions	March 2016	SA, IECD
8. Implement the suitability check system	Database to record vetting transactions	April/ May 2016	SA, IECD
9. Evaluate the mechanism	Evaluation report	July 2016	SA, IECD





“We need to innovate and ensure that each generation starts life not at the mercy of life’s challenges but ready and able to contribute in making the world a better place”

— Minister Vincent Meriton, February 2013



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

Project Title

Establishing structures and procedures for data collection based on ECCE indicators for the Health Sector

Goal

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

Objectives

- To assess data collection procedures in the Health Sector for review
- To develop an Indicator Framework Manual to collect information systematically
- To develop a Procedural Manual and establish an information pathway with IECD for ECCE indicators

Background and Rationale

From the Seychelles SABER-ECD Country Report 2013 and post recommendations from the 3rd Biennial National Conference on Early Childhood Care and Education (ECCE) hosted recently, the need to develop sound indicators for a national database and data management system on ECCE was expressed with some urgency.

It was reiterated that there was a lack of readily available information (including statistics) on ECCE at the level of Sectors, for policy formulation, decisions and actions, and for international reporting. However, it was noted that whilst most of the ECCE Sectors do have their information or data on ECCE available on file, retrieval and analysis is cumbersome and in most cases impractical. Some of the reasons which have hindered the conversion of information from paper format to electronic format have been technical - that

is, the data fields were not comprehensive enough to allow for extensive multi-sectoral information to be collected; and human – there was generally limited human resource capacity to update the data into the information system.

Through this project, the Institute of Early Childhood Development seeks to encourage all Sectors and their respective specialized services to take the lead and systematically strengthen their information system so that data on ECCE/ECD, which can be shared regionally and internationally, are readily available. This will enable Seychelles to earmark areas in Early Childhood Development that need immediate improvement and identify opportunities for further development.

Apart from making the process of data entry/management more feasible and convenient, this project will put Seychelles on par with other countries in the region and internationally when comparing the country's ECD system against evidence-based global standards using readily available and detailed data and information on ECCE. Similarly to other initiatives spearheaded by IECD, this project will also further promote inter-sectoral co-operation and collaboration.

Description

The Institute of Early Childhood Development will oversee the implementation of the project. It will be implemented in the Health Sector in the first place, with the technical assistance of an international expert from World Bank. The project will be carried out in four phases:

First Phase: Consultation to establish the data to be collected in order to report on the indicators referred to in the SABER Report 2013 and the feasibility (or limitation) of their collection in the local context. A Working Proposal will be finalised.



“Let’s put our heads and hearts together, let’s work together to implement this national plan and to ensure that each child get a good and winning start in their lives”

— Captain David Savy , November 2015

Second Phase: Recruiting a consultant who will analyze the business processes associated with the ECD indicators of the targeted sector (Health) in order to establish the full set of requirements to get the ECD related information. The consultant will also work with the local IECD team setup, to identify possible solutions (business process modification or otherwise) 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 all ECCE Sectors. The consultant will share a draft outline of 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 targeted sector (i.e. Health) whereby the ECD data requirements are presented along with the proposed solutions for the identified gaps for consideration by the targeted sector. The targeted outcome is the buy-in and support for the proposed implementations to capture and report on ECD data.

Fourth Phase: Piloting the data collection processes in the health sector and 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 institutionalization of the new modified processes in the health sector and IECD.

Budget Narrative

The estimated cost for the project is SCR 913,500. It is anticipated that funding will be sourced from the World Bank.

Description	Amount (SCR)
Consultancy	
Accommodation, travel, sustenance (x 3visits)	300,000.00
Fees (50,000 per phase – 3 phases)	150,000.00
Training	
Specific training workshops -health professionals – 3 days	200,000.00
Administration	50,000.00
Transport and Travel (local)	20,000.00
Printing Services	150,000.00
Total	870,000.00
Contingency (5%)	43,500.00
Grand Total	913,500.00

Expected Outcome

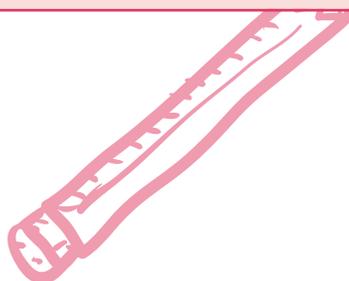
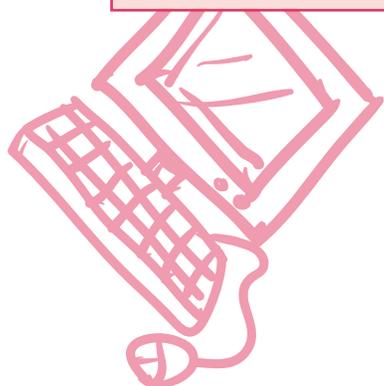
Standardised data collection procedures in the Health Sector to strengthen monitoring, evaluation and reporting of ECCE

Performance Indicators

Indicators based on World Bank ECD available for Health Sector in the following domains: Survival (infant mortality, births, illnesses), Pre-natal and ante-natal health care, Preventative care (Immunization), Nutrition (breastfeeding, supplements, weight), Treatment (mother, child) Parenting (Well child visits, post-natal visits), Cost (Health, nutrition ECD)

Plan

Activities	Output	Timeframe	Participating Agencies
1. Initial Consultation - Seek clarifications on the types of indicators used, method of collecting the data and available indicators	Reviewed Proposal	April to September 2015	IECD/Health Statistics Unit/ DICT/World Bank
2. a) Source out consultant b) Set up Core Team to work with Consultant	TOR – Consultant identified TOR – Core Team	September 2015	IECD/World Bank
3. a) Situational Analysis b) Sensitization workshops	Professionals from the four ECCE Sectors sensitized – Workshop report Draft Indicator Framework Outline of Procedural Manual	October/November 2015	Consultant/ IECD/ Sectors – Health; Education; Social Affairs; Community Development & Sports
4. Training Workshops with professionals from the Health Sector	Professionals from the Health Sector committed and on board – Workshop Report	February/March 2016	Consultant/IECD/ Health Sector
5. Review ECD Indicator Framework and Procedural Manual	Reviewed documents	April/May 2016	Consultant
6. Pilot data collection processes using Indicator Framework and Procedural Manual	Monitoring report of pilot by consultant to revise the two documents	June/July/August 2016	IECD/Consultant/ Health Sector
7. Finalise Indicator Framework and Procedural Manual	Production of Indicator Framework and Procedural Manual	October/November 2016	Consultant/IECD/ Health Sector
8. Launch Indicator Framework and Procedural Manual	Launching Ceremony	December 2016	IECD/Health Sector



Project Title

Monitoring Child Development Outcome: The Use of the Denver Development Screening Test (DDST) in the Child Health Programme of the Ministry of Health

Goal

To establish developmental milestone achievement of Seychellois children with reference to the Denver Development Screening Test

Objectives

- To establish the level of overall development of children at three years of age
- To monitor changes (longitudinally) in development
- To document the level of developmental delays
- To assess the administration procedures and conditions in order to standardized the testing process
- To gauge parents knowledge of the test and parents views on their role in the development of their child

Background and Rationale

Information on child development outcome has remained problematic, nationally. Data availability on child outcome was considered to be a weakness in the implementation strategies for ECCE, and the development of an information system to collect, manage, and disseminate child development outcome data was one of the key recommendations of the SABER-ECD Report for Seychelles.

Just the same, child development outcome information is incorporated in well-baby clinics throughout the country and the DDST has been introduced since 1996 to assess the development of every child from the age of 6 weeks to the age of 4 years. The tests cover four general functions: personal social (such as smiling), fine motor-adaptive, (such as grasping and drawing), language development, and gross motor (such as walking). The results of the test provide an overall impression of the development of the child and

can be used to identify potential areas of weakness to advice parents. More specifically, the results of the test enable health professionals to identify children whose general development deviate significantly from that of other children and warrant further investigation to determine if there is a problem requiring intervention. Unfortunately, without an appropriate database to manage such information, the retrieval of data for benchmarking and monitoring of child development have been more difficult.

Nationally, child development monitoring services have been provided, on an individual basis, by Health Centres throughout Mahé and the Islands Region. Specifically-trained Child Health Community Nurses have been administering the test and relating to parents on the developmental status of their children. The present project is intended to build on what has already been achieved to develop the mechanism to track children from birth through early childhood. The information will be compiled and analyzed to be used also as indicators to assess ECCE programmes and interventions and to report on progress and the impact of ECCE in Seychelles. Moreover, the views and perspectives of parents and the nurses who have been playing a vital role in the successful implementation of the DDST will be sought to clarify pertinent issues and identify procedural problems.

Description

The project consists of the implementation of a pilot study which will be conducted by IECD in collaboration with the Ministry of Health with the technical assistance of a local consultant. It will involve:

- The collection of data from children's clinical notes for input in a specifically designed database
- The collection of questionnaire data from health professionals administering the DDST
- The administration of a parent questionnaire
- Data capture
- Data analysis (developmental level, domain scores)

- Writing Policy Brief and presenting preliminary results
- Consultation with health professionals and parents
- Focus group discussion with stakeholders
- Expanded analysis – integrating qualitative data

The target group for the project will be children who are 3 years old and are being tested or have completed the test at the time of data collection. A total of 150 children will be randomly selected and sampled to cover one Health Centre in each of the six regions.

Budget Narrative

The total cost of the project is 147, 000. Costing for the project is in two phases: a total of SCR 51,000 is estimated for the first phase and SCR 96,000 for the second phase. The budget breakdown has been summarized below.

Description	Amount (SCR)
PHASE 1	
Staff Cost	
Consultancy	20,000
Allowance	5,000
Administrative Cost (including travel)	7,500
Sensitisation	5,000
Presentation (preliminary results)	10,000
Contingency	3,500

Description	Amount (SCR)
PHASE 1	
Staff Cost	
Consultancy	50,000
Allowance	3,000
Administrative Cost (including travel)	10,000
Printing Services	10,000
Dissemination & Consultation	15,000
Contingency	8,000

This project has been presented at the ECCE Donor's Meeting as a side event of The Third Biennial Conference on ECCE. However, funding has not been secured. Follow-up action will be necessary to seek funding for the project.

Expected Outcome

a) Levels of child development outcome established and data being managed in an appropriate data base to monitor change and developmental delays as a means of strengthening information system for reporting on ECCE

b) Testing procedures and parental input analysed to inform policy decisions on the conditions of testing and reporting to parents

Performance Indicators

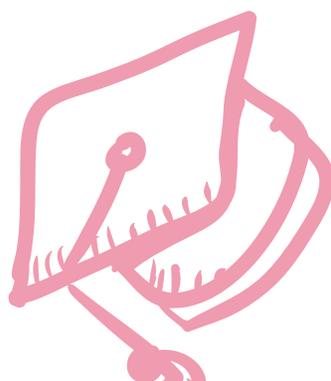
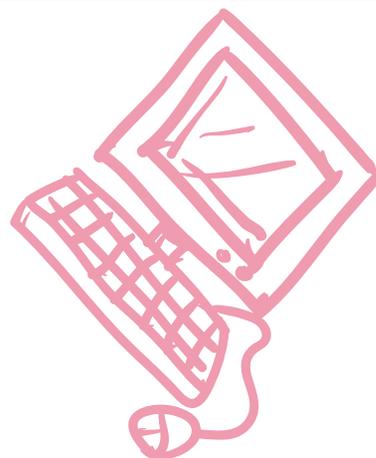
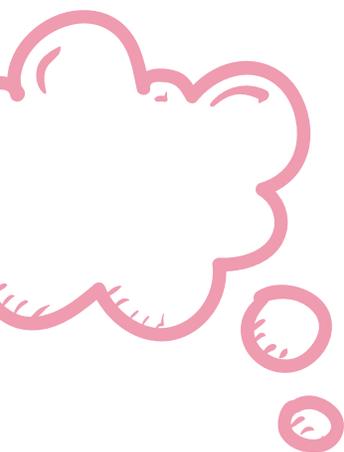
- Percentage of children having achieved an established level (as derived from DDST measure for Seychellois children) of development at 3 years of age
- Children's developmental progress between 6 weeks to 3 years of age profiled on personal-social, fine motor, language and gross motor development
- Parental and Child Health Nurse's views on testing situation reported on

Baseline

There is no baseline available. However, the results of the study can be used to generate consultative discussion on the development of an information management system to monitor the developmental outcome of Seychellois children and to set baseline information.

Plan

Activities	Output	Timeframe	Participating Agencies
1. Initial negotiation	Approved proposal with agreement and sensitization of all partners	August 2015	MOH, Ethics Committee, Health Centres, Parents
2. Sampling	Sample frame	September 2015	Consultant/IECD/ MOH/Child Health Centres
3. Developing questionnaires	Questionnaire for Health Professional Questionnaire for parents	September 2015	IECD/MOH
4. Developing database	Database Design	September 2015	Consultant
5. Data collection and capture	Merged data files	Sept/Oct 2015	IECD/Health Centres/MOH
6. Data Analysis	Levels descriptors Scores by domains Referral rate Categorization of qualitative data	October 2015	Consultant/IECD
7. Writing-up & Presentation	Policy Brief	November 2015	IECD/Consultant
8. Focus Group	Consultation Report	Jan/Feb 2016	IECD/Consultant/ MOH
9. Expanded analysis	Extended data base (Questionnaire, focus group records)	March 2016	Consultant
10. Report Writing	Technical Report	End of June 2016	Consultant
11. Dissemination and Consultation	Report Policy Suggestions	End of July 2016	IECD/MOH/ Consultant



Project Title

Assuring the Quality of the Childminding Programme:
Building the Capacity of Childminders

Goals and Objectives

The main aim of the project is to train childminders to implement national standards in their practice to improve Childminding Services. More specifically, the following objectives would need to be achieved:

- The development of pre-registration training programme based on the national quality standards
- The running of experienced-based training sessions
- Operating a pilot study
- Evaluating the pilot for national implementation

Background and Rationale

The training of childminders is one of the key factors in improving practice. The SABER-ECD Country Report for Seychelles (2013) expressed concerns about the qualification and training of staff in ECCE settings and in childminding establishment. It was noted that the many Day Care Centre Workers had no training at all and that among childminders the proportion of caregivers with any training was unknown.

The lack of well-established national standards for the childminding service has been a major setback in the training of childminders. With IECD being mandated to regulate the Childminding Services and following the subsequent enactment of the IECD Act a “National Standards for Childminding Services” has been developed to make registration of childminders possible. This document establishes 10 standards which would lead to high quality childminding services. In order to implement the standards childminders would need to undergo a programme of training to acquaint them with the standards, since they are new, and to support them in their practice as they will be monitored and inspected.

It was clear from the Childminding Study that the training of childminders has not been “adequate, accessible and consistent.” However, it was found that the majority of childminders possessed the necessary educational background and that they were aware of their training needs. It was recommended that pre-registration training should be implemented.

Description

The project will be implemented by IECD in collaboration with all ECCE sectors and a “train-the-trainers” model will be utilised. Whilst IECD will develop the training guidelines, associated sectors will provide specialized inputs through related training materials. IECD will also participate in the production of resource materials and take the responsibility of organising the delivery of training sessions for all childminders.

Budget Narrative

The cost for the project is estimated at SCR 750, 000. This will include consultancy services for ECCE professionals in the development of training resources for childminders, attendance of trainers’ workshops and facilitation of training sessions with childminders. Funds will be made available from the IECD budget.

Outcome

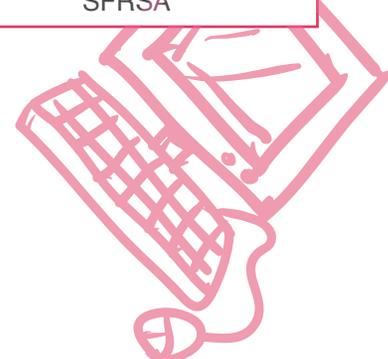
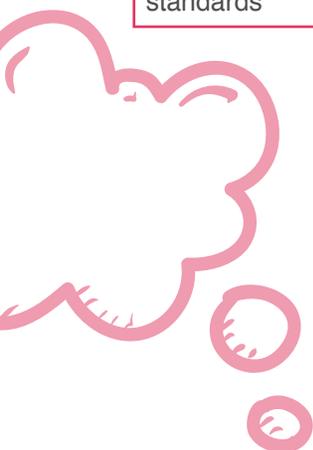
Childminders implementing quality standards to maintain good practice or to improve their practice

Performance Indicators

At the end of 2016, 25% of childminders have been monitored in standards implementation

Plan

Activities	Output	Timeframe	Participating Agencies
1. Develop pre-registration training programme for childminders	<ul style="list-style-type: none"> • Training plan developed 	October 2015	DRA/IECD (lead) ECCE sectors & SFRSA
2. Develop training guidelines for trainers	<ul style="list-style-type: none"> • Guidelines developed 	October 2015	DRA/IECD (lead) ECCE sectors & SFRSA
3. Carry out training sessions with child minders and inspectors on Mahé and on the islands	<ul style="list-style-type: none"> • 100% Childminders trained on national standards and guidelines • All inspectors trained on standards and guidelines • Training report 	Phase I: November 2015 Phase II: February 2016	DRA/IECD (lead) ECCE sectors & SFRSA
4. Set up a core team to guide the development of: (i) monitoring tools and (ii) promotional materials	<ul style="list-style-type: none"> • Terms of Reference for Core Team Developed 	November 2015	DRA/IECD (lead) ECCE sectors & SFRSA
5. Develop promotional materials based on the national standards and guidelines	<ul style="list-style-type: none"> • Promotional materials developed 	February 2016	DRA/IECD (lead) ECCE sectors & SFRSA
6. Launching and handing over of promotional materials	<ul style="list-style-type: none"> • Launching and handing over activity conducted 	May 2016	DRA/IECD (lead) ECCE sectors & SFRSA
7. Develop monitoring tool for pilot implementation of the national standards	<ul style="list-style-type: none"> • Monitoring tool developed 	February 2016	DRA/IECD (lead) ECCE sectors & SFRSA
8. Carry out a six-month pilot implementation of the national standards (following registration of childminders in May 2016)	<ul style="list-style-type: none"> • Field Report published 	May - November 2016	DRA/IECD (lead) ECCE sectors & SFRSA
9. Evaluation of the pilot implementation of the national standards	<ul style="list-style-type: none"> • Evaluation report published 	December 2016	DRA/IECD (lead) ECCE sectors & SFRSA



SECTION III –IMPLEMENTATION

The National Action Plan 2015-2016 is a framework to translate imminent ECCE priorities into realistic, realizable and renewed projects. 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.

Organisational Structure

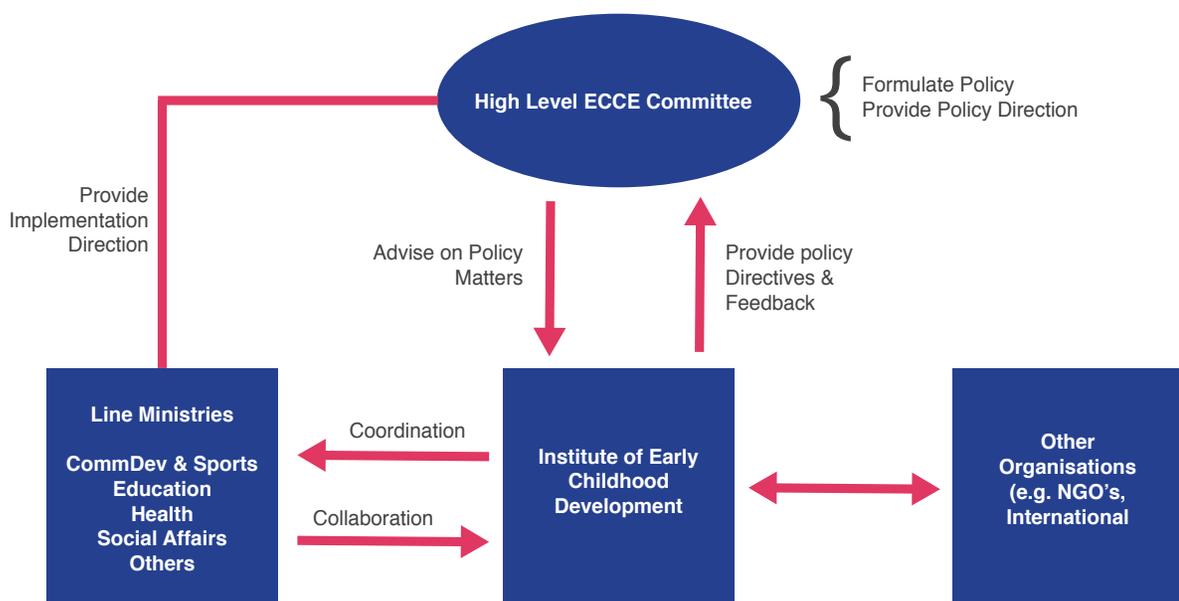
The High Level ECCE Policy Committee consisting of the Ministers for Health, Education, Social Affairs, Community Development and Sports, Finance, and the Ambassador for Women and Children chaired by the Vice President is the lead body (in consultation with the ECCE Advisory Council) which oversees the implementation of the ECCE Framework, along with all actions that derive from the SF-ECCE, and, more specifically, the NAP 2015-2016. It will issue policy guidelines for improving and strengthening ECCE and

it is also the forum for policy coordination review and direction at national level.

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 2014-2015. It supervises the implementation of the Plan, harmonises all the actions in the plans, help in strengthening collaboration amongst ECCE sectors and liaise with other partners in the implementation of the Plan, support the sectors in the realisation of their plans, and execute cross-sectoral projects and research.

In partnership with IECD, four ECCE Technical Teams set up within the Ministries of Education, Health, and Social Affairs Community Development and Sports undertook the design of project profiles and the development of the action plans contained in this

Figure 2: Organisational Structure



document. The Technical Team headed by a Chair has a major role to play in the execution of their action plans. They lead the implementation strategies, make appropriate representations, build capacity, report on progress and promote the plan within their sectors and with other partners.

Collaboration

The Seychelles Framework for Early Childhood Care and Education makes broad reference to an “integrated approach” as a required implementation strategy. In the NAP 2012-2014 it is stated loosely that “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 2015-2016. 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 a level of coherent 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 by making substantial input and substantive participation.

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 of implementation.

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 Co-ordinating 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 mark the designated interval when this type of 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, in most of the projects, baseline information has been provided: A baseline is an important monitoring element to measure change.

Monitoring strategies

There will be three structural processes for monitoring:

- a) monitoring using the sector’s Operational Plan,
- b) monitoring through the National Coordinating Committee (NCCOM),
- c) monitoring through six monthly progress report,
- d) monitoring through the Annual Report.

- a) Monitoring using the sector’s Operational Plan
 - IECD Officers carry out three-monthly visits
 - Sector Operational Plan will be updated and implementation strategies confirmed or reviewed

- Progress towards the achievement of related outputs will be assessed by IECD
- A Sectoral Visit Report will be produced by IECD

b) Monitoring through the Monthly NCCOM

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

c) Six-monthly Progress Report

- ECCE Technical Teams produce Progress Reports and submit to IECD
- A National Progress Report will be compiled and submitted to High Level ECCE Policy Committee as Information Note

d) Annual Report

An analytical National Progress Report (from the three six-monthly reports) will be produced, highlighting performance on the projects and implementation of the plan, and presented to the 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 will be undertaken. A result-based framework will be used for the evaluation. Inputs to the plan will be factored in and accumulated evidence from the compiled reports will be 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 will be assessed and an Evaluation Report will be produced as the final documentation of performance and results. This report will be presented

to the High Level ECCE Policy Committee for approval and then submitted to the Cabinet of Ministers for information.

Conclusion

This National Action Plan 2015-2016 is the second one which builds on the recommendations of the National Action Plan 2013-2014 and proceeds to enlarge on the SF-ECCE. A project based approach is adopted with increased focus on the priorities identified by SF-ECCE and addressed to some extent in the NAP 2013-2014. It seeks to link objectives with outcome from which the results or performance are measured.

With the establishment of IECD, the coordination of the Plan has been strengthened. Moreover, rapid reform such as the new regulatory role of IECD, the development of service standards for childminding services, the development of an Early Learning Framework, data systems projects, improved screening facilities, extended early detection mechanism, the intention of standardizing day care provisions, research in child development outcome, supportive children's profile, emphasis on parenting, focus on child development outcome, the new plan has all the ingredients for successful implementation to further promote the holistic development of early childhood children in Seychelles.

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National Action Plan 2015-2016

Early Childhood Care and Education

The National Action Plan 2015-2016 Early Childhood Care and Education represents the collaborative endeavours of the four ECCE Sectors from Line Ministries, mainly, Social Affairs, Community Development and Sports, Education, and Health, coordinated and facilitated by the Institute of Early Childhood Development, to promote the holistic development of children in the country. The five main thematic areas addressing issues relating to data availability, parental and community involvement, qualification and training, early detection and child protection, and quality and access have been derived from The Seychelles Framework for Early Childhood Care and Education whilst taking into consideration emerging needs and subsequent recommendations. Through a result-oriented, research-driven methodology, the Plan focuses on development outcome, service delivery and programme quality with anticipated implementable priority actions.

Co-ordinated and Compiled by
Institute of Early Childhood Development

