



NATIONAL ACTION PLAN 2025 - 2027

EARLY CHILDHOOD CARE & EDUCATION





Copyright © IECD Seychelles
7th Edition NAP 2025 - 2027
ISBN: 978-99995-54-01-5
Produced by IECD
June 2025

Foreword

The National Action Plan 2025-2027 Early Childhood Care and Education (NAP) opens a new chapter in the advancement of ECCE in Seychelles. It embraces the Seychelles Framework for Early Childhood Care and Education (2022) and the Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education (2022) as it propels the dynamic process in placing ECCE at the forefront of national priorities. The NAP has been conceptualised as an on-going venture to outreach the frontiers of ECCE with high quality expectation for significant impact on the lives of children, their families, and on the ECCE system in Seychelles.

The three-year plan has three dominant strands. First, the need to enhance the effectiveness of service delivery through digitalization, innovative programming, capacity building, improved conditions, and child protection measures is reinforced. Providing equitable quality access, developing child-friendly community facilities for care, play and learning; engaging families in children learning and development; and making provision for special groups of children and disadvantaged learners incorporates the second strand. Thirdly, strengthening the policy environment with data management structures, quality assurance standards, and procedural framework constitutes the third strand. These three strands are interlinked in the implementation of the NAP to achieve high quality ECCE features.

The National Action Plan 2025-2027 Early Childhood Care and Education sets the ECCE agenda in Seychelles for the next three years. It upholds the holistic principles, it is a catalyst for the collaborative structures that have been judiciously constructed, it is pivotal in guiding sectoral projects towards the ECCE winning vision. It anticipates high level commitment for its implementation and strong sectoral willingness for its execution. With high expectation and much enthusiasm, I would like to present the Plan to all our stakeholders, in particular, and the public, in general. I look forward to its successful execution and positive outcome.



Dr. Javier Rose
Chairman
IECD Board

Acknowledgements

The successful development of the National Action Plan 2025-2027 Early Childhood Care and Education was made possible by the commitment, support and participation of the following organisations and individuals:

The Government of Seychelles for the long-term vision and committed investment to promote Early Childhood Care and Education

The Institute of Early Childhood Development, in particular, the Chief Executive Officer, Mrs. Shirley Choppy for her leadership and expert input and support at all stages of the development process, Mr. Egbert Benstrong, Director Research, Data Management & Knowledge Production and Ms. Prisca Leon, the Research Officer who coordinated the process, and the Consultant, Dr. André Leste for reviewing and drafting the Plan.

Members of the Technical Committee and the resource persons who worked on the Project Profiles from:

The Ministry of Education - Mrs. Catriona Monthy, Mrs. Germaine Gill, Ms. Lymiah Bibi, Mrs. Rosemai Jolicoeur, and Mrs. Helene Basset

The Ministry of Employment and Social Affairs - Ms. Beryl Laboudallon (Chair), Ms. Tessy Allisop, Ms. Gina Adelaide, Ms. Angel Jeannevol, Ms. Sabrina Confiance, and Ms. Natasha Louise

The Ministry of Health - Dr. Juliette Rioux

The Ministry of Local Government and Community Affairs - Ms. Begita Melanie (Chair), Mr. Nigel Payet, Mr. Steeve Noël, Mr. Christophe Madeleine, Ms. Chantal Mahoune, Mr. Darren Omath, Mrs. Barbara Barallon, Ms. Nicole Agricole, and Mr. Daniel Frichot

The Ministry Youth, Sports and Family – Mrs. Fatma Bibi (Chair), Mrs. Yasmin Umarji, and Mr. Christopher Adelaide

The Institute of Early Childhood Development - UNESCO Category 2 Institute - Mrs. Shirley Choppy (Chair), Ms. Marie-France Barra, Mr. Egbert Benstrong, Ms. Shelda Commettant, Mr. Alix Joubert, Ms. Laurette Lebon, and Ms. Amina Sarah

All stakeholders and partners who took part in Working Meetings to review the Project Profiles Senior Management of the Ministry of Education, Ministry of Employment and Social Affairs, Ministry of Health, Ministry of Local Government and Community Affairs, Ministry of Youth, Sports and Family and the IECD Board for their support in the development of the Plan.



Contents

Foreword

Acknowledgements

Abbreviations & Acronyms

SECTION I - INTRODUCTION

ECCE Sectors	Page 10
Main Features of the National Action Plan	Page 15
National Priorities	Page 16
Budget Implications	Page 20

SECTION II - SECTORAL ACTION PLANS

Education	Page 23
Health	Page 38
Local Government & Community Affairs	Page 46
Social Affairs	Page 55
Youth Sports and Family	Page 70
Institute of Early Childhood Development	Page 83

SECTION III - IMPLEMENTATION

Collaboration	Page 106
Monitoring & Evaluation	Page 107
Conclusion	Page 108
References	Page 111
Afterword	Page 112





ABBREVIATIONS AND ACRONYMS

AEN - Additional Educational Needs

ASP - Agency for Social Protection

APHI - Association of People with Hearing Impairment

CBISS - Child Care Benefit Information System Seychelles

CEO - Chief Executive Officer

CSC - Consortium for Street Children

DICT - Department of Information Communication Technology

DDST - Denver Development Screening Test

DSP - District Small Project

EBF - Exclusive Breastfeeding

ECCE - Early Childhood Care and Education

ECD - Early Childhood Development

ECBS - Early Childhood Benefit System

ELDA - Early Learning Development Areas

EPI - Expanded Programme for Immunisation

EU - European Union

ECIC - Early Childhood Intervention Centre

IECD - Institute of Early Childhood Development

ISEEA - International Science and Evidence Based Education
Assessment

ISP - Internet Service Provider

MCH - Maternal Child Health

M&E - Monitoring and Evaluation

MGIEP - Mahatma Ghandi Institute of Education for Peace and
Sustainable Development

MLGCA - Ministry of Local Government and Community Affairs

NAP - National Action Plan

NCC - National Council for Children

NCCOM - National Coordinating Committee Meeting

NECCETF - National Early Childhood Care and Education Trust Fund

NGO - Non-Government Organisation

NICU - Neonatal Intensive Care Unit

OAE - Otoacoustic Emissions Testing

PPP - Public Private Partnerships

RPL - Recognition of Prior Learning

SABER - Systems Approach for Better Education Results

SDG - Sustainable Development Goal

SEC - Social and Emotional Competencies

SEL - Social Emotional Learning

SENCO - Special Educational Needs Coordinators

SELF - Seychelles Early Childhood Learning Framework

SF-ECCE - Seychelles Framework for Early Childhood Education

SIA - Seychelles Infrastructure Agency

SIAM - Seychelles Institute of Agriculture and Horticulture

SIT - Seychelles Institute of Technology

SITE - Seychelles Institute of Teacher Education

SOP - Standard Operating Procedures

SPA - Seychelles Planning Authority

SQA - Seychelles Qualification Authority

TMR - Tracking, Monitoring and Reporting

TOR - Terms of Reference

TOT - Training of Trainers

UNDP - United Nation Development Programme

UNESCO - United Nation Educational Scientific and Cultural
Organization

WCECCE - World Conference on Early Childhood Care and Education

WHO - World Health Organization





SECTION I

INTRODUCTION

Early Childhood Care and Education in Seychelles has established itself as an effective system which is transcending national boundaries to take an international dimension with the Institute of Early Childhood Development (IECD), the coordinating body, achieving the status of UNESCO Category 2 Centre for ECCE. This ascendance has been influenced by political commitment, high level strategic directives, progressive institutional leadership, multi-sectoral collaboration, heightened policy dialogue, and an efficient monitoring and evaluation structure. The last decade has witnessed key achievements in legislative and policy actions with the consolidation and expansion of early childhood provisions, programmatic innovation and quality access. National action planning has provided the impetus to prompt and accelerate the development of ECCE in anticipation of the Sustainable Development Goals 2030.

As a means of pursuing the holistic goal of ECCE and promoting a collaborative and complementary working approach for the provision of ECCE services and programmes, the National Action Plan for ECCE has become a binding policy document for the main ECCE sectors. It has become a transforming force in ECCE. It establishes an ECCE focus in the key sectors; it motivates the sectors to initiate actions and strategies that would lead to improved provision and services for ECCE children and their parents; it facilitates sectoral interchange and interaction, and, more importantly it leads to institutionalisation of successful initiatives to boost the ECCE system. One of the major impacts of the National Action Plan is the collaborative drive for widening stakeholder perspective and extending partnership.

The accomplishments of the previous two-year rolling plans (five in number) derived from The Seychelles Framework for Early Childhood

Care and Education (2011) which was a direct response to the Moscow Declaration in 2010 has been documented. There has been policy realignment and programme review, renewed governance structure, community involvement and increased access, improved training and professional development, quality assurance and standards formulation, parental engagement and participation, and research execution and application. Special attention has been given to the expansion of the provision for children in the 0-3 age group for early learning and school transition. Particular emphasis has been placed on monitoring and data management as necessary processes for successful implementation and effective reporting.

However, The National Action Plan 2023-2024 ECCE was influenced by two main events the development of the Seychelles Framework for Early Childhood Care and Education 2012 -2017 (SF_ECCE 2022) and the World Conference on Early Childhood Care and Education 2022.

The Seychelles Framework for Early Childhood Care and Education 2022 was informed by a consultative methodology. A multi-strategic approach was adopted to gain a comprehensive understanding of the functioning of the ECCE system in Seychelles and to gain wider stakeholders' perspectives with regard to the implementation of the SF_ECCE (2011) and specific situations of ECCE in ECCE Ministries, and other organisations interested in ECCE. A documentary review was carried out which was used to guide working meetings, consultative sessions, and stakeholder workshop.

Based on ten principles, which place the child at the centre of programme and service delivery, uphold the child's right, and emphasise the importance of play in learning, the Framework encapsulates the concept of ECCE. In promoting parental involvement, community participation and an inclusive environment, the Framework reaches out to meet diverse social needs. In its quest for high quality outcome and its appeal for sustainability, accountability, and data availability the Framework adopts result-based methodologies to assess successful implementation. It sets a "winning" vision with the mission of working "together for the holistic development and wellbeing of children". It refocuses on thematic priorities, namely, governance and funding, quality access, early learning and development, families and communities, research and data management, and workforce development. Moreover, detailed strategic actions are proposed to achieve the goals within those priority areas. It represents the multi-sectoral and inter-agency efforts to sustain and improve the ECCE system in Seychelles. It is intended to generate a whole Government response, attain a unifying policy focus in ECCE Ministries, and trace the progress needed for quality achievements.

Conveniently, as the Seychelles Framework for Early Childhood Care and Education 2022 was being finalised, the World Conference on ECCE 2022 was convened and the Tashkent Declaration and Commitment to Action for Transforming Early Childhood Care and Education was adopted. It has provided the blueprint for a comprehensive framework for advancing ECCE and fostering the holistic development of young children in alignment with the targets of the 2030 Sustainable Development Goals. In recognition of the crucial role of ECCE in shaping the future of the world five guiding

principles with detailed strategic actions are elaborated. They consist of ensuring equitable access to quality ECCE, strengthening the training system of ECCE personnel, innovating and transforming policies and practice, adopting a coordinated multi-sectoral approach to policy development, financing ECCE provisions and developing data management systems.

The Tashkent Declaration provides validating confirmation of the SF_ECCE (2022) reaffirming the right to quality ECCE, reinforcing the need for accountability, multi-stakeholder partnership, and investment to adjust to the worldwide movement to increase the resilience and sustainability of ECCE systems and advance lifelong learning. This plan, National Action Plan 2025-2027 aligns itself with both frameworks.

ECCE Sectors

The National Action Plan 2025-2027 ECCE seeks to reinforce the intention of The Tashkent Declaration and accelerate the implementation of the new national Framework to pursue the holistic goal of ECCE and promote collaborative partnership. With its potential for nation building, ECCE concerns all sectors. However, the national action planning process seeks to establish an ECCE focus in key sectors to initiate actions and strategies that would promote and develop the ECCE system in Seychelles. An examination of the role of the five line Ministries directly involved with ECCE would point towards the policy orientation and on-going or intended strategies that would activate the development process of the National Action Plan 2025-2027.

Ministry of Education

The Ministry of Education is the principal advisor to the Government on education matters at the level of early childhood, primary, secondary, and tertiary education and training. The Ministry is also the main steward of the education system in that it:

- Maintains a clear focus on the long-term health and performance of the system, ensuring that all leaders strive to make achievement possible and worthwhile
- Creates contexts for all parties in the system to deliver and fulfil the major intents of the government in relation to education and
- Creates links and platforms for other sectors of the community, including the private and public, to network meaningfully towards facilitating achievements of all learners in Seychelles

The system is designed to enable all learners to perform and succeed with minimum disruption. The design also permits the building of networks from all sectors and potential agents of the society. This Ministry works across boundaries both locally and internationally.

As such the Ministry's on-going engagement to modernize the education system and provide a platform for newer conversations in and about education in the context of a changing society is reflected in the Strategic Plan 2021-2024. The plan is based on the premise that a new approach to organising the business of education is required

in order to instigate new drive and synergy across the system. The focus is on developing a cost-effective and long-term educational system that pushes learners to excel through a course of study that allows for their full development as future citizens of the country. Technology-enabled learning will be a critical component of this endeavor, and one of the tools that will move the educational modernisation process forward.

Ministry of Health

The Ministry of Health, 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', plays a significant role in the life and development of children in Seychelles. The Maternal and Child Health Care Services is part of a well-established and functional National Health Care System that works towards this vision.

The Maternal Health Care Programme aims at providing an effective continuum of accessible quality care before (Pre-conception care) and during Pregnancy (Antenatal Care), Childbirth (Intrapartum Care), and the Postnatal Period. Women and their families are provided with preventive screening tests and appropriate information and advice for a healthy pregnancy, safe childbirth and postnatal recovery, in order to improve pregnancy outcomes, thus reducing the risk of infant and child death.

The Child Health Programme focuses on the importance of the fundamentals of children aged 0-4 years and the right of each child to receive the services on offer at the health care center. The services offered are growth monitoring, developmental screening test, hearing test, administration of childhood preventable vaccinations and post-natal home visits upon discharge from hospital. The programme priority is to deliver a holistic care approach

towards children and family, thus promoting early identification and interventions of children who are at high risk, including child abuse prevention, and preventing complications that may be fatal to the health and well-being of the child.

Upon enrollment in preschool, children are registered for the School Health Programme, which provide a continuation of preventive care services, which includes health screenings, immunisation, and referral to appropriate agencies, and health promotion activities such as talks / sessions with children, teachers, and parents. The programme aims at allowing all school-aged children in Seychelles to attain the highest level of education by being physically, socially and mentally healthy consequently to safe, secure, hygienic, and health-promoting school environments. Integrated within the school health programme are school dental services, which provide oral health care services to school-going children.

The expanded programme for immunisation (EPI) coordinates administration of childhood vaccination in collaboration with the child and school health programmes. Upgrades of current vaccines and introduction of new childhood vaccines are planned for the coming years.

To complement the preventive and curative aspects of child health services, the Ministry of Health engages in a variety of child health services 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 Physiotherapy, Speech Therapy, Occupational Therapy, Audiology Services, Nutrition Services and Dental Services.

There are universally accessible medical care services available across all government health centres, free at point-of-use. Specialised (Paediatric) services are available in outpatient and in-patient basis, including Neonatal Intensive Care Unit (NICU)

Local Government and Community Affairs

The Ministry of Local Government and Community Affairs is mandated to oversee the affairs of the district, empower local communities and ensure good governance with transparency and accountability, through citizen engagement, inclusiveness and empowerment towards development.

One of the underlying roles of this Ministry is to contribute to early childhood care and education provisions. It facilitates the construction and maintenance of child-friendly infrastructures such as Early Child Care Centres, Community Centres, and play and outdoor spaces; it designs out-of-school programmes and educational activities to engage parents, early child care workers and the community. The Ministry is instrumental in maintaining the linkages between central and local government, building an effective local government system, and promoting a progressive environment for community participation, community ownership, and sustainable development.





Social Affairs Department

The Social Affairs Department of the Ministry of Employment and Social Affairs has statutory responsibility under the Children Act (1982) to assume a coordinating function in the protection of children. This requires close collaboration with all partners. The Social Affairs Department offers child protection services to safeguard and promote the wellbeing of children and their families. These services, mostly preventative and educational, are usually decentralized (operating from local centres) and they are undertaken by Social Workers through case management and court investigation. One of the responsibilities of the Department is to seek alternative care, organise after care services, and operate the Children Helpline. The Department is mandated to set standards in children's home and screen professionals working with children. The Department also runs parenting and life skills programmes.

The Ministry of Youth, Sports and Family

The Ministry of Youth, Sports and Family's Strategic Plan is anchored in the principles of education, empowerment and embracing diversity which are essential to enhance the quality of life for all citizens. The Ministry's vision is 'Empowering Families to improve Quality of Life'. Its mission statement are to 'Enrich the lives of Children and their Families; Empower Youths to maximize their full potential and Promote and Embed sports in the Seychelles culture'.

A key strategic focus of the Ministry is to strengthen the Early Childhood Care and Education (ECCE) framework by ensuring the provision of diverse and high-quality services for children and families and by fostering Public Private Partnerships (PPP) to support

initiatives aimed at enhancing the capacity of children and their families to lead meaningful and productive lives.

The Family Department's mandate is to empower and strengthen families through the provision of preventive, developmental and remedial programs and services. These are delivered in collaboration with various stakeholders - including NGOs and the private sector, and include individual, group and family counselling, as well as psychological interventions and support services for children and families.

The National Council for Children (NCC), operating under the Ministry of Youth, Sports and Family plays a central role in advocating for and protecting the rights and well-being of all children in Seychelles. NCC works in close collaboration with the Family Department, the National Sports Council (NSC) and the Seychelles National Youth Council (SNYC) to implement educational programmes and training on issues affecting children and family functioning. This includes community sensitisation campaigns and workshops. The Community Sports Section of NSC provides a range of specialized physical education programme tailored for children including early childhood.

The Ministry of Youth, Sports and Family remains committed to developing interactive programmes that engage families and to conducting research and policy analysis through the Research and Policy Planning Division. Key focus areas include family, gender and population dynamics. As part of this work, the National Family Policy of 2016 is under review and a National Parenting Education Framework is being developed to further support families across Seychelles.

Institute of Early Childhood Development

The Institute of Early Childhood Development (IECD) serves as the anchor for Early Childhood Care and Education (ECCE), overseeing and coordinating the implementation of the Seychelles Framework for ECCE, supporting all the ECCE Sectors and contributing to the national action plan as an ECCE sector.

IECD mobilizes resources aimed at improving and sustaining the quality of ECCE services. It has established a comprehensive legislative and regulatory framework to guide policy actions that ensure the quality assurance of child care services and pre-schooling establishments. Furthermore, IECD develops advocacy and supportive initiatives to promote early childhood development and expand child care facilities. The institute strengthens multi-sectoral collaboration and multi-stakeholder cooperation to facilitate effective implementation through coordinated action planning, monitoring, and evaluation.

As a UNESCO Category 2 Institute for ECCE, IECD has extended its mandate internationally, establishing itself as a hub of best practices. Its focus areas include knowledge production, capacity building, technical assistance, standard setting, advocacy, and information sharing. Through these efforts, IECD contributes to achieving the United Nations Sustainable Development Goals (SDG) 4, Target 2: ensuring that all girls and boys have access to quality early childhood development, care, and pre-primary education, so they are prepared for primary school by 2030.

This notable international recognition for a small island nation underscores the steadfast political will, strong leadership, and dedicated technical expertise that underpin its achievements.

Main Features of the National Action Plan

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, and through policy research and standard setting. This will create an enabling environment for quality ECCE. As the NAP developed over the years, salient features in its design, intention and realisation have evolved. These have been substantiated and validated and are applied to the NAP 2025-2027.

Project-based

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

Result-oriented

The result-based planning model promoted by UNDP has been adapted for this plan. This shifted focus from activities to results and particular attention had to be given to the phrasing of the outcome statement so that the criteria of specificity, measurability, and achievability are adhered to. Moreover, performance indicators which are the means of assessing progress against specific outcomes and the achievement of results have been very carefully inserted and, where possible, baseline has been established or made available to capture change data.

Time-bound

The trajectory of the project or programme is extended to a three-year cycle. Strategic activities are planned to fit into that timeframe. Thus the plan is economical in time although a range of projects can be accommodated within the different ECCE Sectors. However, there is a level of flexibility to

accommodate changing circumstances but the defined timeframe facilitates the monitoring of progress through the outputs in anticipation of the expected outcome.

Research-driven

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

Specifically four key research actions are inserted in the plan: monitoring the effects of programmes on the holistic development of children, carrying out surveys to judge perception and views of targeted ECCE professionals and parents on appropriateness of programmes and structures to raise awareness and for education and training, establishing indicators to assess ECCE provisions at organisational and national level, and measuring the level of achievement of outcome for policy response and information.

Accountability-focused

The NAP is devised in a way that fosters the principle of accountability. Having developed the projects, the sectors assume a high level of commitment to its implementation. The timing for delivering outputs is carefully calculated so that all the outputs, documentation

or actual deliverables are recorded. Moreover, the responsibility of the participating agency 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 NAP 2025-2027 focuses on the national priorities derived from the SF_ECCE 2022 and takes into consideration the pledged commitment of the Tashkent Declaration. The implementation framework within which the Action Plan has been conceptualized is illustrated in Figure 1. The outcomes are interrelated and they aim either directly or indirectly towards the holistic development of the child and the provision of high quality ECCE.

Six thematic areas have been addressed through 20 sectoral projects:

- ***Improving programme and service delivery*** – The quest for quality in early childhood care and education forms part of the strategic priorities of the SF_ECCE 2022 and the Tashkent Declaration seeks to “ensure equitable and inclusive quality ECCE services for all Children”. Five projects have been designed to address this theme:
 - A Child Protection initiative to investigate street children behaviour and introduce plans and programmes from community services to meet the needs of the children and parents

- Improved waiting/interview room facilities for more supportive environment for children or vulnerable clients receiving services
- A Holiday Programme to provide a safe, supervised, and engaging environment for young children during the festive seasons
- An online incident and management system to improve documentation and correspondence in Child Care Services
- A digital platform for registration, inspection, and reporting in Child Care Services

■ **Increasing quality access** – In the SF_ECCE 2022, the need for equitable access to early child care services so that all children have equal opportunities for quality ECCE “regardless of residential location, family income, parental employment status or special educational needs” is well articulated. This is further emphasised in Tashkent Declaration reaching out to marginalised and vulnerable children. Extending and updating institutional facilities and increasing access to specialised groups are strategic actions included in the plan. Four projects to make community recreational provision, to develop outdoor play facilities in two Child Care Centres, and to introduce structured creative and skills-building activities in care homes.

■ **Promoting early learning and development** – .

The SF_ECCE 2022 supports the review, development, improvement, and monitoring of child development and early learning programme. The Tashkent Declaration calls for improvement, relevance and quality of ECCE curricula and pedagogy. Projects relating to social emotional learning (SEL), supporting children with additional needs, and implementing a life skills programme in care homes have been planned.

■ **Engaging parents and families** – Due emphasis is placed on the role of parents, family, and the community. Special reference is made in the Tashkent Declaration to “enhance support to parents, families and other care givers” Specific family engagement programmes or interventions for active facilitation of nurturing, responsive, and stimulating interactions and early experiences are promoted through the SF_ECCE 2022. Sensitising parents to nurturing care practices and empowering parents for online safety, are two related projects

- **Strengthening the policy environment** – is an important part of the strategic priority to improve the governance of ECCE. Policy, Governance and Finance are key topics in the Tashkent Declaration. This involves three projects: establishing national standards for preschool education, promoting the registration of unregistered child care services, and setting up a data management system for ECCE indicators in IECD. The intention is to make information available for decision-making and policy action.
- **Training and professional development** – The SF_ECCE 2022 recognises that the professional competence of staff is a significant indicator of ECCE quality whilst the Tashkent Declaration elaborates on strengthening education and training systems of ECCE personnel. The focus in the plan is on strengthening the ECCE workforce through targeted training and providing specific capacity building opportunities to empower early childhood professionals in supporting children with special needs in schools.



Figure 1: Framework of the NAP 2025-2027



Budget Implication

The estimated cost of implementing the National Action Plan 2025-2027 to achieve the expected outcomes have been calculated for each project and is estimated at SCR 5 million. Table 1 contains a summary of the total cost for each ECCE Sector.

In developing the Plan, sectors have to align the projects with the strategic plan of the concerned Ministries or Agencies. Therefore, some of the funds will be derived from the recurrent budget of the organisation. However, the Action Plan has many innovative features which would make procurement demands. Also, it has a strong research base with major data collection requirements and the need for technical support. Additional funding may be necessary.

Accessing adequate finance is one of the fundamental challenges in the implementation of the plan. In the evaluation of previous plans the unavailability of funds was mentioned as limiting project completion especially in securing technical expertise. The ‘Budget Narrative’ from the sectors proposes possible sources of funding and this would need to be followed-up.



Sector	Number of Projects	Cost (SCR)
Education	3	915,000
Health	1	60,000
Local Government& Community Affairs	3	675,000
Social Affairs	4	426,000
Youth Sports and Family	3	844,000
IECD	6	1,717,000
Total	20	4,637,000

Table 1: Budget





SECTION II

SECTORAL ACTION PLANS

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

The Draft Project Profiles went through a review process facilitated by IECD. The profiles were scrutinized, critical comments were recorded, and suggested inputs were provided. This was followed

by a working meeting with each sector team for clarification and general agreement. The Project Profiles were reformulated and redrafted. Intensive editing was carried out by IECD to refine, reshape and finalize the projects for inclusion in the National Action Plan.

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





EDUCATION

Project Title

Mainstreaming Social Emotional Learning (SEL) at early childhood level in schools

Goal

To build social emotional competencies of learners at early childhood level in schools through the implementation of an evidence-based framework

Objectives:

- To build capacity of educators in supporting SEL at early childhood level in schools
- To implement an evidence-based framework to support SEL at early childhood level across state schools
- To engage parents in supporting their children's SEL

Background and Rationale

The mission of the Ministry of Education is to build a coherent and comprehensive system of quality education and training reflecting universal and national values that will promote the integrated development of the person and empower him/her to participate fully in social and economic development. The first International Science and Evidence Based Education Assessment (ISEEA) (ISEEA, 2022), which reviewed evidence from brain maturation, cognitive psychology and the science of learning, showed that equitable and inclusive quality education requires a whole-brain (holistic) approach

and needs to integrate Social and Emotional Competencies (SEC) along with knowledge and cognitive development (Bierman and Motamedi, 2015). The Tashkent Declaration (2022) recognizes the importance of SEL, including social-emotional skills as foundational, alongside literacy and numeracy skills, in facilitating the development of children. Given the research evidence and associated emphasis on SEL in national and international frameworks, it is imperative that the education system is equipped to systematically and effectively support the development of social-emotional competencies of its learners.

In an effort to address this need, the project 'Promoting SEL at early childhood level in schools' was introduced under the National Action Plan for ECCE 2023 – 2024, with the aim of developing an evidence-based framework to support SEL at early childhood level and piloting its implementation. Under this project, a SEL Framework with an accompanying handbook of lesson and assessment plans was developed in partnership with the Mahatma Ghandi Institute of Education for Peace and Sustainable Development (MGIEP), a UNESCO Category 1 Centre. Training was conducted for school management, teachers, and teacher assistants as well as project coordinating team members of 3 selected pilot schools. SEL activities were implemented in all Crèche Year 1 to Primary 2 classrooms in the 3 pilot schools. Survey responses from Early Childhood Coordinators and teachers indicated a positive impact on teacher and learner social-emotional competencies. School management members and teachers recommended that the initiative be continued in their schools and rolled out to other schools, with some requesting more resources and training in practical strategies.

The current project seeks to extend the initiative by providing sensitization and training on SEL and the implementation of evidence-based SEL frameworks to key stakeholders, particularly school leaders and early childhood educators, across the state school system in Seychelles. Furthermore, the project will seek to engage parents by sharing information and practical strategies for supporting children's SEL - a component that was not fully realized under the previous project. Ultimately, the aim of the project is to provide direct instruction and a supportive environment for early childhood learners across the state school system to facilitate the development of children's social-emotional competencies that would benefit their learning and overall wellbeing.

Description

The Education Sector ECCE Technical Team will oversee the implementation of this project in partnership with the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), UNESCO Category 1 Centre, based in New Delhi, India. This is in line with an existing Memorandum of Understanding, signed in December 2023. As a project under the National Action Plan for ECCE, regular consultation will also be conducted with the Institute for Early Childhood Development (IECD). A project coordinating team including professionals working at the Ministry of Education Headquarters and representatives of primary schools will be set up to coordinate the roll out of the initiative to all schools. School management and early childhood personnel will be responsible for implementation of the project at school level. Further collaborations to strengthen project management, capacity-building of early childhood professionals, engagement of parents, and provision of resources will also be explored.

Some of the major stages of the project will be to:

- Develop an implementation plan for roll out of the SEL Framework to all state primary schools
- Refine the assessment, monitoring, and evaluation tools for implementation of the project across all schools
- Provide capacity-building for school management, teachers, and teacher assistants on the implementation of the SEL framework
- Sensitise parents on SEL and on how they can support their children's development;
- Monitor and evaluate the implementation of the SEL framework in schools

Budget Narrative

The project will require the expertise of specialists in SEL, locally and internationally, for the development and implementation of assessment measures as well as capacity-building of staff. Implementation of the project will also incur logistical costs relating to the running of training and sensitization sessions, including inter-island travel, and printing costs. The overall cost of the project is estimated at SCR300,000. Funding will be made available from the recurrent budget with some costs expected to be covered by collaborators.

Outcome

Learners demonstrate increased social emotional competency level in their classrooms following implementation of the SEL Framework

Performance Indicators

- Increased level of knowledge relating to SEL amongst school management, teachers, and teacher assistants
- Proportion of early childhood teachers and teacher assistants implementing the SEL Framework to improve learners' social emotional learning competency level
- Proportion of early childhood pupils showing increased social emotional learning competencies
- Proportion of parents showing awareness of the importance of SEL for their children and engagement in supporting the SEL of their children



Implementation Plan

Key milestone	Output	Timeframe
1. Set up Project Coordinating Team	TOR, List of members	May – June 2025
2. Implementation plan for roll out of the SEL Framework to all state primary schools developed	Implementation plan (sensitization, training, school implementation, monitoring, evaluation)	April to July 2025
3. Sensitisation of school leaders on the SEL for early childhood initiative	Report on sensitization activities and school leader engagement	May - July 2025
4. Assessment, monitoring, and evaluation tools finalized	Baseline, monitoring, and evaluation tools	May – September 2025
5. Baseline data collected	Baseline data	July - October 2025 (Phase 1), and repeated at subsequent phases
6. Training of early childhood educators	Training report	August 2025 to September 2026
7. Implementation of SEL content at early childhood level in schools	SEL content systematically implemented in schools	February 2025 – December 2027 (by phase)
8. Parent engagement plan and resources developed	Parent engagement resources	September 2025 to March 2026
9. Parent engagement plan and resources developed	Records of implementation, Parent Feedback	April 2026 – July 2027
10. Monitoring of SEL programme implementation	Monitoring data	September 2025 – July 2027
11. Evaluation of project implementation	Final report	September to December 2027

Project Title

Strengthening capacity of early childhood professionals in supporting children with special needs in schools

Goal

To equip early childhood professionals with knowledge and skills, and build their confidence to effectively support learners with Special Educational Needs (AEN)

Objectives:

- To increase early childhood professionals' awareness and understanding of learners with diverse needs
- To build competency of early childhood professionals in early identification of needs, individualised instruction and support, progress monitoring, and the referral process as appropriate
- To promote reflective practice and continuous professional development among early childhood professionals
- To foster inter-agency collaboration for capacity-building between Education, Health, and other key partners to support learners with AEN

Background and Rationale

The Constitution of the Republic of Seychelles states in Article 33, Right to education, "The State recognises the right of every citizen to education and with a view to ensuring the effective realisation of this right undertakes—

(a) to provide compulsory education, which shall be free in State schools, for such minimum period, which shall not be less than ten years, as may be prescribed by law;

(b) to ensure that the educational programmes in all schools are aimed at the complete development of the person;

(c) to afford, on the basis of intellectual capability, every citizen equal access to educational opportunities.

Furthermore, according to United Nations Sustainable Development Goal 4 (SDG 4), States have a commitment to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal aims to provide children and young people with quality and equitable access to education, as well as other learning opportunities, and to reduce inequalities.

In line with the State's obligation under the Constitution and in accordance with SDG 4, the vision and mission of the Ministry of Education emphasize on the provision of quality education that reflects shared values, promotes holistic development, and empowers citizens to participate fully in social and economic development. Early childhood is the foundation of the learning process and practitioners in this field need to be well equipped to support the diverse needs of all learners to enable them to reach their potential.

Data collected from schools show that there is an increasing number of children entering crèche with delays across different areas of development, including speech, language and communication, social interaction, attention and activity regulation, self-help and daily living skills, adapting to the school routines and environment, and other concerns: Educators at that level are not always adequately equipped to cater for these diverse needs. As a result, some learners are not receiving optimal support and teachers can feel demotivated, express high levels of stress, and can be at increasing risk of burnout. This is a contributing factor for absenteeism and teachers leaving the profession.

As a response to the needs of learners and early childhood professionals tasked with supporting those learners, this project focuses on targeted capacity-building. This project is well in line with new developments taking place in the Ministry of Education, which is looking at innovative ways to support the holistic development of all learners and also to motivate and retain teachers.

The project is also aligned with the Tashkent Declaration Call for Action, which stipulates that training early childhood professionals in inclusive practices contributes to building a qualified and empowered ECCE workforce. It also advocates for supporting children with special needs and responding to the commitment of “leaving no child behind”. The Declaration places great emphasis on supporting the transformation of ECCE by integrating inclusive, evidence-based strategies into everyday classroom practice. Through building the capacity and confidence of early childhood professionals, this project will benefit the professionals themselves as well as the learners they serve on a day-to-day basis, their families, peers, and the education system as a whole.

Description

The project will be overseen by the Education Sector ECCE Technical Team with implementation led by SITE and the Ministry of Education. It will also involve close collaboration with professionals in the Health Sector, and consultation with IECD. The project will be implemented by phase.

Some of the major stages of the project will be:

- Prepare tools for data collection
- Conduct a needs analysis
- Prepare training plan
- Sensitise school management and other stakeholders
- Conduct training with early childhood professionals
- Build communities of practice for networking and professional support
- Support and monitor the implementation of the project
- Evaluate the outcome of the project

Budget Narrative

Funding for this project will be needed to cover facilities, equipment, materials, and logistics for sensitization, training, and data gathering (needs analysis, monitoring, and evaluation). Expenditure will also incur travel, accommodation and subsistence expenses particularly for inter-island travel to cater for participants on Praslin and La Digue. This will primarily be covered under the recurrent budgets of the implementing organisations. The estimated budget for the project is SCR 215,000.

Expected Outcome

Early childhood educators demonstrate increased capacity to support learners with diverse educational needs

Performance Indicators

- Proportion of early childhood professionals with increased knowledge and skills to support the learning and wellbeing of children with diverse needs
- Proportion of early childhood professionals with increased confidence to support children with diverse learning and developmental needs
- Proportion of early childhood educators with concrete strategies to support children with additional educational needs in their classrooms



Implementation Plan

Key milestone	Output	Timeframe
1. Set up Project Working Committee	TOR, List of members	May – June 2025
2. Prepare tools for data collection (situation and needs analysis)	Checklists Questionnaires	June - July 2025
3. Conduct situation and needs analysis (on site/documentary review/questionnaire administration)	Data collected Report of analysis conducted	August – October 2025
4. Prepare training plan and resources	Training plan Resources for training	October 2025 – January 2026
5. Conduct sensitization sessions	Attendance register Sensitization reports	February – March 2026
6. Conduct training of early childhood professionals	Training framework and reports	April 2026 – August 2027
7. Conduct support visits	Report of visits	May 2026 – August 2027
8. Organise networking	Networking timetable	May 2026 – October 2027
9. Conduct monitoring visits	Monitoring reports	September 2026 – August 2027
10. Monitoring of SEL programme implementation	Final Report and recommendations	September – November 2027

Project Title

Supporting learners with Additional Educational Needs (AEN) in Schools

Goal

To enhance support and intervention services provided to learners with Additional Educational Needs (AEN) at early childhood level in schools by addressing pertinent practices and systems, through a structured, multi-sectoral, and learner-centred approach

Objectives:

- To strengthen implementation of a tiered intervention system for learner support at early childhood level, grounded in developmental assessments and inclusive education practices
- To strengthen collaboration with schools, Ministry of Education Division, and external agencies to provide systematic and effective support and intervention services for children with additional needs to enable their progress
- To engage parents in supporting the development and learning of children with AEN

Background and Rationale

The Ministry of Education is committed to advancing equitable, high-quality, and inclusive education for all children. To realize this vision, it is essential to consider the diversity of learners' needs, abilities,

and characteristics and to work actively to promote equity and inclusion in educational settings. Over recent years, there have been concerns about the number of pupils entering Crèche Year One who are showing development delays and lower than expected levels across different Early Learning Development Areas (ELDAs). In response to the evolving needs of learners, a review of the Inclusive Education Policy (2015) is being undertaken. The policy embraces the view that individual differences are opportunities to enrich learning (UNESCO, 2005). It aims to provide all learners with the necessary knowledge, skills, competencies, and attributes for personal development, active citizenship, and employability. The policy reaffirms the core concepts, values, and principles of Inclusive Education, with renewed focus on systematic implementation. It also emphasizes the importance of establishing collaborative links and platforms with other sectors of the community, both public and private, to meaningfully support the achievement of all learners in Seychelles (Ministry of Education Strategic Plan 2021 – 2024 – 2.0 Vision, Mission and Values – Mandate (c)).

In line with the Seychelles Inclusive Policy (2015, 2025), the National ECCE Framework, and international declarations, including the Incheon Declaration (2015) and the Tashkent Declaration (2022), this project supports the structured application of inclusive practices through school-based systems of support, involving collaboration with health professionals and other stakeholders, and promoting greater parental engagement.

This initiative builds upon existing efforts , including the ECCE NAP projects “Empowering and Enabling Teachers to Improve Instructional Practices”, “Promoting Social and Emotional Learning (SEL) at the Early Childhood Level in Schools”, and “Tracking, Monitoring and Reporting (TMR) of Pupils’ Progress and Attainment at crèche level in pre literacy and numeracy”, These

initiatives have laid a foundation for strengthening inclusive practices, but sustained efforts are essential to ensure tangible impact.

This initiative is strategically aligned with the national education sector plan, supporting the broader goal of creating inclusive and supportive learning environments from early childhood and beyond. The primary beneficiaries of this project are young learners with diverse needs and their parents, ECCE teachers, and support staff. Through strengthened professional practices and coordinated systems of support, this project seeks to ensure that all children thrive in an inclusive early learning environment.

Description

The project will be coordinated by the Education Sector ECCE Technical Team in close partnership with schools, relevant Divisions of the Ministry of Education, and the Seychelles Institute for Teacher Education (SITE), whilst technical team support and collaboration will be sought from the Ministry of Health/Health Care Agency and other relevant agencies.

Some of the major stages of the project will be:

- Conduct an audit of existing intervention services provided at school level as well as by external partners
- Develop structures and guidelines for the implementation of support to be provided, based on the results of the audit, and in line with principles and benchmarks set out in the Inclusive Education Policy

- Conduct parent sensitisation and engage parents
- Implement inclusive support strategies, with monitoring and evaluation

Budget Narrative

The project is estimated to cost SCR 400,000, covering facilitation of inter-agency workshops, travel and accommodation (especially) for inter-island participation), and printing of sensitisation and support materials. Funding will be sourced from the Ministry's recurrent budget, with possible cost-sharing from development partners and sectoral agencies.

Expected Outcome

Learners receive timely and appropriate interventions leading to improved developmental and educational outcomes

Performance Indicators

- Proportion of schools implementing structured referral and support systems for learners with AEN
- Percentage of learners with identified AEN receiving tiered interventions
- Improvement in developmental and learning outcomes of supported learners as measured by assessment tools needs in their classrooms

- Level of inter-agency collaboration
- Parental awareness and engagement in supporting their children's learning needs



Implementation Plan

Key milestone	Output	Timeframe
1. Set up Set-up project coordinating team	TOR, List of members	June 2025
2. Conduct audit of existing support for learners, including visit to schools and conferencing with school management	Audit report with recommendations	July to August 2025 ongoing
3. Develop guidelines for the implementation of supports to be provided through a tiered model	Guidelines for the provision of intervention and support services	August to October 2025
4. Schedule regular meetings with representatives from different divisions and outside agencies for effective case management and support	Minutes of meetings	August 2025 ongoing
5. Sensitise stakeholders on support and intervention guidelines and provide support for implementation	Reports of sensitization activities and support provided	October 2025 ongoing
6. Conduct visits in schools to gather information on performance of learners	Report of visit	October 2025 ongoing
7. In collaboration with ECCs, Teacher-in-charge and SENCO meet with parents to discuss learner performance	Report of meeting	November 2025 ongoing
8. Use tools like Google Drive or Microsoft Teams to create shared spaces for information exchange	Platform installed	February 2026 ongoing
9. Monitoring implementation of support systems and learner performance	Monitoring checklists, Learner records	January 2026 – August 2027
10. Evaluate project implementation	Project evaluation report	September to November 2027





“As educators, we understand and appreciate the importance of early experiences for child development. What and how children learn makes a lasting impression on their lives and those around them. It shapes what they know, how they think, and how they feel about themselves and others, and the world as a whole. It is a great privilege and responsibility to work with young children, directly and through the systems around them, to contribute, wherever possible, to helping them live happy, healthy, and purposeful lives.”

Mrs. Catriona Monthy

Chairperson (ECCE Technical Committee – Education)



HEALTH

Project Title

Challenges and barriers faced by children with special needs living in Seychelles

Goal

To determine the challenges and barriers faced by children with special needs

Objectives:

- Identify key challenges and barriers faced by children with special needs
- To identify the gaps present in provision of holistic services for children with special needs
- To identify parental perspective on ways to improve the services of children with special needs

Background and Rationale

Fifteen percent of the world's population, or at least one billion people, have a disability, either from birth or acquired later in life. Almost 240 million are children. Living with disability involves having a long-term physical, mental, intellectual, or sensory impairment that affects one's participation in society compared to others. These children with disabilities have diverse life experiences. The acquired impairments are also influenced by the communities in which individuals live and their surroundings. Children with disabilities can thrive and participate in society when they are properly accommodated

and included. No matter their story, every child has every right to thrive. There is a range of disabilities that limits their ability to function in daily life, access social services (like education and health care) and engage in their communities¹. Children with 'special needs' has difficulty or impairment that require specialized services or assistance. These children typically require a specific type of attention or care that others do not. For each child this will vary in both severity and types, from physical to mental. One child with autism spectrum disorder may have special needs concerning their social skills, while another with muscular dystrophy might require physical help with a wheelchair or breathing. When one member of a family receives this diagnosis, it impacts the whole family. Whether it is appointments for physical therapy or exercises to strengthen spatial reasoning at home, parents and siblings will certainly be along for the journey of understanding and caring for a child with special needs.

There are four common types of special needs, and the category must be identified for each child's unique case. Children who do not develop socially, intellectually, or physically at the same rate as their peers may have developmental special needs, such as Autism Spectrum Disorder, Down Syndrome, and Fetal Alcohol Syndrome Disorder. Some children may have special learning needs and difficulties with writing, reading, math, or processing. Examples include dysgraphia (difficulty writing), dyslexia (difficulty reading), Auditory Processing Disorder (the brain has difficulty receiving and interpreting sounds), and dyscalculia (difficulty with numbers and math). Behavioral or mental health special needs can influence a child's ability to form healthy attachments or relationships. They may struggle to remain still or engage in family or classroom activities, affecting their self-esteem and habits. This can impact their academic performance and personal relationships. Examples of such conditions include attention deficit

hyperactivity disorder (ADHD), anxiety, depression, oppositional defiant disorder, and eating disorders (e.g., anorexia, bulimia, binge-eating). Children with medical special needs often attend numerous medical appointments to receive appropriate care for their conditions. These needs are frequently visible, making diagnosis more straightforward. Common medical special needs include cerebral palsy, hearing loss or deafness, blindness, and diabetes mellitus (both type 1 and type 2).

Every child with a disability has an equal right to get an education and be given adequate opportunities and support services so that they can nurture their abilities like other children. Inclusive Education is defined as an approach to teaching and learning based on philosophy and pedagogical practices that allow each learner to feel respected, confident and safe so as to better promote the development of his or her full potential². Seychelles signed the United Nation (UN) Convention on the Right of the Child in 1990, the UN Convention on the Right of Persons with Disabilities in 2009 and Convention Against Discrimination in Education in 2010. Additionally, Article 27 of the 1993 Constitution of the Republic of Seychelles, amended in 2011, states that 'Every person has a right to equal protection of the law including the enjoyment of the rights and freedoms set out in this Charter without discrimination on any ground except as is necessary in a democratic society.' Article 36 of the Constitution asserts that the State recognizes the right of the disabled to special protection with intention to promote programs specifically aimed at achieving the greatest possible development of the disabled. The Inclusive Education Policy seeks to provide the right to education for all learners regardless of the degree of their

disability and 'the right of education for learners who are non-disabled together with those who are disabled in a learning environment where they can learn from, appreciate and value each other'. In Seychelles children with disability receive their education in general education settings, sharing classroom with typical developing peers. Such an inclusive environment is meant to promote acceptance and social inclusion of the children with special needs within a classroom and in the society in general. Each child is unique, and this diversity is even more pronounced among children with disabilities. Understanding their specific disabilities and abilities is essential for effective teaching and planning. Parents and teachers play a crucial role in educating children with disabilities and special needs. They need to have sufficient patience to provide the necessary support services, enabling these children to be effectively included in both classrooms and society.

Schools should include educators trained to support children with special needs. School library must have study material in various forms which is suitable for the needs of children with disabilities, for example, video-recorded lessons, audio recorded lessons, bold or large letters printed books, study material in Braille, etc. Children with disabilities should have access to a barrier-free environment to fully explore available learning facilities and resources. Special needs education is an important topic in the global education for all agenda, aiming to create inclusive societies. However, despite policies and legal frameworks advocating for education for all, implementation often remains ineffective. Teachers face many challenges handling special needs students. Studies indicate a shortage of special education teachers, and regular teachers often lack strategies to support these learners. There is also a lack of materials and difficulties in preparing lesson plans due to limited knowledge of the special education curriculum.

Additionally, some teachers lack the competence or have negative attitudes towards teaching students with disabilities, especially if it is not their specialization⁴. Special Educational Needs Coordinators (SENCOs) are educators who possess specialized expertise in the field of special educational needs and disabilities. They play a critical role in ensuring that every student in their school receives the support they need to thrive. Effective SENCOs must be experts and capable of driving change school-wide. In collaboration with other senior leadership team members and the headteacher, SENCOs will use their leadership skills to support other teachers and manage provision for children with special needs in their schools. Seychelles has implemented the SENCO program in state schools since 2015. A key aspect of inclusive education is to ensure that all teachers are equipped to teach every student. Inclusion requires that teachers are prepared with the values, knowledge, and attitudes necessary for every student's success. Each school will have at least one SENCO working with other teachers. Despite variations in teacher standards and qualifications, education systems are increasingly focusing on identifying barriers to learning rather than problems with learners. To fully achieve this shift, education systems need to design teacher education and professional development opportunities that challenge the belief that some students are deficient or incapable of learning⁵.

Children and youth with special health care needs require additional services to address chronic health conditions and enhance health, development, and wellness. There are four components of access to health care: coverage, meaning that the service is paid for; service, meaning a transaction or good that addresses the child's need;

timeliness, meaning the service is provided when needed; and capability, meaning the workforce is effective, qualified, and culturally competent. Providing health and wellness for children with special needs requires frameworks that address their medical, social, behavioral, and educational requirements.

A study by Jaffer et al identified complex healthcare needs of children with special needs, emphasizing the need for a comprehensive approach. Key concerns include behavioral challenges in educational and personal development, especially in autistic children, and communication barriers for those with hearing impairments. These issues affect academic and social integration and impact mental and emotional well-being. Furthermore, the study identifies significant vulnerability within this population to immune system dysfunction due to a combination of genetic, environmental, and lifestyle factors. The findings highlight the importance of nutritional supplements, proper oral hygiene, and effective management of sleep disorders in maintaining their health.

There is a critical need for early detection and proactive intervention in health challenges. A collaborative effort among healthcare providers, educators, and families is essential to adopt a comprehensive care model integrating medical, educational, social, and psychological services.

This approach addresses immediate health concerns and supports the overall development and well-being of children with special needs. It is important to reassess how we provide equitable access to services for children with special needs. As demographics change, new metrics are needed to ensure health access is predictable and designed to meet the needs of children and families, focusing on health equity. This shift involves viewing service access

as a way to improve quality of life and well-being, not just as a service.

Societal factors influence children's attitudes toward individuals with disabilities. Parents of special needs children face high stress due to care giving demands, concerns about their child's future, and navigating healthcare and education systems. This can lead to burnout, anxiety, depression, and isolation. Managing their child's needs while maintaining their own well-being underscores the need for a strong support network and emotional resources. This project aims to identify key challenges and barriers faced by children with special needs. Identify gaps in holistic services for children with special needs and gather parental perspectives on improving these services.

Description

The project will involve special needs children attending Pediatric Out-patient Clinics in all specialties. The patient and caregivers or guardians will be interviewed after doctor consultation.

The questionnaire aims to identify gaps in services for children with special needs. It will provide insight into available services and highlight challenges faced by these children and their families'. This will help assess the effectiveness and shortcomings of current available services and explore parental perspectives on possible future improvements. The study advocates for an integrative care approach covering medical, educational, social, and psychological services. Collaboration among all stakeholders is essential to enhance the quality of life for children with special needs.

Budget Narrative

The cost for the project is estimated at SCR 60,000 to cover research administration and logistics. It is anticipated that funds will be made available from the recurrent budget of the Health Care Agency.

Expected Outcome

Identified gaps in services for children with special needs, mapped services and engaged parents, professionals and other stakeholders in consultative forum for improved service delivery

Performance Indicators

- Challenges and barriers faced by children with special needs
- Gaps in the services
- Ways to improve the services



Implementation Plan

Key milestone	Output	Timeframe
1. Instrumentation	Questionnaire produced Database developed	July - August 2025
2. Training data collectors	Training Report	October 2025 - March 2026
3. Implementation	On-going data collection Quarterly Progress Report	April 2026
4. Data Capture	Completed database entry	August 2025 ongoing
5. Analysis and writing-up	Final Report	May 2026- June 2026

¹ Children with disabilities every child has the right to live in an inclusive world. Children with disabilities UNICEF.

² Ministry of Education national policy for open and distance learning. Ministry of Education, June 2015

³ Chandra, Bahadur et al, Understanding children with special needs. September 2021 10.13140/rg.2.2.29804.49280/1

⁴ Issues and challenges in special education: a qualitative analysis from teacher's perspective

Southeast Asia Early Childhood Journal, Vol. 10 (1), 2021 (37-49) issn 2289-3156 / eissn 2550-1763 <http://ejournal.upsi.edu.my/index.php/saecj>

⁵ Kuo, Rodgers et al, Access to services for children and youth with special health care needs and their families: Concepts and considerations for an integrated systems redesign MPHE Pediatrics volume 149, number s7, June 2022:e2021056150h

⁶ Jaffer et al, Integrative healthcare approaches for children with special needs: A holistic study on challenges and solutions International Journal of Education, Psychology and Counselling Volume 8 issue 52 (December 2023) pp. 813-828







LOCAL GOVERNMENT
& COMMUNITY AFFAIRS

Project Title

Making community recreational provision at the Anse Aux Pins District Administration Facility

Goal

To create a conducive play environment for children and their families

Objectives:

- To construct a shaded recreational outdoor facility with sand play area
- To encourage outdoor play and community engagement

Background and Rationale

The Anse Aux Pins Child Care Centre has been operational for six years. It is one of the largest centres built within the portfolio of the Ministry of Local Government. However, it has a relatively small outside area with limited facilities for children to play.

On the other hand, the compound of the adjacent District Administration Office is extensive and well situated to provide additional space for play activities. There is a need to maximize and properly make use of the available space for quality access (SF_ECCE 2022) to play facilities and to diversify learning spaces (Tashkent Declaration 2022) for children to develop.

Moreover, housing projects by the Government has changed over the years to focus on the construction of flats to maximize land use. This in turn has impacted on the availability of outdoor play areas. In that respect the construction of a shaded play area with sand pit

and gazebo in the compound of the District Administration Office is being proposed to extend such provisions. This facility will benefit the Anse Aux Pins Child Care Centre and the Community of the District of Anse Aux Pins as well as communities from other districts in that region.

Description

The Ministry of Local Government & Community Affairs, in collaboration with the Seychelles Infrastructure Agency (SIA), will be responsible for the implementation phase with the Seychelles Planning Authority (SPA) as a key partner as planning permission would be required for acquisition of sand from specific locations on the beach. Moreover, effective communication has been established with Sand and Gravel Controller from that Authority to expedite processes and facilitate the implementation of the project.

The key stages involve:

- Preparing of scope of works and Bill of Quantities
- Tender process
- Implementation
- Official Opening
- Assessment

Budget Narrative

The project will be funded through the Anse Aux Pins District Small Project (DSP) budget allocation for 2025 as it has been included in the procurement plan for year 2025. The whole project is estimated around SCR 75,000.00.

Expected Outcome

A safe protected environment with enhanced appearance and extended facilities for children to engaged in play activities for the benefit of the Child Care Centre and the wider community

Performance Indicators

- Design and scope of works
- Signed contract
- Certificate of completion
- Usage of the facility by centre, children outside, parents and community
- Percentage of users satisfied with the facility



Implementation Plan

Key milestone	Output	Timeframe
1. Design & Scope preparation	Design prototype	June 2025
2. Tender Process undertaken	Selective tender (class 3)	August 2025
3. Implementation	Quarterly monitoring report	September 2025 - October 2025
4. Official opening	Report of the event	December 2025
5. Evaluation	Final report	March 2026

Project Title

Developing an outdoor play facility for children in the Baie Ste Anne Child Care Centre

Goal

To create a safer play environment for children at the Baie Ste Anne Child Care Centre and minimize related risks associated with the current environment

Objectives:

- To provide a covered area to properly contain children's and teachers exposure to weather elements
- To minimize the risk of injuries to children whilst playing (new artificial grass carpet)
- To provide an adequate space for learning such as sand manipulation (from the proposed sand pit project)
- To foster a more stimulating and inclusive play environment

Background and Rationale

The Baie Ste Anne Child Care Centre is confined to a specific location behind the District Administration's Office and the Community Center. Recently renovated to upgrade current standards of operation, the scope of works concentrated on the existing building whilst the playground was excluded from that process.

During last year's monitoring visits to the inner islands, the MLGCA ECCE Committee, noted that the general conditions of the playground and discussed the issue with the Day Care Centre Manager. The issues raised were as follows:

■ The whole playground base is made of concrete

Injuries occasionally occur to toddlers falling down whilst playing outside. Furthermore, the heat generated from the concrete during the day is not comfortable. However, we were advised by the District Administrator that the concrete was essential because of the large population of red land crabs (tyangomon) within the periphery of the playground, given that it has been constructed close to an existing marsh. Therefore, using artificial grass carpet in specific locations will minimize injuries to toddlers.

■ There is no adequate covering for outdoor activities

Both children and attendants are exposed to the weather elements during the day, whilst using the play area. Building a canopy, extended from the existing veranda, will ensure that even during harsh sunny days and even heavy downpours, outdoor activities can still be effected.

■ There is no sand pit

Two or three sand pitches in strategic locations, within the playground have been proposed. Effective communication links have been established with the Sand and Gravel Controller from the Planning Authority. This will help to expedite the process upon completion of the barrier walls. The project will be initiated with a pilot by building a temporary sand pit in a corner of the playground. This will be assessed for a month to monitor the red

land crabs reaction to this change. The result will determine the future of the sand pit project.

The project is of great benefit to the children and the community as the risk of repeated injuries will be considerably reduced. Children will be able to play in a safe environment and parents will be reassured about their child's safety at the centre. The project is also in line with the Tashkent Declarations whereby conducive play areas are being promoted for early stimulation and learning to take place.

Description

The Ministry of Local Government & Community Affairs, in collaboration with the Seychelles Infrastructure Agency, will be responsible for the implementation phase whilst the Seychelles Planning Authority remains a key partner, as planning permission would be required for acquisition of sand from specific locations on the beach.

Key stages of the project will involve:

- Design
- Preparing of scope of works and Bill of Quantities
- Procurement
- Signed contract

After the award to the contract, a realistic program of works will be prepared, considering that the child care centre will remain operational. A strict monitoring program will be devised to ensure compliance to timeline.

Budget Narrative

The project will be funded through the Baie Ste Anne District small Project (DSP) budget allocation for 2025, as it has been included in the procurement plan for this year.

The whole project is estimated around SCR250,000

Expected Outcome

A safe and protected environment with sand pitches and artificial grass, conducive for children to play to the satisfaction of the staff and parents

Performance Indicators

- Design and scope of works
- Signed contract
- Certificate of completion
- Usage of the facility
- Percentage of users satisfied with the facility

Implementation Plan

Key milestone	Output	Timeframe
1. Design	Funds available	June 2025
2. Tender Process	Selective tender (class 2 & 3)	September 2025
3. Implementation	Monitoring (monthly)	January 2026
4. Official opening	Report	January 2026
5. Evaluation	Final report	April 2026

Project Title

Developing a secure outdoor play facility for children at La Digue Child Care Centre

Goal

To create a safe and more conducive play environment for children and staff

Objectives:

- To create a more aesthetically appealing façade (mural paintings/child friendly)
- To provide an adequate space for learning such as sand manipulation
- To construct a boundary, wall to enclose the existing Child Care Centre

Background and Rationale

For many years the health and safety aspects surrounding the La Digue Child Care Centre has been widely expressed. There has been complaints from both parents and staff, and a recent visit spearheaded by the District Administrator for La Digue with the ECCE Committee confirmed the hazardous and polluted conditions which has affected the building and its surroundings and impacted on the use of the playground.

To remedy the situation two factors need to be taken into consideration:

health and safety, and the expansion of play facilities. The first will be resolved through the construction of a boundary wall and access gate, the second will be addressed through renovation of the building and outdoor area, and the introduction of sand pits to encourage sand play.

This project will help to improve quality standards of the Child Care Centre, especially in Health and Safety, and diversify facilities for play activities. This will satisfied both the parents and the district authorities in the use of a safe and facilitative play and outdoor learning environment for the children.

Description

The Ministry of Local Government & Community Affairs, in collaboration with the Seychelles Infrastructure Agency, will be responsible for the implementation phase. One of the key partners remains the Seychelles Planning Authority (SPA) as planning permission would be required.

Key stages of the project will involve:

- Design and submission to the Seychelles Planning Authority
- Preparing of scope of works and Bill of Quantities
- Procurement
- Implementation
- Formal Opening
- Satisfaction Survey

Budget Narrative

The project will be funded through the La Digue District Small Project (DSP) budget allocation for 2025 as it has been included in the procurement plan for year 2025. The cost of the whole project is estimated at SCR 350,000

Expected Outcome

Enhanced play and learning environment which is safe engaging, and child-friendly to the satisfaction of staff and district authorities

Performance Indicators

- Approved design
- Signed contract
- Certificate of completion
- Usage of the facility
- Satisfaction of users



Implementation Plan

Key milestone	Output	Timeframe
1. Design & PA Submission	Design prototype	August 2025
2. Tender Process	Open tender (class 2 & 3)	October 2025
3. Implementation	Monitoring (weekly)	October 2025 – February 2026
4. Review	SWOT Analysis	March 2026
5. Evaluation	Final report	June 2026







“Let’s build communities where we keep our children engaged, in safe spaces with the right tools to help them learn and grow”

Ms. Begita Melanie

Chairperson (ECCE Technical Committee – Local Government / Community Affairs)



SOCIAL AFFAIRS

Project Title

Why are young children out late without adult supervision? A survey focused on Perseverance District.

Goal

To examine some of the factors associated with the presence of children on the streets after working hours and develop effective intervention strategies

Objectives:

- To determine the prevalence of children aged 0 to 8 years roaming the streets after working hours in the Perseverance District
- To identify the potential risks and vulnerabilities faced by children 0-8 years who roam the streets during the late hours
- To solicit parent and community support and seek police intervention to mitigate the situation for the protection of children

Background and Rationale

The District of Perseverance has increasingly become known for the visible presence of young children roaming the streets during the late hours. This situation raises significant concerns regarding the safety, well-being, and developmental needs of these children, as well as the broader role of families and communities in providing proper care

and supervision.

The core problem is the lack of adequate supervision of children after working hours. Children found on the streets at these times are exposed to a variety of risks, including physical harm, exploitation, and engagement in delinquent behavior. This unsupervised time also indicates potential underlying issues such as strained parent-child relationships, lack of structured activities, and socio-economic challenges within households. Additionally, there may be gaps in community-based child protection systems and insufficient recreational or after-school engagement opportunities.

According to The Consortium for Street Children (CSC), street children are some of the most vulnerable children on the planet. Situations that push them to the streets in the first place, and issues they face once there, put them at risk of multiple types of harm. Domestic violence can lead children to turn to the streets to escape. However, once there, the isolation and marginalization they face in their communities can also lead to an increased risk of violence and physical, sexual, and emotional abuse. Similar concerns have been raised in Perseverance District and this project is a response by the Social Services to explore possible solutions to this growing problem.

This project is in line with the national Early Childhood Care and Education (ECCE) Framework, the international Tashkent Declaration and the role of the Social Services Department with reference to the notion of holistic development and child protection. There is a global call to create safe, nurturing environments for children both at home and within communities. There is a need for community-based responses to protect children from harm and ensure their full participation in society. Also this project supports the Social Services mandate, which includes the protection of vulnerable

children, strengthening family support systems, and promoting safer communities. By identifying the root causes of why children are present in public spaces during late hours, this project will help inform targeted interventions by social workers, law enforcement, District Administrators and community-based organizations.

The primary beneficiaries of this project include children who are at risk, their families, educators, social workers, and policymakers. The findings will support the development of informed, collaborative strategies aimed at reducing children's street presence during after hours, promoting child well-being, and reinforcing the social support systems intended to keep children safe, nurtured, and positively engaged.

Description

The project will be implemented through a series of structured and participatory activities designed to explore and understand the factors contributing to children roaming the streets after working hours. It will involve collaboration between various stakeholders, including ECCE members, government representatives, law enforcement, community leaders, and civil society actors.

Implementation Approach:

1. Consultative Meetings and Recruitment of Consultant

The project will begin with the recruitment of a consultant and establish consultative meetings involving key partners such as Members of the National Assembly, District Administrators, Police, faith-based personnel, ECCE

representatives, and community members. These meetings will serve to introduce the objectives of the project, gather preliminary insights, and build consensus around the roles and responsibilities of each stakeholder engaging in the project.

2. Survey and Data Collection

A baseline survey will be conducted to collect data. Questionnaires will be developed to capture information about the number of children found on the streets after hours, the whereabouts and supervision of their parents or guardians. Data collection will be carried out by ECCE Technical Team and selected community members.

3. Development of Action Plan and Implementation

Based on the data collected, Social Services will take the lead in developing a detailed action plan. Each stakeholder will be assigned specific responsibilities in alignment with their mandate and expertise. For example, the Police will be tasked with increasing patrols in identified hotspot areas to ensure child safety and deter risky behavior.



Budget Narrative

To effectively implement the project, funding will be requested from the Seychelles Children Trust Fund to cover the following components:

1. Consultant Fees

A qualified consultant will be engaged to analyze the data collected through the survey. The consultant will be responsible for data cleaning, analysis, interpretation of findings, and providing a final report with actionable recommendations.

Estimated Cost: SCR 75,000

2. Printing, Stationery Materials

This will cover the cost of designing and printing the questionnaires, as well as providing pens, clipboards, folders. These materials will be used during data collection.

Estimated Cost: SCR 4,000

3. Refreshments for Consultative Meetings and Survey Activities

Light refreshments will be provided during consultative meetings and during data collection days for field personnel and community participants. This promotes engagement and maintains the motivation of partners.

Estimated Cost: SCR 2,000

The estimated budget for this project is estimated at a total SCR 81, 000

Expected Outcome

Targeted stakeholders engaged in protecting the street children resulting in a reduction in street roaming behaviour

Performance Indicators

- Number of children identified on the streets during late hours
- Number of cases that required follow up actions
- Proportion of stakeholders professionally engaged

Implementation Plan

Key milestone	Output	Timeframe
1. Consultative meeting with stakeholders and consultant	Stakeholders are informed of the project objectives, understand their roles, and have confirmed their commitment to active participation - report on consultation	June - July 2025
2. Development of survey instruments	Questionnaire ready for data collection	September 2025
3. Conducting baseline survey (for a period 3 months)	Gathering of data and analysis Field work report – preliminary report	January – March 2026
4. Development of Action Plan with Stakeholder Action plan	Implementation of the action plan (Social services will lead and coordinate task) - Coordinate task force – Monitoring report	June 2026 - February 2027
6. Final Analysis and write-up	Final report	November 2027



Project Title

Nurturing Growth: Structured activities for children in Care Home

Goal

Create a stimulating environment for children living in Foyer de la Providence Care Home

The project seeks to:

- Enhance emotional well-being through music and musical activities
- Improve cognitive and digital skills via computer literacy classes

Background and Rationale

Children living in care homes in the Seychelles often face emotional, social, and educational challenges. While these homes provide essential care and support, the environment can sometimes lack stimulation for holistic development. Typical days are not well structured and children often lack skilled facilitators to entertain their needs and provide necessary support. This explained the interest in The ECCE Project 2023 to 2024, “After-School Learning Activities” which at had to be discontinued during the pandemic. The children welcomed the initiative and maintained high motivation throughout. They also showed significant progress in both academic performance and social interaction.

This project is consistent with the Tashkent Declaration and the mandate of the Social Services Department. The Tashkent Declaration, point number 4, under ‘Equitable and inclusive quality ECCE services for all’ calls for nurturing care. This project is intended to enhance the socio-emotional growth and expand the learning horizons of children living in Care Home. Similarly, the project aligns well with the Strategic Plan of the Department of Social Affairs, namely, the implementation of standards to guarantee quality care for children in Care Home. Standard number 7 emphasizes the promotion of educational achievement and leisure activities. This standard encourages the development of children’s “emotional, intellectual, social, creative and physical skills through the accessible and stimulating environment created by the home”.

In this project music and computer classes will be introduced to foster creativity, skill-building, and emotional well-being of the children. The beneficiaries will be children aged 3 to 8 years. These children are living in Foyer de la Providence, (one of the Care Homes), and are attending crèche or primary school. Implementation of the project will provide them with additional skills and support for their learning.

Description

The activities will be tailored to different age groups to ensure engagement and meaningful learning experiences. The activities will take place at the Home after school hours and during the holidays. Facilitators will be identified to plan and implement the music and computer literacy programmes.

Main stages of the project will include:

- a) Inventory and assessment of musical instruments and computers that are already available at the Care Home
- b) Assessment of children's musical and computing abilities to establish a baseline for evaluation of progress
- c) The development of evaluation tools to objectively measure progress and enhance the delivery of teaching programs
- d) Showcase of talents and rewarding participants for their effort and progress

Budget Narrative

Funding will be required for facilitators' monthly allowances as well as venue for the final ceremony. These funds will be requested through a project proposal to the Children's Special Fund. The overall cost is estimated at SCR 195,000.

Expected Outcome

Children developed musical skills and computer literacy

Performance Indicators

Personal profile for each child that would include:

- Level of progress in music
- Level of progress in computing

Implementation Plan

Key milestone	Output	Timeframe
1. Inventory of available musical instruments	Report on quantity and state of instruments	May – June 2025
2. Inventory of available computers and accessories	Report on status	May – June 2025
3. Recruitment of facilitators	Recruitment profile of 4 facilitators and working conditions	July – August 2025
4. Assessment of children's musical and computing abilities	Profile baseline abilities	September - October 2025
5. Development of teaching programme and assessment, and reporting mechanism	Programme content Assessment tools Reporting procedures	November - December 2025
6. Implementation of the programme	Monitoring and evaluation records Quarterly report	January - November 2026
7. Organise a showcase of talents and reward ceremony	Children's performances Certificates	June 2026
8. Compile report	Final report	July 2026



Project Title

Monitoring the usage and effectiveness of the newly waiting / interview room at Social Services Office

Goal

To monitor and assess the effectiveness of the use of the newly refurbish waiting area

Objectives:

- Improve service delivery
- Assess the level of comfort among service users

Background and Rationale

The provision for new waiting and upgraded interview rooms at the Social Services Office is a response to the growing need for an improved client experience within the office. As demand for social services continues to increase, the office's existing spaces for client interaction were often found to be inadequate. Clients often faced long waiting times, uncomfortable seating, lack of privacy, and noise, which not only added stress to their visits but also created an environment that hindered staff's ability to deliver quality services efficiently. Recognizing the need for a more functional and supportive space, the new waiting/interview room was built to enhance client comfort, privacy, and the overall quality of the service delivery process.

The project will complete the refurbishment of the rooms and assess how well this new space and upgraded rooms meet its intended goals

by monitoring its usage, effectiveness, and gathering feedback from both clients and staff. The data collected will allow for targeted improvements and provide insights into whether the new room is fulfilling its purpose.

Thus, the project's rationale is grounded in a desire to improve service quality, enhance client satisfaction, and ensure that the office meets modern standards of privacy and comfort. By understanding how the new room is used and how it affects clients and staff, the project aims to create an environment that is both functional and compassionate—addressing the needs of service users while supporting the staff who work tirelessly to assist them.

Description

This project will be implemented in clearly defined phases ensuring regular monitoring, effective data collection, safety enhancement, and stakeholder engagement. The Social Services will take the lead on coordination, data management, and reporting

Budget Narrative

The budget for this project is estimated to be at around SCR 75,000. As part of the project **“Monitoring the Usage and Effectiveness of the Newly Waiting / Interview Room at the Social Services office,”** the installation and use of a **CCTV camera** is an important component. The purpose of including CCTV monitoring is to enhance **service users and staff safety**, ensure **accountability**, and provide **data** on room usage patterns (e.g., frequency of use), without compromising service users privacy.

Expected Outcome

The successful implementation of the project “Monitoring the Usage and Effectiveness of the Newly Waiting / Interview Room at the Social Services office” will result in positive changes across the organisation, individual/children and collaborative partnership (police) levels. These outcomes will not only improve the functioning of the waiting/interview room but also have broader impacts on service delivery, safety, and client satisfaction.

- 1. Better waiting and interviewing environment for children
- 2. Increased client satisfaction
- 3. Safer and more supportive environment for children or vulnerable clients receiving services

Performance Indicators

- Number of children using the room
- Increased level of satisfaction from service users

Implementation Plan

Key milestone	Output	Timeframe
1. Instrumentation	Guidelines and questionnaire developed	August 2025
2. Implementation usage and monitoring	Quarterly report on usage and on-going data collection for monitoring	October 2025 - October 2026
3. Data capture	Database developed and data entered	Ongoing
4. Analysis and write up	Final report	December 2026



Project Title

Life Skills Programme for Boys at Foyer de Nazareth

Goal

To equip the boys at Foyer de Nazareth with essential life skills to empower them to become responsible, resilient, self-sufficient, and to develop the ability for effective decision-making

Objectives:

- Provide hands-on experiences of daily tasks such as cooking to develop organizational skills, and self-sufficiency
- Teach fundamental concepts of money management, budgeting, saving, and planning for financial stability

Background and Rationale

Foyer de Nazareth as a Children's Home has the obligation to provide a safe and enriching environment where children attain and develop life skills to ensure that they become self-reliant and flourish. According to the Children's Care Homes (Minimum Standards of Care) Regulations, 2022 Standard 11 places importance on Promoting independence and moves to adulthood and leaving care emphasizing that:

- (a) Children shall be encouraged and supported to:*
(b) develop practical skills, including shopping, buying, cooking and keeping food, washing clothes, personal self-care and understanding and taking responsibility for personal healthcare;

(c) develop financial capability, knowledge and skills;

Foyer de Nazareth has a total number of 13 boys of which 9 are aged from 4 – 8 years. Many of these boys come from disadvantaged family settings and were not equipped with necessary skills to thrive in their adulthood. The absence of proper guidance and life skills development can hinder their ability to make informed decisions, manage relationships, and make the transition into successful and self-sufficient adults. This Life Skills Program aims to bridge that gap and equip the boys with the necessary tools to succeed and thrive, both personally and within society.

This initiative is grounded in the belief that teaching boys essential life skills is vital for their overall development and future success. With the proper support, they can break the cycle of being at a disadvantage, and enhance their independence so that they can positively contribute to their communities. Moreover, children in Children's Homes often lack the same opportunities as those living in a family setting. It is our social responsibility to ensure that they are provided with equal opportunities, enabling them to thrive just as any child would in a nurturing home environment.

Description

The initial phase of the project involves conducting a consultation meeting with Home Managers to discuss the project's goals and establish a strong level of engagement, ensuring the success and sustainability of the initiative. Identifying key stakeholders such as Central Bank of Seychelles, Seychelles Tourism Academy and Scouts Seychelles and building strong partnerships is crucial for the long-term impact of the project. The next phase focuses on developing a comprehensive life skills program, endorsed by both Home Managers and key stakeholders, tailored to address the specific needs of the

boys. This program will be implemented over the three-year NAP, incorporating interactive sessions, workshops, and site visits. Key components of the program will include cooking classes, personal organization, and financial literacy, covering basic budgeting, savings techniques, and money management. Following implementation, an analytical review will be conducted to assess the program's strengths and identify any gaps. The findings will be shared in a report with Home Managers and stakeholders to gather their feedback and recommendations for addressing any concerns. The final step will be the production of a comprehensive evaluation report to assess the overall success and impact of the program.

Budget Narrative

The proposed budget for the life skills program will be sourced through the Children's Special Fund. The estimated costing will be SCR 150,000.

- **Facilitators' Fees:** Professionals will be compensated for their time and expertise. Estimated cost - SCR 60,000
- **Materials and Supplies:** Resources needed for practical activities (e.g. cooking). Estimated cost- SCR 25,000
- **Transportation and Logistics:** Costs for transportation to facilitate any external activities or visits that are part of the program (e.g. visit at STA). Estimated cost - SCR 10,000
- **Miscellaneous:** Contingencies and unforeseen costs related to the program's implementation. Estimated cost - SCR 30,000

Expected Outcome

The boys at Foyer de Nazareth have developed life skills associated with financial literacy, self management, and responsible behaviour

Performance Indicators

Personal Profile of children showing:

- Achievement in financial literacy
- Achievement in self management skills
- Demonstration of responsible behaviour



Implementation Plan

Key milestone	Output	Timeframe
1. Consultation with Home Managers to introduce the project and establish engagement	An account of the consultation process and outcome	May 2025
2. Identifying key stakeholders	Stakeholders meetings to establish partnership – Minutes of meetings	May/June2025
3. Development of a comprehensive Life Skills Program	Program outline and content endorsed by Home Manager and Stakeholders	July/August2025
4. Implementation of the Life Skills Program	Life Skills program being conducted at the Foyer through an extensive schedule – Quarterly monitoring report	August 2025 - December 2026
5. Analytical Review of the Life Skills program	Report of the Analytical Review	March 2027
6. Presentation of the Analysis Report with Stakeholders and Home Managers	Execution of recommendations by Home Managers and Stakeholders for continuity of the program	June 2026
7. Evaluation and write-up	Final Report	September 2027





“Every child deserves safety, guidance, and the opportunity to grow in happiness. Whether it’s addressing why young children are exposed to risks and dangers in our communities or providing structured activities for all genders, each effort reflects our deep commitment to nurture, protect, and empower children. Even the spaces we create, spaces that allow children to open up and share their innermost emotions are vital, because every detail matters when we are restoring hope and shaping brighter futures for our children.”

Ms. Beryl Laboudallon

Chairperson (ECCE Technical Committee – Social Affairs)



**YOUTH, SPORTS
& FAMILY**

Project Title

Sensitizing Parents: Nurturing little Minds

Goal

Enhance parents' understanding of early childhood development and promote the use of nurturing, responsive, and effective parenting strategies to build strong, trusting, and healthy parent-child relationships

Objectives

To equip parents with essential knowledge and practical strategies to support the healthy development of toddlers and pre-schoolers

Background and Rationale

Parenting toddlers and pre-schoolers is a critical phase in a child's development, laying the foundation for emotional, cognitive, and social well-being throughout their lives. The early years are often considered the most influential period for brain development, and the experiences children have during this time shape their learning abilities, behavior, and mental health in the long term. Parents play a pivotal role in fostering an environment that promotes healthy development and equips children with the skills they need to thrive academically, socially, and emotionally.

However, many parents face challenges during this stage. These challenges can include managing toddlers' growing independence, understanding developmental milestones, addressing behavioral issues, and navigating the complexities of establishing routines and discipline. Without proper guidance, parents may feel overwhelmed and unsure of how to best support their child's growth.

This programme is designed to empower parents with the knowledge, tools, and strategies to navigate these challenges effectively. By focusing on early childhood development, nurturing environments, and age-appropriate discipline, the programme aims to equip parents with the confidence and skills needed to raise happy, well-adjusted children. It also encourages a deeper understanding of the vital connection between positive parenting practices and a child's future success in school, relationships, and beyond.

Description

The Parenting Toddlers and Pre-schoolers Programme is a structured initiative aimed at strengthening parenting skills during the crucial early years of child development. The programme will be implemented over a two-year period and targets parents of children aged 1 to 5 years, including those enrolled in both public and private early childhood education institutions.

Four schools comprising a mix of public and private institutions—will be selected for the programme. Parents from these schools will be invited to participate in engaging, practical sessions designed to equip them with the knowledge and tools to support their children's emotional, cognitive, and social development. The sessions will focus on nurturing parenting practices, understanding child development, and applying age-appropriate discipline strategies.

Training of Trainers (TOT) component will be introduced in the second year. This TOT will target early childhood practitioners, including educators, caregivers, and school support staff, to build local capacity and ensure sustainability. The goal is to empower practitioners with the skills and materials needed to deliver the parenting sessions within their own settings, promoting long-term impact.

Each session will be interactive, culturally relevant, and rooted in evidence-based approaches. Parents will have opportunities to ask questions, share experiences, and practice new skills in a supportive environment. The programme will also include take-home materials and suggestions for practical activities parents can do with their children.

Budget Narrative

Activity / Item	Details	Estimated Cost (SCR)
Training Materials for Parents	Guides, handouts, activity packs	25,000
Refreshments	For parents during sessions (16 sessions × 2 years)	30,000
Monitoring and Evaluation	Feedback forms, tracking, follow-up visits	12,300
Communication and Promotion	Posters, invitations, school announcements	12,000
Resource Materials for Schools	Books, posters, parenting toolkits per school (4 schools)	20,500
Contingency (10%)	Unexpected costs	10,000
Training of Trainers (TOT)	Workshop for 12 early childhood practitioners + materials	41,000
Trainer Resource Kits	Toolkits for trained practitioners (12 kits)	15,300
Total Budget for 2 years		166,100

Expected Outcome

Enhanced parents' skills and knowledge in child-rearing, while fostering stronger and more positive parent-child relationship

Performance Indicators

- Percentage of invited parents who attend the sessions
- Percentage of parents reporting an improvement in their relationship with their child (e.g., better communication, more positive interactions)
- Percentage of parents who report applying the learned strategies at home with their children
- Percentage of trained practitioners who feel confident and capable to deliver the programme themselves



Implementation Plan

Key milestone	Output	Timeframe
1. Pre-Programme Planning & Preparation	Schools selected; letters/invitations sent to parents	January - March 2025
2. School Selection and Parent Invitation	Pre-surveys results on knowledge and expectations	April - May 2025
3. Pre-Survey with Parents	An account of first set of 8 sessions with parents (covering child development, nurturing practices, etc.)	June 2025
4. Parent Training Sessions	Feedback from parents and adjustment made	July - September 2025
5. Mid-Point Feedback and Adjustment	Results measuring knowledge gain and behavior change	October 2025
6. Post-Survey (Year 1)	Preliminary report to assess survey results and feedback, and adjust strategies for Year 2	November 2025
7. Analysis of Year 1 Results	Account of final set of 8 sessions with parents, reinforcing and expanding Year 1 content	February - May 2026
8. Parent Training Sessions (Year 2)	Account of final set of 8 sessions with parents, reinforcing and expanding Year 1 content	February-May 2026
9. Pre-TOT Planning & Preparation	TOT curriculum, selected trainers and materials	June - July 2026
10. Training of Trainers (TOT)	Report on training of early childhood practitioners	August - September 2026
11. Post-Survey (Year 2)	Results of post-survey to assess parent knowledge gain and behavior change	October 2026
12. Follow-up and Impact Assessment	Results of follow-up surveys with parents and trainers to assess long-term impact	November 2026
13. Final Report and Evaluation	Comprehensive project report, including outcomes and lessons learned	January - March 2027

Project Title

Safeguarding Young Minds: Empowering Parents for Online Safety

Goal

To strengthen the capacity of parents of young children (ages 3–8) to promote safe and responsible technology use at home

Objectives:

- To increase awareness among parents about the risks and opportunities of young children's internet use
- To provide practical tools and strategies for parents to manage children's online activities safely
- To promote positive digital habits in young children through family engagement and early interventions

Target Audience:

- Primary: Parents and caregivers of children aged 3–8 years
- Secondary: Early childhood educators, community workers, health workers

Background and Rationale

Children aged 3–8 are increasingly accessing digital devices at home. While technology offers learning opportunities, it also exposes young children to risks such as inappropriate content, online predators, privacy breaches, and cyber bullying. Parents are the first line of protection but often lack the knowledge, confidence, and tools to guide their children's safe use of technology.

The Safeguarding Young Minds Project is a strategic initiative led by the National Council for Children (NCC) aimed at supporting and empowering parents of children aged 3 to 8 years to understand, manage and protect their children's experiences. Its aim is to equip parents with the skills and resources to create a safe digital environment, fostering resilience and digital literacy from an early age. As children increasingly access screens and digital devices at an earlier age, the need for safe and age appropriate guidance for parents has become urgent.

This project is a response to the growing concerns about early exposure to online risks that NCC picked up, during its online safety workshops targeting 10 year olds undertaken as a pilot in 2024. The project recognizes that the internet, when used appropriately, can offer significant learning and developmental benefits. The goal is not to eliminate screen use but to promote safe, balanced and appropriate digital engagement for young children through family-led efforts.

The project seeks to create community-wide awareness and mobilise crèches, schools, health clinics, relevant NGOs and other partners to reinforce key online safety messages for families with young children.

Description

Key Activities or Components

Parent-Focused Digital Safety Toolkit – this will involve the development of culturally appropriate and visually engaging resources such as checklists, guides and digital parenting tips

Interactive workshops and Webinars involving facilitated learning sessions designed to help parents develop practical strategies and confidence to manage digital use at home.

Media and Community Outreach Campaigns which will involve the use of radio, television, social media platforms, schools and community spaces to promote key online safety messages.

Ongoing Feedback and Adaptation – regular survey and focus groups to ensure the delivery methods and materials are relevant and in line with the evolving technological trends.



Budget Narrative

Item	Estimated Cost (SCR)	Notes
Project Coordinator (part time)	1 day a week of NCC Digital Communication Officer	In kind– met by NCC
Content Development eg toolkit, video, podcasts	SCR 50,000	Involves use of external expertise
Workshop costs – venue and snacks plus resources	SCR 45,000	15 workshops @ SCR 3000 per workshop
Printing of materials eg flyers, certificates	SCR 250,000	500 printed sets @ SCR 500.00 per set
Social Media Campaign	SCR 50,000	Content creation and adverts
Monitoring and Evaluation	SCR 10,000	Annual and final evaluation
Miscellaneous/Contingency	SCR 40,500	10% of subtotal
Total Estimated Cost	SCR 445,500	

Risks and Mitigation

Item	Estimated Cost (SCR)
Low parent engagement	Partner with IECD, schools, local government and offer flexible workshop times. Offer incentives
Lack of digital access for some parents	Provide printed toolkits and mobile friendly content
Evolving technology	Annual content updates and expert reviews

Expected Outcome

Increased school and parent engagement in Online Safety measures and practices for the protection of young children

Performance Indicators

- At least 75% of participating parents demonstrate improved knowledge of online safety risks and protective strategies by December 2027
- 60% of parents report implementing safer online practices at home by December 2027
- 100% of the Crèche and Primary Schools engaged in supporting online safety messages to parent by December 2027



Implementation Plan

Key milestone	Output	Timeframe
1. Project set up – stakeholder mapping exercise, needs assessment and survey of parents	Survey report	July to September 2025
2. Content Development – draft toolkits, videos, podcasts	Draft online safety toolkit	October to December 2025
3. Pilot Workshops	5 pilot workshops held; revision notes	January to June 2026
4. Revision of content based on pilot	Final toolkit – guides, tips etc	July to August 2026
5. Launch of toolkit	Online platform portal launched	September 2026
6. National and Community Roll out – ongoing delivery	9 or 10 more workshops Media campaigns 3 webinars	October 2026 to June 2027
7. Mid-term review and evaluation report	Mid-term evaluation report	December 2026 or February 2027
8. Final evaluation	Final Evaluation Report Celebrate success with a community event Sustainability Plan	July to December 2027



Project Title

Engaging Children: A Holiday Programme

Goal

To support working parents during the festive period by providing a safe, supervised, and engaging environment for young children in the South West Region of Mahé

Objectives

To provide temporary, high-quality childcare and educational support through stimulating activities that promote play, learning, and creativity, supporting working families and providing a positive impact during the holiday period

Background and Rationale

Each year, most early childhood care facilities close during the festive season, leaving many parents—particularly those in essential services or tourism-related sectors—without safe and reliable childcare options. This project aims to fill that gap by providing a structured, short-term childcare solution across four key districts. The pilot initiative aligns with the Early Childhood Care and Education (ECCE) Framework and incorporates principles from the Tashkent Declaration, emphasising inclusive and community-driven early childhood services.

In line with the Family Department's mandate to promote family well-being, this project contributes to national efforts to strengthen early childhood care provisions. It not only addresses the immediate childcare needs of working families but also supports the professional development and short-term employment of early childhood educators.

Beneficiaries include:

- **Children aged 4-6 years** who require safe and nurturing care during the holiday period
- **Working parents**, especially those in critical sectors, who need temporary childcare solutions to balance work and family responsibilities
- **Early childhood educators** who benefit from short-term employment opportunities, gaining valuable experience while contributing to the community

Description

The project will be implemented over three weeks during the December-January holiday period, targeting four key districts: Baie Lazare, Anse Boileau, Grand Anse, and Port Glaud. These areas were carefully selected based on their need for temporary childcare solutions and accessibility to primary schools, which will serve as the venues for the programme. The primary school buildings in each district will be transformed into safe, welcoming environments for children, offering both indoor and outdoor spaces that promote play, creativity, and learning.

During the first year of the programme, 80 children—20 per district—will participate, supported by two experienced early childhood educators in each location. In the second year, the programme aims to expand to 160 children, with 40 children per district and four facilitators assigned to each site. In every district, the programme will maintain a low educator-to-child ratio of 1:10, ensuring that each child receives individual attention and a more personalised,

enriching experience. The educators will facilitate age-appropriate, stimulating activities tailored to the developmental needs of children aged 4 to 6 years. These activities will include creative arts and crafts, physical play, and interactive storytelling, all designed to foster learning, creativity, and play in a safe, nurturing environment.

The Family Department will take the lead in coordinating the project, ensuring that all logistical, administrative, and operational aspects run smoothly. This includes the recruitment of qualified educators, sourcing materials, and organising transport for children where needed. The Department will work closely with the Ministry of Education and the National Council for Children to ensure the programme aligns with national standards for early childhood education and promotes inclusive care practices.

Budget Narrative

Activity / Item	Estimated Cost (SCR)
Teacher Allowance	120,000
Educational & Fun Materials	12,000
Transport for Visits & Outings	24,000
Snacks and refreshments for Children	50,000
Coordination, Admin & Supervision	10,000
Contingency	15,000
Total	231,000

Expected Outcome

Increased access to short-term childcare solutions with enhanced learning experiences during the holiday period

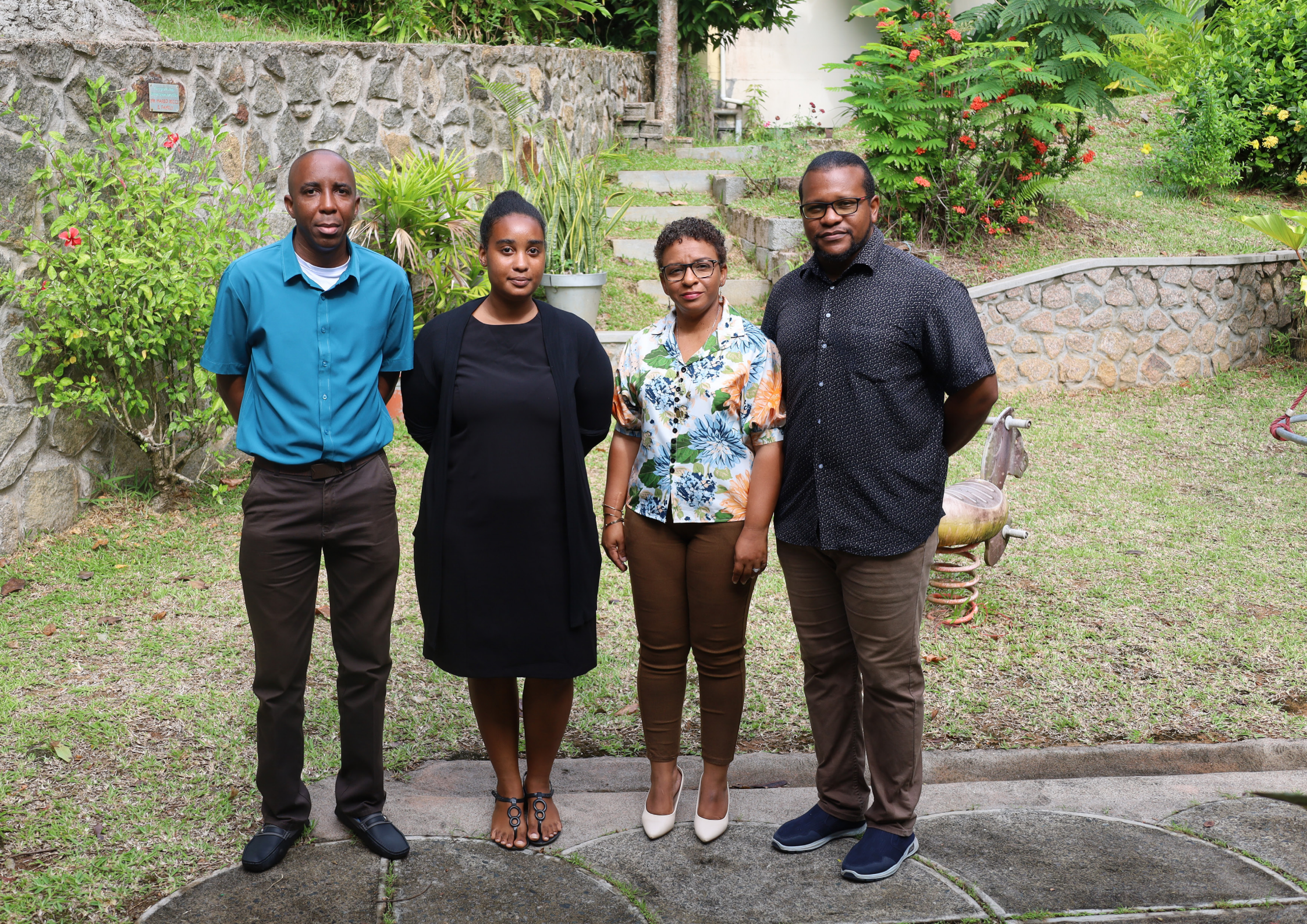
Performance Indicators

- Number of children participating per district
- Percentage of parents satisfied with the service
- Percentage of children actively engaged in activities throughout the programme



Implementation Plan

Key milestone	Output	Timeframe
1. Pre-Programme Planning & Preparation	Developed curriculum, training materials, and promotional materials	January - March 2025
2. School Selection and Parent Invitation	Schools selected; letters/invitations sent to parents	April - May 2025
3. Pre-Survey with Parents	Results of pre-surveys to assess parent knowledge and expectations	June 2025
4. Parent Training Sessions	An account of the first set of 8 sessions with parents (covering child development, nurturing practices, etc.)	July - September 2025
5. Mid-Point Feedback and Adjustment	Feedback results from parents and adjustment of content if needed	October 2025
6. Post-Survey (Year 1)	Results of post-survey measuring parent knowledge gain and behavior change	November 2025
7. Analysis of Year 1 Results	Assess survey results and feedback, adjust strategies for Year 2	December 2025
8. Parent Training Sessions (Year 2)	Account of final set of 8 sessions with parents, reinforcing and expanding Year 1 content	February - May 2026
9. Pre-TOT Planning & Preparation	Developed TOT curriculum, selection of trainers and materials	June - July 2026
10. Training of Trainers (TOT)	Report of the training of 12 early childhood practitioners	August - September 2026
11. Post-Survey (Year 2)	Post-survey results assessing parent knowledge gain and behavior change	October 2026
12. Follow-up and Impact Assessment	Results of follow-up surveys with parents and trainers to assess long-term impact	November 2026
13. Final Report and Evaluation	Comprehensive project report, including outcomes and lessons learned	January - March 2027





“Strong families build strong futures. When we nurture and support parents, whether through early guidance, playful learning, or digital safety, we empower not just children, but generations to come.”

Mrs. Fatma Bibi

Chairperson (ECCE Technical Committee – Family)



**INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT –
UNESCO CATEGORY 2 INSTITUTE**

Project Title

Establishing Structures and Procedures for Data Collection Based on Early Childhood Development Indicators in IECD

Goal

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

Objectives:

- Assess and review data collection procedures in IECD
- Build capacity of IECD staff on international ECD indicators and information gathering practices
- Identify and select indicators for systematic collection of information
- Enhance the Indicator Framework and Procedural Manual
- Carry out a situation analysis of existing data management processes in IECD
- Institutionalise modified processes in IECD

Background and Rationale

Since its inception in 2016, the Data Management Project implemented by IECD has spanned three sectors, namely, Health, Education and Social Affairs each of which is at varying stage of

implementation. To reiterate, the Government of Seychelles has laid many strong foundations for a robust system to promote children's growth and development and this has been evident in the heavy investments made in the health, education, and social affairs sectors, including the family. While such progress has been widely celebrated, the country recognizes that there is a need to strengthen the policy environment for monitoring and decision making and this is further compounded by the difficulty to implement data management strategies of high utility across sectors.

The Seychelles Early Childhood Care and Education Framework (2011), calls for the right to high quality, comprehensive, and integrated system of early childhood from conception onwards. One of the framework's key principles calls for the need for data and evidence to monitor outcomes and guide effective policy response, but recognizes that there are currently many gaps in information and inconsistent collection and reporting of data across different sectors. It calls for an integrated and comprehensive information system to provide reliable and up to date data on all indicators. As far back as 2013, the World Bank SABER-ECD Country Report (2013) and recommendations from the Third biennial National Conference on Early Childhood Care and Education identified the need to develop sound indicators for a national database, and to develop a data management system on early childhood development. While government sectors do collect some early childhood data, it is not systematized and retrieval and analysis is cumbersome and in most cases, impractical.

It is to be noted that the data management project has recorded some significant achievements in enhancing technical and professional development, collaborative partnership, and policy action. This has led to the development of a first draft of the procedure manual for data collection on

ECD. The project will help build on existing achievements, strengthen the ECD policies, programmes and services, and increase the types of data and information gathered and analysed, based on international best practices.

Additionally, the data management project will heighten the country's status in policy articulation, in implementing robust monitoring strategies, assuring quality, alongside other countries regionally and internationally where classification, comparison of ECD systems and benchmarking of ECD policy are concerned. This fits well with the Tashkent Declarations (iv) which stipulates the following:

“Engage with the international community to harness scientific evidence and digital technologies to further transform curricula and pedagogy and to develop the skills children need in a rapidly changing and increasingly digitalised world in the absence of adequate progress on sustainable development.”

Through this project, IECD should be able fulfil its mandate as the ECD knowledge hub for the country and it will promote and strengthen meaningful inter-sectoral co-operation and collaboration. The project also aims to help strengthen the internal data processes and become a model for the other sectors. Through professional development, IECD staff will be the prime beneficiaries but it will also have far-reaching positive outcomes for service providers, parents, and children.

Description

The project will be implemented over three weeks during the December-January holiday period, targeting four key districts: Baie Lazare, Anse Boileau, Grand Anse, and Port Glaud. These areas were carefully selected based on their need for temporary childcare solutions and accessibility to primary schools, which will serve as the venues for the programme. The primary school buildings in each district will be transformed into safe, welcoming environments for children, offering both indoor and outdoor spaces that promote play, creativity, and learning.

The project will be carried out in phases as follows:

- **First Phase:** Convene introductory meeting to lay the ground work for the Data Management project in IECD
- **Second Phase:** Plan for the Situation Analysis which will include instrument development and training.
- **Third Phase:** Identify the strengths, challenge, opportunities, and threats of existing data management processes in IECD
- **Fourth Phase:** Identify key indicators leading to the piloting of the data collection processes in the IECD, incorporating the usage of IT systems to support the data collection and monitoring of the variables
- **Fifth Phase:** The outcome will be an Evaluation Report from which an implementation plan with built-in monitoring and support mechanism will be included for rolled out.

Budget Narrative

The estimated cost for the project is SR 75,000. It is anticipated that funding is sourced from recurrent budget. The cost includes validation and training workshops, and printing of related documents among other administrative and logistical costs

Expected Outcome

Standardized and robust data collection procedures in IECD sector to strengthen monitoring, evaluation and reporting of ECCE in IECD

Performance Indicators

- Percentage of ECCE indicator fields captured by IECD
- Number of IECD personnel contributing to and using indicators



Implementation Plan

Key milestone	Output	Timeframe
1. Situational Analysis	Comprehensive Situational Analysis Report	June 2025
2. Drafting of Indicator Framework	A set of IECD-relevant indicators	July 2025
3. Pilot of data collection procedures using selected indicators	Pilot Report	August – October 2025
4. Finalise Indicator Framework (using information gathered from the Pilot)	Indicator Framework	October 2025
5. Implementation, monitoring and support	A Data Management System in IECD	November 2025 – November 2026
6. Evaluation of the Project	Final report	December 2026

Project Title

National Standards for pre-school education in Seychelles:
Development and implementation

Goal

To develop a set of national quality standards and regulations for the provision of services in crèches or private pre-schools in Seychelles

Objectives:

- To develop a set of minimum quality standards for pre-schools, covering areas such as curriculum, health and safety, staffing, child protection, etc...
- To formulate clear registration and operational requirements for pre-schools, including criteria for facility licensing, staff qualifications, and safety protocols
- To design detailed guidelines for pre-schools outlining daily teaching and learning activities, focusing on age-appropriate pedagogical practices, curriculum delivery, and assessment of children's progress.
- To ensure the National Standards Framework is aligned with international best practices in early childhood education, incorporating global principles and strategies for quality education while considering local context
- To submit the National Standards Framework and

associated regulations to the Cabinet of Ministers to ensure formal recognition and legal recognition for their implementation and enforcement

- To implement a pilot program of the National Standards Framework in selected pre-schools, gather feedback and evaluate the framework's effectiveness in improving teaching and learning environments
- To develop and implement a system for measuring compliance with National Standards and regulations, including regular inspections, self-assessments, and ongoing evaluation

Background and Rationale

The early years of a child's development are crucial for cognitive, social, and emotional growth. High-quality pre-school education significantly impacts school readiness and future learning outcomes. Currently, Seychelles lacks a unified National Standards Framework for Pre-School Education to regulate and define the quality of early childhood education. In 2018, an assessment highlighted the need for national standards for pre-schools, pointing out gaps in the education system.

Furthermore, the Education ACT 2004 mandates ten years of compulsory and inclusive education for children aged 8 to 17 years, comprising six years of primary education (Primary 1 to Primary 6) and four years of secondary education. Children up to age seven fall under the Early Childhood and Education Framework (2011), which promotes a holistic and integrated approach to early childhood care and education (ECCE) for children aged 0 to 7+. After ten years of implementation, this framework was revised into

the Early Childhood Care and Education Framework (2023) to better align with evolving education priorities.

The Institute of Early Childhood Development (IECD) was established under the ICED Act 2011 as the regulatory body overseeing non-compulsory and non-formal early childhood education, specifically for children aged 0 to 3. With the IECD Act 2022, its mandate expanded to regulate early childhood education for children aged 0 to 5. IECD is now responsible for establishing a quality assurance system and developing quality standards to ensure consistency and high-quality learning experiences for young children. To enable IECD to regulate pre-school education effectively, the project to formulate the National Standards Framework and its associated regulations was initiated. In preparation for this, IECD conducted a comprehensive teaching and learning assessment in 2024, focusing on 12 quality areas to gather data on existing standards. This data will inform the formulation of the National Standards Framework by 2025, followed by a pilot phase in 2026 in a sample of preschools.

Subsequently, IECD will engage in extensive consultative and sensitization sessions with key stakeholders to refine the framework and develop the associated regulation by 2026, leading to full implementation by 2027, ensuring a standardized, high-quality pre-school education system aligned with national early childhood development priorities. A key focus of this initiative is on children aged 4 to 5 years. While the Ministry of Education provides formal early childhood education for this age group, IECD will regulate it to ensure high-quality standards, particularly in early learning. Since this age group is not currently featured in the National Curriculum

Framework, this regulation aims to bridge gaps in their education and provide a strong cognitive, social, and emotional foundation for future learning.

The development of the National Framework for Pre-School is aligned with international and national commitments, including the Tashkent Declaration (2022) and SDG Target 4.2, to ensure inclusive, high-quality pre-primary education. This initiative strengthens policies, legal structures, and national standards while adopting an evidence-based, consultative approach involving key stakeholders. Data-driven decision making will guide improvements in access, learning conditions, and teaching methodologies. An inclusive policy framework and interagency support will address the needs of disadvantaged and special needs children, ensuring holistic development. The Seychelles Framework for ECCE underscores equity, quality assurance, and sustainable early learning environments.

Developing a National Standards Framework for Pre-School Education is a crucial step toward enhancing early childhood education in Seychelles. Through collaboration with key stakeholders, the framework will establish clear guidelines for improving educational outcomes and ensuring child well-being. The pilot phase in 2026 will allow for testing the framework's impact before full implementation in 2027. Furthermore, the associated regulations will institutionalize these standards and ensure compliance across the country, setting the foundation for sustainable improvements in pre-school education. This initiative represents a landmark in Seychelles' efforts to provide high-quality, inclusive, and equitable early childhood education, ensuring that every child receives the foundation necessary for lifelong learning and development.

Description

The project will be coordinated by the Regulatory Affairs, Quality Assurance, and Standard Settings Division in collaboration with relevant government agencies, private sector stakeholders, and early childhood education experts. The process will be consultative and participatory. The project will be implemented by replicating the approach used to develop both the national standards for home and centre-based child care services. The development of the National Standards Framework and its associated regulation will be implemented in three phases, subdivided into different parts:

Phase 1: Develop a set of standards (2025)

- I. Set up Steering Committee and Working Group
- II. Review recommendations from the assessment of the provision of services in crèches and private pre-schools
- III. Review international Best Practices
- IV. Conduct sectoral consultations and develop a set of standards

Phase 2: Formulation of the National Standards Framework (2025-2026)

- I. Develop a standard framework and requirements
- II. Develop operational guidelines
- III. Validate standard framework, requirements, and operational guidelines
- IV. Seek approval of the policy framework by the Cabinet of Ministers

Phase 3: Pilot Implementation of National Standards Framework and Development of Regulations (2026)

- I. Conduct Pilot Implementation of the National Standards Framework
- II. Draft Regulations
- III. Official Launch and promulgation

Budget Narrative

The estimated cost of the project is SCR 1,147, 000, covers essential activities required for the formulation of the National Standards Framework, which includes Stakeholders Consultations, Research and Best Practices review, Development of draft framework, validation workshop, printing and dissemination, payment for external Inspectors, and an amount to cater for unforeseen costs related to the project implementation.

Expected Outcome

A National Standards Framework for Pre-School Education developed in collaboration with key partners, piloted in selected pre-schools, and translated into a Regulation.

Performance Indicators

- Percentage level of compliance of pre-schools with the National Standards through follow-up audits during the pilot implementation phase
- Perception of educators and parents on the relevance and effectiveness of the National Standards, gathered through structured surveys and focus group discussions post-pilot

- Baseline data on the level of compliance with national standards across all pre-schools, to inform full implementation planning

Implementation Plan

Key milestone	Output	Timeframe
1. Establish Technical Working Group with Key Partners	Approved Terms of Reference	June 2025
2. Conduct Desk Research on Pre-School Standards and Best Practices internationally	Brief Summary on Desk Research	July 2025
3. Develop a draft National Standards Framework based on the findings of the Crèche Assessment (2024)	Draft National Standard Framework	July - September 2025
4. Consultation & Validation with Stakeholders & Partners and Review	Stakeholders Consultation Report Final Framework	October – December 2025
5. Presentation of the Validated National Standards Framework to the IECD Board	Feedback Report	December 2025
6. Submission of Final Framework for approval by the Cabinet of Ministers	Approved Framework	February 2026
7. Pilot Implementation of Framework & Feedback Sessions	Pilot Feedback Report	March - June 2026
8. Formulation & Validation of National Standards Regulations	Draft National Standards Regulations	April – October 2026
9. Submission of Final Regulations for approval by Cabinet of Ministers & Gazetted	Gazetted National Standards Regulations	November – December 2026

Project Title

Development of a Framework for intervention in Unregistered Child Care Services

Goal

To mitigate the operation of unregistered and unregulated child care services in Seychelles

Background

The majority of home-based and center-based child care services operated informally without clear standards, oversight, or accountability mechanisms when the Institute of Early Childhood Development (IECD) was first tasked with regulating child care services in the Seychelles. There were also no officially registered service providers at the time. This led to significant disparities in the standard of care given to young children. The urgent need for organized supervision and regulation was emphasized by research that was carried out in response, revealing significant gaps and inconsistencies in the sector.

As a result, the National Standards for Childminding Services Regulations (2016) were created and formally adopted. A pre-registration sensitization and training program was implemented to accompany the requirements and assist service providers in fulfilling the necessary standards. The program's objectives are to increase awareness of quality standards and give aspiring childminders the fundamental skills they need to offer secure, caring and developmentally appropriate care. Since the program's inception in 2016:

- 3 training cohorts have been effectively delivered
- 421 participants have been trained
- 121 Home-Based Child Care Services have been formally registered with IECD.

The Early Childhood Development Act 2022 stipulates that the Institute shall promote wellbeing and holistic development of the child in his or her early childhood. The Tashkent Declaration (2022), on the other hand, seeks to ensure equitable and inclusive quality ECCE services for all children. It is, therefore, fitting that the Act reinforces the legal framework by making it an offence to operate a child care service without a proper registration and a certificate or license issued by the Institute of Early Childhood Development (IECD). This Act provides the institute with a stronger legal basis to regulate and enforce compliance within the sector.

However, in spite of these provisions, IECD continues to face challenges in identifying, documenting, and intervening in cases where services operate outside the legal framework. There remains an absence of comprehensive documentation and clearly defined procedures for addressing unregistered or illegal child care providers. In prior consultations with the Attorney General's Office, the need to develop Standard Operating Procedures (SOPs) was identified as a critical next step, using the existing regulatory instruments as a foundation for enforcement and action.

Moreover, research and assessment results—such as those from the Assessment of Early Learning Readiness—consistently show that children enrolled in registered and regulated care services demonstrate stronger performance in developmental outcomes compared to those in unregulated settings. These findings highlight the urgent need to safeguard children's rights to quality early care through the establishment of a clear and actionable framework to address unregistered child care operations.

In that context, the development of a Framework for Intervention in Unregistered Child Care Services is essential to strengthen regulatory oversight, enhance accountability, and promote the health, safety, and holistic development of all children in Seychelles

Description

The Institute of Early Childhood Development (IECD) will lead the implementation of this project in collaboration with key national stakeholders including the Attorney General's Office, Police Department, Public Health Authority, District Administrators, Social Services and other relevant entities. Each partner will contribute their expertise and support towards achieving a coordinated and sustainable approach to addressing unregistered child care services in Seychelles.

IECD will serve as the coordinating body, overseeing project planning, partner engagement and overall administration. This includes the development and dissemination of resource materials, convening technical meetings and ensuring that the work aligns with the existing legal and regulatory framework. External partners will play a crucial role in providing technical guidance and sector-specific insights, particularly during the drafting of the Standards Operating Procedures (SOPs) and the development of the broader policy framework

The project will be implemented in two main phases:

Phase 1: Policy Development (2025)

This phase will include stakeholder consultations, data gathering, and drafting of a policy framework and SOPs to address unregistered child care services, aligned with the ECD Act 2022 and Childminding Regulations (2016)

Phase 2: Policy Implementation (2026 -2027)

The second phase will focus on piloting and rolling out the policy nationally. Activities include stakeholder training, awareness campaigns, distribution of materials, and strengthening enforcement

Budget Narrative

The cost for the project is estimated at SCR 50,000. This will include resources, report writing, data collection, research, meeting, transportation, refreshments and other logistical arrangements.

Expected Outcome

A framework for Intervention in Unregistered Childcare Services is developed, validated and approved by relevant authorities and unregistered child care services are identified and supported.

Performance Indicators

- Operational SOPs developed
- Number of case load processed



Implementation Plan

Key milestone	Output	Timeframe
1. Formulation of Core Multi-Agency Technical Committee	Approved Terms of Reference	June 2025
2. Initial Consultation with key partners and Information Gathering	Summary of finding and key issues	July 2025
3. Drafting of Standard Operation Procedure (SOP) Document and internal consultation	First draft of SOP	August 2025
4. Consultation and Validation with Childminders and Key Partners	Reviewed SOP draft with practitioner input	September 2025
5. Drafting and Disseminating of Final SOP Document	Finalised SOP Document	October 2025
6. Sensitisation of SOP Document	Sensitisation Report	October – December 2025
7. Implement SOP Document with real case loads	Field-tested SOP and feedback compiled	January – September 2026
8. Refine SOP Document and Evaluation	Final version of SOP & Evaluation Report	October - November 2026

Project Title

Incident Tracking and Management System

Goal

To create an online Incident Tracking and Management System to ensure responsiveness and effectiveness in the management of internal and external incidents, correspondence and other related documents, including complaints

Objectives

To ensure a systematic method of managing and tracking documents to enhance the current paper-based procedures:

- To increase efficiency in internal processes
- To ascertain user satisfaction of this online technological system

Background and Rationale

In line with the national drive to digitalise services across Government, a plan was developed with the aim of transforming the Institute by integrating the use of innovative medium and technologies into its operations. This initiative seeks to enhance the overall quality of services, standards, accessibility and efficiency of ECCE services in the country. Furthermore, the plan will enable the Institute to attain its strategic priority to optimize multi-sectoral partnership, international cooperation and coordination for effective programme implementation and service delivery.

Other than the recent development of the Child Care Benefit Information System Seychelles (CBISS), most of the operations at the Institute are guided and implemented using well documented in-house processes and workflows, and associated manuals and guidelines. An online document tracking and management system will allow IECD to digitalize, store, track, and manage these documents electronically, enhancing efficiency, collaboration, security and confidentiality. This will improve workflows, reduce manual processes, and meet the growing demand for secure, accessible, and easily manageable electronic documents. Therefore, IECD as a fast-growing organization felt that there is a need to shift from paper-based document management to electronic system. This will make it easier to find, access, share and manage documents and provide feedback in a timely manner. It will also minimize unauthorized access.

Therefore, IECD as a fast-growing organization is meeting the need to shift from paper-based document management to electronic system. This will make it easier to find, access, share and manage documents and provide feedback in a timely manner. It will also minimize unauthorized access to documents.

Description

The responsible parties for the implementation of the project will be IECD, partners in the ECCE sectors, the child care providers and parents, with DICT and the Developer as the main partners.

A supervisory committee shall be constituted which will review the progress and provide necessary advice for mid-course corrections to the successful vendor who is awarded the contract to undertake the Project. The committee will comprise of representatives of the Institute of Early Childhood Development

(IECD), the Department of Information Communications Technology (DICT) and the vendor.

Budget Narrative

The project will be funded by the Department of Information, Communication & Technology (DICT). The overall cost is yet to be estimated.

Outcome

An effective, efficient and operational document management online system.

Performance Indicators

An operational system that ensures a high level of user satisfaction

- Number of staff trained in the new system
- Response time Soft Internal Roll-Out
- Number of documents successfully tracked



Implementation Plan

Key milestone	Output	Timeframe
1. Conceptualisation & Procurement of System by DICT	Project Proposal & System Procured	March - August 2025
2. Training & Sensitisation on the new System in collaboration with relevant partner	Trained personnel & Sensitisation Brief	September 2025
3. Pilot Implementation & Feedback	Feedback Report	September - December 2025
4. Soft Internal Roll-Out & Monitoring by using the User Manual	Roll-Out Report	January – March 2026
5. Feedback session in preparation for full implementation	Feedback Report	April 2026
6. Full Implementation	System Implementation Report	May - September 2026
7. Conduct Survey on Implementation Phase	Survey Report	November 2026
8. Evaluation of Project	Final Report	December 2026

Project Title

Digital Transformation of Registration, Inspection, and Reporting in Child Care Services

Goal

This project aims to digitally transform child care services by optimizing registration, inspection, and reporting procedures for greater efficiency, accuracy, and regulatory compliances.

Objectives:

- Improve efficiency and accuracy of inspections using digital tools
- Automate the registration process for childcare service providers
- Develop a centralized digital system for managing data
- Enhance regulatory compliance via digital reporting
- Improve service provider awareness through digital access

Background and Rationale

The Institute of Early Childhood Development (IECD) is mandated by the IECD Act 2011 to regulate child care services for children aged 0 to 3 years. This led to the development of the National Standards Regulations for Childminding (2016) as a mechanism to ensure compliance and quality service delivery in line with the provisions of

the IECD ACT 2011 and the revised IECD Act 2022. The implementation of these standards has been carried out through manual inspection procedures and registration processes, which have posed significant challenges in terms of efficiency, consistency, and service delivery.

Currently, childminders undergo various types of inspections before registration, including readiness and familiarization assessments. Once they meet the requirements, joint visits with other stakeholders are conducted as part of the registration process. Formal inspections are also conducted for the renewal of registrations. Additionally, compliance status is assessed, and a 100% compliance certificate is issued to childminders meeting all requirements.

Similarly, the registration process requires childminders to submit various documents at different time intervals for new registrations, renewals or license issuance. This process is also conducted manually, requiring significant paperwork and leading to inefficiencies in maintaining up-to-date records. Furthermore, childminders must include registration and licensing fees as part of the process.

The manual approach to the inspection and registration of child care services in Seychelles has several drawbacks:

- Time-consuming procedures due to paperwork reliance delay registration and inspection processing
- Maintaining and retrieving accurate records is cumbersome, delaying decision-making and regulatory compliance

- Manual compilation of reports delays transparency and service monitoring
- Service providers and regulators face challenges in accessing and updating information efficiently

With the national push towards digital transformation and service optimization, transitioning to a modernized digital system is necessary to enhance the effectiveness of monitoring, improve transparency, and streamline access to information for service providers and regulatory bodies. This initiative leverages digital tools to streamline child care service inspections and regulations by automating reporting and compliance tracking. It enhances data accuracy and accessibility, minimizing errors and redundancy while enabling real-time verification during inspections for better monitoring and decision making. A centralized digital platform will facilitate seamless registration and updates for service providers, while improved data management will support data-driven policymaking and progress reporting on national and global ECCE targets.

This initiative aligns with the Tashkent Declaration by enhancing capacity and improving regular reporting on progress towards Sustainable Development Goal (SDG) Target 4.2, which emphasizes access to quality early childhood development, care and pre-primary education. It also strengthens national SDG 4 targets on ECCE and other related indicators reported to the UNESCO Institute for Statistics, ensuring more accurate and comprehensive tracking of early childhood education commitments.

The digitalization of child care service inspections and registration

processes is a crucial step in optimizing service delivery in Seychelles. By transitioning from manual processes to an integrated digital system, this initiative will contribute to improved efficiency, regulatory compliance, and quality assurance in the ECCE sector. It will also align with the government's broader strategy to leverage technology for enhanced service delivery, benefiting both service providers and regulatory authorities.

Description

The project will be coordinated by the Regulatory Affairs, Quality Assurance and Standard Settings Division in collaboration with Department of Information Communication Technology (DICT). A steering committee will be established to oversee implementation. A phased approach will be adopted, beginning with conceptualization, followed by a pilot phase before full rollout. Continuous monitoring and evaluation will ensure system effectiveness and stakeholder satisfaction.

The project will be implemented in two key focus areas, the digitalization of Child Care Service Inspection and an automation of Child Care Service Registration.

1. Digitalisation of Child Care Service Inspection

- a. Develop a digital inspection management system to improve efficiency, accuracy, and consistency in inspections
- b. Enable real-time data collection, reporting and monitoring to ensure compliance with regulations.
- c. Utilise modern software solutions to streamline workflows and enhance decision making

2. Automation of Child Care Service Registration

- a. Develop and implement a digitalized registration system for childcare service providers
- b. Streamline application and approval processes, reducing paperwork and administrative burdens
- c. Ensure seamless coordination between regulatory agencies and stakeholders

Implementation

1. System Design and Development

- a. Collaborate with DICT's Software Development Section to design and develop digital systems
- b. Ensure alignment with regulatory requirements and stakeholders' needs

2. Pilot Testing and Refinement

- a. Conduct pilot implementation of the digital systems
- b. Gather feedback and make necessary refinement

3. Training and Capacity Building

- a. Train regulatory staff and child care service providers on the new digital platforms
- b. Develop user manuals and guidelines

4. Full-Scale Implementation and Monitoring

- a. Roll out the digitalized inspection and registration systems
- b. Establish monitoring mechanisms to ensure system effectiveness and compliance

Budget Narrative

The project will be funded by the Government, through the Department of Information, Communication & Technology (DICT). The overall cost is estimated at SCR 345,000. The cost includes procurement of software developer and training of personnel.

Outcome

A fully operational digital system for child care services that improves efficiency, ensures transparency, and meets users' needs

Performance Indicators

- Reduction in processing time for registrations and inspections
- Increase in updated and verified provider records
- Automated compliance reports
- Satisfaction survey results from stakeholder



Implementation Plan

Key milestone	Output	Timeframe
1. Establish Technical Working Committee (TWC) and internal Working Group.	Approved Terms of Reference	February 2025
2. Procurement of an external service provider for software development	Tender Documents finalised	February/March 2025
3. Conduct a review of guidelines in the existing Registration Manual and map out workflows to align with digital system requirements	Finalised SOPs for registration, inspection, and reporting Finalised Workflows	April - May 2025
4. System conceptual design and prototyping with DICT and the developer	System architecture and digital prototypes reviewed validated by TWC	June 2025
5. Development of the System	Functional digital system developed (front-end and back-end)	June – December 2025
6. Training of staff, childcare providers and relevant partners in ECCE, system testing and feedback	Training Report Feedback Report of Trial	December 2025 – February 2026
7. System refinement and upgrade based on pilot results	Updated system incorporating improvements from the pilot phase	February - March 2026
8. Capacity building of all staff and relevant partners in the use of the new system	Capacity Building Report	March 2026
9. Public sensitization and awareness campaign on the new system	Sensitisation plan	February 2026
10. Full-scale rollout system implementation, monitoring	System launched; Implementation and Monitoring Report	March 2026 - October 2026
11. Evaluation of System Performance	Final Evaluation Report	November 2026

Project Title

The Qualification of Early Childhood Care and Education Professionals:
Building Capacity

Goal

To strengthen the ECCE workforce through targeted training and capacity development initiatives

Objectives

To create a database and reporting framework that collects, analyzes, and shares statistics on ECCE training programmes and staffing standards for both Home-Based and Centre-Based Child Care Services.

Background and Rationale

Over the past decade, enhancing the quality of Early Childhood Care and Education (ECCE) in Seychelles has become an urgent priority, prompting the government to focus on professionalizing the sector. The Institute for Early Childhood Development (IECD) as the regulatory body for child care services has instituted comprehensive training programmes as part of its functions under the Early Childhood Development (ECD) 2022.

Since 2015, the IECD has spearheaded various capacity-building initiatives with remarkable success. The initiation of the first training cohort saw 115 unregistered childminders receiving training, leading to an increase in registered caregivers from 4 in 2016 to 111 registered childminders by 2024. To date, over 400 individuals have participated in training coordinated by IECD.

The introduction of Recognition of Prior Learning (RPL) initiative by Seychelles Qualification Authority (SQA) has further underscored a commitment to developing qualified professionals in early childhood care and education. In 2022, the first cohort of 26 graduates received their certification. A group of over 50 child care providers are set to embark on this programme in 2025.

The Tashkent Declaration of 2022 highlights the importance of not just recruitment and working conditions, but also the qualifications of early childhood workers as essential components in strengthening early childhood care and education (ECCE) systems. This recognition is in alignment with global trends that emphasize the necessity of a well-trained workforce to ensure quality educational environments for young children.

In response to these concerns, the Seychelles Framework on ECCE aims to create a cohesive strategy for implementing policies that enhance workforce training and development. However, the ongoing challenges related to data management and accessibility of statistics on trained ECCE professionals hinder progress. Fragmentation of information across various agencies complicates the assessment of workforce qualifications and the identification of skill gaps. Without cohesive data, it becomes difficult to make informed, data-driven policy decisions that can effectively strengthen the sector.

To overcome these challenges, Seychelles must prioritize the establishment of a comprehensive data management system that consolidates information about ECCE professionals. By doing so, policymakers can better assess workforce qualifications, identify areas for improvement, and ultimately advocate for heightened training standards. The ambitious goal of achieving 80 percent qualified personnel in registered child care services and Crèches/ Preschools by 2030 will require concerted efforts in data collection and analysis.

Description

The project will be implemented through collaboration between the IECD/UNESCO Category 2 Institute, the Seychelles Institute of Teacher Education (SITE), and the Seychelles Qualifications Authority (SQA).

IECD will lead the project's implementation, with SITE responsible for providing data on Early Childhood Care and Development training and certification.

As part of its leadership role, the Institute will engage with relevant partners to gather relevant data. The first step will be a needs assessment to identify the specific information required. This phase will also include the design of a user-friendly database system that facilitates efficient data entry, storage, retrieval, and analysis.

The next phase will involve data collection and integration. This will consist of developing standardized data collection tools, such as surveys and reports, that participating institutions can use to capture relevant information. Training sessions will be provided, regular audits will be conducted, and feedback mechanisms will be implemented.

The final stage will focus on reporting, advocacy, and dissemination of knowledge.

Budget Narrative

The budget is estimated at SCR 100,000 to cover costs for the following:

- Tools and methods for collecting Development and maintenance of a digital database system to track ECCE personnel, training participation, employment status, and other relevant statistics
- Training for project staff on data management and analysis tools
- Resources needed for periodic evaluations of the data collected and detailed reporting.
- Conducting meetings and workshops to engage relevant stakeholders
- Costs for creating advocacy materials and reports for dissemination among policymakers and educators
- Consultant fees for analysing data and report writing
- Travel and transportation expenses for personnel involved in training implementation and data collection across different regions of Seychelles
- Communication expenses for outreach efforts
- Contingency funds set aside to accommodate any unforeseen expenditures that may arise during project execution

Increased qualified child care providers and educators from 2025 to 2027 with updated shared information in a database system.

Performance Indicators

- A report compiled and disseminated detailing statistics on enrollment, graduation rates, and workforce demographics in all ECCE training programmes
- A user-friendly database developed and operational, containing up-to-date information on ECCE workforce in Educations
- Policy dialogue with key stakeholders



Implementation Plan

Key milestone	Output	Timeframe
1. Sensitisation of Partners & Stakeholders	Sensitisation Report	July – August 2025
2. Situational Analysis	A report outlining the current status of ECCE workforce including EC educator/professional mapping document	June to October 2025
3. Data Analysis	Data analysis report highlighting insights and key findings	November 2025 – January 2026
4. Develop a Database	A user-friendly, continuously updated Database	January – February 2026
5. Dissemination of Findings	Dissemination Report	February – May 2026
6. Submit final report of the project	Final Report	June 2026





“The Institute is dedicated to improving early childhood development by creating strong data systems, setting high standards, regulating and quality assuring child care, and using digital tools. We want to have more well-trained workers to support children’s growth and to create inclusive environments. These efforts will help children in Seychelles grow up safe, happy, and confident, ensuring a better future for everyone.”

Mrs. Shirley Choppy

Chairperson (ECCE Technical Committee – IECD-UNESCO Category 2 Institute)



SECTION III

IMPLEMENTATION

The National Action Plan 2025 -2024 is intended to translate current imminent ECCE priorities into realistic and realisable actions. The implementation of the NAP and the management of the projects within the plan is the operational responsibility of the ECCE Technical Teams in each sector. However the coordination of the plan falls within the role of IECD.

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. It supervises the implementation of the Plan, harmonises all the actions in the Plan, helps in strengthening collaboration amongst ECCE Sectors, liaises with other partners, and supports the sectors in executing their plans.

In partnership with IECD five ECCE Technical Teams set up within the Ministries of Education, Health, Local Government and Community Affairs, the Departments of Social Affairs, and Family Department. The Technical Team headed by a Chair has a major role to play in the enactment of the action plan. The Chair Team has the challenging task of leading the implementation of strategies within the Plan, making appropriate representations, building capacity, reporting on progress and promoting the Plan within their sectors and with other partners.

Collaboration

The collaborative approach which has been promoted in the previous framework is given added prominence in the SF_ECCE 2022. In effect, one of the goals of the Framework is to “renew collaboration at all levels of the ECCE System” so as “to reduce traditional barriers in the provision of ECCE and maintain a child and family perspective”. Collaboration is the guiding principle in the implementation of the NAP. It promotes three levels of relationship.

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

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

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

Positive inter-sectoral relationships, collaborative working practices and partnerships have been one of the major although complex forces which have produced some the dramatic changes in the implementation of ECCE in Seychelles that led to its designation as a UNESCO Category 2 Centre. With the pivotal role of IECD, this needs continuous strengthening through the National Action Plan to promote multi-level actions and a culture of collaborative professionalism and support.

Monitoring and Evaluation

The development, monitoring, and evaluation characteristics of the NAP is illustrated in Figure 1.3. The dotted lines represent the flexible start and completion of the three-year plan within the three components – development 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 Coordinating Committee comprising the Chairpersons of the Technical Team headed by the CEO of IECD.

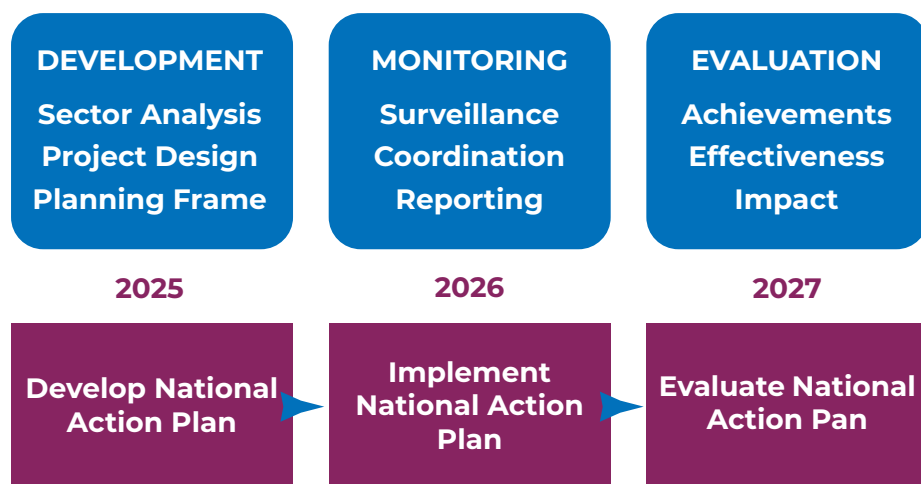


Figure 2: Monitoring and Evaluation (M&E)

Monitoring components

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

Monitoring strategies

There are three structural processes for monitoring: a) monitoring through surveillance visits, b) monitoring through the National Coordinating Committee (NCCOM), c) monitoring through an Annual Progress Report.

a) Monitoring through surveillance visits

- IECD carries out surveillance visits at least once every three months to track activities
- Sector Operational Plan are examined and implementation strategies confirmed, updated or reviewed
- Progress towards the achievement of related outputs are assessed
- A Sectoral Visit Report which assesses progress towards the achievement of related outputs is produced

b) Monitoring through the monthly NCCOM

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

c) Reporting

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

Evaluation Report - An independent review process of evaluating the National Action Plan is undertaken. A result-based framework is utilised. Inputs to the plan are factored in and accumulated evidence from the compiled reports are analysed. The achievement of the expected outcome in relation to the strategies for each project and across projects are assessed using project documentation and additional data collected from specifically designed research instruments. Also the level of impact of the whole plan is assessed and an Evaluation Report is produced as the final documentation of performance and results. This report is presented at High Level for endorsement and then submitted to the Cabinet of Ministers for information.

Conclusion

This National Action Plan (2025-2027) aspires to make considerable contribution to strengthening the ECCE system in Seychelles. It is the first three-year plan which embraces the SF_ECCE 2022 and the Tashkent Declaration and Commitment to Action (2022). As it continues its ECCE journey from Moscow to Tashkent to achieving Sustainable Development Goal 2030, it stays in tune with global trends, resonates with notions of the WCECCE 2022 for quality, partnership and investment. The project-based approach which has been effectively adopted is further acknowledged with specific emphasis on generating policy action, augmenting staff capacity, innovating learning programmes, enhancing service delivery, activating inclusivity, consolidation family involvement.

The National Action Plan responds to the complex challenges of integrating ECCE across organizational divides. It provides strategic directions to address key priorities in ECCE. It has become a reference point for sectoral interchange and interaction. With the collaboration of all ECCE Sectors and Partners, the charismatic IECD international leadership, and a strong High Level commitment, this National Action Plan 2025-2027 Early Childhood Care and Education is predicted to have significant impact on ECCE in Seychelles.







References

Government of Seychelles (2004) (amended 2017). *Education Act*.

Ministry of Education (2022). *Seychelles Framework for Early Childhood Care and Education*. Government of Seychelles.

Ministry of Education (2014). *Seychelles Early Learning Framework (SELF)*. Government of Seychelles.

Institute of Early Childhood Development (2018). *National Action Plan 2018-2019 Early Childhood Care and Education*.

Institute of Early Childhood Development (2022). *National Action Plan 2019-2020 Early Childhood Care and Education*.

Ministry of Education (2013). *Seychelles Framework for Early Childhood Care and Education*. Government of Seychelles.

Systems Approach for Better Education Results (2013). *Seychelles Country Report on Early Childhood Development*. The World Bank.
HandbookWeb site: <http://www.undp.org/eo/handbook>.

UNESCO (2022). *Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education*
<https://www.unesco.org/sites/default/files/medias/fichiers/2022/11/tashkent-declaration-ecce-2022.pdf>

World Health Organization (2009). *World Health Statistics 2009*.
<https://www.who.int/whosis/whostat/2009/en/>





Afterword

The National Action Plan 2025-2027 for Early Childhood Care and Education represents the collaborative endeavours of key ECCE Sectors, mainly Education, Health, Local Government and Community Affairs, Social Affairs, and Youth Sports and Family. The development of the plan has been coordinated and facilitated by the Institute of early Childhood Development (also and implementing Sector) to promote the holistic development of children and strengthen the ECCE system in Seychelles.

Six thematic areas address the issues relating to programme and service delivery, quality access, early learning and development, training and professional development, parents and families, and the policy environment. Linkages between the Seychelles Framework for Early Childhood Education (2022) and The Tashkent Declaration and Commitment to Action (2022) have been interchangeably linked to identify national priorities in consideration of emerging international trends. Through result-orientated, research driven methodology, the Plan increases focus on the needs of the ECCE Sectors with anticipated implementable strategies.

A collection of 20 projects has been included with contribution from each ECCE Sector. A monitoring and evaluation structure forms an integral part of the Plan. It is being supervised by IECD – UNESCO Category 2 Institute for ECCE and implemented by Sectoral Technical Committees. The inclusivity and equity agenda is strongly reflected in the NAP.



Dr Andre Leste
Consultant



1st Floor, Fairview House
Josephine Cafrine Road,
Ile Perseverance, Mahe, Seychelles



@iecdseychelles

+2484286565 www.iecd.gov.sc ceooffice@iecd.gov.sc

Petite Anse Beach, Mahe, Seychelles