



First International Biennial Conference on Early Childhood Care and Education

Building Resilient Early Childhood Care and Education Systems: Lessons of Experience

16 to 18 February 2017, Republic of Seychelles

REPORT

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ACRONYMS

BRIC	Baseregiona, Barnpedagogis and Anglia Ruskin in Cambridge
CCATS	Centre for Curriculum Assessment and Teacher Support
CEO	Chief Executive Officer
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECD	Early Childhood Development
ECI	Early Childhood Intervention
EFA	Education for All
EU	European Union
GEQAF	General Education System Quality Analysis/Diagnosis Framework
GLP	Group Learning programme
IBE	International Bureau of Education
IECD	Institute of Early Childhood Development
ILP	Individual Learning Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
MDG	Millennium Development Goal
MOH	Ministry of Health
MOU	Memorandum of Understanding
NGO	Non-Governmental Organisation
RISE	Institute for Reconstruction and International Security through Education
SITE	Seychelles Institute for Teacher Education
SADC	Southern African Development Community
SACMEQ	Southern and East Africa Consortium for Monitoring Educational Quality
SBC	Seychelles Broadcasting Corporation
SDG	Sustainable Development Goals
STC	Seychelles Trading Company

INTRODUCTION

In 2011 Seychelles staged the first conference on Early Childhood Care and Education under the theme “Starting Strong: Winning for Children” in which The Seychelles ECCE Framework was endorsed. In 2013, the second Biennial ECCE Conference was conceived: The implementation of national ECCE structures and activities were publicised and discussed, the first National Action Plan was validated and the Institute of Early Childhood Development confirmed its status as an ECCE institution. In 2015, the Third Biennial Conference was convened. This was a celebration of the achievements of ECCE in Seychelles, to discuss sectoral and cross-sectoral progress, to consolidate the collaborative process and to solicit partnership arrangements with organisations and individuals with strong interest in the well-being of Seychellois children. In 2017, the First International Biennial Conference on Early Childhood Care and Education was set up to launch Seychelles as a global hub for ECCE.

This event brought together over 150 national professionals, over 50 delegates from more than 15 countries, and renowned international speakers on ECCE to share knowledge and practices, expand on experiences, encourage peer interaction, place Seychelles in the global best practice context and build on strategies to address current challenges for improved service delivery. Led by IBE-UNESCO, the conference was organised in collaboration with the High Level ECCE Policy Committee in Seychelles, key ECCE Sectors, namely, Education, Health, Community Development and Social Affairs and was coordinated by IECD.

This report captures the three-day programme and associated side events of the conference under the banner “Building Resilient Early Childhood Care and Education Systems: Lessons of Experience” which took place on the 16th to 18th February 2017. The official launching on the first day and the ensuing presentations, interactive dialogue, and panel discussion on the second and third day have been synthesized to provide an overall view of the conference proceedings, the networking possibilities which has been established, the partnership support which has been promoted and suggestions to sustain progress in ECCE in moving forward.

The International Context

There has been an international movement to bring ECCE to the forefront of national agendas. Conferences have been organised, meetings have been convened and reports have been produced to educate the world about the crucial role of ECCE in the development of children and to motivate governments to realign or formulate policies, develop strategies, and implement plans for the improvement of ECCE, provisions, services and programmes.

The Dakar World Education Forum held in the year 2000 reaffirmed the world’s determination to continue to work towards the Education for All (EFA) goals that were established by the Jomtien World Conference on Education in 1990. In the Dakar declaration it was stated that increasing the quality of education would include expanding and improving Early Childhood Care and Education

(ECCE) (EFA Goal 1) so that all children will benefit from improved provision with measurable outcome.

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

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

The Seychelles Context

As part of the global challenge to improve ECCE provisions, Seychelles have made rapid progress in reforming and transforming its ECCE system to become sustainable and resilient. It has been a journey of determination, perseverance and true grit. At the heart of the change has been the garnering of national skills and expertise, knowledge and commitment to participate in the change process. High level political endorsement has been identified as the first move to advance the ECCE agenda; the establishment of a national policy framework has set the vision and has given the impetus for change and a leading agency has been legislated and it has worked towards integration and coherence. Selected priorities are being addressed through the National Action Plan; strong collaborative structures have been built; policy dialogue forums have been set up through research activities and there has been a strong focus on monitoring.

IECD in collaboration with national partners and ministerial support has played a synergic dynamic role in reinforcing, buttressing and refining the ECCE system in Seychelles. To ensure sustainability and resilience additional support has been proactively sought from private sector and from international partners. This has been mainly in the form of funding and technical assistance. Consultative sessions was carried out with a range of organisations on ECCE projects to capture interest and MOU's were signed and funds mobilized, technical assistance has been forthcoming from the World Bank and UNESCO. Funding as always is one of the fundamental challenges to making reforms, sustaining them and consolidating change. Funding for ECCE through advocacy campaigns, private and public sponsors, donor agencies, convocation of experts is being supported by local and international partners.

The International Bureau of Education is launching Seychelles as an international hub for ECCE in the First International Conference. This should provide the impetus to increase the level of programmes, to refine service provision, to build the human resource capacity, make qualitative changes, and aim for excellence in the ECCE system of Seychelles.

DAY 1: THE OPENING CEREMONY

There was an air of expectancy as the children's choir interpreted the inspiring song "The Road Less Travelled" to welcome the delegates and invitees. With warm greetings from the enthusiastic Master of Ceremony the official formalities of the conference began with the entrance of the President of the Republic of Seychelles and the observation of the protocol of the National Anthem.

With her welcoming remark, Mrs. Shirley Choppy, The Chief Executive Officer of the Institute of Early Childhood Development highlighted the global importance of ECCE and the need for Seychelles to step-up and to refine its ECCE Best Practice Model. Inter-sectoral, cross-departmental and international collaboration and coordination are strategies which has been reinforced and expanded to bring ECCE to this juncture in Seychelles. She valued this unique milestone event which brought together key representatives on ECCE from IBE UNESCO and 18 different countries, comprising of international delegates, local policy makers, professionals in ECCE, care givers and Non-Governmental and Civil Society organizations to share experiences and promote peer learning. She acknowledged the honoured presence of his Excellency President Danny Faure for his unwavering support and commitment towards the development of ECCE in Seychelles, and the privileged presence of Dr. Marope, Director of the IBE UNESCO for her continuous collaboration and guidance on critical issues affecting ECCE throughout Seychelles ECCE journey following the Moscow declaration. She thanked the Conference organising Committee for their dedication and hard work conveyed warm wishes for all participants with a special welcome for the overseas visitors to the beautiful island of Seychelles.

The keynote speaker, Dr. Mmantsetsa Marope, The Director of IBE UNESCO, led a standing ovation for His Excellency, The President of the Republic of Seychelles, Mr. Danny Faure, to stress the importance of this national occasion and the distinctive gathering of international experts for the cause of ECCE and the holistic development of children. She went on to bring out three main points of address: fragility in the ECCE domain, characteristics of a resilient ECCE system, and the enablers to build resilience.

She coined the phrase "fragility in situations" to describe fragility as not necessarily a state of collapse and disillusionment but rather a transient state which can be dynamic and can addressed through appropriate interventions. She gave examples of fragility in ECCE systems, with particular reference to GEQAF countries, where the system is fragmented, disjointed, and the services are feeble although this may not be related to the economic status of the country. She outlined some characteristics of fragility such as: legitimacy where in many countries ECCE is illegitimate; crisis of delivery when systems are without resolve; horizontal inequalities in the quality of services and the superficiality of access.

Conversely, she commended the Seychelles ECCE system in Seychelles as a robust with a clear definitive ECCE system with the power to stay the course and bounce back on its way to resilience and becoming world class, at least in Sub-Saharan Africa. She explained that resilience is built through its conceptual, legal, and institutional frameworks, its struggle for coherence and these are having an impact on the holistic development outcome of children in Seychelles. She expanded on the conference objectives to come together and learn from experience, share pockets of excellence from GEQAF countries, pinpoint pockets of fragility, decide where to intervene to build resilience.

She then went on to outline the enablers for resilience with specific reference to the overwhelming achievements in Seychelles. Global political leadership as demonstrated by The President of the Republic of Seychelles who was then the Vice-President in making ECCE his personal pilgrimage has been one of the indispensable strategic commitment in propelling the ECCE agenda from Moscow to Seychelles. This is followed by consequential global dialogue where the system is open to be viewed from the outside by international partners and critics. Third, by sustaining strong political and technical leadership stability of vision is maintained and coordination remains elevated. Fourthly, with technical confidence and resolve and through highly committed, and generous technical personnel, the transformation of policy into action has become very successful. Moreover, the adoption of a diagnostic implementation and monitoring strategies has led Seychelles bravely but elegantly to development a transparent, accountable, and resilient ECCE system. Dr. Marope ended her address by humbly acknowledging her personal and professional growth as part of the Seychelles ECCE journey.

After an interlude of poem by two primary school children lavishing in the beauty of Seychelles and captivating the vibrant Seychellois culture, Mr. Vincent Meriton, The Vice President of the Republic of Seychelles delivered his speech and stressed the commitment of Seychelles to children's development ECCE through social investment, political leadership, and national achievements. He found the opportunity to meet with experts speakers and have dialogue with brilliant minds an inspiring experience.

At the centre of the progress, development, growth, mistakes and challenges and lesson learnt are the Seychellois people, men and women and children who have earned their place in this process of transformation of the ECCE system in Seychelles. He reminded the delegates of the visionary prudence of past and present political leaders in placing children first in the adoption of policies: Former President René endorsed the Children's Right in 1981; his successor President Michel provided fresh impetus to the education of children by reinforcing the national theme in 2005 of 'Our Children, Our Treasure, Our Future'; the current President as Former Vice-President has been actively spearheading the ECCE cause from the first UNESCO World Conference in Moscow in 2010, he pledged to create an innovative and comprehensive framework for Childhood Education Development and Care. As testimony to the commitment of his Excellency, Mr. Danny Faure, Mr. Meriton listed some key immediate post-Moscow achievements such as the setting up of the National Early Childhood Care and Education Trust Fund in 2011, the establishment of the Institute of Early Childhood Care and Education in 2012,

the launching of two national action plans on projects and programmes for the different ECCE stakeholder organisations across health, education, social affairs and community development sectors.

Mr. Meriton placed the development of ECCE in the social context of collectivity. The impact of ECCE on social life and the society in general has been noted by ancient philosophers and is being scientifically proven by recent research. In this unstable, changing society and open society that we live in to-day, he exhorted all to renew our efforts to give our children the winning start to become joyful children, empowered teenagers and productive adults. With support through national agencies and positive experience at home, he made a special appeal to all parents to fulfill their responsibilities as primary care givers in the unprecedented and challenging social environment that we live in.

In concluding, Mr. Meriton expressed his appreciation to the outgoing chairperson of the High Level ECCE Committee, President Danny Faure and welcomed the incoming Chair, Designated Minister Macsuzu Mondon. He extended his thanks to members of the National Conference Committee, IECD, Lead ECCE Sectors, the Business Community and the Private Sector for their invaluable partnership. He conveyed his sincere gratitude to IBE-UNESCO for jointly hosting the Conference, the Nestle group for its support, and other international partners for their interest. He drew particular attention to the collective effort where each person has a role to play in ensuring that every child truly gets the very best start in life.

His Excellency Mr. Joel Morgan, Minister of Education and Human Resources Development in the launching of Seychelles as a UNESCO- IBE Best Practice Hub for ECCE expressed his pleasure to be part of this memorable journey of ECCE in Seychelles. He emphasized the educational and regulatory mandate of the Ministry of Education in regard to ECCE. He highlighted the strong political and policy leadership role of the High Level ECCE Policy Committee in charting the way forward and has brought ECCE to the present turning point with new dimension. The Institute of Early Childhood Development as an academic institution in its coordinating and advocacy, in collaboration with ECCE Sectors, has provided the means to drive the ECCE agenda, attract international interest and to become a focal point for sectoral interchange and professional development. He found pride in the accomplishment and remarkable progress which has been made in such a short period of time of ECCE in Seychelles. The launching of Seychelles as a UNESCO-IBE Best Practice Hub for ECCE is a historical event.

In signing the Memorandum of Understanding, IBE UNESCO and Seychelles will collaborate for the purposes of strengthening the capacity of IECD to serve as IBE UNESCO Best Practice Hub, strengthening the quality of holistic and comprehensive ECCE services in the country, and ensuring equitable access to quality ECCE services. IECD will also analyse and systematically document its best practice and share it through its own channel and the IBE channels, convene Biennial ECCE conferences for IBE UNESCO and GEQAF partners – articulate a Joint Framework For Action and use the conferences as a platform for the development of ECCE, assess progress and set new future agendas. With the technical support from IBE UNESCO, Seychelles will lead the articulation of common benchmarks well beyond the SDG 4 target for IBE UNESCO GEQAF countries, SADC countries and ultimately for the world.

Mr. Morgan thanked High Level ECCE Policy Committee for driving ECCE agenda with strong conviction and tenacity, and Dr. Marope and the IBE Team for having chosen and for choosing Seychelles. With the assurance that all concerned will take up their responsibilities, he expressed his great pleasure in officially launch Seychelles as a Best Practice Hub.

Through a Video Message the Director General for UNESCO, Mrs. Irina Bokova, expressed her sincere appreciation to join the President of the Republic of Seychelles in opening the International Conference for Early Childhood Care and Education. It is a reflection of the deep commitment of Seychelles to ECCE and the global leadership of Seychelles including the IBE. She commended Seychelles for its untiring efforts since the Moscow Conference to work towards increasing and enhancing ECCE, and in so doing having developed innovative practices and having gained rich experience to share, for the benefit of especially in South-South cooperation and working with the IBE. She focused on the World Agenda 2030 in which ECCE is the key for sustainable development involving comprehensive sustainable development Goal 4 on education which should guide all our efforts to ensure that by 2030 all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. This is the commitment which the world has made with the clear goal to leave no one behind and this applies to children with their rights and dignity, and with their development and empowerment. She thanked the Seychelles leadership and all participants for the goals shared. With good wishes for a fruitful discussion in the conference, she exhorted everybody to move forward together.

Following the video message, the ceremonial atmosphere was sustained with memorable manifestations of hope and joy. Groups of children interpreted a fairy ballet dance and performed traditional dances. The Designated Minister and Chairperson of the High level ECCE Committee, Mrs. Macsuzy Mondon, and the Director of the UNESCO-International Bureau of Education, Dr. Mmantsetsa Marope officially signed the Memorandum of Understanding (IBE UNESCO/Seychelles). As a pleasant surprise, Dr. Marope presented a gift plaque as a token of appreciation to the Chief Executive Officer of the Institute of Early Childhood Development, formally, designating the Institute as the “Centre” of the “Hub”. This was followed by a presentation of flowers to the President of the Republic of Seychelles. A medley of uplifting, rhythmic songs in the three national languages English, French and Creole was enthused by the Children’s Choir. As the session was concluding the feeling joy and aliveness permeated the room and culminated with a karaoke rendering of “We are the World” when all present stood up and joyed hands celebrating this momentous occasion with the humanitarian feeling of generosity, togetherness, and transformation.

DAY 2: SHARING KNOWLEDGE, EXPERIENCE AND PRACTICES

The Health Department of the Ministry of Health and Social Affairs in collaboration with the Institute of Child Development organised the sessions for the second day of the conference. The event had a targeted audience of over 130, including local officials from ECCE Sectors, the Institute of Early Childhood Development, Local Government, Private Schools and international partners from 18 different countries. The intention was to expand knowledge of child development concepts, share best practices, provide information on early childhood intervention (ECI) strategies, address current and future challenges of countries at different stages of development for sustainable ECCE systems.

Welcoming Remarks

In his opening remark, Dr. Bernard Valentin, the Principal Secretary for Health Department stressed the need for networking opportunities to share experiences and knowledge for improvement in regards to caring for the health of children across the world. He stated that mental and physical growth of children is a rapid and delicate process which influences the wellbeing of children. Optimising healthcare to provide best services and to have structures in place aimed at coordinating the best possible interventions and therapeutic services are means of mitigating risk factors. He noted that the recognition of Seychelles as a hub for ECCE indicates that Seychelles has made a positive worldwide impression.

Virtual Tour of ECCE in Seychelles

The comprehensive video presentation which followed provided an illustrative overview of the ECCE system in Seychelles. It featured the President of the Republic of Seychelles who made the political commitment to champion ECCE. Mrs. Macsuzy Mondon, Designated Minister and Chair of the High Level ECCE Committee, in her interview traced the policy direction of ECCE in Seychelles. With subsequent interviews interspersed with footage of children and ECCE professionals in action the remarkable ECCE journey in Seychelles unfolded. Through interviews of the Chief Executive Officer of IECD, Section Directors in the Institute, Chairs of Technical Teams of the four ECCE Sectors and other key officers, the main ECCE structures and strategies were explained. The visioning inspiration of The Seychelles Early Childhood Care and Education Framework, the strategic conceptualisation and establishment of the Institute of Early Childhood Development, the priority focus on children in the zero-to-three age-group, the collaborative working method, the policy research model and monitoring process were given prominence. From vivid footage of ECCE provisions, practices, services, programmes, and projects, milestone achievements over the past six years were outlined and some of the current challenges were described. Priority areas such as quality access, early detection, community involvement, parental engagement, data management were highlighted and associated challenges were acknowledged.

High Level Panel

The High Level Panel constituting of Key Providers of ECCE Services in the Seychelles and chaired by the Head of Learning and Quality Control of Seychelles Broadcasting Corporation (SBC) underscored the significance of the collaborative process. The discussion was structured around three issues: collaboration, private partnership, teacher conditions, and parenting.

Mrs Shirley Choppy, the CEO of IECD informed participants about the key role of IECD in facilitating the collaborative process. Although inter-sectorial coordination is a challenge, and IECD is not a service provider, nevertheless, it synergises expertise and brings all personnel together. Through a national coordinating committee that is convened to discuss all policies within the institute and issues in different sectors to address their impact on children's development, a robust collaborative structure has evolved. This is actively articulated by the National Action Plan which brings the different partners together. Dr. Bernard Valentin, the Principal Secretary for health Department added that since 2010, collaboration between the different local departments have improved. He indicated that the Ministry of Health (MOH) has a school health programme and an extended immunization programme which relies on the collaboration between health and education departments; he requested the assistance of other sectors to strengthen national collaboration. Mrs. Linda Melanie-William, the Principal Secretary for the Social Affairs Department confirmed that all sectors have been providing ECCE services and are currently working in a more integrated manner. Mr Daniel Frichot, Special Advisor for Local Government noted that working in partnership with the Ministries of Education, Health and Finance and the IECD has been essential factors in achieving community-related ECCE targets such as the provision of day care centres facilities.

Private partnership was also mentioned as an important element in the implementation of ECCE. Mrs Choppy elaborated on the funding mechanism through the Government of Seychelles but also from Social Corporate Tax system. However, additional funds, for example, to implement projects within the National Action Plan demanded more innovative advocacy approaches. Collective prioritisation of projects within the plan was carried out, consultation with a range of private organisation initiated when there was team presentation of the projects. Interested private organisations were invited in a special ceremony to sign MOU's. International funding of technical support has also been part of the partnership arrangement. Providing feedback to private funders on completion of the project was the way to ensure ownership and maintain success in the implementation of the projects.

The teaching condition, particularly the number of children and teachers, was commented on as fundamental to the provision of quality ECCE. Dr. De Commarmond, the Principal Secretary for Education emphasised the favourable situations in pre-school settings with a teacher-pupil ratio of 1: 20 children with the presence of a teacher assistant in the classroom. It was reported that teachers' education constitutes of Diploma Level Training, usually for over a 3-year period.

Noting that involving parents in the development and care of their children is being pursued by the Social Affairs Department, Mrs. William-Melanie described the pilot project being undertaken to engage parents through parental education session to equip parents with the knowledge and information to care for their children. In collaborating with the Ministry of Health it is anticipated the Parenting Education will become an integral part of the current Maternal Child Health Programme.

Keynote Address: Developing a National System for Early Childhood Intervention

Dr. Emily Vargas-Baron, Director RISE Institute, USA thanked and congratulated the Seychelles for the work it has done thus far in ECCE. She compared Seychelles to Columbia and Chile who have also had success in ECCE. She stated that Uganda and Myanmar, likewise, are leading in ECCE.

Dr. Emily Vargas-Baron focussed on the building of a resilient ECCE system and the need for all children to be included, for early access to primary education. She noted that Early Childhood Intervention (ECI) and Early Childhood Development (ECD) are interlinked concepts and that the difference between the two is centred on the approach which is adopted. All children, including those with special needs must play and work together in their natural environment, and research has shown that children benefit most in such settings.

The design of ECI programmes is necessary for children that require Early Childhood Intervention. The programme has to be interdisciplinary, inter-sectoral and integrated. She commented that countries without ECI, do not develop and perform well economically. She further added that in addition to nutrition and home safety, it is important that there is good stimulation for brain development, especially for special needs children between the ages of 0-3 years. ECI programmes do not have to be expensive, however parents' involvement and decisions are crucial to ensure that children do not enter institutionalized foster care, and experience abandonment.

Presentation and Sharing of Experiences, and Best Practices

This session consisted of two presentations: the first provided an overview of the Early Childhood Education (ECE) in Sweden and the second one offered a description of the implementation of ECI in Georgia.

Dr. Gunilla Dahlberg, in her presentation, gave some background information explaining the reason why Sweden is recognized as a country with one of the best pre-schooling systems. Early Childhood Education (ECE) started in the 60's with a very clear vision amongst politicians and across governmental departments. The building of a system where 90% of the one-to-two year-olds is enrolled in an ECE Programme was a hard and long struggle and care has to be taken to sustain it. Emphasis on stability of ownership, inclusion of outside partners, and good quality assurance formed part of the national conversation which promoted ECE in Sweden. Dr. Dahlberg focussed on the practice of ECE, in particular, on the importance of listening to children and developing competent children. She gave examples of ECE in problematic suburbs and the success of ECI when attention is given to diversity of culture and the involvement of children's participation in communities so as to value their creativity and the engagement that they show whilst respecting their freedom.

In the second presentation, Ms Rusudan Bochorishvili, Director of ECI Services at First Step Georgia, and Chair of Georgian Coalition of Early Childhood Intervention introduced her session with a Video showcasing the dramatic landscape and compelling sights by day and night of aerial Georgia. She went on to explain the circumstances relating to the appalling conditions and treatment of orphan children in institutions, during the early 1990s, across the Soviet States as factors which instigated the development and implementation of the National Child Action Plan in 2008-2011 aimed at reducing child abandonment and "gate keeping". In adopting the Early Childhood Intervention (ECI) model based on development and ecological approaches and living values, the children benefitted by becoming more independent, and functionally and socially advantaged. Moreover, parents whose involvement is required in the programme also benefitted.

Ms Bochorishvili made a plea for countries to develop ECI systems and firmly stated that it was necessary to change and adopt the Social Model rather than maintaining the Medical Approach. She explained that although paraprofessionals make services more readily available, empowerment of parents as well as their feedback are fundamental in service delivery. She also reminded participants that "No one will remain a child for ever; a child will grow up". Thus, implying the need to invest early and equip children with the skills they need to become competent adults.

The Neuroscience of Early Childhood Development

One of the highlights of the conference consisted of three presentations on the development of brain science in relation to ECCE.

The first attended to the relationship between brain development and learning and the need to structure information and conditions which are conducive to children learning. Dr. Paul Howard-Jones, Professor of Neuroscience and Education at the Graduate School of Education, University of Bristol, construed the role of the educator in early years as a facilitator in supporting brain development so as to achieve learning readiness in children who can

communicate their needs verbally, be enthusiastic, curious, can pay attention and are not disruptive.

Professor Howard-Jones outlined some of the main teaching approaches that should be considered to encourage self-regulation and other cognitive skills. Attention must be given to instructive learning environments, learning practices and processes, and teaching interactions that involve engaging, constructing and consolidating. Furthermore, he cautioned that with young children there needs to be special types of conversation that trains the brain and interaction which would build the basis for learning. He informed participants that children need an optimal level of arousal for basic communication but, which will be protective, at the same time. Therefore, it is important how educators teach because this defines how the brain processes the information. He stressed that teaching interactions has to be structured to increase the learners' motivation so that the learner becomes engaged.

To conclude he summarised his presentation to highlight the role of neuroscience and education research in confirming the importance of the early years for children's learning. He reiterated that high quality environments are critical to learning and the most important issue is the quality of interaction with adults (and other children). Moreover, he stated that scientific understanding of learning can help support and encourage high quality interactions between adult and child.

In the second presentation, Dr. Amedeo D'Angiulli, Professor of Neuroscience and Child Studies at Carleton University, Ottawa addressed the neurobiological basis of social, emotional and cognitive (socioemocognitive) structures in children's brain. He identified fundamental neuroanatomical and functional systems in the brain and mapped out the neural pathways for learning, for example learning words as social tools.

He introduced his studies on early childhood brain screening and intervention which showed that for children who do not have the basic skills in literacy, numeracy and writing, it can be predicted, based on their socioeconomic status that they will not perform well. He stated that using Early Childhood Intervention (ECI) is important in circumventing this. He showed that intervention in group setting is advantageous and helps to decrease the percentage of children who are at risk. He said that it is imperative to know when to make the intervention as time is crucial. Professor D'Angiulli reported that early intervention mostly work by cultivating efficient and resilient socioemocognitive structures through strong, stable, yet flexible neural description processes.

He concluded by underscoring the integration of the basic and the applied in Learning Sciences and stressing the need for evaluation of interventions since evaluation is a key primary part of Learning Sciences, and eliminates the divide between basic and applied.

In the third presentation by Professor Ross Cunnington, Queensland Brain Institute, University of Queensland discussed the notion of brain plasticity and early childhood brain development in children in relation to learning was discussed.

In examining brain plasticity and learning, he clarified that children are not born with all pathways intact. However, the pathways enable them to learn new things that we take for granted and connections between pathways are really important so the ways they are laid down are critical. He explained that the brain is capable of change, which are crucial for ‘laying down’ memories and he defined neurogenesis as the process of growing new brain cells, although neurons never regenerate, there are new neurons born in the brain.

The importance of exercise in promoting the production of neurons was also emphasised. He reported the results of experiment with rats where it was found that rats raised as pets performed better than laboratory rats, on tasks such as, sorting mazes (environment enrichment) than rats raised in isolation. He suggested that enriched conditions and environments promote synaptic connections and that brain plasticity shows that if there is continuous stimulation these pathways are strengthened. Hence deprivation is not a good thing for learning and neuroscience supports “enriched” early learning programmes.

Country presentations

Four countries made presentations on a situational analysis review of ECCE and gave a brief overview of the key challenges they face. This was part of the GEQAF initiative to develop action plan for the improvement of ECCE in the respective countries.

Cameroon

Mme Doubla Mairama, Inspecteur Pédagogique National, Ministère de l’Education de Base, located Cameroon within its geographical context and identified the three key ministries making ECCE provisions namely, primary schooling, child protection, and maternal child health, including nutrition. She outlined the legal framework guiding ECCE services and programmes from the constitution and general laws on trafficking and food security, to children’s legal documentation such as child protection and educational participation, to specific ECCE related documents such as the role of public institution vis-à-vis children in their early years, and the national framework for the holistic development of young children. Some of the strengths of ECCE in Cameroon are related to infrastructure of quality, the development of community pre-school establishment and interdepartmental exchanges. Some of the weaknesses revolve around inadequate curriculum, lack of pre-service training, poor intersectoral coordination. However, Mme Doubla reassured participants that there is a strong political will to strengthening ECCE in the Cameroon. A relatively high pre-school access rate has been achieved, a policy ECCE framework is evolving and coordination structures are being set up.

Seychelles

Dr. André Leste, Former Director for Programme Coordination and Research, Institute of Early Childhood Development, described the achievements of the four main ECCE sectors. The Education Sector with a high enrolment rate at pre-school level, a play-based curriculum,

qualified teachers, and a low pupil-teacher ratio has created good conditions for ECCE. Extensive coverage of the Maternal Child Health Programme with a low infant mortality rate and encouraging breastfeeding rate are testimony to the comprehensiveness of the health care system. in general, and the ECCE system, in particular, for the Health Sector. Within the range of services for children offered by the Social Affairs Sector with favourable children friendly and children's rights report much progress has been made in ECCE through the initiation of proactive child protection programmes, the implementation of risk indicator framework and the expansion of a parenting programme. With the construction of standardised pre-school facilities and innovative recreational community ECE programmes, the Community Development Sector is extending coverage and diversification of its socio-educational provisions.

In spite of progress made and the need to pursue high quality care and early education, Dr. Leste discussed some of the challenging areas of ECCE in Seychelles that would need persistent effort and continued collaboration, with IECD as the main coordinating body, to address. The reviewing and implementation of ECCE standards across all ECCE Sectors form one of the major tasks that need to be undertaken. Availability, analysis and management of ECCE data must become one of the priority areas which have been initiated and need to be pursued with utmost tenacity. Consistency and unification in programme development for children in the 0-3 age group and for their parents must remain high on the ECCE agenda. Building on partnership support by local and international organisations for financing and technical support must continue for effective gains in the ECCE system.

Swaziland

In locating the Kingdom of Swaziland in its geographical, political, demographical and economic context, Dr Sibougile M. Mtshali-Dlamini, Ministry of Education and Training, explored some of the restrictive factors which have been impediments in the development of ECCE in Swaziland. The low birth registration rate is an indication that many children are deprived of essential ECCE services. There is limited access to Pre-schools which are privately-owned with very high fees. ECCE does not feature in the Teacher Training Curriculum and a large number of pre-school teachers are either untrained or unqualified.

Dr. Sibougile explained that ECCE is the responsibility of the Ministry of Education and Training although actions related to health and nutrition are taken by the Ministry of Health and the Ministry of Agriculture which houses the Swaziland Nutrition Council. However, child protection is part of the mandate of the Deputy Prime Minister whose Office houses the Child Protection Unit. It is clear that the government of Swaziland recognise ECCE as fundamental for human development, and since human resource is Swaziland's main resource there is a need for the country to invest in ECCE and prioritise access to early learning and ECCE services.

The Kingdom of Swaziland through constitutional dedication to the children's rights has started a process towards the implementation of an Integrated Approach to towards the protection and promotion of the rights of children. All pre-schools are regulated by the Ministry of Education

and Training , Government has approved the awarding of scholarships to high schools graduates for an ECCE teacher development Diploma Programme. Government is encouraging and supporting community pre-school initiatives.

South Africa

Mr Suren Govender, Chief Director, Ministry of Basic Education introduced the Department of Basic Education as responsible for ECD with Ministry of Health and Social Affairs providing related services. Taking a historical perspective, he noted outstanding milestone achievements from pre-1994 to 2015 with culminated in the implementation of a National Integrated ECD Policy with appropriate frameworks, standards, programmes and structures for interdepartmental collaboration. He claimed that the Moscow Conference has been instrumental in helping the South African Government to renew commitment to ECCE, reinforce effective programme delivery and cooperation between sectors, harness resources and entice donors. The challenges were discussed in terms of quality, training and inclusion. Quality provisioning of ECD programmes, including those for pre-schools, particularly at community-based centres, need attention with increased collaboration between departments and consistent monitoring for improvement. ECD qualifications should be accredited and the conditions of service for pre-school practitioners should be reviewed. Adequate provision must be made for learners with disabilities.

DAY 3: WAY FORWARD

The Social Affairs Department in collaboration with the Institute of Child Development organised the sessions for the third day which consisted of two presentations: sharing experiences of open pre-schools and sharing knowledge about nutrition. This was followed by group discussion to tease out country challenges and roundtable reviews to solicit partnership support. Over 100 participants attended these sessions.

(Pre) Schools Without Schools

Professor Tim Waller from Anglia Ruskin University, Cambridge focused his presentation on the importance of taking children outside the confines of a classroom or school to let them experience and learn from what goes on around them. The possibilities for early stimulation and learning outside the classroom, in the community are endless and can provide additional benefits beyond the confines of the school. Although the current preschool mode of teaching should not be abandoned altogether, democratic engagement in early childhood to re-conceptualize public places as places for children has to be pursued.

Taking a historical perspective Professor Waller explained the notion that schooling has been associated with something that is done in a building and dates back to the 19th century as a legacy of primary schools, and, pre-school being a relatively new phenomenon has adopted this legacy. Pertinent questions need to be asked, with the present emphasis on ECCE, concerning what was the intention of pre-schools, whether we should continue to view pre-schools as a formal preparation for primary schools, whether we should separate children from the community and put them in buildings where they are not visible and not engaging with society or whether pre-school is a place for parents so that they can feel that their children are safe. More importantly, whether we should consider pre-schooling as a phase in its own right and valuable in its own right and should we focus more on the “being” rather than the “becoming”.

He also elaborated on democratic engagement in public places and why it is valuable for children, the community, and preschool teachers. The conception of the school that was being advocated had nothing to do with buildings, but rather with people and relationships when children could learn new things, interact and engage with the population at various locations including the preschools but also the market, library, the parks and so on. Adults sometimes put unnecessary barriers in the way of children and prevent them from carrying out certain activities. He questioned whether we were in danger of enclosing childhood by just keeping children in a preschool.

Professor Waller gave an account of the BRIC (Young Children, Public Places in Democracy) EU-funded Project which started in 2014 and is expected to end in 2017. It involves three countries namely Italy, Sweden and UK, and six pre-schools in each country to investigate how to engage children in their own civic society and what the implications are for the professional development of the pedagogues. Teachers, parents, and politicians were also involved in the project where children were taken to outside spaces regularly, such as, pavements, footpaths, libraries, museums, parks or forests.

Professor Waller noted the benefits of such a project. It has shown the value of dialogue and dissemination and networking between preschool teachers in one community and preschool teachers in three different countries. When children went to those public places, they explored the physicality of things around them, and also interacted by talking to people thus making them visible to members of the community, who engaged with them. The BRIC project was really helping children to think about where they live meaning they can begin to influence what actually happen there.

Nutrition in Early Childhood Care and Education

Professor José M. Saavedra, MD, Chief Medical Officer, Nestlé Nutrition & Associate Professor of Pediatrics, Johns Hopkins University School of Medicine, stressed the importance of nutrition as poor nutritional practices have detrimental effects on the immediate and long term development of children. He provided some statistics to show the extent of undernourishment such as deficiency in micronutrients and overweight or obesity. He demonstrated the huge inequity in food expenditure between an affluent and a poor family. The lack or unavailability of energy and protein leads to stunting and this affects growth and neuro-developmental outcome. He considered stunting as a major nutritional problem in lower and middle income countries of the world to-day despite considerable efforts to improve the situation. On the other hand, he stated, that obesity is becoming a major crisis in developing countries.

Strategic action has to be taken at the earlier part of life and will provide the greatest return on investment. The first 1000 days, which include pregnancy and the first two years of life when most of the programming (metabolic programming, how we manage carbohydrates, immunologic programme, sensory programming etc. are set early in life) are the most crucial time in a child's life. Since nutrition starts in pregnancy maternal under-nutrition has a detrimental effect on child development. It leads to smaller children, lower school achievement, reduced reproductive success and risk of obesity and a shorter life span. Interestingly enough, over-nutrition is not too different as it relates to chronicity leading to larger children with an increased risk of diabetes,

increased risk of obesity as well as a shorter lifespan. Therefore, the first 9 months of life in uterus significantly impacts on the long term health outcome of an individual.

Today at six months old children are receiving solid foods, most of which are nutritionally inappropriate. Data from US and China collected by the Nestle Group show that children are getting more calories and protein than they need and both of these are associated with increased risk of overweight and obesity. With regard to breastfeeding and formula, Professor Saaveda explained that food is today used as the most common sleep aid in the world, with mothers using food as a way to get babies to sleep. It could be putting the baby on the breast the whole night or bottle feeding them, thus increasing their amount of calories.

Eat habits also has and influence on healthy development. Eating with the family is not practiced anymore and families often opt to eat outside the home with the wrong food choices at the wrong place. Children are also less active as they are put in a play pen the whole day. Therefore, how we feed is as important as to what we feed. Behaviour is as important as the food we eat. Unfortunately the world has neglected babies and focused on schools, on children and non-adolescents and he suggested that the way forward is to ensure access to food for all and once this was covered to educate parents.

Achievements and Challenges in ECCE

Break-out groups were formed from participating countries to share country experiences and particularly to identify weaknesses in the ECCE systems. The presentation of the group work through country panels in the plenary session and have been synthesized.

Azerbaijan

The former Soviet State, with a population of over 10 million, marked its 25th year of independence last year and it has 44,400 schools, most of which have an enrollment of between 30-40 children. ECCE is under local authority which assumes responsibility for children's care, free of charge and the main challenges relate to the diversity and history of the country as a former Soviet State. There is a need to increase access and expand ECCE services across the country. However, the country supports the belief that pre-school education is beneficial to children's development and a pilot project to measure the benefits of ECCE was carried out. Evidence suggested that one year of pre-school increases performance and outcomes and boosted results, and, in 2016, the country launched a universal pre-primary education programme.

Egypt

The country has a National Strategic Plan 2014 -2030 and schooling provisions are made in government and private settings. The schools, which are single-sex, are spread across geographic regions and are compulsory, free of charge, with school meals provided. Fifty per cent of

children are enrolled in schools with thirty-two per cent of them in public school. The schools are staffed by female teachers up to grade 4 with two teachers in the classroom. Each region has its own Monitoring and Evaluation System, which covers all aspects of education provisions at district level. However, schooling in the early years is non-compulsory and parents pay a small fee for the services.

The education system faces a range of challenges not least because of the vast geographic expanse of the country where each of the regions has their own standards and indicators with their own monitoring and evaluation system and administration structures. As for ECCE, public awareness should be raised. Egypt needs National Standards for ECCE including new curriculum and educational guidelines with a unified administrative system and specific programme for the 0-3 which will include health care and nutrition and the inclusion of children with special needs. The country also needs to build the capacity of teachers and ensure that they are qualified. NGO's should be encouraged to participate in educational provisions, and private sector support should be sought to help with the high cost of infrastructural facilities.

Gabon

In this African country, provisions for children are still at an early stage. The Convention on the Rights of the Child has already been ratified, child court and ombudsman for children has been provided, and a health status registry for children is being established.

ECCE provisions are made under five different bodies and this aggravates some of the challenges in the development of an ECCE system. Curriculum review for holistic development of children, training of teachers especially specialised teachers for ECCE, lack of standards for the private schools where most ECCE programmes are delivered, a comprehensive health and nutrition strategy are burning issues and a National Policy and Coordination Framework is required to guide reform.

India

India's main challenge is how to address diversity in a country that is multilingual and multicultural. Inter-sectoral coordination can be complex as there are many political and bureaucratic structures involved. The country needs training in ECCE and teachers should be properly trained and prepared for ECCE. Also parental community involvement is very much lacking. Above all, there should be legislation to regulate a Framework for Early Childhood Care and Education.

Oman

Oman is a country of four million people and the main policies for ECCE are in place. However, there are considerable difficulties in the implementation strategies without a focal point for coordination and fostering synergy amongst different partners. Access to pre-schools is limited with no parental involvement when working parents do not have time to follow-up their children's education and development although 'uneducated' parents do show interest in their

children's education. The initial strategy to develop a curriculum for ECCE since 2000 has not materialised and there is no formal training programme in place for pre-school teachers and assistants. Coupled with this, the absence of a unified certification license is making it increasingly difficult to ensure standards across pre-schools, and thus the equity issues in terms of physical and human resources cannot be readily resolved. The country hopes to learn from Seychelles' experience especially on the importance of parental involvement and community awareness.

Saudi Arabia

Saudi Arabia focused on curriculum development and its importance in ECCE. The country is working with the Gulf Association and other partners to develop a new curriculum for government schools and this is being done through a process of consultation with all parties. The challenges relate to increasing the number of teachers substantial increase in seven years. However this has to be supported by a comprehensive review of policies and strategies in ECCE.

Botswana

The African country introduced a Standard One Orientation in 2010 of six weeks for children who are to be enrolled in primary school. It has also introduced a re-parenting programme for parents of children before they start school. The nation's challenges include inadequate staffing, lack of qualified teachers, absence of a coordinating organisation to bring together the three governing bodies for ECCE. It aims to partner with community and private sectors to develop a comprehensive ECCE programme.

Seychelles

The challenges for Seychelles is sustain the level of progress and make incremental gains on the achievements so far. There should be increased investment in ECCE and ECCE should be linked with national development economic planning to create a strong multi-sectoral financial ECCE financial plan with a new process for budgetary planning. Moreover, Seychelles should continue to strengthen its international collaboration for technical support to increase national capacity and develop partnerships among organizations to develop the ECCE management information system in combination with children profiling, program monitoring, evaluation, and reporting as well as action research and early intervention. At the same time, continued partnership with national organisations to support ECCE training of professionals and non-professionals: caregivers, child minders, crèches assistants, carers in children's homes of day care and crèches (health, nutrition, education) must be maintained and expanded.

The strengthening of community programmes comprise another set of challenging actions to promote involvement and participation. The Seychelles Government needs to increase access to child friendly community facilities and outdoor spaces with adequate standards and bring all partners together to develop community programmes, pre-school programmes and a comprehensive parent education programme adjusted to all cultural, lifestyle and educational needs.

Common Challenges

The session was presented by Mrs Shirley Choppy, the Chief Executive Officer of the Institute of Early Childhood Development in Seychelles who extracted the challenges from the country deliberations as common points of reflections to formulate a joint framework of action.

One point of concern which occupied at least four countries (Gabon, India, Botswana, Saudi Arabia) relates to a National ECCE Framework. It seems that although there have been a range of initiatives in many of those countries they have not been guided by a framework, Moreover, many of the poor coordination or lack of coordination of ECCE services and programmes are related to not having a framework which would suggest the collaborative approach to ECCE and the need for a central coordinating body which itself will have a legislative framework may need political directives. In addition, the drawbacks related to Monitoring and Evaluation will also be addressed as the framework will suggest the kind of structures to put in place to monitor progress and implementation.

Achieving quality ECCE also preoccupy many countries. For Egypt National Standards are needed; for Gabon there is a lack of standards for pre-schools; in Oman standards for equity in physical and human resources is necessary. These can lead to unaccredited training programme and ineffective ECCE programmes and without appropriate standards, supervision is spurious and quality assurance is limited. In Seychelles the emphasis is on overall quality but particularly in the community participation initiatives.

Insufficient financial resources affect other dependent resources. For example, Egypt is partnering with NGO's to support the high cost of infrastructure. Since pre-schools are fee-paying establishment in many of those countries, inequitable access is an inevitable result. This is the case reported in Egypt and Gabon. Also, lack of finance may be an impediment in the training of teachers (Cameroon) and employment of qualified teachers (Egypt). Technical support from other partners can also ease the financial burden an in Egypt Saudi Arabia for teacher training partnerships. Seychelles emphasises the need for national and international partners for collaborative support and assistance.

The Curriculum related to the development ECCE and improvement of ECCE programmes is a fundamental issue mentioned by all countries. In Azerbaijan, a comprehensive pre-primary programme has been initiated; in Egypt a new curriculum is needed for children in the age group 0-3; Curriculum review is envisaged in Oman to reflect the holistic developmental approach; Saudi Arabia has embarked on a consultative curriculum review with a special focus on ECCE; Botswana is developing a comprehensive programme for ECCE. Moreover, Pre-conception and Parenting programmes for empowerment and family support and intervention programmes for children with special needs and nutritional programme to counteract obesity and nutritional problems due to food shortages are also given prominence. It is evident that there has been a

shift in all countries to reshape their ECCE system to take into consideration integrated approaches and global trends and international best practice.

Roundtable Panel for Partner Support

Partners from RISE (Reconstruction and Internal Security through Education) Institute in the United States, the Nestle Group, the Seychelles National ECCE Trust Fund and The Seychelles Trading Company (STC) gave a panel briefing on building partnership support.

Mrs Vargas-Baron, Director of the RISE Institute was enthusiastic about the provision of consultancy and technical support to member countries on the development of an Early Childhood Intervention (ECI) System. With the success experienced in ECI and the vast knowledge of ECD, she can help countries to improve or set up Early Childhood Intervention services.

Professor Saveera from the Nestle Group offered his services in carrying out an education campaign on nutrition in ECCE to educate partners. Noting that it is important for clinicians, healthcare providers and policy makers, to start figuring out where to increase the returns on whatever investments that is made, Professor Saaveda said that society has to be convinced that investment in the earliest part of life brings the best results. He suggested that the way forward is to ensure access to food for all and once this was covered to educate parents on how and what to feed babies.

Mr Lambert Woodcock, the Chairperson of National ECCE Trust Fund outline the continuous support to fund ECCE projects in Seychelles. He referred to the Donor' Roundtable session which was organised with IECD for the construction of standardised day Care Centre. With the progress made in ECCE new financing arrangements efforts will be re-doubled to provide support for infrastructural facilities as well as increase investment in larger-scale projects.

Ms Veronique Laporte, the Chief Executive Officer of the Seychelles Training Company gave a briefing of the role of STC in the provision of healthy foods and its commitment to ensure food access to the Seychelles population. She gave an account of the financial support to all ECCE sectors including IECD in funding projects in the National Action Plan. With the transparent accountability process established by IECD, she affirmed that she has no qualms to pledge further financial support for the implementation of the next ECCE Plan.

The Way Forward

Dr. Marope traced the way forward by addressing five main questions:

- What is the significance of the Joint Framework for Action for Seychelles?
- How does Neuroscience contribute to improving ECCE?
- What is the major challenge in relation to the drug environment in Seychelles
- What are the risks of becoming complaisant?
- How can the education system of Seychelles build on the solid foundation of ECCE

With regard to the first question Dr. Marope considered the entire Joint Framework for Action as important since Seychelles will take the leadership in ensuring that the Framework is drafted, is well articulated, has the broad base ownership of the participating countries, and is effectively implemented. The Framework is a point of transition in leadership; it will transform the technical leadership of Seychelles from a national to an international status. It will test the delivering capacity of Seychelles beyond the country to the globe. In implementing the Framework, Seychelles will strengthen its monitoring and evaluation, and data management capacity. Seychelles has implemented all the frameworks required to build a robust ECCE system and Seychelles needs to gather solid evidence to track the impact of the frameworks and the programmes.

For the second question, Dr. Marope explained the contribution of Neuroscience to facilitating learning and cited instances of possible adverse consequences if this knowledge is not taken into consideration in ECCE. Neuroscience being at such an advanced stage with the support of technology that valuable information can be provided not only on the functioning of the brain but also in observing how learning occurs. This can be very helpful for the family, the parents, the teachers who are the facilitators of ECCE. On the negative side, certain practices with children at a very young age can have damaging effect on the child's brain and the facility to learn. As it was presented the formation of synapses or connections in the brain is highest at the early age of 0-3 years, and the environment can facilitate or retard learning. Moreover, the environment can be structured to prune the formation of the synapses depending on what is to be learnt. In contrast, without such knowledge certain debilitating practices occur which can have a damaging effect on the child's learning such as spanking or pressurising the child. Facilitators need to understand that there is a regular, healthy stress learning threshold, too much stress, which the neuroscientists refer to as toxic stress interfere with the child's capacity to learn. Without the awareness and understanding and application of those neuroscience facts in early learning the results can be damaging to human resource base of a country. Besides these deficiencies can have genetic and intergenerational impact which will threaten the development and social fabric of the society. Thus, the cutting edge research of the neuroscience is promoting the best practices in early learning and in the development of productive and empowered citizens.

The third question concerning the drug problem in Seychelles, Dr. Marope reiterated the findings of the neuroscientist, the need for a nurturing environment for early childhood children, and parenting education. The development of children exposed to negative role model, unintentionally, in the environment or by the parent can be a source of toxic stress, as coined by

the neuroscientist, and this can have a debilitating effect on development and social interaction. With the complexity of society today parenting need to be explicitly taught not just vicariously taught through observation as in previous time. Parents need to be aware of the dangers of negatively pruning children's brain functioning and they should structure their environment and modify their behaviour for positive learning experiences of their children.

The risk of complaisance and Seychelles not sustaining the excellent progress which has been made in ECCE evoked by the fourth question led Dr. Marope, from her long experience of working with Seychelles, to express full confidence in the human resource capacity and the tenacity of the technical personnel in ECCE. The strong sense of urgency coupled with the diagnostic implementation and monitoring culture which has been established reduces that risk to the minimum if it is there at all. However, the risk could be if that culture is not institutionalised and passed on to the next generation. Therefore, the people of Seychelles need a very strong succession plan to pass on this well-functioning ECCE system which has taken so much effort to build so that the new leaders and technicians do not take it for granted.

Finally, with reference to the fifth question on sustaining the level of ECCE achievement further down the educational timeline, Dr Marope pointed out some of the challenges to improve the effectiveness of learning opportunities through life and build on the solid foundation of ECCE. As part of the bigger picture a General Education Quality Improvement Framework has been designed for joint policy making to build a longer base from ECCE to the end of Senior Secondary Education in member countries. Strategies need to be developed to improve the results of the SACMEQ assessment (Southern and East Africa Consortium for Monitoring Educational Quality) by the year 2020. She clarified that Seychelles as many countries have accomplished the easier challenges, these are, having successfully placed resource inputs into schools, but, with the demands of the modern world it has become necessary to address the more sophisticated challenges and that may be related to the pedagogical approach to teaching and learning. It can be assumed that the current pedagogy is out of alignment with the needs of the complex education system of the 21st century. To redress this, a move to deep pedagogy and deep learning is required. However, she confirmed that although Seychelles is stagnating in achieving improved results at the higher end of the schooling system the results are not declining like in some other countries.

Closing Remarks

Mr Jean-Paul Adam, Minister for Health and Social Affairs, Seychelles expressed his pleasure and felt honoured that Seychelles has been designated as a best practice hub for ECCE. The key to this success is the good coordination amongst sectors and this has resulted in improved outcomes amongst the younger group. The conference has highlighted best practices and experiences from the participating countries across Europe, Africa, and the Middle East and these countries have committed themselves to invest in resources for ECCE.

Minister Adam noted that the presentation were enlightening and informative in learning about innovations in the learning environment for ECCE. Participants learned about the neuroscience-based approach to understand how a child's brain works which shows that a child's brain is infinitely buildable and with the right building blocks, the right platform, a strong base for education will serve them throughout their lives. He also commended the BRIC project where children are taken outside the classroom and school settings and use the natural environment and the community, where they interact with the public, as the classroom. On the issue of equity and nutrition, Minister Adam said it was important to ensure that the marginalized and most vulnerable, including children living with disabilities in society, also have access to ECCE.

In conclusion, he highlighted the importance of working and engaging with the private sector when developing ECCE and highlighted some issues that could be addressed to further develop and enhance ECCE. These include reinforcing/increasing training for personnel involved in ECCE, to further encourage engagement, interaction and coordination between government and its partners and to consolidate and institutionalize ECCE framework, which will ensure sustainability.

ANNEX 1: SIDE EVENTS AND PARALLEL SESSIONS

Seychelles Biennium Review Caucus: Critical Review on Progress and Achievements

The review caucus was attended by over 50 participants. It aimed at sharing the Status Review Report on ECCE from 2011 to date, discuss progress, achievements and challenges in ECCE. The event was hosted by the Institute of Early Childhood Development (IECD) in collaboration with the ECCE sectors and the United Nations Education and Scientific Organisation (UNESCO)-International Bureau of education (IBE). A panel discussion with the participation of the sectoral chief executives also formed part of the programme. The event was graced by the presence of Designated Minister Macsuzy Mondon and Dr Mmantsetsa Marope, Director of the UNESCO-IBE.

In his review report on ECCE, Dr. André Leste, the Consultant for IECD, introduced the status at the onset, namely, from 2010 to 2011, in terms of sectors: Education, Health, Community Development and Sports and the National ECCE Trust Fund. He subsequently shared issues and concerns pertaining to salience and integration - the former being political, academic and knowledge, and the latter relating to sector harmonization and coherence. Dr Leste underscored the importance of the reform process and explained how it had played a catalytic role in giving leverage to ECCE. This has been spearheaded by political leadership and policy direction which culminated in the development of the Seychelles Framework for Early Childhood Care and Education, structural adjustment and national action planning.

The achievements and progress for each sector and IECD were then shared in terms of publication, research, dissemination, policy environment and data availability, quality access, community participation, early learning, Child Protection Programmes, Special Needs, Parenting Programme, and Training and Professional Development.

Despite all the achievements, it was emphasised that there was still a need to improve certain aspects of ECCE to sustain the gains and ensure further improvement particularly in terms of data availability, programmes and finance. Dr. Marope concurred that technical leadership was imperative in abating challenges and encouraged Seychelles to consider a longitudinal approach to research to establish gaps in the system and thereafter take appropriate actions. The panel discussion centred on issues pertaining to day care facilities, adopting an integrated approach to ECCE, implementation of the early learning programme, substance abuse and prevention, and involvement of prospective parents in the prenatal programme.

Quality Evaluation in ECCE

Dr. Gunilla Dhalberg, from Sweden placed considerable emphasis on quality. At the beginning of her presentation, she asked the following questions for deep reflection: What do we really do when we talk about quality at different levels in our society? What is the teacher doing? How is that related to experiences of curriculum? What is the curriculum? What kind of philosophy is behind the curriculum? What kind of ideas do we have of the learning child and the learning teacher? What kind of ideas do we have about knowledge and learning? What kind of philosophy and ideas relate to affordances in the environment? She stressed that these questions are paramount when discussing quality due to the fact that quality is always contextualised both in relation to culture and to what kind of theories and philosophies are being applied within that context.

She reflected on the importance of allowing children to explore their environment through play. Children should be provided a learning environment which allows them to develop as thinkers and eventually doers. Unfortunately there is a general tendency to observe what has been termed the 'problem child' and researchers have classified more and more children as at risk and in need. If society continues to see children from this perspective this will become very problematic as this so called 'lacking child' is a child with lots of potentialities, with the inherent capacity or ability for growth and fulfillment.

Dr. Dhalberg argued that if educators continue along this same process, students' potentialities will not develop to their fullest. She referenced to Louis Malaguzzi who averred that, "All children are intelligent, and all children are competent". This means that all children despite ethnicity, social class, functional variations, they all explore the world in their own way. Malaguzzi exhorted that as educators we must provide children with the environment that will allow them to develop. Moreover Malaguzzi mentioned that children can become more intelligent and competent if teachers and parents work together with them at constructing learning environments.

Dr. Dhalberg also underscored the importance of ensuring that any projects related to this stage should be continuous and also that the ideas are developed together with teachers, teacher educators and those at University. She made reference to the different experiments being conducted with regards to constructing new spaces for learning that encourage children to experiment with many different languages and expressions and also the need to take care of their potential and meaning making. In order to do this, researchers need to go out to do research to know what is really happening in the field. Along the same line, different stakeholders should also construct networks to ensure that the work being done is shared and that all are working towards the same vision.

Dr. Dhalberg also placed emphasis on pedagogical documentation which she has tried to do with teachers. Pedagogical documentation is basically using what has been recorded to reveal the learning within the documentation. In essence, what makes documentation pedagogical is the careful, iterative process of examining and responding to the interplay between learning, the educator's pedagogical decisions, and the student's role and voice in the learning. Based on this method of documentation, Dr. Dhalberg cited that while working with teachers in the network mentioned earlier, discussions have been raised with regards to working with competent children. When working with these children, do teachers really listen? She also talked about the concept of exploring teaching and the need for teachers to ask, 'What kind of teacher am I? Am I, as a teacher, really listening to children and do I know what is really happening when I am working with them at pre-school level?

The classroom environment was another topic elaborated upon by the presenter. She discussed the issue of class size, making reference to Sweden where teachers still complain about having too many children in the classroom, and today have around 20-25 children in a class. However, she pointed out that there are however 2-3 teachers working with these children. Furthermore, Dr. Dhalberg mentioned that some teachers wanted a classroom environment which is very vivid where all children could have a chance to explore the different corners in the classroom. She noted also the amount of work the teachers had to do in the video viewed in order to make the different corners were children may explore. She focused also on the teachers actually using the children's ideas and how children could be fantastic educators for each other.

She concluded by reiterating that children are not passive learners and they should not be educated in this way as this will not help in their overall development. Children should be allowed to explore the world they live in and allowed to interact with others their own age in an environment which is rich and conducive to learning. Educators should do their utmost to provide such an environment and at the same time give children the opportunity to facilitate their own learning instead of telling them what to do. Children are intelligent, can make decisions based on the situation they are placed in (right or wrong).

Future competencies and Future Curricula

The audience for this seminar comprised around a hundred stakeholders: Sponsors of ECCE Projects and Programmes, Education Representatives, including High Level Officials, School Leaders, Teachers, Day Care Operators and assistants and students from the Institute of Health and Social Services.

The Seminar outlined the changes in the workplace, lifestyle, learning and living in a global society dominated by a knowledge-based economy rather than a resource-based one. It explored the implications of that shift for education and employment with the most serious impact on the curriculum as the major change is the move away from learning content and from assessments that challenge students to remember and reproduce what they have heard, read and written.

The presentation also explored changes in modern day regarding technology and digital advances, and the need for teachers themselves to be digitally savvy in order to develop autonomous learning skills for themselves and their students. The challenges for the curriculum, which is another vital aspect of those changes are quite significant. The transition itself is a large-scale operation and there are implications for teaching and learning, and assessments.

Dr. Mmantsetsa Marope, Director of the UNESCO-IBE introduced the session by stating that the focus on Early Childhood Care and Education is through the General Education System Quality Analysis/Diagnosis Framework's (**GEQAF**) initiative with its quest for relevant development of quality education vis-à-vis global policy statements. Challenges such as lack of the required competencies of employers, employees and the society, inadequate competences for high tech companies, the value orientation of the young people have to be addressed and this become more difficult when parliamentarians are saying that their country is lagging behind in economic growth and stakeholders are not strategically positioned to be high players to drive productivity, equity, peace and harmony.

Dr. Marope acknowledged Mrs. Fiona Ernesta as the person who has been liaising with UNESCO and anchoring the development dialogue in Seychelles through questions, such as: What are the competencies required? Where is Seychelles trying to go? The main point Dr Marope made was that there are converging pressures demanding foresight and capacity to prepare for the future with seriousness. In that introduction, Dr Marope also referred to "Education Fast Forward", which has ideas that can help lead the transition from knowledge-based to competency-based debates. However, one of the most important questions remains: 'What are the implications for future competencies?'

A Competency-Based Curriculum: the Transition from Content to Competence

Emeritus Professor Patrick Griffin, from Australia started his presentation of a few slides with graphs showing changes in industries over time. He showed the increasing demand for social skills, and non-routine services, the emergence of new forms of employment, and use of computers. He claimed that jobs started to disappear – he gave the example of a bowling alley where the bowling pins had to be picked manually and now has a computerized mechanism for re-lining. As a result of technology, many things have changed, ways of thinking, ways of working, working tools, ways of living, literacies, competencies and character attributes. One key focus is that it is imperative that teaching would change because needs would change. He proposed building skills by scaffolding. How skills and competencies develop and grow equates to development progression, which is vital. A competency-based Curriculum, Professor Griffin emphasized, calls for the reviewing of stem competencies that people would require.

Professor Griffin then explained that Early Childhood requires careful thinking; beyond 2017 to 2030 when the early childhood children of this year would be adults – critical questions needed asking:

- Will they be the same kind of teachers we have today?
- Will we have the same classrooms?
- What will the teachers have to teach?

Another key element is the teacher, as a crucial factor, is changing too, and most significant question the professor elaborated on was: “What point of teaching if students can Google in 10 seconds, 10 times faster than the teacher is teaching them, or why have a curriculum that students do not understand what they are expected to learn and teachers cannot explain to them? It is important how the curriculum defines society’s expectations, that is, a curriculum for the citizens of the global world and this change is set to bring about the 4th industrial revolution.

Matters of high consideration are the fact that whole class teaching will become an impediment, while differentiation would be a must. Teachers then should be seen as experts – providing expert transmissions, interactions so that both teachers and students become automatous learners. Assessment is considered as another key issue. It would consist of multiple sources of information about the student and this would be particularly about how much progress the student has made, or the learning progression of the student. He advised that internet has some useful references for such types of assessments.

Professor Griffin provided a definition for ‘Competence’ as he claimed that the English Language is sometimes confusing where words like competency, competencies, skills and abilities, are used interchangeably. ‘Competencies’ is defined as (using the language of mathematics) an accumulation of skills, knowledge, attitudes, values and ethics (hidden traits).

A ‘learning progression’ was also defined as having the evidence to do, say, make and write, so that we can say one is competent. Teachers have to improve the quality of what students can do, say, make or write.

A new structure for an assessment was also presented in which evidence was vital. The important question was ‘what would be the evidence the students demonstrate’ as opposed to the read, remember and recite curriculum which was based on content. Competency-based curriculum focuses on the identification of outcomes, knowledge, skills, attitudes and values that a student needs to learn to a level of proficiency to be able to move to higher levels of learning. He stressed that learning progression is at the heart of a Competency-based Curriculum. The example of holding a book the right way, to reading multiple sources and comparing persuasive strategies was used to show learning progression. Two important questions were then found to be critical. What about the best student? Where would she/he be on that scale of learning progression? What about the struggling student? The steps to show the process was explained through examples using excel spreadsheets on which a teacher would have the learning needs, the objectives, the learning time, and there would be indication of how to address diversity in the classroom. There were also indicators of quality (criteria) to describe various levels of learning placed according to levels of

difficulty - an activity that teachers undertake by using sticky notes with criteria on the wall. An example was again provided with the situation of a Grade 1 class using play dough – the assessment then would result in 3 pieces of vital information:

- What has the student learned?
- How much in terms of progress?
- What is he/she ready to learn next?

The second part of the presentation proceeded with Professor Griffin presenting the book about ‘Assessment for Teaching’ of which he is the author. The book also refers to developmental growth models. He explained that sometimes no effort is made to understand what students can or cannot do and negative statements are made by the teacher. Professor Griffin continued by explaining that his own experience consisted of not producing a percentage score or a grade, but rather describing the level of sophistication and then scaffolding around that level. He kept stressing that competency is about the skills, what the student can do and what he/she is ready to learn, and not about scores, which mean nothing unless compared to other scores.

Professor Griffin used the example of his country, where schools are encouraged to test students twice a year; in March and October, intending to see growth around the competencies – then they map out a development of progression. He explained that surprisingly enough some students do not do well between March and October. Teachers are urged to understand that every student can learn and that they should not pitch instruction to the middle group only, leaving the high and low ability students stranded. This would lead to boredom or discipline problems.

The presenter went on to caution that the transition from content to competency is hard work; it is particularly tough for the first two years, where a lot of work is bound to be undertaken outside the classroom or at home. Then in building on what the students have learnt teachers can work with small groups. Experience has shown that the amount of work that students produce is staggering. Dreyfus’s taxonomy can be used to show how to write rubrics and differentiate between a novice, one who is competent, an expert and a master. Other references were made to work done by David Creswell and Lauren Anderson, who re-wrote Bloom’s Taxonomy and developed a very important framework. As an example, Professor Griffin used the analogy of the seat belt law to explain the framework regarding change: Rejection, Reception Response, Compliance, Value, Organisation and Characterisation.

Regarding continuous assessment Professor Griffin remarked that it has to be given its real value when one can talk about assessments and profiles and get champions to support it through propaganda, and parents and teachers understand what the learner can do so that the change can be brought about without threats.

Another example chosen was the ‘Broken Key on the Calculator,’ where it was explained that the task required problem-solving and that demands attention to the basic structure of number systems. Teaching through problems is a means for students to construct Maths Concepts.

Through the example of problem-solving, Professor Griffin again cautioned not to write more than 4 levels of quality when writing the criteria. The rubrics can be an assessment instrument as well as a monitoring instrument used to follow the progression of the students. Furthermore, he warned that assessments should be reliable, and valid interventions that should take place should be a 'Group Learning Programme' (GLP), instead of an Individual Learning Programme (ILP).

Reacting to questions from the floor focusing on schools being result oriented and oriented towards assessment of knowledge, Professor Griffin commented that going through curriculum statements is a good start and words like "satisfactory", "significantly" should be discarded. He recommended that verbs should be changed to things one can do, say make or write, and stressed on the removal of all the adverbs and adjectives. In the same vein, Professor Griffin referred to John Heddy's book: 'Visible Learning' which advises on how to make the verbs visible and to get rid of all the qualifiers. The first word in the indicator must be a verb and should be bold. He further advised that Bloom's Taxonomy contains hundreds of the verbs to use.

Responding to the fact that in the last year, a new curriculum was introduced at Early Childhood and parents were met to discuss the new way of reporting through profiles, Professor Griffin related his own experience when he started with competencies in the 1980s. There was the need to explain to parents about skills, the next step, comparison to other classes/levels rather than comparison to other students. At the same time, using the rubrics for assessment, one can easily show where the class is and where the student in question is in comparison, as well as what the student is ready to learn next.

He concluded by explaining that he had thought that the seminar would be delivered workshop style, and he had prepared as such, as he believed some ideas would be better explained through practical work. He has organized a workshop with people from Centre for Curriculum, Assessment, and Teacher Support (CCATS), for the following day.

The participants reacted positively but also pensively to the presentation, particularly because of the concern pertaining to the reviewing of the curriculum which has been undertaken in Key Stage One and have started in Key Stage Two. At the same time, the important lessons of understanding that competency-based curriculum is all about skills, abilities, knowledge, attitudes and values; in other words, what students can do, see, make or write about, to absolute proficiency, has been driven home. It is also possible for a teacher to construct his/her own rubrics for assessing students' learning through the process of scaffolding and being clear about what the student has learned, and what the student needs to learn next. From this seminar, it can be assumed that participants are likely to have a clearer understanding of the transition from knowledge-based to competency-based curriculum as they grapple with the impending curriculum review.

Early Brain Development

Chairperson, Mrs. Mariette Lucas, from the Ministry of Education, Seychelles, in her welcoming remarks introduced the key speaker for the session. Professor Paul Howard-Jones is a Professor of Neuroscience and Education with the University of Bristol, where he leads the MSc (Education) pathway in Neuroscience and Education. In attendance was a dynamic group of around 100 participants from diverse professional backgrounds, including health, education and social affairs.

Professor Howard-Jones' presentation focused on the following:

- The mind wandering network and how to engage the thoughts of learners onto what is happening in the present
- How to provide new interventions and new approaches to teaching
- Understanding what teachers are doing already and helping them to do it better
- How educational neuroscience can help solve the core problems in education

Professor Howard-Jones started his presentation by providing a brief explanation on the “default mode” or “Mind Wandering” Network and explained that it is a state when the mind starts thinking about things like what one might do later, for example, what we are going to eat or what’s on TV tonight. As educators, part of the job is to stop this from happening by externalising students’ attention to what is happening in front of them, being in the moment. One of the ways to do this is by combining learning and games together. A study found that the more learning became a game, the less the “default mode” network was activated, and the better the performance on an exam. Neuroscience is providing some new breakthroughs into how learning takes place, and can provide educators with new ways to improve education in general.

Professor Howard-Jones also mentioned that there are myths surrounding the way the brain functions and neuroscience is bringing authentic science to dispel these myths. He put forward a question related to a common belief regarding having sugary drinks and snacks at tea break and impact on concentration. His answer was that it increases concentration for a short period but studies conducted in this area have produced diverse findings. Professor Howard-Jones also asked if it is important for teachers to identify each student’s learning style, either visual, auditory, etc. Most participants agreed that it is important. However, this, he said, is another common myth. Although we all have different learning styles, there is no educational, psychological, or neuroscience evidence indicating that it is beneficial to teach according to each individual’s learning style. The brain is so interconnected anyway that if we are shown a picture of a bell, that part of brain that hears sound will automatically activate and we will automatically hear the bell ringing even if there is no sound in the room.

Professor Howard-Jones reflected that there are good economic reasons why we should invest in early education. According to him part of the argument comes from neuroscience; we learn by making connections between neurons. There are about 86 billion neurons in a human brain, most of which are formed during the first six months after conception. We remember events or retain information when connections (synapses) in the brain, change. These changes in the connections between neurons, termed 'synaptic plasticity' occur at all ages. However, proliferation or pruning back of these connections happens in 'waves' and mostly during sensitive periods when children are more likely to be able to learn. There are many sensitive periods during early childhood. For example, when a child hears particular sounds during the first six months it is much easier to tell the difference between them, later, when the child is using language. There is a good argument therefore, that early learning is foundational, when the brain is tuning itself for further learning. As you learn, you are learning to learn, you become more capable of learning.

He acknowledged that self-regulation, the ability to regulate one's emotions and thinking is absolutely key to all of the qualities we would like to instil in children. Social skills and the ability to regulate attention and emotion are what facilitate teaching and learning activities in nurseries and later on as well. Children are not born knowing how to self-regulate. It is something they must learn. This was exemplified through a video from a TV series called "The secret lives of four year olds" a project which he is working on in the UK. Children were attached in pairs by a paper chain on their wrists and had to play without breaking the chain. There was a prize at the end for the pair(s) who did not break the chain. This requires a lot of negotiation. The children had to learn to suppress their own emotional arousal and cooperate to maintain the performance they needed.

In illustrating how quality early years' education and care produce emotional regulation, the example of the EPI Project carried out in London was given which involved 3,000 children from 141 settings. The children's development was tracked from three to seven years of age. The study found that the key indicators of quality were qualifications of staff, the proportion of trained teachers on the staff, warm interactive relationships with the children, settings that view education and social development as complementary and of equal importance, and interactions typically associated with 'teaching'.

Professor Howard-Jones emphasised that structured activities train regulation and attention. An example is a shared learning task where children listen to each other or talk to each other about what they are finding in a book. One child has to be the listening child, hence encouraging turn taking and helping children to learn to control their emotions and sustain attention.

With regard to what neuroscience is informing us about special interaction, it was shared that it is in three separate phases. First of all, children have to be engaged in finding something that interests them and which they enjoy. Then they have to be helped in constructing their thinking around that; that is, what they know already. We need to be aware of what they know already to be able to build on that. ‘Scaffolding’ is the term used; putting one thing on top of the other and then consolidating that learning, making sure that fresh learning becomes permanent and easily accessible.

He contended that engagement is an emotional experience. There are also some emotions that attract us in engaging in some activities and there are some emotions that distract us from engaging in an activity. The teacher and the students have an important role in constructing brain function and connectivity, even its structure. It is important for students and teachers to be aware of that because it encourages a growth mind set; children know that even if they do not know it today, they might be able to know it tomorrow. If you do not have that growth mind set, to think that if you work hard you can learn, that basically interferes with your ability to engage, thus reducing your resilience. It is important for students and teachers to know that the brain is plastic and learners can hence construct their own brain.

With regard to constructing thought, Professor Howard-Jones elaborated that students know it has to be built on what they know already and teachers quite often have to help students make connections with that prior knowledge. It depends on frontal circuitry which is not well developed in children. Neuroscience indicates that the younger the child, the more difficulty he or she is going to have in making connections between the new knowledge and the old knowledge and the more support the teacher will have to give him to make these connections. It is very important that these connections are made; otherwise the knowledge does not have any meaning. It sits there abstractly, connected to nothing they have experienced before and as such it will never be consolidated or become permanent.

He added that when constructing learning with children, the brain is multi-sensory. It is quite difficult to find a region of the brain which is only sensitive to sound or only sensitive to vision. The brain is designed to respond to sound, vision and touch. There is a good case to make, and this is seen in the neuroscience, psychological and educational evidence that children learn more effectively when they are given multisensory stimulus, given something to touch, to look at and to hear.

In the same breadth findings from neuroscience also indicate that we communicate a lot unconsciously. This occurs through something called mirror neurons. The mirror neuron system actually encourages us, or provides us some unconscious mind reading ability where the contents of the child's mind, attitude, including his enthusiasm and interest in the subject are being communicated to us - either he likes it or not. Therefore, it is always important for us to be confident in what we are saying and to understand the concept we are trying to communicate, but also to be enthusiastic and interested so when we see things that we find interesting, we need to point them out because a child will be immediately interested in them because we are also interested in them.

Professor Howard-Jones explained that knowledge in the frontal lobe is temporary and requires a lot of effort to remember it. Therefore, it is very important that knowledge is consolidated, made permanent, meaningful and accessible. For that to happen we need to get children to practice and rehearse those ideas or given activities. Discussing them with others, expressing it in new forms, all of these things can consolidate learning, helping them store the knowledge in different ways. Our brain stores information in different ways and when we practice it or rehearse it in different situations, we are actually making different representations of it. How helpful an idea is will depend on how many versions of that idea we have got.

It was emphasised that sleep is very important for consolidating learning. In the middle of the night when dreaming, our brain comes alive and reactivates the representations that we experience during the day. Scans showing brain activity during the waking experience compared to sleep showed that when we are sleeping and consolidating our memory, the posterior part of the brain is more accessible and we are less likely to forget, hence making the information more permanent.

Professor Howard-Jones elucidated that children can learn the number sequence quite quickly, for example through a song first, which usually does not mean anything to them and they really do not understand the mathematical significance of these numbers. What they can do automatically, without any training is the ability to grasp a sense of quantity for small numbers up to around four. The more parents and teachers talk about numbers around children, the more the class are talking about numbers, and the more likely it is that a solid basis is formed for later mathematical learning. In order for these interactions to occur successfully, the three stage process: engaging, constructing and consolidating, is all-important. Learners should be given the opportunity to practice the new knowledge until it becomes automatic.

According to Professor Howard-Jones, learning to read radically rewires the brain. There is a part of the brain called the Visual Word Form Area, which actually is not an innate brain reading area. This region is not about reading, but rather for recognising objects, recognising faces. As we learn to read, it becomes more exposed to print, so part of the brain becomes more sensitive to print than other regions of the brain. The opposite region of the brain becomes more sensitive to objects and faces. Rewiring is important because it ensures fast letter recognition and enables the letters to match with the sounds more efficiently. That rewiring starts with exposure to print. So, being

surrounded by books and being surrounded by adults who are interested in reading and engaging the child in looking at print is an important beginning in their understanding of how to read.

In conclusion, Professor Howard Jones stated that in line with neuroscience in educational research, the early years are very important for children's learning and development. The most important quality issue is the quality of interaction with adults and other children, and those interactions need to be mediated by adults. It is just not the content of these interactions in terms of what is being taught, but actually having the experience of interactions that train regulation and attention that provide the basis for future learning. Scientific understanding of learning can help support and encourage high quality interaction of the right type that engage, construct, and consolidate learning with students.

Outdoor Early Education / Sharing of Best Practices Internationally

The session on Outdoor Early Education and Sharing of Best Practices Internationally was conducted by Professor Tim Waller. It involved presentation by the professor, group discussion by the audience, presentation by group leaders and question time. The audience comprised Primary Teachers, an officer from the Student Support Services of the Ministry of Education and Human Resources, Head Teacher of Secondary School, child minders, nurses, trainee teachers, representatives of the private schools and lecturers from the Seychelles Institute of Education. (SITE) This event was made possible by the partnership of the Ministry of Education and Human Resources Development in collaboration with its international and local partners.

The main objective of the presentation by Professor Waller was to enlighten the Seychelles audience of the importance of early childhood play and exploration experiences in the Outdoor Early Childhood Education (BRIC) in the United Kingdom. At the end of the session, the delegates had to reflect on whether the BRIC Programme could be adopted locally in the Seychelles context. BRIC simply stands for the acronym of countries involved in this programme. (Baseregiona-Italy, Barnpedagogisk-Sweden and Anglia Ruskin in Cambridge UK.

Professor Tim Waller who has had long years of experiences and research in early childhood in the United Kingdom spent the first hour of his presentation talking and presenting to the audience slides of Europe's outdoor exposure and experiences with young toddlers namely in the UK, Sweden and Italy.

At the start of his presentation, Professor Waller remarked that schools are not good enough unless the staff make good use of outdoor facilities, hence the importance of taking small children out to play and explore outdoor facilities in their surroundings which could mean just a walk on the pavement or a visit to a nearby park or library. According to Professor Waller, the benefits of such physical activities are holistic for children's health and well-being. In turn, adults also benefit from taking children out.

The BRIC Programme in Europe offers children the chance of exploration of and exposure to their surroundings. It is important to note that BRIC has the full support of parents, ordinary citizens, teachers and politicians in making it a reality. It is seen as children's civic value of participation in society. The only negative critic that BRIC has had so far is the fact that the public complains of children dirtying the environment by leaving chalk marks on the pavements after their visits but then this gets washed away.

Professor Waller firmly asserted that taking children to the same place over a period of time helps them create a relationship with the area. He also emphasized on the importance and need of children to be climbing trees and taking positive risks but by knowing how to do it safely. The audience was of the view that it is the negative attitude of adults who are too often too overprotective of their kids who are stopping this from happening in Seychelles.

During group work, the audience was challenged to answer the question whether BRIC could be adopted in the Seychelles local context. Also, they had to list the barriers hindering its adoption. The main constraints from the group work were as follows:

- 1) The current policy of the Seychelles Ministry of Education and Human Resources in having to seek for permission to take children out which could be too bureaucratic and time consuming;
- 2) Budget/Finances/Transport facilities and cost;
- 3) Attitude of parents;
- 4) Lack of manpower;
- 5) The nature of the existing curriculum at Early Childhood;
- 6) Existing rules and regulations of park areas;
- 7) Hazards such as the problem of littering in public places;
- 8) Limited places to explore especially on the outer islands.

Despite the setbacks in implementing BRIC, the audience came up with some interesting ideas as to how we can overcome the barriers as a small country. They were as follows:

- A) The need to involve the media in sensitizing the whole nation especially parents of the importance of outdoor play and activities.
- B) Getting appropriate funding.
- C) Amendments to be made in the ECCE Curriculum.
- D) Time-Tabling outdoor opportunities.
- E) Parental involvement and regular feedback.

In summing up the presentation of Outdoor Early Education, the delegates came to the conclusion that in changing the mind set of both parents and the community at large, there is a need to educate children about safety and rules first before they can take risks. For example, in the Seychelles context if we are to light a fire on the beach, no one should jump over it or remove anything from it. During this forum, it was interesting to learn about the Seychelles private Pre-School (Montessori at Bel Eau) which is actually allowing small children to take positive risks such as rearing of their own animals like pets and growing of their own fruit trees in their garden. However, maybe one of the issues not raised in this forum about the BRIC programme is its adaptation at upper primary or Secondary level including health and safety related issues when taking children out strolling and rolling on dirty pavements in the streets.

Equity in Early Childhood Care and Education

The seminar on Equity in Early Childhood Care and Education was organized by the Institute of Early Childhood Development (IECD) in collaboration with The United Nations Educational, Scientific and Cultural Organization (UNESCO), International Bureau of Education (IBE) and other ECCE Sectors in Seychelles. The half-day session was official launched by the Chief Executive Officer of IECD, Mrs. Shirley Choppy. In her opening remarks, Mrs. Choppy described Equity in ECCE as a challenging subject and at times controversial because we are all concerned about children from 0 to 7 years gaining access to quality ECCE services, care and programme. Nevertheless she affirmed that in Seychelles, equity in ECCE is not an issue.

The session was being facilitated by Dr Christian Morabito, an International Consultant in Early Childhood Care and Education at IBE-UNESCO. Dr. Morabito is an international researcher and consultant with more than 10 years of experience in the field of inequalities, social policies, early childhood education, development cooperation policy-oriented research, advisory support and policy making. Dr. Morabito holds a Ph.D. in Social Work and Social Welfare Studies, a Master of Science in Globalization and Development and a University Degree in International Relations and Diplomatic Sciences.

Dr. Morabito summarised the content of his presentation for the benefit of participants from the French speaking countries. The presentation started with reference to the message of the Irina Bokova, during the Moscow Conference on ECCE in 2010. She said; “ECCE increases education attainment and productivity, resulting in higher earnings and social mobility. No matter what internationally agreed goal you take, it is the poorest and marginalized groups that are deprived of education, health care and other basic human entitlements required to live in dignity.”

“Early childhood care and education is a starting point for levelling the playing field.

“It is the greatest of equalizers”

To illustrate the notion of Equity in ECCE, Dr. Morabito defined some basic concepts such as equality and opportunities and mentioned the life achievement of a person that is being determined primarily by his or her talent and effort and not by other circumstances. He also made reference to International Organizations, the sustainable development goals that provides opportunities at the social and individual level.

In his presentation Dr. Morabito used graphs to demonstrate the link between equity and ECCE. He stressed the importance of early stimulation and its outcome in later life. He also explained that cognitive, physical and non-cognitive skills are not only the result of ‘nature’ but also ‘nurture’ and stimuli during the period 0-6.

The presentation also provided insight into what it means to ensure equity in ECCE. One of the fundamental aspects is in reference to access. Access to ECCE services should be guaranteed for every child, regardless of ‘circumstances’. Nevertheless, he acknowledged the fact that there are existing constraints that can prevent access to ECCE services and these include:

- Economic (households have no means to afford ECCE)
- Culture (parents/communities do not understand importance of ECCE)
- Knowledge (poor parents do not know services are available)

The presentation concluded with some possible solutions to facilitate access to ECCE and these include:

- Programmes specifically targeting the poor directly through means-test subsidies or indirectly through vouchers schemes.
- Communication/sensitization campaigns and practices targeting parents, local authorities and CBOs (e.g. Brussels cluster meetings, Oman).
- The ability to programme and plan for children with children, families and communities is a strength of the early childhood sector. Families should be encouraged and supported to take an active role in their children’s education.

The plenary session was being facilitated by Mr. Cristian Fabbi, an International Consultant in Early Childhood Care and Education at IBE-UNESCO. His specialties include strategic planning, educational project, adult education, union negotiation, purchasing, government liaison, team building, children policies, and childcare assessment. He holds a Post-University Master’s Degree in Pedagogista, relational psychotherapy and psychology.

The plenary session saw active participation from the international delegates who shared some of their good practices as well as suggestions. For example, a representative from India talked about a province that has Parent Teacher Association where parents are involved in the education of their children. Whilst another participant from India, suggested the need to have a Parent Resource Centre in each school.

In her closing remarks, the Director of Regulatory Affairs Section, IECD, Mrs. Vereine Louis Marie, thank Dr. Morabito and Mr. Fabbi for the presentation on such an important topic. She stated that equity in ECCE continues to be a challenging issue and that during the course of the presentation participants had been exposed to some pertinent information.

Learning Environment in Holistic Early Childhood Care and Education

A seminar on learning environment in Holistic Early Childhood Care and Education with the aim of introducing the audience to environments for children which are conducive to learning was conducted. The seminar was organized by the Institute of Early Childhood Development (IECD) and the Ministry of Education and Human Resource Development in collaboration with The United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Bureau of Education (IBE). Sixty one teachers from both the public and private schools from Mahé and eight participants from the international delegates participated in the half-day session.

The session was being facilitated by Mr Cristian Fabbi, an International Consultant in Early Childhood Care and Education at IBE-UNESCO. The presentation made mainly by power point with multiple slides illustrating children in various learning environment and also a video on performance. During the presentation, Mr Fabbi focused on the importance of the different type of learning environment. There are many factors that influence a child's early learning and this include parents, caregivers, and other children, nevertheless, the factor with the most impact is the early learning environment. The learning environment is the mix of spaces and context in which a young child grows and learns. An effective learning environment encourages learning through play with a rich set of materials and learning opportunities. He further emphasized that what children in less endowed contexts do not have in commercial learning materials, they often have suitable materials in their natural environments. Using these materials, teachers and the community can work together to create numerous resources for young children of all ages.

To engage more active participation for the audience, group work following the presentation was organised. The participants needed to discuss on what is currently available in current practices and how best to implement new ideas. It was indeed an interesting debate.

Some of the issues that were raised during the course of the discussion by the participants consist of the following:

- More governmental involvement in permitting childcare facilities to allow smaller children to learn independently.
- The challenges that the teachers encounter that limit the implementation of a conducive learning environment.
- When using media as a form of sharing information with parents or guardian, the concept of child protection should be taken into consideration to prevent the misuse of those documents.

The plenary session was being facilitated by local consultant Dr. André Leste, the former Director for Programme Coordination at IECD. The half day seminar was indeed informative and interactive based on the feedback from the participants in the audience. It has given them an insight into the use of other available learning methods suitable and appropriate to ensure optimum child development.

ANNEX 2: PROGRAMME



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL PARTICIPANTS

Date: 15th February 2017

Seminar Presentation: Outdoor Early Education

Facilitator: Tim Waller

Venue: International Centre Seychelles-Room 2

Time: 8.30am to 11.30 am

Name	Post title	Institution
1. Thomas Dodin	Education Officer	CCATS
2. Morine Max	Senior Education Officer	Early Childhood Section
3. Sylvette Jourbert	Head teacher	Port Glaud, Grand Anse Primary
4. Moiza Azemia	SENCO	Baie-Lazare
5. Monica Uzice	Early Childhood Coordinator	Anse Etoile
6. Agnes Antat	Early Childhood Coordinator	Beau Vallon
7. Merna Gill	Early Childhood Coordinator	La Retraite
8. Rita Bonne	Teacher-in-Charge	Anse Royale

9. Guilianne Bonne	Teacher-in-Charge	Baie-Lazare
10. Francine Souris/Simon	Teacher-in-Charge	Beau-Vallon
11. Lina Laboudallon	Teacher-in-Charge	Belombre
12. Judy Josias	Teacher-in-Charge	Plaisance
13. Marie-Anette Valentin	Teacher-in-Charge	Grand' Anse Praslin (Anse Kerlan)
14. Margaret Constant	Teacher	Anse Aux Pins
15. Marina-Dorina Isaac	Teacher	Anse Boileau
16. Shamira Basset	Teacher	Anse Etoile
17. Denise Bertin	Teacher	Anse Royale
18. Rita Luc	Teacher	Au Cap
19. Nane Tirant	Teacher	English River
20. Marilene Marie	Teacher	Baie Ste. Anne
21. Noira Marie-Jeanne	Teacher	Beau-Vallon
22. Jane Constant	Teacher	Bel Eau
23. Elfrida Alcindor	Teacher	Belombre
24. Clothilde Jourbert	Teacher	Cascade
25. Claudia Lesperance	Teacher	Grand' Anse Praslin

26. Rassel Bibi	Teacher	La Digue
27. Lucie Forine	Teacher	La Retraite
28. Marguerite Alglae	Teacher	La Rosiere
29. Betty Max	Teacher	Mont Fleuri
30. Brigitte Houreu	Teacher	Perseverance
31. Bernadette Didon	Teacher	Pointe Larue
32. Beryl Florentine	Teacher	Port Glaud
33. Maureen Low-Toy	Teacher	Takamaka
34. Christianna Anette	Childminder	Bel Eau
35. Sindy Malcouzane	Childminder	Belonie
36. Lymiah Bibi	Lecturer	SITE
37. Elsa Labonte	Student	SITE
38. Christa Marie	Student	SITE
39. Jeannine Raforme	Student	SITE
40. Khadija Thelermont	Student	SITE
41. Celine Laporte	Day Care Operator	Butterfly Day Care
42. Jeva Socrate	Day Care Operator	Kids Paradise

43. Sedan Chetty	Day Care Operator	Kids House Montessori Pre-School
44. Claudette Larue	Day Care operator	La Roseire
45. Janice Houreau	Teacher	International school
46. Nadege Camille		Social Affairs
47. Judy Bonnelame		Social Affairs
48. Sherryl Pool		



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT
ATTENDANCE REGISTER FOR INTERNATIONAL DELEGATES
DAY 2, 18th February 2017.

NAME	COUNTRY
1. Mr. Sally Mairiga	Cameroon
2. Mrs Madeleine Daiferle epse Mamat	Cameroon
3. Mrs Mairama épse Doubla Avaly	Cameroon
4. Ms Ngome Felicia Mungue	Cameroon
5. Mr Serge Dzeukon	Cameroon
6. Mrs Mufer Wirsy Hedwig	Cameroon
7. Ms. Amapola Alama	Switzerland
8. Mr. Patrick Norman Muir	Swaziland

9. Mrs Sibongile Mavis Mtshali-Dlamini	Swaziland
10. Mrs. Gwendoline Wendy Busisiwe Simelane	Swaziland
11. Ms. Hazel Busi Zungu	Swaziland
12. Mrs. Thembeni Constance Dlamini	Swaziland
13. Mr. Patrick Norman Muir	Swaziland
14. Ms. Hassah Abdul aziz Al Dasbass	Saudi Arabia
15. Ms. Iman Abdul Aziz Aifan	Saudi Arabia
16. Lida Oliverio	Italy
17. Mr Emin Amrullayev	Azerbaijan
18. Ms Vafa Yagublu	Azerbaijan
19. Ntshinogang/Tiny	Botswana
20. Botsang/Kebadire	Botswana
21. Ms. Suniti Sanwal	India
22. Ms. Romla Soni	India
23. Ms. Kalpana Venugopal	India
24. Mr. Nitai Charan Ojha	India
25. Mr. Laxmidhar Behera	India

26. Mrs Antoinette épouse Boulele	Gabon
27. Mrs Colette Azizet	Gabon
28. Mr. Amur Mohamed Amur Al Aisri	Oman
29. Mrs. Nadia Ali Salim Al Ma'mari	Oman
30. Ms. Siham Ahmed Said Al-Riyami	Oman
31. Mrs Maryam Said Hamdam Al Obaidani	Oman
32. Mr. Mohamed Mahmoud Hussein Gadelmawla	Egypt
33. Ms. Neama Ahmad Mohamed Ebrahim	Egypt
34. Mr. Carlton Lufuno Mukwevho	South Africa
35. Mr. Mawela Philip Mbedzi	South Africa
36. Mr. Surendran Perumal Govender	South Africa
37. Ms. Marie-Louise Samuels	South Africa
38. Ms. Victoria Mokgatle	South Africa



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT
ATTENDANCE REGISTER FOR INTERNATIONAL DELEGATES
DAY 1, 17th February 2017.

Name	Country
1. Mr. Sally Mairiga	Cameroon
2. Mrs Madeleine Daiferle epse Mamat	Cameroon
3. Mrs Mairama épse Doubla Avaly	Cameroon
4. Ms Ngome Felicia Mungue	Cameroon
5. Mrs Mufer Wirsiy Hedwig	Cameroon
6. Serge Dzeukon	Cameroon
7. Dr Amedeo D'Angiulli	Canada
8. Mr. Mohamed Mahmoud Hussein Gadelmawla	Egypt

9. Ms. Neama Ahmad Mohamed Ebrahim	Egypt
10. Mrs Antoinette épouse Boulele	Gabon
11. Mrs Colette Azizet	Gabon
12. Rusudan Bochorishvili	Georgia
13. Ms. Suniti Sanwal	India
14. Ms. Romla Soni	India
15. Ms. Kalpana Venugopal	India
16. Mr. Nitai Charan Ojha	India
17. Mr. Laxmidhar Behera	India
18. Mr. Cristian Fabbi	Italy
19. Mr. Amur Mohamed Amur Al Aisri	Oman
20. Mrs. Nadia Ali Salim Al Ma'mari	Oman
21. Ms. SihamAhmed Said Al-Riyami	Oman
22. Mrs Maryam Said Hamdam Al Obaidani	Oman
23. Mr. Carlton Lufuno Mukwevho	South Africa
24. Mr. Mawela Philip Mbedzi	South Africa
25. Mr. Surendran Perumal Govender	South Africa

26. Ms. Marie-Louise Samuels	South Africa
27. Ms. Victoria Mokgatle	South Africa
28. Mr. Patrick Norman Muir	Swaziland
29. Mrs Sibongile Mavis Mtshali-Dlamini	Swaziland
30. Mrs. Gwendoline Wendy Busisiwe Simelane	Swaziland
31. Ms. Hazel Busi Zungu	Swaziland
32. Mrs. Thembeni Constance Dlamini	Swaziland
33. Ms. Donna Marucchi	Swaziland
34. Professor Gunilla Dahlberg Astrom	Sweden
35. Dr Tekaligne Godana	Switzerland
36. Dr Jose M. Saavedra	Switzerland (Nestle)
37. Mr. Tim Waller	United Kingdom
38. Professor Paul Howard-Jones	United Kingdom
39. Dr Emily Vargas-Baron	United States of America
40. Dr Mmantsetsa Marope	Geneva (VIP)
41. Dr Hamood bin Khalfan Al-Harhi	President of IBE Council
42. Professor Ross Cunnington	Australia

43. Professor Patrick Griffin	Australia
44. Mr Emin Amrullayev	Azerbaijan
45. Ms Vafa Yagublu	Azerbaijan
46. Mr. Christian Morabito	Belgium
47. Botsang/Kebadire	Botswana
48. Ntshinogang/Tiny	Botswana



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL DELEGATES

DAY 2, 18th February 2017.

Name	Institution
1. Mr Vincent Meriton	Vice-President
2. Mrs MacSuzy Mondon	Designated Minister
3. Minister Jean-Paul Adam	Minister for Health
4. Minister Joel Morgan	Minister for Education & Human Resource Development
5. Ambassador Erna Athanasius	Ambassador for Women & Children
6. Dr Bernard Valentin	Principal Secretary, Ministry of Health
7. Mrs Linda William-Melanie	Principal Secretary, Social Affairs Department
8. Dr Odile De Commarmond	Principal Secretary, Education Department

9. Dr Linda Barallon	Principal Secretary, Human Resource Development
10. Ms Dorothy Isidore	Technical team
11. Mrs Bella Henderson	Technical team
12. Mrs Lucy Talbot	Preschool Day Care
13. Ms Ferah Joseph	Preschool Day Care
14. Mrs Beryl Maillet	Preschool Day Care
15. Ms Katy Simeon	Childminder
16. Ms Lita Antoine	Childminder
17. Ms Tessy Quatre	Childminder
18. Ms Fadette Vital	Childminder
19. Mrs Jeanne D'Arc Suzette	NIHSS
20. Ms Louise Moncherry	International School
21. Ms Mary Uzice	International School
22. Mrs Roseline Rose	Independent school
23. Dr Sherley Marie	International School
24. Charlotte Belle	International School
25. Janine Noareau	International School

26. Ms Marie-Celine Vidot	Ministry of Local Government
27. Mrs Alexandrine Zelia	Ministry of Local Government
28. Mrs Murielle Marie	Ministry of Local Government
29. Ms Magda Leon	Ministry of Local Government
30. Mr Dan Frichot	Ministry of Local Government
31. Mrs Betty-Mai Sofa	Ministry of Local Government
32. Mr Francis Remie	Ministry of Local Government
33. Mr Wilbert Omath	Ministry of Local Government
34. Mrs Marie Antoinette Nanon	Ministry of Local Government
35. Ms Begita Melanie	Ministry of Local Government
36. Ms Jenna Dubignon	Ministry of Local Government
37. Mrs Florida Bijoux	Ministry of Health
38. Mrs Anne-Marie Bibi	Ministry of Health
39. Ms Vicky Rosine	Ministry of Health
40. Dr Bettina Edmond	Ministry of Health
41. Ms Georgianna Marie	Ministry of Health
42. Ms Wahida Payet	Ministry of Health

43. Ms Sophia Beauchamp	Ministry of Health
44. Ms Monia Course	Ministry of Health
45. Ms Stephanie Desnouse	Ministry of Health
46. Dr Danny Louange	Ministry of Health
47. Dr Suzanne Fock-Tave	Ministry of Health
48. Ms Rebecca Estico	Ministry of Health
49. Ms Christina Dugasse	Ministry of Health
50. Ms Julia Reddy	Ministry of Health
51. Mrs Patricia Rene	Ministry of Health
52. Ms Veronique Bresson	Ministry of Health
53. Ms Fiona Paulin	Ministry of Health
54. Ms Daisy Laljee	Ministry of Health
55. Ms Lucie	Ministry of Health
56. Ms Agnes Boniface	Ministry of Health
57. Ms Elisabeth Arissol	Ministry of Health
58. Ms Farrah Zialor	Ministry of Health
59. Ms Shirley Romain	Ministry of Health
60. Dr Anne Gabriel	Ministry of Health

61. Shana Gertrude	Social Affairs
62. Maureen Jouanneau	Social Affairs
63. Courtney Maillet	Social Affairs
64. Myra Ah-Tive	Social Affairs
65. Nicole Larsen	Social Affairs
66. Natasha Louise	Social Affairs
67. Yvana Theresine	Social Affairs
68. Judie Brioche	Social Affairs
69. Clothide Malcouzane	Social Affairs
70. Beryl Laboudallon	Social Affairs
71. Hiliary Celina	Social Affairs
72. Marie-Nella Leitner	Social Affairs
73. Lucille Mousbe	Social Affairs
74. Mirena Souris	Social Affairs
75. Bernadette Payet	Social Affairs
76. Maryse Bresson	Social Affairs
77. Marie-Josee Bonne	Social Affairs

78. Suzanne Pierre	Social Affairs
79. Paulette Anaou	Social Affairs
80. Philomena Barbe	Social Affairs
81. Nathasha Mathiot	Social Affairs
82. Marie-May Leon	Social Affairs
83. Sylvette Gertrude	Social Affairs
84. Chantal Cadeau	Social Affairs
85. Gerald Kiwale	Social Affairs
86. Una Chang-Tive	Social Affairs
87. Helene Vel	Social Affairs
88. Fiona Ernesta	Ministry of Education
89. Helene Basset	Ministry of Education
90. Marie-Helene Adrienne	Ministry of Education
91. Cyril Pillay	Ministry of Education
92. Monique Lesperance	Ministry of Education
93. Melita Wood-Cock	Ministry of Education
94. Celine Faure	Ministry of Education

95. Odile Octave	Ministry of Education
96. Catriona Monthy	Ministry of Education
97. Sereaille Vielle	Ministry of Education
98. Lely Antat	Ministry of Education
99. Priscilla Payet	Ministry of Education
100. Merida Delcy	Ministry of Education
101. Antoinette Lucas	Ministry of Education
102. Elva Gedeon	Ministry of Education
103. Magda Rose	Ministry of Education
104. Morinne Max	Ministry of Education
105. Lymiah Bibi	Ministry of Education
106. Marie-Claire Leon	Ministry of Education
107. Renelle Anacoura	Ministry of Education
108. Aimee Hoareau	Ministry of Education
109. Mary Poris	Ministry of Education
110. Daniella Antat	Ministry of Education
111. Rose-Mai Jolicoeur	Ministry of Education

112. Simone Franchette	Ministry of Education
113. Rosiana Jules	SITE
114. Flavie Cetoupe	SITE
115. Louissette Morel	SITE
116. Fatma Bibi	SITE
117. Gunilla Holmberg	Playtime Seychelles
118. Michelle Fock-Yune	Playtime Seychelles
119. Mr Lambert Woodcock	Chairperson, NECCE Trust Fund Board
120. Ms Veronique Laporte	Sponsor
121. Vereine Louis-Marie	IECD
122. Romia Mellie	IECD
123. Lianette Morel	IECD
124. Jasmine Talma	IECD
125. Lydianne Jean-Louis	IECD
126. Lambert Woodcock	IECD
127. Stephanie Payet	IECD



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL DELEGATES

DAY 1, 17th February 2017.

Name	Institution
1. Minister Jean-Paul Adam	Ministry of Health
2. Minister Joel Morgan	Ministry of Education & Human Resource Development
3. Ambassador Erna Athanasius	Ambassador for Women & Children
4. Susan Ansell	Private school
5. Charlotte Belle	Private school
6. Janine Hoareau	Private school
7. Shirley Marie	Private school

8. Louise Moncherry	Private school
9. Lucy Tablot	Private school
10. Mary Uzice	Private school
11. Verma Poonam	Private school
12. Janice Houareau	School council and state school
13. Roseline Rose	School council and state school
14. Michelle Fock-Yune	Playtime Seychelles
15. Lida Shiverive	Others
16. Mr Pat Matyot	Seychelles Broadcasting Corporation
17. Mrs Alexandrine Zelia	Ministry of Local Government
18. Mrs Murielle Marie	Ministry of Local Government
19. Ms Magda Leon	Ministry of Local Government
20. Ms Aziz Farah	Ministry of Local Government
21. Mrs Betty-Mai Sofa	Ministry of Local Government
22. Mr Francis Remie	Ministry of Local Government
23. Mr Wilbert Omath	Ministry of Local Government

24. Mr Alain Jules	Ministry of Local Government
25. Ms Begita Melanie	Ministry of Local Government
26. Dorothy Isidore	Ministry of Local Government
27. Daniel Frichot	Ministry of Local Government
28. Daniel Adeline	Ministry of Local Government
29. Dr Bernard Valentin	Ministry of Health
30. Ms Anne Gabriel	Ministry of Health
31. Ms Bella Henderson	Ministry of Health
32. Mrs Florida Bijoux	Ministry of Health
33. Mrs Anne-Marie Bibi	Ministry of Health
34. Ms Vicky Rosine	Ministry of Health
35. Dr Bettina Edmond	Ministry of Health
36. Ms Georgianna Marie	Ministry of Health
37. Ms Wahida Payet	Ministry of Health
38. Ms Sophia Beauchamp	Ministry of Health
39. Ms Monia Course	Ministry of Health
40. Ms Stephanie Desnouse	Ministry of Health

41. Dr Danny Louange	Ministry of Health
42. Dr Suzanne Fock-Tave	Ministry of Health
43. Ms Rebecca Estico	Ministry of Health
44. Ms Christina Dugasse	Ministry of Health
45. Ms Julia Reddy	Ministry of Health
46. Mrs Patricia Rene	Ministry of Health
47. Ms Veronique Bresson	Ministry of Health
48. Ms Fiona Paulin	Ministry of Health
49. Ms Daisy Laljee	Ministry of Health
50. Ms Lucy Prudence	Ministry of Health
51. Ms Agnes Boniface	Ministry of Health
52. Ms Elisabeth Arissol	Ministry of Health
53. Ms Serah Zialor	Ministry of Health
54. Ms Shirley Romain	Ministry of Health
55. Marie-Josee Dang-kow	Ministry of Health
56. Flavie Dubel	Ministry of Health
57. Ms Emelyn Shroff	Ministry of Health

58. Melina Amedee	Ministry of Health
59. Caeria Benoiton	Ministry of Health
60. Linda William-Melanie	Social Affairs
61. Paulette Annou	Social Affairs
62. Louisa Bibi	Social Affairs
63. Andy Jean-Louis	Social Affairs
64. Shana Gertrude	Social Affairs
65. Maureen Jouanneau	Social Affairs
66. Courtney Maillet	Social Affairs
67. Myra Ah-Tive	Social Affairs
68. Nicole Larsen	Social Affairs
69. Natasha Louise	Social Affairs
70. Yvana Theresine	Social Affairs
71. Judie Brioche	Social Affairs
72. Clothide Malcouzane	Social Affairs
73. Beryl Laboudallon	Social Affairs
74. Hiliary Celina	Social Affairs

75. Marie-Nella Leitner	Social Affairs
76. Lucille Mousbe	Social Affairs
77. Mirena Souris	Social Affairs
78. Bernadette Payet	Social Affairs
79. Maryse Bresson	Social Affairs
80. Marie-Josee Bonne	Social Affairs
81. Suzanne Pierre	Social Affairs
82. Philomena Barbe	Social Affairs
83. Nathasha Mathiot	Social Affairs
84. Marie-May Leon	Social Affairs
85. Sylvette Gertrude	Social Affairs
86. Chantal Cadeau	Social Affairs
87. Gerald Kiwale	Social Affairs
88. Una Chang-Tive	Social Affairs
89. Helene Vel	Social Affairs
90. Fiona Ernesta	Ministry of Education
91. Helene Basset	Ministry of Education

92. Marie-Helene Adrienne	Ministry of Education
93. Cyril Pillay	Ministry of Education
94. Monique Lesperance	Ministry of Education
95. Melita Wood-Cock	Ministry of Education
96. Celine Faure	Ministry of Education
97. Odile Octave	Ministry of Education
98. Catriona Monthy	Ministry of Education
99. Sereaille Vielle	Ministry of Education
100. Lely Antat	Ministry of Education
101. Priscilla Payet	Ministry of Education
102. Merida Delcy	Ministry of Education
103. Antoinette Lucas	Ministry of Education
104. Elva Gedeon	Ministry of Education
105. Magda Rose	Ministry of Education
106. Morinne Max	Ministry of Education
107. Lymiah Bibi	Ministry of Education
108. Marie-Claire Leon	Ministry of Education

109. Renelle Anacoura	Ministry of Education
110. Aimee Hoareau	Ministry of Education
111. Mary Poris	Ministry of Education
112. Daniella Antat	Ministry of Education
113. Simone Franchette	Ministry of Education
114. Linda Barallon	Ministry of Education
115. Odile Decomarmond	Ministry of Education
116. Eugenia Albert	Ministry of Education
117. Merna Albert	Ministry of Education
118. Fatma Bibi	Ministry of Education
119. Flavie Cetoupe	Ministry of Education
120. Mavis Lespoir	Ministry of Education
121. Beryl Maillet	Ministry of Education
122. Louise Morel	Ministry of Education
123. Marie-Reine Hoareau	Ministry of Education
124. Julina Francoise	Ministry of Education
125. Germaine Gill	Ministry of Education

126. Ferah Joseph	Ministry of Education
127. Rosianna Jules	Ministry of Education
128. Shirley Choppy	IECD
129. Andre Leste	IECD
130. Vereine Louis-Marie	IECD
131. Romia Mellie	IECD
132. Lianette Morel	IECD
133. Jasmine Talma	IECD
134. Lydianne Jean-Louis	IECD
135. Stephanie Payet	IECD



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR INTERNATIONAL PARTICIPANTS

Date: 16th February 2017

Seminar Presentation: Quality in ECCE

Facilitator: Cristian Fabbi

Venue: Seychelles Institute of Teacher Training

Time: 8.30am to 11.30 am

Name	Country
1. Ms Vafa Yagublu	Azerbaijan
2. Mrs Sibongile Mavis Mtshali-Dlamini	Swaziland
3. Mr Emin Amrullayev	Azerbaijan
4. Mr. Sally Mairiga	Cameroon
5. Ms. Hassah Abdul aziz Al Dasbass	Saudi Arabia
6. Ms. Amapola Alama	Switzerland
7. Ms. Iman Abdul Aziz Aifan	Saudi Arabia
8. Dr Tekaligne Godana	Switzerland



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL PARTICIPANTS

Date: 16th February 2017

Seminar Presentation: Quality in ECCE

Facilitator: Cristian Fabbi

Venue: Seychelles Institute of Teacher Training

Time: 8.30am to 11.30 am

Name	Post title	Institution
1. Mansie Mousbe	Teacher	Anse Royale Primary
2. Lucy Talbot	Head teacher	Children's House
3. Peggy Frederick	Day-care operator	Kiddies Day care
4. Janice Houareau	Teacher	ISS
5. Sherryl Paul	Teacher	ISS
6. Belinda Thelermont	Day-care assistant	St Antoine
7. Sterania Marie	Day-care supervisor	Mont Fleuri Day-care
8. Sheila Chang Time	Teacher Crèche	La Rosiere
9. Michelette Tirant	Teacher	Independent School

10. Shamiaa Basset	Teacher Crèche	Anse Etoile
11. Linda Volceur	Teacher	La Rosiere
12. Marie Helene Marise	Day-care operator	First Step Day Care
13. Lely Antat	Early Childhood Coordinator	Baie Ste Anne
14. Faviola Athanase	Teacher	Grand Anse Praslin
15. Sylvanne Barbe	Teacher Crèche	Baie Ste Anne
16. Monique Docter	Teacher	Bel-Eau Primary
17. Rita Bonne	Senior teacher	Anse Royale Primary
18. Idea Morel	Teacher	Cascade Primary
19. Kathelina Fred	Teacher	Plaisance Primary
20. Roseda Lucas	Teacher assistant	Anse Aux Pins Priimary
21. Sandra Monthy	ECC	Baie-Lazare Primary
22. Maureen Moncherey	Teacher	S.E.C
23. Paulette Gabriel	Teacher	Perseverance Primary
24. Ehina Heaureau	Cay-care Operator	Everyday Sunshine Day-Care
25. Sylvie Valentin	Teacher	La Misere
26. Elfrida Alcindor	Teacher	Belombre Primary

27. Milly Marie	Teacher	Independent School
28. Valda Edmond	Teacher	Anse Etoile
29. Marie-Anne Dubel	Teacher	Glacis
30. Amy Gomme	Kindergarten Teacher	Independent School
31. Mathilda Servina	Teacher Primary	Independent School
32. Anette Bonifeu	Teacher Primary	Anse Boileau School
33. Nichol Esther	Teacher Primary	Plaisance school
34. Julita Sopha	E.C.C	Anse Aux Pins School
35. Rita Luc	Primary Teacher	Au Cap
36. Janet Philoe	Primary Teacher	Port Glaud
37. Anifa Elizabeth	Primary Teacher	Perseverance North
38. Vanessa Sinon	Primary Teacher	Cascade
39. Jacqueline Kaschula	Teacher Assistant	Trotters stop
40. Shilla Uzice	Mananger Day-care	Bel Air
41. Vanessa Labrosse	Primary Teacher	Baie lazare
42. Lucie Labrosse	Primary Teacher	Anse Atoile
43. Chantal Cherry	Teacher Assistant	La Retraite

44. Vivienne Thelamont	Teacher	La Retraite
45. Sylvia Confiance	E.C.C	Ministry of Education
46. Marie Rose	Teacher Crèche	Ministry of Education
47. Anne Gerry	Primary Teacher	Ministry of Education
48. Sandra Bonte	Teacher Crèche	Teacher Crèche
49. Ina Joseph	Primary Teacher	Ministry of Education
50. Shirley Clarisse	Primary Teacher	Independent School
51. Eleen Etienne	Primary Teacher	Ministry of Education
52. Vivienne Course	Teacher	ISS
53. Gitane Jourbert	Primary Teacher	Ministry of Education
54. Marizette	Teacher Crèche	Point Larue
55. Astride Sanoiti	Teacher Crèche	Grand Anse Mahe
56. Patsy Francourt	ECC	Ministry of Education
57. Jeanne Darc Serret	Teacher Crèche	Grand Anse Mahe
58. Rency Belets	Primary Teacher	Ministry of Education
59. Jena Barra	Teacher	Port-Glaud school
60. Antoinette Lucas	Senior Education officer	Ministry of Education

61. Morine Max	Senior Education officer	Ministry of Education
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INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL PARTICIPANTS

Date: 15th February 2017

Seminar Presentation 1: Future Competencies & Future Curricula

Facilitator: Prof. Griffin & Dr. Marope

Venue: ICCS Auditorium

Name	Post title	Institution
1. Alice Dugasse	Lecturer	SITE
2. Mariette Lucas	Lecturer	SITE
3. Mevies Lespoir	Lecturer	SITE
4. Mareille Rosalie	Student	
5. Michel Madeleine	Head Teacher	LDI
6. Fatma Bibi	Head Teacher	LMI
7. Vivienne Preira	Head Teacher	GLA
8. Gina Belette	Head Teacher	PLS

9. Veronique Figaro	Dir. Secondary	MOE
10. Cyrill Pillay	Dir. Primary	MOE
11. Rosalind Denys	Education Officer	MOE
12. Brigitte Labonte	Education Officer	MOE
13. Merna Chetty	Senior Education Officer	MOE
14. Dorothy Felix	Education Officer	MOE
15. Steve Monnaie		MoEmp
16. Litimie Dookley		MoEmp
17. Francis Remy		NSC
18. Marie-May Leon		SD
19. Nathasha Louise		SD
20. Fred Azemia	Deputy Head	PLS
21. Marie-May Eiman	HOD TE/IT/RELIGION/PE	PLS
22. Philis Azemia	Teacher	GLA
23. Monica Accouche	SEO (special Needs)	MOE
24. Renette Bastille	SENCO	ABO
25. Mirena Medor	SENCO	PLAp

26. Beryl Domingue	SENCO	AAP
27. Daniella Vidot	SENCO	ARO
28. Rose-May Belle	SENCO	ACA
29. Annie Laurette	Council Chair	LMI
30. Francoise Mein	MOE	MOE
31. Judy Vidot	Early Childhood Coordinator	ARO
32. Celine Faure	Early Childhood Coordinator	PLSp
33. Mary Poris	Early Childhood Coordinator	PGL
34. Avilla Meriza	Early Childhood Coordinator	PERS
35. Christa Victor	Early Childhood Coordinator	GAM
36. Reine Bistoquet	Subject Coordinator (MATHS/SCIENCE	AET
37. Patricia Saminadin	Subject Coordinator (MATHS/SCIENCE	BEA
38. Odille Etienne	Subject Coordinator (MATHS/SCIENCE	GLA
39. Rita Azemia	Subject Coordinator (MATHS/SCIENCE	LRO
40. Valdana Joseph	Subject Coordinator (MATHS/SCIENCE	ABO
41. Jacqueline Florine	Subject Coordinator (LANGUAGE	BVA
42. Wendy Sarah	Subject Coordinator (LANGUAGE	BSA

43. Roselys Adeline	Subject Coordinator (LANGUAGE	PLAp
44. Jonapha Figaro	Subject Coordinator (LANGUAGE	Gap
45. Flavie Boniface	Subject Coordinator (LANGUAGE	LMI
46. Linda Luste	Subject Coordinator (LANGUAGE	BOM
47. Brenda Allisop	PDF	BLA
48. Lyn Albert	Crèche teacher	AAP
49. Monica Rachel	Crèche teacher	ABO
50. Sheila Jacque	Crèche teacher	AET
51. Edna Bonne	Crèche teacher	ARP
52. Alina Monnaie	Crèche teacher	BEA
53. Lina Laboudallon	Crèche teacher	BOM
54. Nathalie Bonne	Crèche teacher	CAS
55. Marie-Yvonne Lavigne	Crèche teacher	GLA
56. Steven Constance	Teacher	BVA
57. Bella Pool	Teacher	GAM
58. Tania Labiche	Teacher	GAP
59. Zita Josphe	Teacher	LDI

60. Tania Boodna	Teacher	LRE
61. Nelsie Jeanne (replaced by Arine Moustache)	Teacher	LRO
62. Marie-May Vital	Teacher	MFL
63. Lyn Asba	Teacher	PERS
64. Nichole Esther	Teacher	PLSp
65. Fiona Eulentin	Teacher	PGL
66. Marise Vinda	Teacher	TAK
67. Claudine Esparon	Teacher	BLA
68. Elva Gedeon	Curriculum Development Office	CCATS
69. Ina Felix	Curriculum Development Office Maths	CCATS
70. Thyra Faure	Curriculum Development Office French	CCATS
71. Terence Crea	Curriculum Development Office English	CCATS
72. Aneesa Vel	Curriculum Development Office Kreol	CCATS
73. Henry Nzyoka	Curriculum Development Office ICT	CCATS
74. Jeffrey Lagrenage	Curriculum Development Office Science	CCATS
75. Jacques Kouï	Curriculum Development Office PSCE	CCATS
76. Merina Jacques	Curriculum Development Office Careers	CCATS

77. Helene Basset	Curriculum Development Office	CCATS
78. Barbara Carolus Andre	Consultant (PSE)	CCATS
79. Fiona Ernesta	Consultant (CBA)	SQA
80. Kevin Thelemaque	Assessment Development Officer	CCATS
81. Rose-Mary Ally	Assessment Development Officer Maths	Assessment Development Officer
82. Arnold Chang Pen –Tive	International Exam	Assessment Development Officer



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL PARTICIPANTS

Date: 15th February 2017

Seminar Presentation: Early Brain Development

Facilitator: Prof. Paul Howard –Jones

Venue: International Centre Seychelles-Room 1

Name	Post title	Institution
1. Reuben Ilespoir	Lecturer	SITE
2. Flavie Laporte	Lecturer	SITE
3. Genvieve Andre	Lecturer	SITE
4. Catriona Monthy	Psychologist	School Division
5. Marie-Antoine Bethew	Provisional Psychologist	School Division
6. Desiree Hermitte	Principal Education Officer	School Division
7. Mariette Esparon		School Division
8. Antoinette Lucas	Senior Education Officer	School Division

9. Merna Albert	Head Teacher	Au Cap
10. Heidi Francourt	Head Teacher	SEC
11. Eveline Rose	Deputy Head	La Digue
12. Stella Dubel	SENCO	Bel Eau
13. Jeannie Marie	SENCO	Belombre
14. Nadege Medor	SENCO	Grand' Anse Praslin
15. Mona Cesar	SENCO	Grand' Anse Praslin
16. Magda Larue	SENCO	La Rosiere
17. Jane Laurette	Subject Coordinator Maths & Science	Cascade
18. Louissette Emelie	Subject Coordinator Maths & Science	Baie Lazare
19. Elvis Alphonse	Subject Coordinator Maths & Science	Port Glaud
20. Mary Bristol	Subject Coordinator Maths & Science	Takamaka
21. Pricilla Payet	Early Childhood Coordinator	La Digue
22. Dorisha Houreau	Early Childhood Coordinator	Point Larue
23. Marlene Jean-Baptiste	Early Childhood Coordinator	SEC
24. Dolivette Gonthier	Early Childhood Coordinator	Bel Eau
25. Josette Mougat	Early Childhood Coordinator	Au Cap

26. Marcia McLullough	Consultant	Department of Education
27. Erin Lespoir	Counsellor	Anse Boileau Primary
28. Emma D'unienville	Counsellor	Belombre Primary
29. Cella Payet	Counsellor	Perseverance
30. Louisianne Laval	Counsellor	La Rosiere
31. Melina Amedee	Speech Pathologist	Seychelles Hospital
32. Juliette Henderson	Child Development Study	English Rover Health Centre
33. Fiona Paulin	Occupational Therapy	Seychelles Hospital
34. Anna-Lisa Labiche	Psychologist	Seychelles Hospital
35. Brigitte Gbilimou	Provisional Psychologist	Seychelles Hospital
36. Miranda Quatre	Child Protection SOPD	Seychelles Hospital
37. Anne-Marie Bibi	Child Health Programme	Seychelles Hospital
38. Georgina Marie	Child Health Programme	Seychelles Hospital
39. Eliza Didon	Paediatric Ward	Seychelles Hospital
40. Dr Jeevani Gonatilake	Doctor	Seychelles Hospital
41. Shirley Thomas	Ante Natal Midwife	Seychelles Hospital
42. Nafissah Marhah	Nurse	Anse Aux Pins

43. Lindy Rath	Nurse	Anse Royale
44. Debbie Antat	Nurse	Beau-Vallon
45. Saida Peer Mohamed	Nurse	Baie St Anne
46. Chikita Morin	NIHSS	
47. Naddy Morel	Dental Nurse	
48. Danielle Athanase	Student	NIHSS
49. Emie Joseph	Student	NIHSS
50. Willise Lenclume	Student	NIHSS
51. Rhona Lucas	Student	NIHSS
52. Marie-Michelle Rachel	Student	NIHSS
53. Tara Larue	Student	NIHSS
54. Beryl Laboudallon		Social Affairs
55. Chantal Cadeau		Social Affairs
56. Claudia Lozaique		Social Affairs
57. Betty –Mai Sofa	Senior Policy Analyst	Ministry of Local Government
58. Holbert Jean	Day Care Operator	Count & Read Day Care
59. Lisette Bonnelame	Day Care Operator	Noah Day Care

60. Nelvis Bastille	Student	UNISEY
61. Cheryl Rose	Student	UNISEY
62. Nadine Julius		
63. Mariette Lucas	Moderator	
64. Fera Joseph	DCO St	
65. Caelia Naiken Benoiton	SEC	
66. Lina Lesperance	HT GAP	
67. Jerina Bellard	ICU nurse	



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REGISTER FOR LOCAL PARTICIPANTS

Date: 15th February 2017

Seminar Presentation: Quality Evaluation in ECCE

Facilitator: Dr. Gunilla Dahlerg

Venue: International Centre Seychelles-Room 1

Name	Post title	Institution
1. Alain Theresine	Eduction Officer	EMIS
2. Milena Richard	Head teacher	Anse Boileau
3. Stella Payet	Head teacher	Belombre
4. Josette Ernesta	SENCO	LA Digue
5. Farina Commettant	SENCO	Mont Fleuri
6. Claire Legras	SENCO	Plaisance
7. Norline Camille	SENCO	Takamaka
8. Laura Marie	Subject Coordinator Maths & Science	Perseverance

9. Anacelle Vidot	Subject Coordinator Maths & Science	Pointe Larue
10. Nelda Marie	Subject Coordinator Maths & Science	Baie Ste. Anne
11. Bryna Lazaique	Subject Coordinator Maths & Science	La Retraiete
12. Aselma Thomas	Subject Coordinator Maths & Science	Takamake
13. Sandra Monthy	Subject Coordinator Maths & Science	Baie Lazare
14. Marei-Helene Adrienne	Early Childhood Coordinator	Belombre
15. Soucilla Athanase	Early Childhood Coordinator	Grand Anse Praslin
16. Marie-Therese Delorie	Early Childhood Coordinator	La Misere
17. Sheila Valentin	Teacher-in-charge	Pointe Larue
18. Julina Francoise	Teacher-in-charge	Perseverance
19. Fedora Barra	Teacher-in-charge	Baie Ste Anne
20. Anita Magnan	Teacher-in-charge	Anse Boileau
21. Christine Cedras	Teacher	La Rosiere
22. Stephanie Nourrice	Teacher	Mont Feluri
23. Diana Simeon	Teacher	Port Glaud
24. Velda Edmond	Teacher	Anse Etoile
25. Lydia Labrosse	Teacher	Cascade

26. Fatimih Renaud	Teacher	Mont Fleuri
27. Mary-Jim Brutus	Student	SITE
28. Vernette Celestine	Student	SITE
29. Corinne Corbari	Student	SITE
30. Diane Guy	Student	SITE
31. Kenny Bonnelame	School Counsellor	Mont Fleuri
32. Marion Charlette	School Counsellor	Bel Eau
33. Stephanie Joubert	School Counsellor	Beau-Vallon
34. Mifa Denis	School Counsellor	Anse Royale
35. Nathalie Labrosse		Social Affairs
36. DA Jim Moncherry		Ministry Local Government
37. Diana Rapide	Childminder	Cascade
38. Lydia Basset	Childminder	Anse Royale
39. Marie-Louise Pierre	Childminder	Anse Boileau
40. Marie Petrousse	Childminder	Grand Anse Mahe
41. Annie Laurette	School Council Chair	La Misere
42. Charlene Jean	Day Care Operator	Count n Read

43. Dorothy Rabat	Day Care Operator	Little Bird
44. Julietta Marie	Day Care Operator	Small Steps
45. Bery Maillet	Day Care Operator	Sunflower



List of participants for the opening ceremony

Name	Address
H. E. President of Seychelles	
1. Mr Danny Faure	State House
H. E. Vice-President of Seychelles	
2. Mr Vincent Meriton	State House
H. E. Designated Minister	
3. Mrs Macsuzy Mondon (Minister for Local Government)	Independence House Annex
Principal Secretaries VP's Office	
4. Mr Alain Volcere - Principal Secretary, VP's Secretariat	State House
5. Mr Denis Rose – Principal Secretary, Dept. of Information	Oliaji Trade Centre
Officials from State House	
6. Mr Mohammed Afif (Secretary of State)	President's Office
7. Mrs Aude Labaleine (Secretary of State)	“
8. Mrs Jeanne Simeon (CDS)	“
9. Mrs Marie-Claire Marie (Principal Secretary)	“

Ministers	
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10.	Mrs Mitcy Larue (Minister for Home Affairs)	Independence House
11.	Mr Jean-Paul Adam (Minister for Health & Social Affairs)	Mont Fleuri
12.	Mr Joel Morgan (Minister for Education & Human Resource Development)	Mont Fleuri
13.	Dr Peter Larose (Minister for Finance, Trade & Economic Planning)	Liberty House
14.	Mr Michael Benstrong (Minister for Agriculture & Fisheries)	Caravelle House
Ambassador		
15.	Dr Erna Athanasius (Ambassador for Women & Children)	Le Chantier Mall
16.	Dr Bernard Valentin (PS Health)	Seychelles Hospital
17.	Mrs Linda William-Melanie (PS Social Affairs)	Victoria House
18.	Dr Odile De Commarmond (PS Education)	Mont Fleuri
19.	Mrs Marie-Celine Vidot (PS Local Gov)	Ocean Gate House
20.	Dr. Linda Barallon (PS HRD)	Mont Fleuri
21.	Mrs Merida Delcy (Special Advisor) (Mont Fleuri
22.	Mr Patrick Payet (PS Finance)	Liberty House
23.	Mr Benjamin Choppy (PS DICT)	Caravelle House
24.	Mrs Lekha Nair (CEO Seychelles Pension Fund/IECD Landlord)	Maison Colette
25.	Mr Andre Morel (CEO – Seychelles Fire & Rescue Services Agency)	Latanier Road
26.	Dr Marie-Reine Hoareau (SG National Commission for UNESCO)	Mont Fleuri
27.	Dr Jude Gedeon (Ministry of Health)	Seychelles Hospital
28.	Mr Jean-Michel Domingue (CEO – TEC)	Mont Fleuri
29.	Mrs Fiona Ernesta (CEO – SQA)	Mont FLeuri
30.	Mrs Marie-Ange Denis (CEO Cleaners' Cooperative)	Kingsgate House
31.	Dr Danny Louange (Deputy CEO) (Seychelles Hospital
32.	Prof. Dennis Hardy (UNISEY) represented by Brian Moumou	Anse Royale
33.	Mrs Patricia Rene (Chief Allied Health Officer)	Seychelles Hospital
34.	Dr Susan Fock-Tave (Chief Medical Officer)	Seychelles Hospital
35.	Mrs Bella Henderson (Principal Policy Analyst)	Seychelles Hospital
IECD Board Members		
36.	Ms Gina Balette (Vice-Chairperson)	Cascade School
37.	Mr Holbert Jean (Member)	Union Vale
38.	Ms Dolores Fabien (Member)	NCC
Social Affairs Department		
39.	Beryl Laboudallon – Principal Social Worker (Tech. Team Chairperson)	Unity House
40.	Natasha Louise – Senior Social Worker (Tech. Team Member)	“
41.	Nicole Larsen – Senior Research Officer (Tech. Team Member)	“

42.	Lucille Mousbe – Social Worker (Tech. Team Member)	“
43.	Myra Ah-Tive – Social Worker (Tech. Team Member)	“
44.	Marie-Josée Bonne – Special Advisor	“
45.	Mirena Souris – Technical Advisor	“
46.	Marie-May Leon – Director-General	“
47.	Sylvette Gertrude – Director	“
48.	Yvana Theresine – Director (Drug & Alcohol Council)	“
49.	Chantal Cadeau – Principal Social Worker	“
50.	Suzanne Pierre – Principal Social Worker	“
51.	Gerald Kiwale – Principal Research Officer	“
52.	Judie Brioche - Coordinator, Parenting Team	“
53.	Paulette Anaou – Facilitator, Parenting Team	“
54.	Helene Vel – Facilitator, Parenting Team	“
55.	Philomena Barbe – Facilitator, Parenting Team	“
56.	Diana Renaud – Assistant Research Officer	“
57.	Andy Jean-Louis – Consultant	“
58.	Clothilde Malcouzane – Senior Social Worker	“
59.	Bernadette Payet – Social Worker	“
60.	Una Changtime – Social Worker	“
61.	Shana Gertrude – Social Worker	“
62.	Maryse Bresson – Social Worker	“
63.	Louisa Bibi – Social Worker	“
64.	Maureen Jouaneau – Assistant Social Worker	“
65.	Hilairy Celina – Social Worker	“
66.	Nathasia Mathiot – Assistant Social Worker	“
67.	Courtney Maillet – Social Worker	“
68.	Marie-Nella Leitner – Assistant Social Worker	“
Education Department		
69.	Ms Odile Octave – Director-General (Tech. Team Chairperson)	Mont Fleuri
70.	Mrs Elva Gedeon – Director (Tech. Team Member)	“
71.	Mr Cyril Pillay – Director (Tech. Team Member)	“
72.	Mrs Rose-Mai Jolicoeur – Principal Education Officer (Tech. Team Member)	“
73.	Ms Lymiah Bibi – Lecturer (Tech. Team Member)	“
74.	Mrs Germaine Gill – Part-Time Teacher (Tech. Team Member)	“
75.	Mrs Catriona Monthy – Psychologist (Tech. Team Member)	“
76.	Ms Julina Francoise – Teacher in Charge (Tech. Team Member)	“
77.	Mrs. Helen Basset (Curriculum Dev. Officer for EC)	“

78.	Mr. Kieran Madeleine (Assessment Development Officer)	
79.	Ms Mary Poris – ECCE Coordinator	
80.	Ms Magda Rose – Headteacher	Takamaka Primary
81.	Mrs Celine Faure – ECCE Coordinator	Anse Royale Primary
82.	Ms Monique Lesperance – Headteacher	Baie Ste Anne Primary
83.	Ms Milena Richard – Headteacher	Anse Boileau Primary
84.	Ms Priscilla Payet – ECCE Coordinator	La Digue Primary
85.	Mrs Fatma Bibi – Headteacher	La Misere Primary
86.	Ms Simone Fanchette – ECCE Coordinator	Glacis Primary
87.	Ms Daniella Antat – Headteacher	Anse Etoile Primary
88.	Ms Nelcie Jeannie – Teacher	La Rosiere Primary
89.	Ms Merna Albert – Headteacher	Au Cap Primary
90.	Ms Sereaille Vieille – Teacher	Anse aux Pins Primary
91.	Ms Melita Woodcock – Teacher in Charge	Bel Eau Primary
92.	Mrs Lely Antat – EC Coordinator	Baie Ste Anne Primary
93.	Ms Ferah Joseph – Day Care Operator	St. Anthony’s Day Care, Anse Etoile
94.	Mrs Verma Poonam – Day Care Operator	Trotters Stop, Roch Lane
95.	Ms Beryl Maillet – Day Care Operator	Sunflower, Plaisance
96.	Mrs Aimee Hoareau – Teacher	Glacis Primary
97.	Mrs Marie-Helene Adrienne – ECCE Coordinator	Bel Ombre Primary
98.	Ms Morine Max – Senior Education Officer	Ministry of Education
99.	Ms Marie-Claire Leon – Teacher in Charge	Labourdonnais Creche
100.	Mrs Renelle Anacoura – Teacher in Charge	Les Mamelles Creche
101.	Mrs Rosianna Jules (SITE) (Invitation Letter)	Mont Fleuri
102.	Mrs Antoinette Lucas (MoE) (Invitation Letter)	Mont Fleuri
103.	Ms Flavie Cetoupe (EC Lecturer SITE)	Mont Fleuri
104.	Ms Eugenia Albert (EC Lecturer SITE)	Mont Fleuri
105.	Ms Mavis Lespoir (Head of Programme EC – SITE)	Mont Fleuri
106.	Mrs Louise Morel (Head of Programme WBE – SITE)	Mont Fleuri
Local Government		
107.	Mr Daniel Frichot – Special Advisor (Tech. Team Chairperson)	Ministry of Local Government
108.	Mrs Betty-Mai Sofa – Senior Policy Analyst (Tech. Team Member)	“
109.	Ms Marie-Antoinette Nanon – Ag. Senior Programme Officer for NRA/PAAS Association (Tech. Team Member)	“
110.	Mr Daniel Adeline – Director, Project (Tech. Team Member)	“
111.	Ms Begita Melanie – Senior Programme Officer for Family Council Association (Tech. Team Member)	“

112.	Mr Jim-Roy Jeannevol – District Administrator (Tech. Team Member)	“
113.	Ms Jenna Dubignon – District Administrator (Tech. Team Member)	“
114.	Mr Francis Remie – Director Sport for All (Tech. Team Member)	“
115.	Ms. Alexandrine Zelia – District Administrator, Bel Air	“
116.	Ms. Rachel Joseph – District Administrator, St. Louis	“
117.	Mr Wilbert Omath – District Administrator, Roche Caiman	“
118.	Ms Dorothy Isidore – Coordinator	“
119.	Ms Farah Aziz – Assistant Coordinator	“
120.	Ms Magda Leon – Programme Officer	“
121.	Ms Murielle Marie – Director-General	“
Health Department		
122.	Anne-Marie Bibi – Chairperson, Technical Team	Mont Fleuri
123.	Juliette Henderson – Technical Team Member	“
124.	Florida Bijoux – Technical Team Member	“
125.	Veroniqua Bresson – Technical Team Member	“
126.	Marie-Josée Dang-Kow – Technical Team Member	“
127.	Xavier Rose – Technical Team Member	“
128.	Stephanie Denousse – Technical Team Member	“
129.	Fiona Paulin – Technical Team Member	“
130.	Shirley Romain – Paediatric Nurse	“
131.	Flavie Dubel – National Institute of Health & Social Studies	“
132.	Dr. Bettina Edmond – Seychelles Hospital	“
133.	Ms Agnes Boniface – Dental Therapist (In charge)	“
134.	Ms Elizabeth Arissol – Dental Section	“
135.	Lucy Prudence – Dental Therapist	“
136.	Monia Course – Public Health Officer	“
137.	Rebecca Estico – Midwife	“
138.	Serah Zialor – Anse aux Pins Health Centre	“
139.	Christina Dugasse – Baie Ste Anne Hospital	“
140.	Vicky Rosine – Baie Lazare Health Centre	“
141.	Daisy Laljee – Souvenir Health Centre	“
142.	Julia Reddy – Beau Vallon Health Centre	“
143.	Sophia Beauchamp – English River Health Centre	“
144.	Wahida Payet (Physiotherapy)	“
IECD Staff		
145.	Mrs. Shirley Choppy (Invitation Card/Letter)	Le Chantier Mall
146.	Dr. Andre Leste (Invitation Card/Letter)	“

147.	Mrs Vereine Louis-Marie (Invitation Card/Letter)	“
148.	Miss Lianette Morel (Invitation Card/Letter)	“
149.	Mrs Romia Mellie (Invitation Card/Letter)	“
150.	Mrs Stephanie Payet (Invitation Card/Letter)	“
151.	Mrs Lydianne Jean-Louis (Invitation Card/Letter)	“
152.	Ms Jasmine Talma (Invitation Card/Letter)	“
153.	Ms Laurette Lebon (Invitation Card/Support)	“
Childminder Representatives		
154.	Ms Katy Simeon	Anse Etoile
155.	Ms Lita Antoine	Au Cap
156.	Ms Tessy Quatre	Cascade
157.	Ms Fadette Vital	Perseverance 1
158.	Ms Sawline Victor	St. Louis
School Councils – State Schools		
159.	Mrs. Sylvianne Valmont	Anse Aux Pins
160.	Dr. Justin Valentin	Takamaka
161.	Mrs. Shella Mohideen	La Rosiere
162.	Mr. Justin Freminot	Beau Vallon
Private Schools		
163.	Dr. Shirley Marie (Director Independent School)	Ile du Port
164.	Mrs Margaret Pillay (Director International School)	Mont Fleuri
165.	Mrs Susan Ansell (International School)	Mont Fleuri
166.	Mrs Louise Moncherry (International School)	Mont Fleuri
167.	Miss Mary Uzice (International School)	Mont Fleuri
168.	Mrs Lucy Talbot (Montessori Children’s House)	Bel Air
Other Invitees/Partners		
169.	Mr Egbert Benstrong (Consultant) (Copolia, Plaisance
170.	Mr. Roland Alcindor (UNPD) (Le Chantier Mall
171.	Mrs Jeanne-d’Arc Suzette (NIHSS) (North East Point
172.	Mr Bernard Adonis (Consultant)	OJ Mall, Victoria
173.	Ms Linda Labrosse (Consultant) (Aarti Chambers
174.	Mrs Suzanne Rolston-Labrosse (Consultant)	Aarti Chambers
175.	Mr. Jones Madeleine (Public Relation Officer, SFRSA)	
176.	Mrs Gunilla Holmberg (Playtime Seychelles)	St. Louis Residence
Trust Fund Members		
177.	Mr. Lambert Woodcock	H Savy Insurance
178.	Mrs Annie Vidot	Independence Avenue
179.	Mrs. Noella Gonthier (

Sponsors	
180. Ms Veronique Laporte (CEO – STC)	Latanier Road
181. Mr Vijay Patel	Fishing Port
182. Mrs Soona Oliaji	Francis Rachel Street
Radio Quiz Winners	
183. Mr Allain Camille	
184. Mrs Marintha Suzette	
185. Mr Aubrey Louise	
186. Edith Ladouceur	
187. Mr. Sally Mairiga	Cameroon
188. Ms. Madeleine Daiferle épouse Mamat	Cameroon
189. Ms. Mairama épouse Doubla Avaly	Cameroon
190. Ms. Ngome Felicia Mungue	Cameroon
191. Ms. Mufer Wirsiy Hedwig	Cameroon
192. Mr. Serge Dzeukon	Cameroon (Nestle)
193. Mr. Mohamed Mahmoud Hussein Gadelmawla	Egypt
194. Ms. Neama Ahmad Mohamed Ebrahim	Egypt
195. Ms. Colette Azizet	Gabon
196. Ms. Antoinette Ndzimbou épouse Boulele	Gabon
197. Ms. Suniti Sanwal	India
198. Ms. Romila Soni	India
199. Ms. Kalpana Venugopal	India
200. Mr. Nitai Charan Ojha	India
201. Mr. Laxmidhar Behera	India
202. Mr. Amur Mohamed Amur Al Aisri	Oman
203. Ms. Nadia Ali Salim Al Ma'mari	Oman
204. Ms. Siham Ahmed Said Al-Riyami	Oman
205. Ms. Maryam Said Hamdam Al Obaidani	Oman
206. Mr. Carlton Lufuno Mukwevho	South Africa
207. Mr. Mawela Philip Mbedzi	South Africa
208. Mr. Surendran Perumal Govender	South Africa
209. Ms. Marie-Louise Samuels	South Africa
210. Ms. Victoria Mokgatle	South Africa
211. Mr. Patrick Norman Muir	Swaziland
212. Ms. Sibongile Mavis Mtshali-Dlamini	Swaziland
213. Ms. Gwendoline Wendy Busisiwe Simelane	Swaziland
214. Ms. Hazel Busi Zungu	Swaziland
215. Ms. Thembeni Constance Dlamini	Swaziland

216.	Ms. Donna Marucchi	Swaziland
217.	Ms. Hassah Abdul aziz Al Dasbass	Saudi Arabia
218.	Ms. Iman Abdul Aziz Aifan	Saudi Arabia
219.	Mr. Christian Morabito	Belgium
220.	Mr. Cristian Fabbi	Italy
221.	Mr. Paul Howard-Jones	United Kingdom
222.	Mr. Tim Waller	United Kingdom
223.	Mr. Ross Cunnington	Australia
224.	Professor Patrick Griffin	Australia
225.	Mr. Amedeo D'Angiulli	Canada
226.	Ms. Ella Yuaelelawati	Indonesia
227.	Ms. Gunilla Dahlberg Åström	Sweden
228.	Ms. Emily Vargas-Baron	USA
229.	Ms. Rusudan Bochorishvili	Georgia
230.	Mr Emin Amrullayev	Azerbaijan
231.	Ms Vafa Yagublu	Azerbaijan
232.	Dr Jose M. Saavedra	Switzerland (Nestle)
233.	Ms Edith de Leon	Switzerland (Nestle)
234.	Ntshinogang/Tiny	Botswana
235.	Botsang/Kebadire	Botswana
236.	Ms. Mmantsetsa Marope	Switzerland
237.	Ms. Amapola Alama	Switzerland
238.	Mr. Tekaligne Godana	Switzerland
239.	Mr Cyrille Leroy	Switzerland