



National Action Plan 2013 – 2014

Early Childhood Care and Education



Winning for Children: A Shared Commitment

April 2013

Foreword

The right of all young children to develop to their full potential, to have their intrinsic value recognized, to have their education and care facilitated by competent, caring and knowledgeable adults, can never be denied, if we believe in their inestimable worth as the future of our society. For their growth and development, they deserve careful educational, social and health attention and intervention from the earliest age.



This is enshrined in our country's vision for our young children, which is boldly set out in the Seychelles Framework for Early Childhood Care and Education. This policy document, entitled "*Winning for Children: A Shared Commitment*", also lays down the principles and goals for overall children's development in the early childhood stage.

Through the ECCE National Action Plan we have translated our vision into action. The plan defines what strategies we will use, where we will focus our resources and how we will work together to achieve the desired outcomes. The plan has been developed through involvement and consultation with stakeholders and partners, who have strong interests in the well being of our young children and with whom we consider it vital to continue working in close collaboration in the implementation of the action plan.

I would like to thank all those who took part in our consultative sessions and offered their valuable insights, ideas and experiences. They have contributed largely to enriching the planning and development process and without them we would not have been able to produce this document that will allow us to bridge gaps, address challenges and build on existing good practices in early childhood development.

The heart of our mission, our integrated mandate means that during this two-year period and beyond, we will all work together as a team, for the strategies adopted in the plan will only be successfully implemented through our shared commitment and collaborated and coordinated actions.

I warmly encourage all stakeholders and partners to contribute actively, positively and innovatively to the programmes, projects and services across all sectors for the benefit of our young children. It is only in this way that further progress can best be made towards realizing our common vision "*A winning start in life for all children in Seychelles*".

A handwritten signature in blue ink, appearing to read 'Danny Faure'.

Danny Faure
Vice President of the Republic of Seychelles

Acknowledgements

This National Action Plan represents the collective efforts of a large number of people who have provided leadership, support, advice, documentary and other contributions. We would like to thank in particular:

- The Vice President and members of the High Level ECCE Policy Committee for ensuring that the priorities and strategies in the framework document are translated into action.
- The Chairperson and members of the Co-ordinating Committee for ensuring that the plans reflect an integrated approach and encouraging the involvement of all stakeholders and partners.
- The ECCE Advisory Council for providing guidance and advice on the plans.
- The Chairpersons and members of the sectoral Technical Teams for their hard work in developing the action plans in response to the requirements of the ECCE Framework.
- Dr. M.T. Purvis, the local consultant for drafting the National Action Plan.
- The National Early Childhood Care and Education Trust Fund for financial support.
- The Senior Management Teams of line ministries for their technical input and ensuring that their plans are in line with their Ministries' visions.
- Dr. Andre Leste, the local consultant for technical assistance.
- The Participants of the Validation Workshop for their active engagement and valuable contributions.
- All secretarial staff for clerical and administrative support.

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Acronyms and Abbreviations

AG	Attorney General
CBO	Community Based Organisation
CCATS	Centre for Curriculum, Assessment and Teacher Support
CDS	Community Development and Sports Department
CEO	Chief Executive Officer
CRC	Convention on the Rights of the Child
EC	Early Childhood
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
HFC	Housing Finance Company
IEC	Information, Education and Communication
IECD	Institute for Early Childhood Development
MFA	Ministry of Foreign Affairs
MLUH	Ministry of Land Use and Housing
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
MSACDS	Ministry of Social Affairs, Community Development and Sports
NCC	National Council for Children
NGO	Non Government Organisation
NIHSS	National Institute for Health and Social Services
NRA	Neighbourhood Recreational Activities
NSC	National Sports Council
OHCHR	Office of the High Commissioner for Human Rights
PTA	Parents-Teachers Association
SAD	Social Affairs Department
SLA	Seychelles Licensing Authority
SMC	Senior Management Committee
SNA	Seychelles National Assembly
SoE	School of Education (UniSey)
SOP	Standard Operation Procedures

SQA	Seychelles Qualifications Authority
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UniSey	University of Seychelles

Glossary

Active learning: an approach to learning and teaching in which students engage with the materials they study through reading, writing, talking, listening, reflecting and solving problems. This enables them to develop higher-order thinking skills such as analysis, synthesis and evaluation. One unique characteristic of active learning is that the teacher acts as a guide and facilitator of the education process rather than as the sole source of information.

Child-centred methodology: refers to the philosophy that learning must make sense to the child if it is to be effective and meaningful. Thus learning has to be focused on each student's needs, abilities, interests, and learning styles, placing the teacher as a facilitator of learning. Student voice is an important aspect of this methodology; a child's point of view has to be respected, enabling them to become active and responsible participants in their own learning.

Early Childhood Care and Education: services and programmes that facilitate the holistic development of children from 0 to 7+ years, encompassing child and maternal health, nutrition, safety, security, learning and early stimulation, legal, social, economic and emotional protection.

Early childhood: the period from birth to 7+ years, a period when there is a particularly high level of brain growth, which lays the foundation for subsequent development and learning.

Holistic development: a view of child development that considers cognitive, social, cultural, physical, emotional, and spiritual dimensions of human development as closely interwoven and forming an integral whole. Thus a child's whole context - the physical surroundings, the emotional context, relationships with others, and her/his immediate needs at any one time may affect and modify how a particular experience contributes to the child's development.

Rights based approach: an approach to services and programmes that considers and respects the child as a rights holder who has claims with regard to those (parents, care givers, ECCE professionals, the state, the community...) who have the obligations to ensure the fulfillment of those rights (the duty bearers). The duty bearers have an obligation to respect, protect and fulfill those rights, and to help the child as rights holder to develop the capacity to claim the rights and exercise responsibility in doing so.

Part 1

Introduction to the National Action Plan

The **Early Childhood Care and Education Framework – *Winning for Children: A shared commitment*** (2011) provides an innovative and comprehensive system for developing better integrated and co-ordinated early childhood services nationally, so that all young children may develop their potential to the fullest. It sets out the underlying *Principles* of ECCE in Seychelles and our *vision* for children; it outlines the *national policy goals and strategies* and calls for the development of a national plan of action for ECCE. The Framework defines ‘Early Childhood’ as the period from birth to 7+ years, a period when there is a particularly high level of brain growth, laying the foundation for subsequent development and learning. Early Childhood Care and Education services and programmes are seen as encompassing health, nutrition, safety, security and learning which all contribute to the holistic development of the child.

This **National Action Plan for Early Childhood Care and Education, 2013 - 2014** has been developed in response to the Framework’s call for a plan of action for ECCE. It aims to strengthen ECCE through adopting a more coherent and holistic approach across sectors, placing the child at the centre of all the expected outcomes. The national action planning process leading to this plan took place in the context of Seychelles’ adoption of the Moscow Framework of Action and Co-operation, following the first World Conference on ECCE organized by UNESCO in September 2010. Further to Seychelles commitment to implementing the Moscow Framework, the Seychelles ECCE Framework was developed and it was endorsed by all stakeholder ministries in Oct 2011.

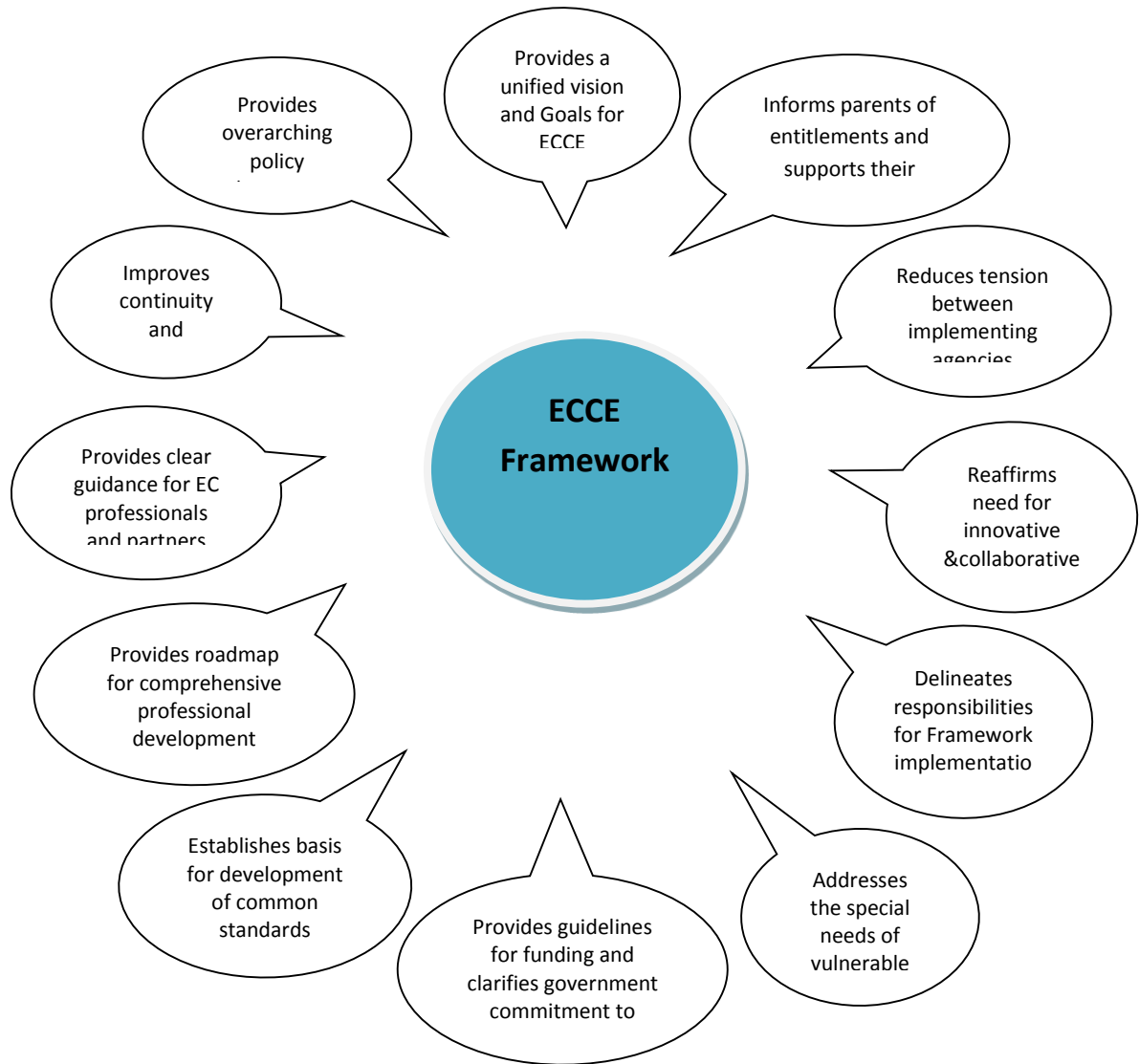
The **National Action Plan for ECCE, 2013 -2014** gives an overview of the ECCE Framework, its values, principles and vision as well as the key priorities/goals and strategies that lead to the Action Plans in Part 2. It outlines the methodology used in the action planning process and provides detailed action plans for selected strategies under each of the nine key priorities of the ECCE Framework. It provides an implementation strategy, including monitoring and evaluation mechanisms that will need to be put in place. Finally it outlines the critical success factors that will ensure the successful implementation of this National Action Plan.

The Conceptual Framework of the National Action Plan for ECCE

This National Action Plan for ECCE emanates from the ECCE Framework. It is therefore guided by the overall principles and values of the Framework and it intends to put into action a number of short term strategies outlined therein, for the period 2013 to 2014.

This section reiterates the purposes, values, principles, vision and goals of the Framework, in order to reinforce the links between those various components and the strategies and action plans that follow in Part 2.

The national ECCE framework has the following purposes:



The ECCE Framework is underpinned by the values and principles of the UN Convention on the Rights of the Child, other related conventions, the Seychelles Constitution and other national legal frameworks.

In particular it highlights the following **values**:

- Care and education form part of a continuum of learning experiences that will bring about the holistic development of the child.
- All children have a right to equal access to high quality ECCE services.
- Children have a voice and must be heard in matters that concern them.
- Children are active and independent learners and they do this through exploration, discovery, and while making productive and enriching connections with adults and other children.
- Well-educated and well-trained ECCE professionals represent a crucial factor in providing high quality ECCE.
- Adults have a duty to ensure that the rights and needs of children are met.

In the light of these values **nine Principles** guide all developments in ECCE in Seychelles:

Principle 1: Centrality of the Child

The child and his or her developmental needs must remain at the centre of all our planning and programming efforts. All our energies should be directed at nurturing the best possible outcomes for the child in all areas of development including the cognitive, physical, emotional, social and spiritual dimensions. The focus on children must be constant and not blurred by conflicting agendas and competition among those responsible for delivering services to children.

Principle 2: Child as a Right Holder

Children as members of society have a number of inherent rights which are guaranteed by our Constitution and international treaties such as the Convention on the Rights of the Child. The CRC Committee's General Comment, entitled 'Implementing Childs Rights in Early Childhood' (OHCHR, 2005) gives clear understanding of the rights of all young children and the obligations of parties to fulfill them. These rights are not negotiable. It is the duty of adults and all professionals who work with children to champion these rights and treat all children with respect.

We must ensure that we plan, act and evaluate in accordance with the best interests of the child. All child related policies, frameworks and programmes must be in compliance with the articles of the CRC.

Principle 3: Family Involvement

The family has a pivotal role to play in the care and education of young children. This is recognized in our Constitution, policy documents, interventions and established structures. This involvement is especially crucial at early childhood level in order to facilitate a smooth transition from home to 'outside home care and education'. Parents have the right to be represented on school boards and councils, to have access to information related to their children, to be informed of what happens, to access premises and participate in organized activities.

Communities and partners will build family friendly environments and educate parents to enable them to discharge these roles meaningfully. Special efforts will be made to welcome, value and support fathers in their parenting roles. Employers and businesses will support parenting responsibilities and provide child friendly incentives.

Principle 4: Coordination and Collaboration

The family, the school and the community have important and complementary roles to play in nurturing healthy, creative and self confident children who will become responsible and productive citizens in the future. The task is too complex for anyone to do alone. While the family remains the children's first educators, the school and the community will support the family and work together to make all children 'winners'.

Coordination is also important for the many agencies whose programmes affect young children. Services must be delivered in a coordinated and coherent manner in the best interest of the child. The sharing of professional information is a necessary prerequisite for smooth transitions and continuity in programmes. However, because of the very confidential nature of health information, it is important that strict protocols are followed and parental consent for sharing of information sought. All partners must work collaboratively to promote the growth of happy, healthy, and self-confident children.

Principle 5: Long Term Sustainability

In order to sustain the growth and development of EC initiatives, there needs to be national awareness of the importance of early childhood care and education and firm commitment to funding from both the state and the private sector on a long term basis.

Long term sustainability will be enhanced by sharing experiences nationally and internationally and building on existing resources, relationships and support systems.

Principle 6: Value of Play

The value of play for learning is constantly being reinforced by new research, and our curriculum frameworks recognize the importance of play and active learning in the early years. The constant pressure to move towards early structured and rigid learning programmes however, jeopardises this principle. We need to ensure that parents, EC professionals and all partners have a common understanding of the contribution of play in building learning, confidence and social competence.

This principle also places an obligation on Government, communities, private sector and all providers of services to ensure that EC settings are well resourced and provide stimulating play based experiences.

Principle 7: Accountability

Children are vulnerable at this age and need to be protected. High quality standards in all aspects of EC provision are needed to safeguard all children. These standards must be age appropriate, consistent and comparable across the whole range of EC provision.

Accountability also assumes that these standards are fully implemented. This requires the setting up of effective monitoring and evaluation mechanisms, and training to ensure compliance and public reporting of results.

Principle 8: Evaluation and data collection

Data and evidence are needed to monitor outcomes, advance understanding of local situations and guide effective policy response. Data on early childhood is gathered at different sources using diverse indicators. There are currently many gaps and inconsistencies in data gathering across the different services, and limited research on their impact. An integrated and comprehensive information system is one that will provide reliable and up to date data on all indicators and evidence of how programmes and services are impacting on children's outcomes. It will provide the information platform for evidence based policies.

Principle 9: Cultural Appropriateness

Good early childhood programmes must take into account the realities of the Seychellois culture and parenting practices. It must build on the positive aspects of care and nurturing that takes place in the home so that all children experience a smooth transition to more structured out-of-home settings.

As we move towards an increasingly pluralistic society, all early childhood workers must be trained to be sensitive to the child's socio cultural background, to respect diversity by valuing all

types of families, to be respectful of cultures while challenging harmful practices that go against the best interests of the child.

The use of the mother tongue as the language of instruction in crèche, Primary 1 and Primary 2 provides children with the opportunity to develop their self esteem and confidence while learning a second and third language. The use of the mother tongue ensures that the child's adaptation to school takes place smoothly and naturally and that no child is disadvantaged in using language as a tool for formal learning. Its value and efficiency needs to be recognized and demonstrated through research and comparative studies. The use of the mother tongue is also an important vehicle for strengthening communication with parents and encouraging their participation in their children's learning.

The above Principles also provide benchmarks against which the indicators of success will be measured.

The **vision** for ECCE is:

A winning start in life for all children in Seychelles

'A winning start' = 'the right to a high quality, comprehensive and integrated system of early childhood care and education from conception onwards'.

This vision implies the involvement of all ECCE stakeholders, namely parents and guardians, ECCE professionals, members of the community and society. Hence:

Our vision for parents and guardians: Confident and knowledgeable parents who engage constructively with professionals in the best interest of the child.

Our vision for our workforce and partners: Valued and skilled professionals working together innovatively for the greater success of all children and families.

Our vision for our Communities: Committed and vibrant communities providing strong family support and enabling environments for children's overall development.

Our vision for our society: a 'caring' society characterized by a high degree of social, racial, religious and intergenerational harmony – a melting pot of cultures and a model of peace and integration for the whole world.

In line with its values, principles and vision, the ECCE Framework has the following **Goals:**

1. Realign ECCE policies and programmes to respond to new research and international recommendations on the holistic needs of children from birth to 7+years.
2. Progressively expand access to a variety of affordable, developmentally appropriate and family responsive ECCE facilities especially for children aged 0 to 3.
3. Introduce new financing mechanisms to increase investment and resources in ECCE (public and private)
4. Improve and expand training, accreditation and professional development of ECCE professionals
5. Review and strengthen mechanisms for early detection and intervention to reduce educational and social inequalities
6. Improve accountability and service delivery in ECCE
7. Build family and child friendly communities
8. Provide comprehensive quality parenting programmes accessible to all parents from conception onwards
9. Promote research in ECCE.

Key Priorities and Strategies of the ECCE Framework

For each **Goal** (also referred to as *priorities* in the Framework and below) a number of strategies have been specified. They provide broad directions and establish the basis for the actions elaborated in Part 2 of this document. All the strategies listed below are expected to contribute to the attainment of the Goals of ECCE. They imply a multi-sectoral approach to implementation, requiring greater integration and co-ordination of EC services across sectors. This can only be done through enhanced collaboration, responsibility and shared commitment by all stakeholders involved.

The following nine pages outline all the strategies of the ECCE Framework, with an indication of the lead implementing agencies involved in each. To ensure successful implementation it is necessary to further prioritise the strategies on the basis of short, medium and longer term actions. The prioritizing process is explained in the Methodology section on page 24.

Key Priorities and Strategies of the ECCE Framework

STRATEGIES UNDER PRIORITY 1 AND IMPLEMENTING AGENCIES

Priority	Strategies	IMPLEMENTING AGENCIES					
		Education	Health	Social Affairs	Community Dev.	Finance	All Ministries
1:Realign ECCE Policies & Programmes	a) Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0-7+ (List attached in appendix.)	✓	✓	✓	✓	✓	
	b) Review terminology to ensure consistency and clarity in official documents and break down barrier between formal and non-formal early childhood education	✓	✓	✓	✓		
	c) Review appellations of different EC services such as child minding, day care, crèche etc to reflect new roles and dispel erroneous connotations	✓	✓	✓	✓		
	d) Ensure that priorities and strategies identified for the early childhood are fully integrated into the ongoing Education Reform Action Plans and other national and sectoral development plans	✓	✓	✓	✓	✓	
	e) Develop/revise curriculum frameworks for all early childhood care and health providers and teachers to ensure continuity in provision for development and early learning from 0 to 7+and a convergence of care and education	✓	✓	✓			
	f) Improve curriculum and methodology privileging 'child-centered' and 'rights based' approaches	✓	✓	✓			
	g) Increase public awareness on importance of and new developments in ECCE						✓

STRATEGIES UNDER PRIORITY 2 AND IMPLEMENTING AGENCIES

Priority	Strategies	IMPLEMENTING AGENCIES					
		Education	Health	Social Affairs	Community Dev.	Finance	All Ministries
2: Expand Access	a) Conduct a comprehensive survey to determine parents' childcare needs in relation to care provision and education in every district (repeated at 7a)	✓	✓	✓	✓		
	b) Build at least one day care centre in each district where necessary	✓	✓	✓	✓	✓	
	c) Provide range of different options to meet the needs and expectations of the parents. (child minding, Daycare, Preschools, after school clubs, playgroups, holiday clubs	✓	✓	✓	✓	✓	
	d) Develop local and community- based responsive solutions to support families including co-locating services			✓	✓		
	e) Encourage large businesses and organizations to set up day care centres at work places and to introduce other family friendly measures such as facilitating breast feeding	✓	✓	✓	✓		
	f) Support the work of NGOs and other partners providing services to ECCE						✓
	g) Strengthen communities and families to provide enabling environments for raising children.						✓

STRATEGIES UNDER PRIORITY 3 AND IMPLEMENTING AGENCIES

STRATEGIES UNDER PRIORITY 4 AND LEAD IMPLEMENTING AGENCIES

Priority	Strategies	IMPLEMENTING AGENCIES					
		Education	Health	Social Affairs	Community Dev.	Finance	All Ministries
P3: New financing mechanisms to increase Investment and Resources	a) Sustain the Early Childhood Trust Fund by sourcing new avenues of funding in partnership with the private sector					✓	
	b) Ensure adequate resourcing and financing of ECCE from state budget based on improved statistical information						✓
	c) Disaggregate EC data in order to accurately benchmark and monitor progress in funding allocations						✓
	d) Review funding allocations under the Children’s Fund					✓	
	e) Pro-actively source international funding through cooperation with UNESCO and other agencies						✓
	f) Provide subsidies to encourage the establishment of quality ECCE services eg reduced import tax, training, reduced rental of premises, assistance in purchasing resources, etc. (glue, paint, sand, outdoor play equipment, paper)					✓	
	g) Subsidise daycare by paying fees directly to the operators					✓	
	h) Involve private sector in contributing towards resources e.g. adopting, sponsoring a child or Day Care, providing workers with child-care benefits						✓
	i) Extend ‘dedicated fund’ to assist needy cases in day care centres					✓	
	j) Manage allocated funds in a transparent manner						✓

Priority	Strategies	IMPLEMENTING AGENCIES					
		Education	Health	Social Affairs	Community Dev.	Finance	All Ministries
4: Improve and Expand Training and Professional Development	a) Improve and expand training, accreditation and professional development of ECCE professionals in health, education, social and all other sectors impacting on Early childhood						✓
	b) Upskill current practitioners in delivery of both care and education services						✓
	c) Review workforce structure and training, conditions of service and career opportunities for all ECCE staff						✓
	d) Encourage more male staff to join ECCE programs to provide good role models and break cycle of male underachievement	✓					✓
	e) Facilitate and strengthen in-service professional learning opportunities related to the early years	✓	✓	✓	✓		
	f) Ensure relevant training that focus on meeting current challenges eg. gender disparity, sharing and collaboration among service providers						✓
	g) Encourage the setting up of Early Childhood Association that can advocate for EC						✓
	h) Review current curricular of early childhood courses at UNISEY/School of Education to support a holistic ECCE framework	✓					
	i) Review current curricular of health and social workers courses to ensure convergence of health, care, protection and education	✓	✓	✓			
	j) Introduce diploma level courses in maternal and child health	✓	✓	✓			
	k) Develop partnership/mechanism between MoE and UNISEY to provide ongoing relevant and high quality ECCE training to respond to the needs of society.	✓					

STRATEGIES UNDER PRIORITY 5 AND LEAD IMPLEMENTING AGENCIES

Priority	Strategies	IMPLEMENTING AGENCIES					
		Education	Health	Social Affairs	Community Dev.	Finance	All Ministries
5: Mechanisms for early detection and intervention	a) Strengthen the early Intervention Centre in the Ministry of Health		✓				
	b) Maintain appropriate profiles from birth onwards (record of development, care and intervention pathways) on children that can be shared with professionals and parents at appropriate times	✓	✓				
	c) Reinforce and extend profiling system to include aspects of health	✓	✓				
	d) Establish system for health and education review and sharing of information on children needing intervention	✓	✓				
	e) Conduct mental, psychological and psycho- motor screening for all children entering crèche and P1 followed by appropriate early intervention	✓	✓				
	f) Establish clear channels for parents seeking advice and help for children						✓
	g) Strengthen ante natal programmes		✓				

STRATEGIES UNDER PRIORITY 6 AND LEAD IMPLEMENTING AGENCIES

Priority	Strategies	IMPLEMENTING AGENCIES					
		Education	Health	Social Affairs	Community Dev.	Finance	All Ministries
6: Improved Accountability and Service Delivery	a) Develop/revise core standards and suitability checks to regulate all areas of ECCE eg infrastructure, facilities, management, curriculum and staff qualifications						✓
	b) Reinforce and streamline quality assurance and licensing regulations						✓
	c) Establish core competency entry requirements for service providers working with children and families						✓
	d) Conduct health and police criminal screening for all EC workers						✓
	e) Develop operating frameworks and codes of ethics for all professionals in ECCE						✓
	f) Design built in monitoring and evaluation mechanisms						✓
	g) Develop a coordinated data management system (eg. EMIS....)						✓

STRATEGIES UNDER PRIORITY 7 AND LEAD IMPLEMENTING AGENCIES

Priority	Strategies	PRIME MOVERS						All Ministries
		Education	Health	Social Affairs	Community Dev.	Finance	NGO	
7: Build Family and Child Friendly Communities	a) Conduct surveys to determine childcare and education needs of parents in every district			✓	✓			
	b) Collect reliable data on all services available in the district			✓	✓			
	c) Facilitate growth and expansion of day care centres and child minding services through innovative planning and partnerships			✓	✓	✓	✓	
	d) Expand innovative holiday and after school programmes for children in liaison with NGOs			✓	✓		✓	
	e) Ensure that all districts are child friendly (green spaces/safe zones)				✓		✓	
	f) Set up an early childhood committee/council in every district				✓			
	g) Set up family resource centres with information on EC in all districts				✓	✓		
	h) Provide more homely and child friendly environments in existing services such as the pediatric ward							✓

STRATEGIES UNDER PRIORITY 8 AND LEAD IMPLEMENTING AGENCIES

Priority	Strategies	PRIME MOVERS						All Ministries
		Education	Health	Social Affairs	Community Dev.	Finance	NGO	
8: Provide Quality Parenting Programmes	a) Develop comprehensive and culturally derived community based parenting programmes with special focus on parents of children aged 0-7 years			✓	✓		✓	
	b) Review existing parenting programmes to ensure compliance with CRC			✓	✓		✓	
	c) Provide relevant training to NGOs, Faith - based organizations, Community Workers, nurses, teachers and all those involved in delivering parenting programmes from antenatal to 7 years				✓			
	d) Develop comprehensive media programmes on positive parenting highlighting role of fathers				✓		✓	
	e) Ensure that all programmes are father friendly							✓
	f) Encourage the development of support groups and networks for parents in communities and workplaces			✓	✓			
	g) Design ECCE websites and other tools to provide parents and ECCE workforce with relevant information on early childhood issues							✓

STRATEGIES UNDER PRIORITY 9 AND LEAD IMPLEMENTING AGENCIES

Priority	Strategies	PRIME MOVERS						All Ministries
		Education	Health	Social Affairs	Community Dev.	Finance	NGO	
9: Promote Research	a) Encourage and disseminate research in new areas of early childhood development in Seychelles by providing grants to both governmental and nongovernmental individuals and institutions					✓	✓	
	b) Generate evidence based delivery services effective in Seychelles context							✓
	c) Establish a research base for the early years							✓
	d) Share effective and promising practices in ECCE						✓	✓
	e) Establish links between the private and public sector for sharing of best practice							✓
	f) Train stakeholders in data collection and research for evidence-based policy making							✓
	g) Regularly update and strengthen data bases							✓

From Strategies to Actions – Approach and Methodology

In order to implement the strategies a prioritization exercise had to be done to determine short, medium and longer term actions to be undertaken by the different partners. Funds had to be mobilized and mechanisms put in place to ensure the effective implementation of the ECCE Framework. This first National Action Plan for ECCE for the period 2013 - 2014 is the culmination of the work done so far and it focuses on short term actions while anticipating medium and longer term goals.

The methodology used for the development of the National Action Plan took into account the multi-sectoral nature of ECCE provision by adopting a multi-level and co-ordinated approach to the process. It has also strived to maintain the centrality of the child and her/his entitlements in all aspects of the plans.

The first steps were the appointment of the high level National ECCE Policy Committee, chaired by the Vice President and including the ministers for Health, Education, Social Affairs, Community Development and Sports, Finance, and the Ambassador for Women and Children. An ECCE Advisory Council was also established to provide professional advice to the high level committee, on ECCE issues and future plans. At the same time a new Institute for Early Childhood Development (IECD) was set up to provide leadership in ECCE and co-ordinate the implementation of ECCE policies and programmes. A Trust Fund for ECCE was also put in place to maximize the financial resourcing of ECCE from both government and the private sector.

Following the Government's endorsement of the national ECCE Framework in October 2011, a number of technical teams were set up at sector level, namely within the Ministries of Education, Health, Social Affairs, Community Development and Sports and Finance. Their mandate was to examine the strategies, select priority areas and develop action plans for each area. These action plans have been integrated into the National Action Plan for ECCE, in line with the recommendations of the Framework. Co-ordination of the work of the technical teams was done by a Co-ordinating Committee led by the CEO of the IECD, and comprising the chairperson of each team. The Committee met regularly to assist with the co-ordination and harmonization of the sector-based action plans and ensure consistency, coherence and multi-level participation in the action planning process.

From the start of 2012 the technical teams have been meeting to prioritise the ECCE strategies for further development into sector level action plans. Their work gained greater impetus with the establishment of the IECD during that year. They consulted sector-wide and produced first drafts of action plans towards the end of 2012/ beginning of 2013. The plans were then presented to the senior management teams of the different Ministries involved and they were reviewed in the light of the feedback received. It was important to ensure that the action plans were in line with the Ministries' own plans and to obtain support for the ECCE action plans at senior management levels.

The next stage involved a pre-validation consultative process where the draft action plans were presented to small groups of first line stakeholders – people from the lead Ministries who will have a direct input into the implementation of the plans. This was to ensure the engagement of critical stakeholders at an early stage in the planning process. The amended action plans were thereafter submitted to the ECCE Advisory Council for comments and advice before the validation workshop of 22nd February 2013.

A wide range of stakeholders, from both the public and private sectors, were represented at the validation workshop (see list of participants at Annex 2). Their contributions were subjected to a post-validation exercise (held on 5th March 2013) involving the members of the technical teams, and the action plans were revised accordingly.

Part 2

Action Plans for 2013 - 2014

The Actions Plans in this section are based on a number of selected strategies under each of the nine priorities/goals of the ECCE Framework. These strategies have been chosen on the basis of wide consultation by the Technical Teams and they are linked to the sectoral plans of the different Ministries and other initiatives already underway. While the Action Plans are presented at the level of sectors, the activities proposed are to a large extent collaborative and often cross cutting. They also include activities that engage with NGOs, the local and wider communities. The Action Plans have the following **expected outcomes**:

- ✚ Harmonised laws, regulations, policies and guidelines which should ensure that all sectors cater effectively for the needs of the age group 0 to 7+ years
- ✚ Standard terminologies used by all stakeholders and partners in early childhood
- ✚ Comprehensive child-friendly programmes which cater effectively for the holistic development of children from 0 to 7+ years
- ✚ All teachers incorporate “child centered’ and rights based’ approaches in curriculum planning and delivery.
- ✚ Approved budget allocation which will adequately cater for all ECCE resources
- ✚ Qualified and competent ECCE personnel who can contribute towards the development and well being of children from 0 to 7+ years.
- ✚ Comprehensive profiling system which allows for early detection and effective intervention
- ✚ All parents are aware of established procedures and can access services to seek advice and help for their children
- ✚ Completion of two new district Day Care Centres in response to community needs catering for 50 - 60 Children each
- ✚ Authorities better informed of needs and expectation of parents with regards to child minding services, and increased opportunities for EC aged children and parents at District level
- ✚ Increased targeted activities for children within the EC age group during school holidays and after school activities
- ✚ Established Early Childhood Community Councils in Districts

- ✚ Increased access and improved contact (in a physically and emotionally safe environment) for children not living with their parent(s)
- ✚ Improved support to children at risk
- ✚ Timely interventions for newborns and their parents
- ✚ Established screening procedures to determine suitability of prospective ECCE practitioners
- ✚ Improved quality of child minding services
- ✚ Enhanced quality of parenting programmes
- ✚ Strong comprehensive policies enacted providing optimal access to reproductive, maternal, newborn and child health care
- ✚ Improved access for every child to effective aids, ensuring the fulfillment of their potentials and improved learning
- ✚ Comprehensive profile of every child available, ensuring shared information with all stakeholders
- ✚ Well designed screening programme for pre-crèche and second year crèche and P1 children ensuring effective intervention
- ✚ Early detection and intervention programmes for hearing impairments available and implemented by all sectors
- ✚ Early detection and intervention programmes available and implemented by all sectors
- ✚ Maternal and Child care strengthened through improved breast feeding.

The estimated **costs** of implementing the action plans and achieving the expected outcomes are included in each plan. The table that follows provides a summary of total costs for the following development areas across sectors. It is expected that funds will be obtained from a variety of sources, including the ECCE Trust Fund, regional and international donor agencies (as detailed in the action plans).

Development Areas	Estimated Costs SR
1. Programmes	SR 6,408,500
2. Infrastructure	SR 5,250,000
3. Training & Professional Development	SR 1,571,000
Total Costs	SR13,229,500

The table overleaf provides a summary of the priorities and activities covered in the Action Plans that follow. For ease of reference a summary of the goals and related strategies covered by the various sectors precedes each set of action plans.

Summary of main activities of the National Action Plan for ECCE 2013-2014

Goal/Priority	Education	Health	Social Affairs	Community Development
1. Realign ECCE policies and programmes	a) Review/revise policies and guidelines b)&c) Inventory of terminologies and operational definitions e) Develop/revise programmes with Health for 0-7+ years	a) Review regulations, etc.. to promote integrated approach to ECCE b) Increase public awareness of new developments in ECCE	a) Review/revise Children Act f) Incorporate CRC principles in training of professionals	a) Review regulations, etc.. to promote integrated approach to ECCE
2. Expand access			d) Absent parent services	b) Day Care Services in districts c) Kids gathering initiative/ Neighbourhood recreational activities
3. New financing mechanisms	b) Needs assessment and budgeting exercise	h) Investment Plan/Aids for children with special needs		
4. Improve and expand training and PD	k) Review/revise teacher education to incorporate ECCE			
5. Mechanisms for early detection and intervention	c). Profiling system to include health aspects of ECCE f) Improved advisory services to parents	b) Road to Health card e) Pre-crèche and pre-school screening Strengthen newborn and EC screening: for hearing Risk Indicator Framework Baby Friendly Hospital	b) Child profile and Risk Indicator Assessment g) Strengthen antenatal and postnatal programmes	
6. Improve accountability and service delivery			a) Suitability checks for service providers b) Child Minding services	
7. Build family and child friendly communities				d) expand holiday activities options e) Districts environment assessment, green spaces, safe zones f) EC Community Councils in districts
8. Provide quality parenting programmes			b) Produce quality Parenting programmes	
9. Promote research	Cross-cutting – and throughout implementation period			

STRATEGIES and ACTION PLANS TO BE IMPLEMENTED DURING THE PERIOD 2013 – 2014

EDUCATION

PRIORITY/ GOAL 1: Realign ECCE Regulations, Policies and Programmes

Strategy a

Review existing regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0 to 7+ years

Strategy b

Review terminologies and operational definitions to ensure consistency and clarity in official documents

Strategy c

Review operational definitions of different EC services such as child minding, day care, crèche etc to reflect new roles and eliminate erroneous connotations

Strategy e

Develop/ revise curriculum frameworks for all early childhood care and health providers and teachers to ensure continuity in provision for development and early learning from 0 to 7+ years, and harmonization of care and education

Strategy f

Improve curriculum/ programmes and methodology, privileging 'child-centered' and 'rights based' approaches

GOAL 3: New financing mechanisms to increase investment and resources

Strategy b

Ensure adequate resourcing and financing of ECCE from state budget based on improved statistical information

GOAL 4: Improve and expand training and professional development

Strategy k

Develop partnerships/mechanisms between MoE and training institutions to provide ongoing relevant and high quality ECCE training to respond to the needs of children 0 to 7+ years

GOAL 5: Establish mechanisms for early detection and intervention

Strategy c

Reinforce and extend profiling system to include the health aspect of ECCE

Strategy f

Establish clear communication channels for parents seeking advice and help for children

Priority /Goal 1: Realign ECCE Policies And Programmes						
Strategy (a): Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0-7+ years						
Expected Outcome: Harmonised laws, regulations, policies and guidelines which ensure that all sectors cater effectively for the needs of the age group 0 to 7+ years						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(a)	Establish multi-sectoral Review Committee	June 2013	Review Committee established		Representatives of MoE, MoH, SACDS, School Councils, PTA, Civil Society, AG's Office , Private Institutions, IECD	
	Conduct an audit of existing legislation, policies, guidelines and operational procedures, and liaise with partners through inter-sectoral forum to harmonise findings	June to Sept 2013	Gaps identified and noted; All partners agree on areas for review	SR 25,000	Review Committee, as above	
	Review legislation, regulations, policies and guidelines to reflect an integrated vision and approach using technical expertise of a consultant	Oct & Nov 2013	Laws, policies and guidelines reflect an integrated vision and approach to ECCE provisions	SR 150,000	Review Committee, as above, and consultant	
	Consult with all stakeholders at sector level to ensure appropriate harmonization throughout	Dec 2013 to Feb 2014	Policies are harmonized in the light of consultative process	SR30,000	Review Committee, as above, and consultant	
	Validate draft laws, regulations, policies and guidelines	April 2014	Revised laws, regulations, policies and guidelines validated and endorsed by all stakeholders	SR5000	Review Committee, as above, and consultant	
	Submit revised laws to Government, and sensitise the general public on ECCE policies, guidelines etc..	May 2014 and ongoing	Revised laws & enhanced public awareness	SR75, 000	Review Committee and sector-based partners	

Priority / Goal No. 1: Realign ECCE regulations, policies and programmes

Strategy (b): Review terminologies and operational definitions to ensure consistency and clarity in official ECCE documents.

Strategy (c): Review operational definitions of different EC services such as child minding, day care, crèche etc to reflect new roles and eliminate erroneous connotations

Expected Outcome: Standard terminologies used by all stakeholders and partners in early childhood

Ref.	Activities	Time Frame	Output/ Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(b) (c)	1. Compile an inventory of terminologies/ operational definitions related to ECCE in partnership with IECD	May - July, 2013	A draft inventory based on common understanding of agreed terminologies	SR8,000	MOE Review Committee, MOH, MSACDS School Council, Civil Society , PTA & AG's Office	
	2. Validate the inventory in partnership with all stakeholders	August 2013 and ongoing	A common working document for all stakeholders	SR 20,000	MOE Review Committee, IECD in collaboration with other stakeholders	

Priority / Goal No 1 : Realign ECCE regulations, policies and programmes

Strategy (e): Develop/revise programmes for all early childhood care and education providers and teachers to ensure continuity in provision for development and early learning from 0 to 3 years, and ensure harmonisation of care and education.

Expected Outcome: Comprehensive child-friendly programmes which cater effectively for the holistic development of children from 0 to 3 years.

Ref.	Activities	Time Frame	Output/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(e)	1. Conduct situation analysis of existing programmes.	July, 2013	Completed analysis which will guide programme development processes	SR50,000	Early Childhood Section; CCATS MoH; MSACDS Day Care Operators Child minders; SOE Parents	
	2. Develop early learning programme for day cares (0 – 3 yrs).	September, 2013 – December, 2013	Endorsed, printed and accessible play-based programmes which cater effectively for the needs of 0-3 years	SR75, 000	Early Childhood Section; CCATS MoH; MSACDS Day Care Operators Child minders; SOE Parents	
	3. Conduct sensitization programmes for all stakeholders from relevant ministries, community and parents.	February 2014 ongoing	Greater awareness and ownership of programmes by stakeholders	SR50, 000	Early Childhood Section; CCATS MoH; MSACDS Day Care Operators Child minders; SOE Parents; Media	
	4. Conduct training for programmes implementers at all levels of ECCE cycle 0 – 3 years following validation of the ECCE Curriculum Framework by SQA.	April 2014 and ongoing	Day Care operators / Attendants and Child minders are well equipped to implement programmes effectively	SR350,000	Early Childhood Section; CCATS MoH; MSACDS Day Care Operators Childminders; SOE	

	5. Develop monitoring and evaluation plans/tools	March 2014 and ongoing	Instruments which ascertain the effectiveness of programmes during and after implementation	SR25.000	Early Childhood Section; CCATS MoH; MSACDS Day Care Operators Child minders SOE	
	6 Implement the programmes.	June 2014	Programme is characterised by effective service delivery, quality care and meaningful holistic learning experiences	SR50.000	Early Childhood Section CCATS MoH MSACDS Day Care Operators Child minders SOE	

Priority / Goal No 1 : Realign ECCE regulations, policies and programmes						
Strategy (e): Develop/revise curriculum frameworks for all early childhood care and health providers and teachers to ensure continuity in provision for development and early learning from Crèche to Primary 2 and ensure harmonisation of care and education						
Expected Outcome: Comprehensive Curriculum Frameworks which cater effectively for the holistic development of pupils from Crèche to Primary 2.						
Ref.	Activities	Time Frame	Output/ Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(e)	1. Conduct a situation analysis of existing curriculum programmes.	January/March 2013	Completed analysis which will guide curriculum development processes	SR 50, 000	CCATS & Schools Division (Early Childhood Section)	
	2. Develop and print curriculum framework/guidelines for 3 to 7+years.	April – August 2013	Endorsed, printed and accessible curriculum documents which cater effectively for the needs of Crèche to P2 pupils	SR150, 000	CCATS & Schools Division (Early Childhood Section)	
	3. Conduct sensitization programmes for all stakeholders from relevant ministries, community and parents.	November 2013 and ongoing	Greater awareness and ownership of curriculum by stakeholders	SR70, 000	CCATS, Schools, School Council, PTA Early Childhood Section, SOE/UNISEY SQA, Inspectorate Unit & Private Educational Institutions	
	4. Conduct training for curriculum implementers (use of the ECCE curriculum Framework) at all levels of ECCE cycle 3-7+years.	December 2013 and ongoing in 2014	Crèches and schools personnel are well equipped to implement curriculum effectively	SR250,000	CCATS & Schools Division (Early Childhood Section) , SOE/UNISEY and SQA	
	5. Implement Curriculum Framework	January 2014	Effective implementation of the curriculum framework and improvement in learning outcomes	SR60.000	Early Childhood Section, CCATS SOE/UNISEY SQA & Inspectorate Unit	
	6. Develop monitoring and evaluation plans/tools	January 2014 and ongoing	Instruments/plans which ascertain the effectiveness of the curriculum during and after implementation	SR30.000	Early Childhood Section Inspectorate Unit CCATS	

Priority / Goal No. 1: Realign ECCE regulations, policies and programmes						
Strategy (f): Improve curriculum and methodology privileging 'child centered' and rights based' approaches						
Expected Outcome: All teachers incorporate "child centered' and rights based' approaches in curriculum planning and delivery.						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
	1. Conduct training for curriculum and programme implementers at all levels of ECCE which respond to 'child centered' and 'rights based' approaches.	December 2013	Crèches and schools personnel and service providers are well equipped to implement curriculum and methodology effectively	SR 52, 000	CCATS & Schools Division (Early Childhood Section) MoH MSACDS, NCC	
	2.Implement new teaching methodologies	January 2014	The needs of each child is well catered for	SR250, 000	CCATS & Schools Division (Early Childhood Section) MoH MSACDS, NCC	
	4. Monitor use of methodologies in terms of planning, delivery, resources and classroom environment in line with acquired training.	January and ongoing 2014	Effective use of 'child centred' and 'rights based' approaches Areas for improvement are identified and incorporated in future plans	SR70, 000	CCATS & Schools Division (Early Childhood Section) MoH MSACDS, NCC	
	5.Conduct on-going in-service courses/professional development sessions to support and equip service providers with new knowledge /skills and methodologies	May – August 2014 Termly, 2014	Improvement in the quality of knowledge, skills and methodology	SR75, 000	CCATS & Schools Division (Early Childhood Section) MoH MSACDS, NCC	

Priority/ Goal 3: New financing mechanisms to increase investment and resources.

Strategy (b): Ensure adequate resourcing and financing of ECCE from state budget based on improved statistical information.

Performance Indicator: Approved budget allocation which will adequately cater for all ECCE resources

Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
3.(b)	1. Conduct survey to ascertain needs for ECCE in terms of resources, training and professional development and personnel emolument	March, 2013	Survey results which guide the Ministry on the content of training and professional development, curriculum, infrastructure, furniture, personnel emolument and other appropriate resources	SR25, 000	MoE MoF	
	2. Develop and submit draft budget proposal for EC to SMC of MoE for approval.	May, 2013	Approved budget for EC which adequately caters for training and professional development, curriculum, infrastructure, furniture, personnel emolument and other appropriate resources.	SR1,000	MoE MoF	
	3. Incorporate approved budget proposal in MoE budget allocation for 2014 and submit to MoF.	June, 2013	Allocation of adequate funds for ECCE guaranteed in MoE budget 2014		MoE MoF	

Priority / Goal No 4: Improve and expand training and professional development.

Strategy (k): Develop partnership/mechanism between MoE and training institutions to offer ongoing relevant and high quality ECCE training to respond to the needs of children (0 to 7+ Yrs)

Expected Outcome: Qualified and competent ECCE personnel who contribute towards the development and well being of children from 0 to 7+.

Ref.	Activities	Time Frame	Output/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
4.(k)	1. Review current provisions for teacher education and make recommendations for improvements with regard to ECCE provision	Jan-May, 2013	Reviewed training provisions which are relevant to ECCE needs	SR100,000	MOE UNISEY, other training providers	
	2. Implement recommendations.	July, 2013	Improvement in the quality of ECCE training programmes	SR75,000	MOE UNISEY, other training providers, SQA	
	3. Evaluate effectiveness of recommendations.	September, 2014	Impact of training programmes	SR100,000	MOE UNISEY, other training providers	

Priority / Goal No 5: Mechanisms for early detection and intervention.

Strategy (c): Reinforce and extend profiling system to include the health aspect of ECCE.

Expected Outcome: Comprehensive profiling system which allows for early detection and effective intervention.

Ref.	Activities	Time Frame	Output/ Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
5.(c)	4. Set up an inter-agency placement board to monitor the placement and progress of the individual child	May 2013	Well developed profiles/referral and placement procedures comprehensive to all partners and stakeholders	SR4,500	MoE MoH MSACDS NGOs Other stakeholders	
	5. Plan and carry out interventions as per the needs of the individual child.	July 2013 Ongoing	Effective interventions which address individual needs of the child.	SR 200,000	MOE MOH MSACDS NGOs Other stakeholders	
	6. Conduct capacity building sessions for different target groups.	April, 2013 Ongoing	Trained school personnel/stakeholders who are well empowered to cater for individual needs of children	SR250, 000	MOE MOH MSACDS NGOs Other stakeholders	
	7. Evaluate effectiveness of intervention programmes	December, 2013	Impact of interventions Identified corrective measures to be undertaken	SR50, 000	MOE MOH MSACDS NGOs Other stakeholders	

Priority / Goal No 5: Mechanisms for early detection and intervention.

Strategy (f): Establish clear communication channels for parents seeking advice and help for children.

Expected Outcome: All parents are aware of established procedures and can access services to seek advice and help for their children.

Ref.	Activities	Time Frame	Output/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
5.(f)	1. Carry out an audit on the existing services/channels for parents seeking advice/interventions for children with disabilities/challenging behaviours.	August 2013	Audit findings which inform on the quality of services/channels and interventions	SR50,000	MoE; MoH MSACDS NGOs; PTAs School Council	
	2. Formulate guidelines based on audit results/outcomes.	September 2013	Set of guidelines which advise parents on services/channels and possible intervention	SR. 75,000	MoE ; MoH MSACDS NGOs; PTAs School Council	
	3. Present guidelines to all stakeholders for validation and propose amendments for approval.	November 2013	Guidelines which take into account views and contributions of stakeholders	SR100,000	MoE; MoH MSACDS NGOs; PTAs/ School Council Other stakeholders	
	4. Implement guidelines and collect relevant data	January 2014	Greater awareness of established procedures and more parents are accessing services to seek advice and help	SR.30,000	MoE; MoH MSACDS NGOs	
	5. Review and evaluate guidelines	December 2014	Impact of services	SR.5,000	MoE; MoH MSACDS NGOs; PTAs School Council Other stakeholders	

STRATEGIES and ACTION PLANS TO BE IMPLEMENTED DURING THE PERIOD 2013 TO 2014

COMMUNITY DEVELOPMENT

PRIORITIES/GOAL 1: Realign ECCE Regulations, Policies and Programmes.
Strategy a Review existing regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0 to 7+ years
PRIORITIES/GOAL 2: Expand Access
Strategy b Increase the number of day-care facilities at community level
Strategy c Provide a range of different options to meet the needs and expectations of parents (child minding, Day Care, Pre schools, after school clubs, playgroups, holiday clubs)
PRIORITIES/GOAL 7: Build Family and Child Friendly Communities
Strategy d Expand innovative holiday and after school programmes for children in liaison with NGOs
Strategy e Promote child-friendly spaces (including green spaces/safe zones) in all districts
Strategy f Set up an early childhood community council in every district

Priority /Goal 1: Realign ECCE Policies And Programmes						
Strategy (a): Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0-7+ years						
Expected Outcome: Harmonised laws, regulations, policies and guidelines which ensure that all sectors cater effectively for the needs of the age group 0 to 7+ years						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(a)	Establish multi-sectoral Review Committee	June 2013	Review Committee established		Representatives of MoE, MoH, SACDS, School Councils, PTA, Civil Society, AG's Office , Private Institutions, IECD	
	Conduct an audit of existing legislation, policies, guidelines and operational procedures, and liaise with partners through inter-sectoral forum to harmonise findings	June to Sept 2013	Gaps identified and noted; All partners agree on areas for review	SR 25,000	Review Committee, as above	
	Review legislation, regulations, policies and guidelines to reflect an integrated vision and approach using technical expertise of a consultant	Oct & Nov 2013	Laws, policies and guidelines reflect an integrated vision and approach to ECCE provisions	SR 150,000	Review Committee, as above, and consultant	
	Consult with all stakeholders at sector level to ensure appropriate harmonization throughout	Dec 2013 to Feb 2014	Policies are harmonized in the light of consultative process	SR30,000	Review Committee, as above, and consultant	
	Validate draft laws, regulations, policies and guidelines	April 2014	Revised laws, regulations, policies and guidelines validated and endorsed by all stakeholders	SR5000	Review Committee, as above, and consultant	
	Submit revised laws to Government, and sensitise the general public on ECCE policies, guidelines etc..	May 2014 and ongoing	Revised laws & enhanced public awareness	SR75, 000	Review Committee and sector-based partners	

Priority /Goal 2: Expand Access

Strategy (b): Increase the number of Day Care Centre facilities at community level

Expected Outcome: Completion of two new Day Care Centres in response to community needs catering for 50 - 60 Children each

Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
2 (a)	1. Conduct survey regarding the needs of Day Care Services in Districts	• June 2013	Evidence based indicators available – needs for Day Care Centres in Districts	SR 250,000	CDCDS/MOE/Day Care operators/MOH	
	2. Construct two fully furnished Day Care Centres 3. Collaborate with the Ministry of Education and Ministry of Health to review existing guidelines, develop new guidelines, and standards regarding Day Care Centres	• February 2013/2014	Stakeholders contribute actively according to their areas of expertise and ensuring compliance to established guidelines and regulations	Provision in CDS Budget 2013-2014 SCR 5.million	MOF/CSD/MoE /MOH/MFA	<i>To seek possible funding from the ECCE Trust Fund and also to tap opportunities from affiliated international organizations</i>
	4. Prepare design to submit to Planning Authority	• March 2013/2014	Designed Plan approved			
	5. Prepare Bill of quantities/ Scope of work	• April 2013/2014				
	6. Tender out Project	• June 2103/2014	Approved Project for implementation			
	7. Start construction	• July 2013/2014				

Priority /Goal 2: Expand Access						
Strategy(c): Provide range of options to meet the needs and expectations of the parents (child minding, Day Care, Pre schools, after school clubs, playgroups, holiday clubs)						
Expected Outcome: Authorities informed of needs and expectation of parents with regards to Child minding services/ More available opportunities for EC aged children and parents at District level						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
2 (b)	1. Build on the findings of the existing child minding surveys to establish the needs and expectation of parents	• July 2013	Evidence based indicators available		CDSD/SAD/NGOs/ MOE /MOH/Residents	<i>To request for financial support from the ECCE Trust Fund and other donor agencies</i>
	2. Make recommendations to relevant Authorities	• September 2013	Authorities informed of needs and expectation of parents with regard to child minding services	SR 70,000		
2 (c)	1. Conceptualise and develop new Kids Gathering” initiative	• May 2013	Increased opportunities for EC aged children and parents at District level.		CDSD/SAD/NGOs/ MOE/MOH/Parents	<i>To request for financial support from the ECCE Trust Fund and other donor agencies for equipments and educational items</i>
	2. Launch/Start the new initiative on a pilot basis in six Districts: <ul style="list-style-type: none"> • Mont Buxton • Anse Royale • Grand Anse Praslin • Mont Fleuri • Perseverance I & II 	• September 2013	New Programmes designed to respond to the EC age group needs and interests	SR 120,000		
	3 Assess the pilot programmes	• May 2014	Assessed Programmes through participation of all stakeholders			

2 (d)	<ol style="list-style-type: none"> 1. Upgrade the Baby Gym Classes (9months to 3years) 2. Enhance the organisation of the EC activities during April/August holiday for the children aged (9months to 3years) 3. Procure equipment for EC related programmes for Praslin/La Digue 	<ul style="list-style-type: none"> • February to December 2013/2014 	Children within the EECE age group (9 months to 3 years) exposed to physical activities to improve motor skills.	<p>SR 103,500</p> <p>SR 250,000</p> <ul style="list-style-type: none"> • NSC Budget/ Private Organisation <p>SR 300,000</p> <ul style="list-style-type: none"> • NSC Budget/ Private Organisation 	NSC/Day Care Centres/MoH	<i>To seek Private Sector support with regard to Funding</i>
2(e)	<ol style="list-style-type: none"> 1. Realign Community life programme's activities in line with the reviewed regulations, policies and guidelines 	<ul style="list-style-type: none"> • June 2014 	Review exercise has identified areas to be addressed to realign the Community Life Programmes activities	Budget SR10,000		

Priority /Goal 7: Build Family and Child Friendly Communities

Strategy (d): Expand innovative holiday and after school programmes for children, in liaison with NGOs

Expected Outcome: Increased targeted activities for children within the EC age group during school holidays and after school activities

Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
7 (a)	1. Organise Workshops at Regional levels with Partners to assess needs , develop and introduce new initiatives targeting the EC age group	<ul style="list-style-type: none"> July 2013 	Assessed Regional Capacity Building needs	Workshop SR40,000 (27 District)	CDSDept/NSC/MOE/ NGOs	
	2. Train Animateurs enrolled in the Neighbourhood Recreational Activities (NRA) Programme in relation to the ECCE age group	<ul style="list-style-type: none"> September 2013- April 2014 	Trained Animateurs/ Programme Facilitators	SR 30,000		
	3. Initiate activities on pilot basis in six Districts	<ul style="list-style-type: none"> June 2014 	Increased opportunities for parents to provide a wider range of activities for children within the EC age group during school holidays and after school	SR 120,000		<i>To request for funds from the ECCE Trust Fund and other donor agencies</i>
	4. Conduct Programme's Evaluation	<ul style="list-style-type: none"> November 2014 	Programme's Evaluation Report	SR 5,000 CDS Dept Budget		

Priority /Goal 7: Build Family and Child Friendly Communities						
Strategy (e): Promote child friendly spaces (green spaces/safe zones) in all Districts						
Expected Outcome: Secured and nurturing communities						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
7 (b)	1. Undertake Districts Environment Assessment exercise focussed on the child friendly communities.	• May 2013	District Environment Assessment Report	SR 30,000	Com Development and Sports Department/MLUH /MOE./HFC	<i>To request for funds from the ECCE Trust Fund and donor agencies</i>
	2. Submit proposals to relevant Authorities to address needs, expectations and challenges	• August 2013	Approved Proposals			
	3. Follow up on proposals for appropriate actions	• January - December 2014	Strategies identified to address appropriate issues of new programmes for improvement			

Priority /Goal 7: Build Family and Child Friendly Communities						
Strategy (f): Set up an early childhood community council in every District						
Expected Outcome: Established Early Childhood Community Councils in Districts						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
7 (c)	1. Initiate the setting up of the Early Childhood Community Councils in Districts	September 2014	Proposal for establishment of Early Childhood Community Councils in Districts	SR60,000	Com Development and Sports Department/IECD/SAD/MOE/MOH	<i>Proper orientation and guidance should be given by IECD</i>

STRATEGIES and ACTION PLANS TO BE IMPLEMENTED DURING THE PERIOD 2013 TO 2014
SOCIAL AFFAIRS

PRIORITIES/GOAL 1: Realign ECCE Regulations, Policies and Programmes.
<p>Strategy a Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0 to 7+ years</p> <p>Strategy f Improve curriculum and methodology privileging ‘child centred’ and rights based approaches</p>
PRIORITIES/GOAL 2: Expand Access
<p>Strategy d Develop local and community –based responsive solutions to support families including co-locating services</p>
PRIORITIES/GOAL 5: Mechanisms for early detection and intervention
<p>Strategy b Maintain appropriate profiles from birth onwards on children (record of development, care and intervention pathways) that can be shared with professional and parents at appropriate times – Implement risk assessment framework.</p> <p>Strategy g Strengthen ante-natal and post-natal programmes</p>
PRIORITIES/GOAL 6: Improved Accountability and Service Delivery
<p>Strategy a Develop/ revise core standards and suitability checks to regulate all areas of ECCE e.g. infrastructure, facilities, management, curriculum and staff qualifications</p> <p>Strategy b Reinforce and streamline quality assurance and licensing regulations – improve quality of child minding services</p>
PRIORITIES/GOAL 8: Provide Quality Parenting Programmes
<p>Strategy b Review existing parenting programmes to ensure compliance with Convention on the Rights of the Child</p>

Priority /Goal 1: Realign ECCE Policies And Programmes						
Strategy (a): Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0-7+ years						
Expected Outcome: Harmonised laws, regulations, policies and guidelines which ensure that all sectors cater effectively for the needs of the age group 0 to 7+ years						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(a)	Establish multi-sectoral Review Committee	June 2013	Review Committee established		Representatives of MoE, MoH, SACDS, School Councils, PTA, Civil Society, AG's Office , Private Institutions, IECD	
	Conduct an audit of existing legislation, policies, guidelines and operational procedures, and liaise with partners through inter-sectoral forum to harmonise findings	June to Sept 2013	Gaps identified and noted; All partners agree on areas for review	SR 25,000	Review Committee, as above	
	Review legislation, regulations, policies and guidelines to reflect an integrated vision and approach using technical expertise of a consultant	Oct & Nov 2013	Laws, policies and guidelines reflect an integrated vision and approach to ECCE provisions	SR 150,000	Review Committee, as above, and consultant	
	Consult with all stakeholders at sector level to ensure appropriate harmonization throughout	Dec 2013 to Feb 2014	Policies are harmonized in the light of consultative process	SR30,000	Review Committee, as above, and consultant	
	Validate draft laws, regulations, policies and guidelines	April 2014	Revised laws, regulations, policies and guidelines validated and endorsed by all stakeholders	SR5000	Review Committee, as above, and consultant	
	Submit revised laws to Government, and sensitise the general public on ECCE policies, guidelines etc..	May 2014 and ongoing	Revised laws & enhanced public awareness	SR75, 000	Review Committee and sector-based partners	

Priority / Goal 1: Realign ECCE Policies and Programmes						
Strategy (f): Promote child centered and rights based approaches in teacher education						
Expected Outcome: .Teachers are sensitized and trained						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.8	Prepare a proposal for the inclusion of obligations under international conventions (esp. CRC principles) in teacher training at UNISEY and NIHSS as necessary	October, 2013	Proposal endorsed	Manpower/Logistics SR 5,000	MOE, Unisey, NCC MFA; SAD	
1.9	Set up consultative committee with MOE/Unisey, NCC to integrate the principles of human rights (esp. obligations signed by Seychelles) in the teacher training.	November, 2013	CRC Based approaches integrated in curriculum of MOE and Unisey		SAD/MOE, Unisey, NCC Min. of Foreign Affairs	

Priority / Goal 2: Expand Access						
Strategy (d): Develop local and community-based responsive solutions to support families, including co-locating services						
Expected Outcome: Increased access and improved contact (in a physically and emotionally safe environment)for children not living with their parent(s)						
Ref.	Activities	Time Frame	Outputs/ Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
2.1	Conduct a situation analysis of absent parents needing supervised contact/access	July,2013	Analysis completed. Number of parents available.		SAD, Family Tribunal, MOE ,MOH	
2.2	Submit proposal on the operation of the supervised contact	Oct, 2013	Proposal approved	Consultant. SR50,000	SAD	
2.3	Organise workshop to introduce the concept of supervised contact	Dec 2013	Workshops organized. Concept well accepted by Stakeholders IEC materials developed and distributed	SR25,000 Facilitators, stationeries	SAD, Courts; Family Tribunal, NCC, MOE	

Priority / Goal 5: Mechanisms for early detection and intervention						
Strategy (b): Implement Risk Assessment Framework						
Expected Outcome: Improved support to children at risk						
Ref.	Activities	Time Frame	Outputs/ Performance Indicators	Resources/ Indicative Costs	Responsibility/ Lead Partners	Comments
3.4	Consult all Child Protection partners to adopt the Risk Indicator Assessment form, to bring it in line with ECCE framework	April 2013	Consultation conducted on Risk Indicator Assessment Framework form.	Manpower SR 5,000	SAD, MOH, MOE	
3.5	Conduct training sessions on the use of the form with other social partners	2013	Training sessions conducted. Forms agreeable to partners.	SR 10,000	SAD, MLUH (Housing Officers); NGOs	

Priority / Goal: 5. Mechanisms for early detection and intervention						
Strategy (g): Strengthen ante-natal and postnatal programmes						
Expected Outcome: Timely interventions for newborns and their parents						
Ref.	Activities	Time Frame	Outputs/ Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
3.1	Review guidelines for post natal home visits and counselling by nurses to strengthen the involvement of social workers.	June, 2013	Guidelines reviewed More joint visits conducted. Number of referrals to social service increased.	Manpower SR 5,000	MOH, SAD	
3.2	Conduct meetings with health professionals to introduce parenting sessions at both ante-natal and post-natal centres for parents	June, 2013	Meetings conducted. Parenting sessions introduced and forms part of maternal health care programmes	Facilitators/Consultants IEC materials SR 250,000	SAD, MOH	

Priority / Goal 6: Improved accountability and Service Delivery						
Strategy (a): Develop/ revise core standards and suitability checks to regulate all areas of ECCE e.g. infrastructure, facilities, management, curriculum and staff qualifications						
Expected outcome: Established screening procedures to determine suitability of prospective ECCE practitioners						
Ref.	Activities	Time Frame	Outputs/ Performance Indicators	Resources/ Indicative Costs	Responsibility/ Lead Partners	Comments
4.1	Develop and validate policy document for Suitability Checks	March 2014	Policy developed	Consultant, Sr35,000	SAD	
4.2	Submit policy document to cabinet for approval	April – may 2014	Policy approved by Cabinet		SAD	Legal provision made in Children Act

Priority / Goal 6: Improved accountability and Service Delivery						
Strategy (b): Reinforce and streamline quality assurance and licensing regulations						
Expected Outcome: Improved quality of child minding services						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/Lead Partners	Comments
4.7	Identify both blood related and non- related child minders at district level	August 2013	Child minders identified	Manpower/Logistics SR5,000	SAD/ Community development Dept; NGOs	
4.8	Maintain a register of child minders	October,2013	Child minders Registered	Manpower/Logistics SR5,000	SAD; Community Dev Dept	
4.9	Set up working group to assess capabilities of child minders	November, 2013	Child minders assessed	Electronic register, manpower/logistics SR5,000	SAD, MOH,MOE	
4.10	Organise training sessions for child minders on child protection/CRC	June, 2014 and on-going	Training sessions organised, with maximum participation of child minders.	Facilitators SR30, 000	SAD, MOH, MOE	

Priority / Goal 8: Provide Quality Parenting Programmes						
Strategy (b): Review existing parenting programmes to ensure compliance with CRC						
Expected Outcome: Enhanced quality of parenting programmes						
Ref.	Activities	Time Frame	Outputs/ Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
5.1	Develop a monitoring and evaluation mechanism to evaluate existing parenting programmes	August, 2013	Monitoring and evaluation mechanism developed.	Consultant, SR15,000	SAD, MOE, MOH, NGOs, NCC, Parents	
5.2	Conduct workshop with partners on use of the Monitoring and Evaluation mechanism.	September 2013	Workshop conducted and mechanism accepted	Consultant, SR30,000	SAD, MOE, MOH, NGO, NCC, Parents	
5.3	Review the work place based parenting education strategy.	July 2013	Strategy reviewed, feedback received Strategy reinforced	Manpower	SAD, & partners	<i>Parenting programmes started since 2012.</i>
5.4	Reinforce the work place parenting education strategy, in collaboration with employing organisations	October 2013	Work places reached, participants trained.	Facilitators, SR30,000	SAD	

STRATEGIES and ACTION PLANS TO BE IMPLEMENTED DURING THE PERIOD 2013 TO 2014
HEALTH

PRIORITY/GOAL 1: Realign ECCE Regulations, Policies and Programmes.

Strategy a

Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0 to 7+ years

Strategy (g)

Increase public awareness on importance and new developments in ECCE

PRIORITY/GOAL 3: New financing mechanisms to increase investment and resources

Strategy h

Involve private sector in contributing towards resources e.g. adopting, sponsoring a child or day care, providing workers with child-care benefits.

PRIORITY/GOAL 5: Mechanism for early detection and intervention

Strategy b: Maintain appropriate profiles from birth onwards (record of development, care and intervention pathways) on children that can be shared with professionals and parents at appropriate times.

Strategy e: Conduct mental, psychological, and psycho-motor screening for all children entering crèche and P1 followed by appropriate early intervention

MoH additional Strategy: Strengthen newborn and early childhood screening and intervention programmes

Priority /Goal 1: Realign ECCE Policies And Programmes						
Strategy (a): Review existing legislation, regulations, policies and guidelines to provide an integrated vision and approach to the needs of the age group 0-7+ years						
Expected Outcome: Harmonised laws, regulations, policies and guidelines which ensure that all sectors cater effectively for the needs of the age group 0 to 7+ years						
Ref.	Activities	Time Frame	Outputs/Performance Indicators	Resources / Indicative Costs	Responsibility/ Lead Partners	Comments
1.(a)	Establish multi-sectoral Review Committee	June 2013	Review Committee established		Representatives of MoE, MoH, SACDS, School Councils, PTA, Civil Society, AG's Office , Private Institutions, IECD	
	Conduct an audit of existing legislation, policies, guidelines and operational procedures, and liaise with partners through inter-sectoral forum to harmonise findings	June to Sept 2013	Gaps identified and noted; All partners agree on areas for review	SR 25,000	Review Committee, as above	
	Review legislation, regulations, policies and guidelines to reflect an integrated vision and approach using technical expertise of a consultant	Oct & Nov 2013	Laws, policies and guidelines reflect an integrated vision and approach to ECCE provisions	SR 150,000	Review Committee, as above, and consultant	
	Consult with all stakeholders at sector level to ensure appropriate harmonization throughout	Dec 2013 to Feb 2014	Policies are harmonized in the light of consultative process	SR30,000	Review Committee, as above, and consultant	
	Validate draft laws, regulations, policies and guidelines	April 2014	Revised laws, regulations, policies and guidelines validated and endorsed by all stakeholders	SR5000	Review Committee, as above, and consultant	
	Submit revised laws to Government, and sensitise the general public on ECCE policies, guidelines etc..	May 2014 and ongoing	Revised laws & enhanced public awareness	SR75, 000	Review Committee and sector-based partners	

Priority 3 : New financing mechanisms to increase investment and resources						
Strategy (h): Involve private sector in contributing towards resources e.g. adopting, sponsoring a child or day care, providing workers with child-care benefits						
Expected Outcome: Improved access for every child to effective aids, ensuring the fulfilment of their potentials and improved learning						
Ref.	Activities	Timeframe	Outputs/ performance Indicators	Resources/ indicative costs	Responsibility/ Lead Partners	Comments
3.(h)	Provide effective aids for children with special needs. Develop an Investment Plan for Children with Special Needs highlighting plans, budget and funding sources	April 2013 to July 2014	Funds mobilized; effective aids procured	Consultancy Fee SR 150,000 Expected to raise from Donors: SR 1, 000,000	MOH / National Council for the Disabled MOE MSACDS Ministry of Finance IECD Dept of Community Development	

Priority 5: Mechanisms for early detection and intervention

Strategy (b): Maintain appropriate profiles from birth onwards (record of development, care and intervention pathways) on children that can be shared with professionals and parents at appropriate times

Expected Outcome: Comprehensive profile of every child available, ensuring shared information with all stakeholders

Ref.	Activities	Timeframe	Outputs/ performance Indicators	Resources/ indicative costs	Responsibility/ Lead Partners	Comments
5 (b)	<p>Review and strengthen implementation of the Road to Health Card to produce a profile of the child for sharing with other national service providers</p> <p>Develop consensus amongst service providers parents, and stakeholders on how best to share and utilise the available information</p>	June 2013 To June 2014	<p>Road to Health Card applied by all stakeholders as a tool for monitoring all aspects of child care and development.</p> <p>Ownership amongst service providers, parents and stakeholders of the Road to Health Card</p>	SR. 50,000	<p>MOH</p> <p>MOE / NIHSS</p> <p>IECD</p> <p>Parents/Caregivers</p>	

Priority 5: Mechanisms for early detection and intervention						
Strategy (e): Conduct mental, psychological, and psycho-motor screening for all children entering crèche and P1, followed by appropriate early intervention programmes						
Expected Outcome: Well designed screening programme for pre-creche and second year crèche and P1 children ensuring effective intervention						
Ref.	Activities	Timeframe	Outputs/ performance Indicators	Resources/ indicative costs	Responsibility/ Lead Partners	Comments
5 (e)	<p>Review the current screening programme for pre-crèche and second year crèche, and make recommendations for improvement in the programme design to support readiness for school enrolment.</p> <p>Capacitate service providers to implement, monitor and evaluate effectiveness of programme.</p>	Sept 2013 to June 2014	<p>Developmental and other screening tests conducted on all children entering crèche and P1.</p> <p>Early detection, referral and interventions of all anomalies</p>	SR 65,000	<p>MOH</p> <p>MOE, NIHSS</p> <p>IECD</p> <p>Parents / caregivers</p>	

Priority/ Goal 5: Mechanism for early detection and intervention						
MoH Strategy: Strengthen newborn and early childhood screening and intervention programmes						
Expected Outcome: Early detection and intervention programmes for hearing impairments available and implemented by all sectors						
Ref.	Action	Timeframe	Output / Performance Indicator	Resources/ indicative costs	Responsibility/ Lead Partners	Comments
MOH (1)	Introduce screening for hearing impairment in newborns using the universal Neonatal Hearing Test.	Starting Sept 2012 and ongoing	Early detection of hearing impairment in newborns and timely interventions	Consultancy fee: SR15,000.00 MOH: SR. 50,000.00 WHO: SR 83,000.00	MOH MOE / NIHSS Parents / caregivers	

Priority/ Goal 5: Mechanism for early detection and intervention

MoH Strategy: Strengthen newborn and early childhood screening and intervention programmes

Expected Outcome: Early detection and intervention programmes available and implemented by all sectors

Ref.	Action	Timeframe	Output / Performance Indicator	Resources/ indicative costs	Responsibility/ Lead Partners	Comments
MOH (2)	<p>Revitalize the Risk Indicator Framework (RIF) to strengthen and diversify the management of high risk children.</p> <p>Link with Social Services to upgrade the Risk Indicator guidelines and conduct training of health and Social professionals to carry out home environment evaluation</p>	May to August 2013	<p>The Risk Indicator Framework implemented.</p> <p>Problems identified early and timely interventions provided through multi-agency support.</p>	MOH: SR 50,000.00	<p>MOH</p> <p>MSACDS</p> <p>MOE</p>	

Priority/ Goal 5: Mechanism for early detection and intervention						
MoH Strategy: Strengthen newborn and early childhood screening and intervention programmes						
Expected Outcome: Maternal and Child care strengthened through improved breast feeding						
Ref.	Action	Timeframe	Output / Performance Indicator	Resources/ indicative costs	Responsibility/ Lead Partners	Comments
MOH (3)	<p>Conduct a decisive review of the implementation phases of the Baby Friendly Hospital Initiative (BFHI) on the maternity ward.</p> <p>Implement the Ten Steps to Successful Breastfeeding and the Code of Marketing of Breast Milk Substitutes.</p>	Feb 2013 to June 2014	<p>Determined status of implementation of BFHI</p> <p>Accreditation of the Seychelles Hospital as a "Baby Friendly" health facility</p>	<p>MOH: SR 15,000.00</p> <p>WHO: SR 65,000.00</p>	<p>MOH</p> <p>MSACDS</p> <p>MOE/ NIHSS</p>	

Part 3

Implementation Strategies

Co-ordination and management mechanisms

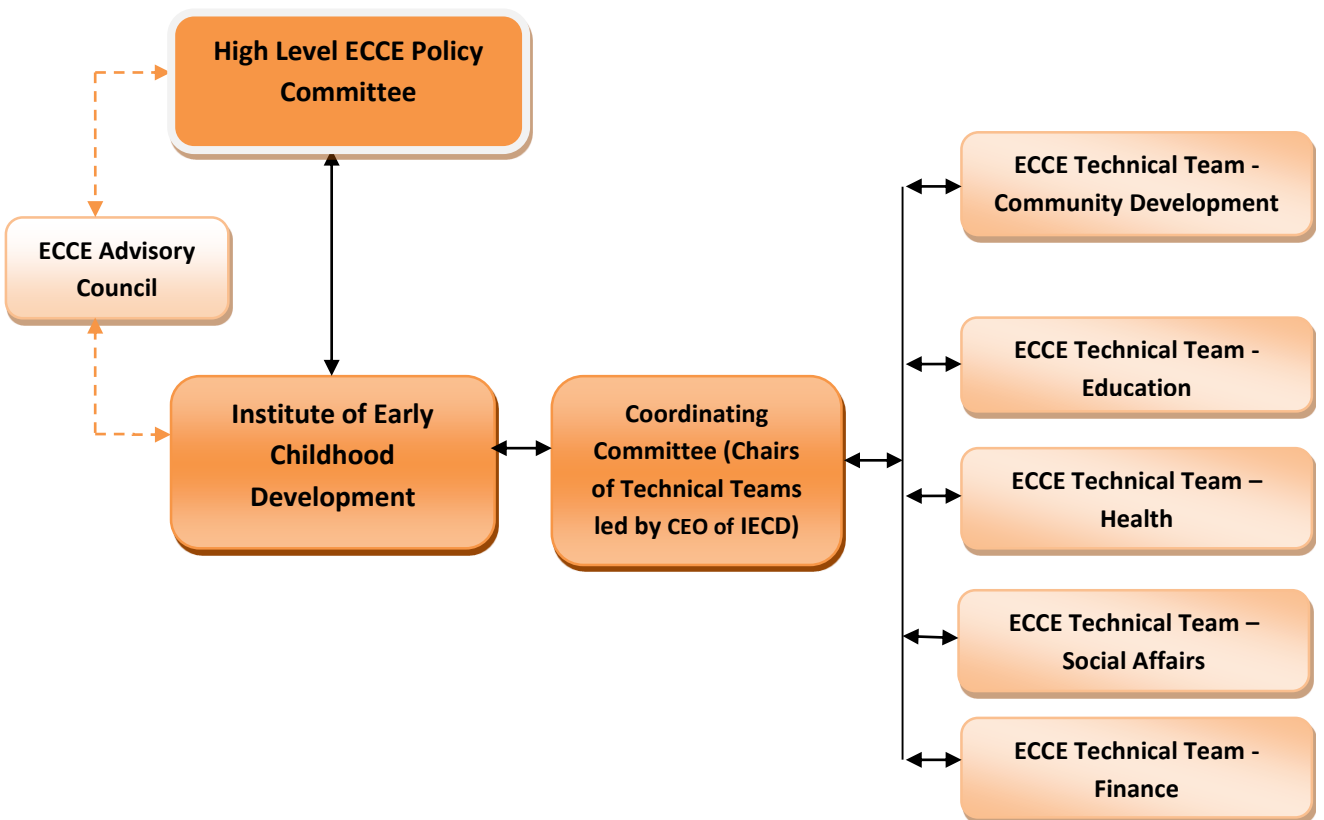
The implementation of the ***National Action Plan for ECCE 2013-2014*** is the responsibility of all partners involved in the planning process so far, along with all other stakeholders specified in the action plans. The lead bodies are the high level ECCE Policy Committee, in consultation with the ECCE Advisory Council, the Institute of Early Childhood Development (IECD) and the Co-ordinating Committee comprising the chairpersons of the Technical Teams, and headed by the CEO of the IECD.

At a first level the Technical Teams are expected to ensure the implementation of the action plans sector-wide, as well as in collaboration with other sectors. Team chairpersons will report on progress to their Principal Secretaries who in turn will brief their Ministers as necessary. They will also report to the Co-ordinating Committee on a regular basis, at least monthly.

The technical team chairpersons, in their capacity as members of the Co-ordinating Committee, will ensure collaboration and maintain necessary linkages with the different sectors, the IECD and the National ECCE Policy Committee. The Co-ordinating Committee will regularly monitor and review the implementation of the actions plans and formally report (ie presenting written reports) on a quarterly basis to the National ECCE Policy Committee as well as to the line ministries. The IECD will provide support and guidance to all partners in the implementation process, as it becomes fully operational.

The diagram below illustrates the co-ordinating and management structure for the implementation of the Plan and the links between the technical teams and the lead bodies:

Co-ordinating and Management Structure



The **High Level ECCE Policy Committee** is chaired by the Vice President and it includes the ministers for Health, Education, Social Affairs, Community Development and Sports, Finance, and the Ambassador for Women and Children. Its main role is to administer and oversee the implementation of the ECCE Framework, along with all action plans that derive from the Framework.

The **Institute for Early Childhood Development (IECD)** is a newly established independent entity with responsibility to provide leadership and strategic direction for developments in early childhood. It will

ensure the co-ordination of the action plans and help in strengthening collaboration among sectors dealing with ECCE.

The **ECCE Advisory Council** provides professional advice to the National ECCE Policy Committee and the IECD on ECCE issues, present and future plans. Its members are from all sectors involved in ECCE and they are experienced professionals in that field.

Five **Technical Teams** set up within the Ministries of Education, Health, Social Affairs, Community Development and Sports and Finance undertook the selection of priority areas outlined in the ECCE Framework and they have developed the action plans contained in this document. They will lead in the implementation of the action plans, guided by the **Co-ordinating Committee**. This Committee is chaired by the CEO of the IECD, and its members are the chairpersons of the technical teams.

Monitoring and Evaluation

The multi-sectoral nature of the National Action Plan for ECCE implies that monitoring and evaluation has to take place at different levels and across a wide range of groups and institutions. Robust mechanisms therefore need to be established to ensure the Plan is effectively implemented and results evaluated. The following committees and groups will have the responsibilities outlined below:

ECCE Policy Committee

The high level ECCE Policy Committee will oversee and guide the implementation of the National Action Plan, while ensuring adherence and commitment to the ECCE vision. It will receive quarterly reports from the Co-ordinating Committee, on the basis of which it will recommend necessary adjustments and further actions. The ECCE Policy Committee will produce biennial reports on the state of ECCE nationally, which will map out the progress being made in relation to the agreed goals and priorities, the bottlenecks encountered and recommendations for moving forward. The report will be presented to Cabinet and circulated to all government ministries and agencies, as well as to other non-state partners involved in ECCE. In the course of its work the Committee will regularly consult with and seek the advice of the ECCE Advisory Council.

ECCE Advisory Council

The ECCE Advisory Council will provide advice and guidance on ECCE related issues, especially social and environmental factors that may influence children's health, education, development and well being. They will examine the technical teams' reports, offer advice and evidence-based solutions to problems and bottlenecks identified. The Council will also advise its partners on new developments in ECCE and share research findings and good practice.

Institute of Early Childhood Development (IECD)

The IECD, once it becomes fully operational, will support and monitor the implementation of the National Action Plan through data collection and management, facilitating capacity development, standard setting and the dissemination of information on ECCE nationally. It may also commission research that may inform policy and future developments in ECCE. The work of the Institute will consistently promote a collaborative and holistic approach to ECCE. It is therefore important that it establishes strong partnerships with all line ministries, ECCE related agencies and education institutions such as University of Seychelles.

In particular the IECD will play a leading role in ensuring the harmonization of laws, regulations, policies and guidelines that should enable all sectors to cater more effectively for the needs of the age group 0 to 7+ years (Refer to the first plan under Priority/Goal 1, Strategy (a) of all the sectors).

Co-ordinating Committee

The Co-ordinating Committee for the National Action Plan will oversee and guide the work of the Technical Teams in the implementation of the sectoral action plans. The chairperson of each Technical Team and the CEO of IECD will meet and report on progress monthly. In collaboration with the senior management teams at sector level and all other relevant partners, the Co-ordinating Committee will ensure that problems identified are addressed in a timely manner and the action plans are implemented accordingly. The Co-ordinating Committee will report to the ECCE Policy Committee and the Advisory Council at least half yearly, and it will act on their recommendations as appropriate. At the end of the planning cycle – end of 2014 – a thorough evaluation of the results of this Action Plan will be carried out.

Technical Teams

The Technical Teams will lead the implementation of the Action Plans within their sectors, in collaboration with other partners. They will need to establish or use existing monitoring mechanisms at sector level to ensure effective monitoring and reporting. They will also have the support of the Co-ordinating Committee, the IECD, the Advisory Council and other sector partners in carrying out this role.

At all levels, the implementation of the Actions Plans is to be guided by the Principles of the ECCE Framework which should also serve as benchmarks against which the indicators of success should be measured. However, it will also be necessary to develop, at an early stage in the monitoring process, more specific indicators related to particular activities intending to deliver quality service. Such activities include the health and social programmes dealing with early intervention, screening, profiling, and baby friendly initiatives.

Conclusion

This National Action Plan for ECCE is the first in a series of initiatives that will put the ECCE Framework into action. It is strengthened by the fact that the Framework has received the commitment of all the sectors involved, through the pledge made by the Vice President and the Ministers for Social Affairs, Community Development and Sports, Education and Health. The mechanisms that have been put in place to lead and guide its implementation should also help to ensure its success.

Critical success factors

The successful implementation of the National Action Plan for ECCE is dependent on a number of factors, namely:

- The commitment of Government and all other primary stakeholders to ECCE as a national and cross-sectoral initiative. This is important as ECCE cuts across a number of services provided by various sectors which can only succeed by placing the child at the centre of all service delivery.
- The government and its partners in ECCE have to ensure that appropriate resources – especially financial resources – are put in place to support the implementation of the Action Plan and the achievement of the goals of the ECCE Framework.
- Appropriate mechanisms have to be put in place to enable ECCE professionals and institutions to initiate international collaboration and access international funding for ECCE projects.
- All stakeholders have to move towards building integrated practices that can respond to the needs of children in a holistic manner, using a rights-based approach.
- The carrying out of a thorough risk analysis to identify and so anticipate possible hindrances to the implementation of the action plans.
- All ECCE initiatives have to enhance the participation of parents and obtain their 'buy-in'. As the first line care-givers parents have to be involved at all stages in all ECCE plans and their implementation.
- High quality initial and continuous professional development of all ECCE professionals has to remain on the ECCE agenda throughout.

Documents Consulted

Convention on the Rights of the Child (1979)

Children's Act (1982)

Education Act (2004)

National School Nutrition Policy (2008)

Seychelles Infant Feeding Policy (2010)

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

Proposal for the establishment of IECD (2012)

Annexes

Annex 1

Committees involved in the implementation of the ECCE Framework

The National ECCE Policy Committee

Chairperson: Vice President, Mr. D Faure

Minister for Social Affairs, Community Development and Sports, Mr. V Meriton
Minister for Education, Mrs. Macsuzy Mondon
Minister for Health, Mrs. Mitsy Larue
Minister for Finance, Trade and Investment, Mr. Pierre Laporte
Ambassador for Women and Children, Dr Erna Athanasius
Principal Secretary, Mrs. Jeanne Simeon

The ECCE Advisory Council

Dr. Conrad Shamlaye

Consultant, Ministry of Health (Chairperson)

Ms. Mahrookh Pardiwalla	Independent Consultant (Vice-Chairperson)
Dr. Marie-Reine Hoareau	Secretary General for UNESCO Seychelles Commission
Ms. Elizabeth Charles	DG (Ext Finance Management) Ministry of Finance, Trade and Investment
Mr. Gerard Lim-Sam	Counsellor, National Council for Children
Mrs. Lucy Talbot-Ponsonby	Director, Montessori Children's House
Mr. Steve Hoareau	Head Teacher, La Misere Primary School
Mrs. Mariette Lucas	Head of Programme, Early Childhood Section, UNISEY
Ms. JellineQuatre	Manager, Human Resources and Admin, Seychelles Children's Foundation
Ms. Michelle Marguerite	Senior Research Officer, Dept of Social Development

The Co-ordinating Committee for the ECCE Framework Implementation

Mrs. Shirley Choppy

CEO, Institute for Early Childhood Development (Chairperson)

Mrs. Anne-Marie Bibi	Chairperson, Health
Ms. Odile Octave	Chairperson, Education
Ms Beryl Laboudallon	Chairperson, Department of Social Affairs
Mr. Dan Frichot	Chairperson, Department of community development & sports

Technical Teams for ECCE

Ministry of Education

Ms. Odile Octave	Director General, Schools Division (Chairperson)
Mrs. Elva Gedeon	Senior Curriculum Officer, CCATS (Vice-Chairperson)
Mr. Egbert Benstrong	Principal Education Officer
Ms. Lymiah Bibi	Lecturer, University of Seychelles
Mr. Cyril Pillay	Director, Primary Schools
Mrs. Rose-Mai Jolicoeur	Senior Education Officer
Mrs. Julina Mondon	Early Childhood Coordinator, Anse Boileau Primary School
Mrs. Charlene Jean	Manager, Count n Read Day Care Centre
Mrs. Germaine Valentin	Chairperson, Alliance of Solidarity for the Family

Ministry of Health

Mrs. Anne-Marie Bibi	Programme Manager Child & School Health (Chairperson)
Miss Anna Lisa Labiche	Clinical Psychologist, Seychelles Hospital
Dr. Xavier Rose	Pediatrician, Seychelles Hospital
Mrs. Patricia René	Director Rehabilitation Services
Mrs. Juliette Henderson	Nurse Coordinator, Child Development Centre
Mrs. Florida Bijoux	Expanded Programme for Immunization
Mrs. Gylia Mein	Nurse Manager, Obstetric Services
Mrs. Judy Brioche	Nurse Manager, Youth Health Centre

Community Development Department

Mr. Dan Frichot	Special Advisor, Community Development (Chairperson)
Mr. Alain Volcere	Chief Executive Officer, National Sports Council (Vice chairperson)
Mrs. Vicky Van der Westhuizen	Chief Executive Officer, Seychelles National Youth Council
Mr. Patrick Nicette	Director Programmes, Seychelles National Youth Council
Mr. Norlis Rose-Hoareau	Acting Director, Programmes Development
Mr. Francis Remie	Director, Sport for all NSC
Mrs. Anne Marie Adrien	Coordinator, Young Citizens Programmes

Social Affairs Department

Miss Beryl Laboudallon	Principal Social Worker (Chairperson)
Miss Michelle Marguerite	Senior Research Officer
Miss Suzanne Pierre	Senior Social Worker
Miss Sabine Denis	Senior Social Worker
Mrs. Lucille Mousbé	Social Worker
Miss Grace Irimani	Probation Officer
Miss Myra Ah-Tive	Probation Officer

Ministry of Finance, Trade and Investment

Mr. Damien Thesée	Director Public Budget Management (Vice Chairperson)
Mr. Colin Appoo	Policy Analyst
Ms. Seylina Verghese	Finance Analyst

(Composition to be revised)

Annex 2

LIST OF PARTICIPANTS WHO ATTENDED THE VALIDATION WORKSHOP – 22ND FEBRUARY 2013

Ministry of Education

Cyril Pillay
Odile Decomarmond
Elva Gedeon
Rose-Mai Jolicoeur
Felicia Lafortune
Morine Max
Merna Chetty
Antoinette Lucas
Letimie Dookley
Kieran Madeline
Marina Jacques
Helene Basset
Donald Estico
Odile Octave
Merida Delcy

Department of Community

Development

Flavie Laporte
Raymonde Benstrong
Francis Remie
Michelle Sabury
Anselma Pilate
Sylvianne Lemiel

Department of Social Affairs

Beryl Laboudallon
Nella Michel
Myra Ah-Tive
Suzanne Pierre
Lucille Mousbe
Marie-Josée Bonne
Farah Aziz
Linda William-Melanie

Ministry of Health

Anne-Marie Bibi
Guylian Mein
Maryline Lucas
Agnes Boniface
Jeanine Nourrice
Michel Etienne
Lindy Lucas
Florida Bijoux
Juliette Henderson
Irene Jumeau
Barbara Banane
Rosie Bistoquet

Ministry of Finance, Trade & Investment

Ruth Pool

NGO

Jelline Quatre
Jules Hoareau
Germaine Valentin
Doris Mancienne
Robert Moumou
Anita Gardener
Sister Aline Mourade

Consultants & Technical Support

Marie-Therese Purvis
Andre Leste
Mahrook Pardiwalla
Shirley Choppy
Jeanne Simeon

Secretariat

Angela Marie
Tessy Ah-Tave

Department of Public Administration

Gerard Albert

UniSev

Lymiah Bibi
Mariette Lucas
Eugenia Albert

Private Sector

Murline Lebon

Day Care/ Childminding

Charline Jean
Sister Emilie
Baryl Maillet
Ferah Joseph
Maggie Lespoire

Private Pre/School

Elianna Quilindo
Lucy Talbot Ponsonby

School Council

Justin Fremiot

Schools

Priscilla Payet
Dolivette Gonthier
Pharida Mounac
Celine Faure
Julita Sopha
Steve Hoareau
Solange Balette
Michel Madeleine
Gina Balette