



# NATIONAL ACTION PLAN 2021-2022

## EARLY CHILDHOOD CARE AND EDUCATION







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(IECD)





# Foreword

National action planning has become a dynamic process in building and sustaining an effective Early Childhood Care and Education system in Seychelles. It has been instrumental in strengthening the policy environment in ECCE; it has established an ECCE focus in key sectors; it has motivated sectors to initiate actions that would lead to improved provision and services for children, their parents and the community. It has facilitated sectoral interchange and collaborative partnership. Thus, the National Action Plan 2021-2022 ECCE has been conceptualized as an ongoing venture to advance the frontiers of ECCE.

The two-year Action Plan has three dominant strands. First, continued emphasis is placed on early learning. This involves monitoring performance, attending to the early learning environment, developing early learning resources, and training early learning practitioners. Second, early detection and intervention using emerging technologies are priority strategies in addressing health and social protection issues. The application is concerned with the prediction and prevention of developmental and social conditions which would compromise developmental outcomes. Third, the strong research orientation, a unique feature of previous plans, is specifically adopted to provide detailed information to establish quality standards, evaluate service delivery, and improve evidence-based decision making and reporting.

The National Action Plan ECCE 2021-2022 is setting up the ECCE agenda in Seychelles for the next two-

years. It upholds the holistic principles, it is a catalyst for the collaborative structures that have been judiciously constructed, it is pivotal in guiding sectoral projects towards the ECCE vision to provide a winning start to all children. It has High Level commitment for its implementation and strong sectoral willingness for its execution. With high expectation and much enthusiasm, I would like to present the Plan to all our stakeholders, in particular, and the public, in general. I look forward to its successful implementation and positive outcome.

**Capt David Savy**

*Chairman*

*The Institute of Early Childhood Development Board*

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# Contents

<b>SECTION I - INTRODUCTION</b>	8
The Seychelles Framework for Early Childhood Care and Education	9
National Action Planning	9
ECCE Sectors	10
National Action Plan 2021-2022 ECCE (NAP)	12
Priorities	13
Budget Implications	14
<b>SECTION II - SECTORAL ACTION PLANS</b>	16
Education	18
Health	28
Local Government and Community Affairs	38
Social Affairs	46
Institute of Early Childhood Development	54
<b>SECTION III - IMPLEMENTATION</b>	70
Collaboration	71
Monitoring and Evaluation	72
Conclusion	72
Highlights of National Action Plan ECCE 2019-2020	74
References	86



## ABBREVIATIONS AND ACRONYMS

<b>CCTV</b>	Closed-Circuit Television	<b>NAP</b>	National Action Plan
<b>CEO</b>	Chief Executive Officer	<b>NCC</b>	National Council for Children
<b>DDST</b>	Denver Development Screening Test	<b>NCCOM</b>	National Coordinating Committee Meeting
<b>ECCE</b>	Early Childhood Care and Education	<b>NGO</b>	Non-Governmental Organisation
<b>ECIC</b>	Early Childhood Intervention Centre Screening Test	<b>NICU</b>	Neonatal Intensive Care Unit
<b>EFA</b>	Education for All Screening Test	<b>PCHR</b>	Personal Child Health Record
<b>ECD</b>	Early Childhood Development	<b>PPBB</b>	Programme Performance-Based Budgeting
<b>EC</b>	Early Childhood	<b>RIF</b>	Risk Indicator Framework
<b>ELDA</b>	Early Learning Development Areas	<b>RPL</b>	Recognition of Prior Learning
<b>ECPE</b>	Early Childhood and Primary Education	<b>SELF</b>	Seychelles Early Childhood Learning Framework
<b>HCA</b>	Health Care Agency	<b>SABER</b>	Systems Approach for Better Education Results
<b>IBE</b>	International Bureau of Education	<b>SF-ECCE</b>	Seychelles Framework for Early Childhood Education
<b>IECD</b>	Institute of Early Childhood Development	<b>SFRSA</b>	Seychelles Fire and Rescue Services Agency
<b>IEM</b>	Inborn Errors of Metabolism	<b>SITE</b>	Seychelles Institute of Teacher Education
<b>IT</b>	Information Technology	<b>SOP</b>	Standard Operating Procedure
<b>M&amp;E</b>	Monitoring and Evaluation	<b>SQA</b>	Seychelles Qualifications Authority
<b>MOE</b>	Ministry of Education	<b>TOR</b>	Terms of Reference
<b>MOH</b>	Ministry of Health	<b>TMR</b>	Tracking Monitoring Reporting
<b>MLGCA</b>	Ministry of Local Government and Community Affairs	<b>TWG</b>	Technical Working Group
<b>MLH</b>	Ministry of Land and Housing	<b>UNDP</b>	United Nations Development Programme
<b>MTS</b>	Medium Term Strategic Plan	<b>WHO</b>	World Health Organisation









**SECTION I**  
**INTRODUCTION**



There has been continued global interest in the development of quality Early Childhood Care and Education. Efforts have been made to bring ECCE to the forefront of national agendas. Conferences have been organised, meetings have been convened and reports have been produced to educate the world about the crucial role of ECCE in the development of children. As a result, governments have been motivated to realign or formulate policies, develop strategies, and implement plans for the improvement of ECCE provisions, services and programmes.

The Dakar World Education Forum held in the year 2000 reaffirmed the world's determination to continue to work towards the Education for All (EFA) goals that were established by the Jomtien World Conference on Education in 1990. In the Dakar declaration it was stated that increasing the quality of education would include expanding and improving Early Childhood Care and Education (ECCE) (EFA Goal 1) so that all children will benefit from improved provision with measurable outcome.

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

### **The Seychelles Framework for Early Childhood Care and Education (SF-ECCE) (2011)**

The SF-ECCE was developed as a direct response to the exhortation of the Moscow Conference with the intention of taking a decisive step to place ECCE on the national agenda. It was inspired by international research findings, UNESCO documentation, and other countries' existing frameworks, but it is deeply rooted in the context of the socio-economic realities, parental needs and childcare provision of the Seychelles.

Based on nine principles, which place the child at the centre of programme and service delivery, upholds the child's right, and emphasizes the importance of play in learning, which seeks to promote parental involvement, community participation within the cultural context of Seychelles, which advocates innovative methodologies for collaboration, sustainability, accountability, which preempt the necessity for a

comprehensive information system on ECCE, the Framework encapsulates the concept of ECCE and creates a panoramic perspective on ECCE.

It sets the vision and outlines the goals for ECCE in Seychelles. The vision "A winning start in life for all children in Seychelles" proposes that the whole of society will be mobilized to provide "high quality, comprehensive and integrated system of Early Childhood Care and Education". The goals were intended to confront the challenges of ECCE, such as the realignment of ECCE policies and programmes, introducing financing mechanisms and infrastructural standards; encouraging improvement efforts such as training, service delivery, accountability; placing emphasis on early learning and the need for early intervention; promoting the use of research to enlighten the path in the pursuit of quality ECCE and for monitoring and evaluation. In 2011, Seychelles staged the first conference on Early Childhood Care and Education with the theme "Starting Strong: Winning for Children" in which The SF-ECCE was endorsed. This was immediately followed by national action planning to accelerate the implementation of the Framework.

### **National Action Planning**

As a means of pursuing the holistic goal of ECCE and promoting a collaborative and complementary working approach for the provision of ECCE services and programmes, the National Action Plan for ECCE became a binding document for the main ECCE sectors.

The first plan, the National Action Plan 2013-2014, was an ambitious plan which was aimed at long-term ECCE vision. Policy review, quality access, increased financial resourcing, expanded training opportunities, early detection, improved service delivery, building child-friendly communities, were the major thrusts of the plan. To some extent, many issues were addressed in the plan, such as, special needs provision, risk assessment, the production of the Seychelles Early Learning Framework (SELF) and the ECCE Directory, parenting programmes, standard day care design, and childminding services. However, deficiencies in the design of the plan limited the full trajectory of projects and programmes, although collaborative partnerships had been initiated and ECCE sectors had been mobilised. Thirteen out of the 22 expected outcomes were achieved.

The second plan, National Action Plan 2015-2016 ECCE, sought to overcome some of those limitations by adopting a project-based approach. It was focused on the improvement of programmes and services with direct child development impact, and on the creation of an enabling environment for quality ECCE through policy research activities. In a more compact form the action plan addressed issues such as early learning, early detection through profiling, increasing the functionality of children with special needs through the provision of special aids, child protection suitability check, quality access to community facilities and programmes, assessing parent needs, exploring child development outcome data, developing ECCE indicators for reporting and decision making, and establishing quality standards for childminding services.

Of the 22 “Expected Outcomes” 15 were considered to have been met. Early learning programmes and development profiles had been implemented, special needs intervention had been initiated, procedural requirements for suitability check of childminders was drafted, community and parental involvement had widened through day care provisions and community-based support of childminders, and policy dialogue had been generated by adopting the Risk Indicator Framework (RIF) and reviewing the administration and use of the Denver Development Screening Test (DDST). Moderate progress had been made towards the achievement of 4 “Expected Outcomes”: information sharing processes for the transition of children from day care to crèche were being explored, ground work had been completed to adopt the RIF, play activities for children enrolled in a childminding establishment had commenced in one community centre, and childminding standards had been set.

However, there had been substantial limitations to the achievement of the other three “Expected Outcomes”. Inhibitory factors had been discussed, notably, time limitation which had retarded the development of indicators to establish a baseline for monitoring the parental programme that interfered with the evaluative aspect of the project, and international input to kick start the data management project.

The third plan, the National Action Plan 2017-2018, followed a similar project-based design. Of the thirty-nine expected outcomes, twenty-four have been met, of which four exceeded expectations. Moderate progress had been made towards the achievement of ten expected outcomes with substantial limitations in the achievements of the other five.

The plan focused on service delivery and policy information addressing issues such as early learning, early detection, increasing the functionality of children with special needs, child protection suitability check, quality access to community facilities and programmes, the development of ECCE indicators for reporting and decision-making, and monitoring quality standards. Moreover, there was ample evidence in the evaluation to show that the project-approach had been instrumental in yielding formidable results, that the ECCE focus in key sectors had been established and collaboration had been sustained.

The fourth plan, National Action Plan 2019-2020 reinforced the important role of the NAP in improving and buttressing the ECCE system in Seychelles. Sectoral projects and programmes have been designed and most of them have been successfully completed and collaboration within and between sectors has been strengthened, and partnerships across sectors and with external agencies have been enhanced. Furthermore, there is ample evidence to show that the project-based approach has been instrumental in yielding formidable results.

## ECCE Sectors

With its potential for nation building, ECCE concerns all sectors. However, the national action planning process seeks to establish an ECCE focus in key sectors to initiate actions and strategies that would promote and develop the ECCE system in Seychelles. A flexible multi-sectoral approach has been adopted and is being promoted to integrate ECCE across organisations and engineer collaboration amongst sectors. For the new plan, National Action Plan 2021-2022, five key sectors have been involved: Education, Health, Local Government, Social Affairs and IECD (as a sector). It is anticipated that as the mandates of other sectors such as Sports, Family and Finance are reviewed in line with ECCE, participation will be extended. For now, an examination of the role of the five sectors directly involved with ECCE would point towards the policy orientation and on-going or intended strategies that activated the development process of the National Action Plan 2021-2022.

## Education

The mandate of the Ministry of Education in Seychelles is “to play a key role in shaping a high-quality education system that meets the needs of all learners, supports their participation in communities and in society, promotes and enhances lifelong learning, and contributes to the development of a knowledge-based society in Seychelles.”



(Education (Amendment) Act) 2017)

The Early Childhood Care and Education Sub-Sector has a pivotal role to play in the attainment of this mandate. It aims to further facilitate, in partnership with other stakeholders and the private sector, the provision of safe and stimulating environments for children of the early childhood age and empower their parents and caregiver to play a more dynamic role in the holistic development of each child through the provision of quality and cost effective education and support services. Children should thus have better qualitative opportunities to develop their intellectual, socio-emotional and psychomotor skills to their best capacity in order to build confidence and self-esteem in learning that will not only prepare them for the primary level of education, but more importantly, lay the foundation for learning that will support them throughout their lives.

As part of the restructuring of the Ministry of Education, the thrust is on raising aspirations and ensuring worthwhile learning. The new strategic direction aims to bring about strategic transformation in early childhood which will instigate a new drive and new synergy to enable learners to perform and succeed.

## Health

The Ministry of Health provides a comprehensive system of free health care for early childhood, from 16 Health Centres located on Mahé, Praslin and La Digue. All these facilities offer services in child health from birth to 4 years old.

Even before birth, the Ministry of Health plays a significant role in the life and development of a child. The Ante Natal Care Services provide care for all expectant mothers and assist with delivery in the Maternity Unit. Once discharged, the mother and baby are automatically referred for postnatal care and follow-up in their respective district health centres until the child is four years old. On enrolment for crèche education, children are registered for the School Health Programme, which is a continuation of the Child Health Programme that monitors the development and immunization of all children.

To complement the preventive and curative aspects of child health services, the Ministry of Health engages a variety of child health professionals to deliver specialized care. The Early Childhood Intervention Centre (ECIC) is mandated to serve children, aged 0-5 years, with developmental delays. Other early childhood intervention services include

Physical Therapy, Speech Therapy, Occupational Therapy, Audiology Services, Nutrition Services and Dental Services. There are also Paediatric Services at the Seychelles Hospital including Paediatric Ward, Neonatal Intensive Care Unit (NICU) and Paediatric Specialized Outpatient Services.

## Local Government and Community Affairs

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

One of the underlying roles of the Ministry is to contribute to early childhood care and education provisions. It facilitates the building and maintenance of child-friendly infrastructures such as Day Care Centres, Community Centres, and play and outdoor spaces; maintains the linkages between the central and local government; and seeks to develop an effective local government system and promote a conducive environment for community participation, community ownership, and sustainable development.

## Social Affairs

The Social Affairs Department of the Ministry of Family Affairs has statutory responsibility under the Children's Act. The powers vested in the Social Affairs Department enable the Department to assume a coordinating role in the protection of children. This requires that work is carried out in close collaboration with all partners.

The Social Affairs Department has a number of programmes in place geared towards safeguarding and promoting the wellbeing of children and families. They are usually decentralized services (operating from the district administration centres), tailored towards prevention and education.

The work is carried out mainly by Social Workers who undertake case management and court investigations; they seek alternative care for children, organize after care services, and operate the Children's Helpline. Education activities include the development of skills and knowledge of good parenting and other personal and social issues.

## **Institute of Early Childhood Development**

IECD has the legal mandate to promote, advocate for, and coordinate ECCE activities. It has also been confided with a regulatory function. The Institute provides leadership and strategic direction for sustaining and developing the ECCE system. It has been described as the national anchor for ECCE. The role of the IECD in the coordination of the NAP will be given a wider coverage later on. However, it is necessary here to note its exemplary participation (as an ECCE Sector) in the implementation of developmental projects and policy research.

## **National Action Plan 2021-2022 ECCE (NAP)**

National action planning has become a major transforming force in the ECCE system. . It has provided the momentum to initiate ECCE projects in the sectors, facilitated sectoral interchange and interaction and strengthened the collaboration between the sectors. It has been influenced by a review of global trends in ECCE and international best practice experiences shared at the First International Conference and some of the strategies in the National Action Plan 2019-2020 have been further sharpened by the injunctions from the Second Biennium International Conference to use data to strengthen and sustain resilient ECCE systems.

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

At the First International Biennial Conference on Early Childhood Care and Education in 2017, when Seychelles was designated by IBE UNESCO as a Best Practice Hub, it was noted that much progress had been made in addressing some of these issues, and, from the experiences shared, three main areas for further strengthening emerged: the emphasis placed on 0-3 should be reinforced; the facilitation of early stimulatory

experiences for young children needs re-visiting, enriching the policy environment through data gathering and standards development has to continue with further application of the diagnostic monitoring model of change.

In the Second International Biennial Conference (2019) on “Big Data for Small Children”, the emphasis was on the exploration or the development of data systems not only to monitor child development outcome but to predict and pre-empt and mitigate adverse conditions affecting children. The management, collection, and analysis of ECCE data was featured in the previous plan but it is anticipated that in the National Action Plan 2021-2022, it will be sustained.

## **Main Features**

The purpose of the Action Plan is to make a significant contribution to the holistic development of early childhood children through the improvement of programmes and services, and through policy research and standard setting. This will create an enabling environment for quality ECCE. As in the previous plan, the NAP 2021-2022 is characterized by some salient features.

### **Project-Based**

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

### **Result-Oriented**

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

## Time-Bound

The trajectory of the project or programme is contained within a two-year cycle. Strategic activities are planned to fit into that timeframe. Thus the plan is economical in time although a range of projects can be accommodated within the different ECCE Sectors. However, there is a level of flexibility to accommodate changing circumstances, but the defined timeframe facilitates the monitoring of progress through the outputs in anticipation of the expected outcome.

## Research-Driven

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

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

## Accountability-Focused

The Action Plan is devised in a way that fosters the principle of accountability. Having developed the projects, the sectors assume a high level of commitment to its implementation. The timing for delivering outputs is carefully calculated so that all the outputs, documentation or actual deliverables are recorded. Moreover, the responsibility of the participating agency accountable is also very clear. Thus, throughout the different stages of implementation, accountability measures have been taken to ensure adequate reporting of information and progress, and the ultimate success of the project.

## Priorities

The priorities outlined in The Seychelles Framework for Early Childhood Care and Education can be encapsulated in four main thematic areas:

- a) Realignment of policies and programmes to take into consideration new research findings in the critical nature of early childhood development experiences;
- b) Necessity to take into consideration changing demographic patterns and social life in Seychelles by supporting families in the upbringing of children and through community provisions;
- c) Importance of protecting children from some of the impacts of the by-products of modernization, globalization and the modern lifestyle;
- d) Requirement of common standards in service delivery to reduce fragmentation and duplication between sectors; and the need to address issues of accountability and data availability.

The NAP 2021-2022 refocuses on these priorities with added emphasis on monitoring ECCE provision and designing appropriate intervention, increasing data availability and improving the quality of ECCE. The framework within which the Action Plan has been conceptualized is illustrated in Figure 1. The outcomes are interrelated and they aim either directly or indirectly towards the holistic development of the child.

## Strengthening the Policy Environment through Data Availability

This is to assist with evidence-based decisions. Data will be collected or accessed to facilitate policy analysis, which may lead to the revision of policies and guide future policy direction. As a follow-up to the development of data management processes in the Education Sector, the *Institute of Early Childhood Development* will extend its collaboration with that sector to pilot data collection procedures and use the data management model in the Social Affairs Sector. On the other hand, the Education Sector intends to establish a monitoring structure to track pupil performance. One other sector, the Social Affairs Sector intends to influence policy formulation by carrying out a survey to evaluate the wellbeing of children born of teenage mothers to identify their service needs.



## Improving Accountability and Service Delivery

The need to revise or develop core standards to regulate all areas of ECCE is well articulated in the SF-ECCE. IECD will carry out an audit in Day Care Centres to establish the level of provision in line with the revised standards. A project from the Health Sector is linked to service delivery through the revision of the school health profile of children.



Figure 1: Framework of the NAP 2021-2022

## Parental and Community Involvement

The involvement of parents and the community is at the heart of ECCE and this priority area has received considerable attention in the SF ECCE. Three projects, two from the Health Sector and one from IECD, place special emphasis on engagement. The Health Sector seeks to strengthen the collaboration between parents, professionals, and the community for improved usage of the Personal, Child Health Record and implement a parental programme to reduce children's use of electronic screens. IECD's project is intended to establish parental involvement in the early learning activities of their child.

## Early Learning

Much emphasis has been placed on early learning in the SF-ECCE. Furthermore, the importance of a facilitative environment occupied much of the discussion in the First Biennial International Conference on ECCE and monitoring early learning was a central theme of the Second Biennial International Conference. Developing early learning resources in home-based childminding is IECD's contribution to improve the quality of early learning programmes.

## Early Detection and Intervention

It is stated in the SF-ECCE that there is a need to review and strengthen mechanisms for early detection and intervention. In the First International Biennial Conference it was shown how early intervention can reduce educational and social inequalities. In the second conference the use of data for the identification of factors that can affect the developmental conditions of children was given due attention. The Health Sector is making a renewed effort implement its programme to screen new-born for neonatal metabolic disorders. The Social Affairs Sector will revive its project to set up screening and recording devices for the safety and social protection of children in care institutions.

## Training and Professional Development

The Seychelles Framework recognises that staff qualification and professional development for all sectors, especially, those working with children in the 0-3 age group, as a major challenge in the provision of ECCE. The Education Sector is designing a programme for the professional development of early childhood teachers to improve instructional practice. Moreover, IECD will engage with the relevant the Seychelles Qualifications Authority (SQA) to introduce the Recognition of Prior Learning qualification modality for childminders.

## Budget Implication

The estimated cost of implementing the National Action Plan 2021-2022 to achieve the expected outcomes has been calculated for each project and is estimated at over SCR 7,000,000. Table 1 contains a summary of the total cost for each ECCE Sector.

**Table 1: Budget**

Sector	Number of Projects	Cost (SCR)
Education	2	250,000
Health	4	480,000
Local Government & Community Affairs	2	5,270,000
Social Affairs	2	334,300
IECD	6	906,350
<b>Total</b>	<b>16</b>	<b>7,240,650</b>

In developing the Plan, sectors have to align the projects with the overall plan of the concerned Ministries or Agencies. Therefore, some of the funds will be derived from the recurrent budget of the organisation. However, the Action Plan has many innovative features which would make procurement demands. Also, it has a strong research base with major data collection requirements and the need for technical support. Additional funding support may be necessary. Moreover, it can be seen that the Ministry of Local Government and Community Affairs has the largest cost for funding the major construction work to build Day Care Centres.

Accessing adequate finance is one of the fundamental challenges in the implementation of the plan. In the Evaluation Reports of the National Action Plan 2017-2018 and 2019-2020 the unavailability of funds was mentioned as limiting project implementation. In a consultative forum with senior managers from ECCE Sectors diverse financing arrangements were explored. The 'Budget Narrative' for the sectors proposes possible sources of funding and this would need to be followed-up.







## SECTION II SECTORAL ACTION PLANS



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

The Draft Project Profiles went through a review process facilitated by the IECD. The profiles were scrutinized, critical comments were recorded, and suggested inputs were provided. This was followed by a working meeting with each sector team for clarification

and general agreement. The Project Profiles were reformulated and redrafted. Intensive editing was carried out by the IECD to refine, reshape and finalize the projects for inclusion in the National Action Plan.

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







**EDUCATION**



“

Giving children the best possible childhood experience is what we should all aim for. I feel privileged to be leading a Ministry that is designed to make the realisation of such aim a reality. Kids are indeed our future!!

Dr Justin Valentin  
*Minister for Education*

”





## Project Title

Monitoring pupils' progress and attainment in crèche

## Goal

To strengthen the Tracking, Monitoring and Reporting (TMR) mechanism relating to pupils' progress and attainment in pre-literacy and numeracy at crèche level

## Background and Rationale

The setting up of a tracking, monitoring and reporting structure formed part of the National Action Plan 2019 to 2020. The intention was to trace pupil learning attainment and progress, specifically, in literacy and numeracy, from Crèche to Primary Two. Added to this, teachers were expected to use the performance data to plan focused intervention to support the learning of their respective pupils.

However, it was found that only about half of schools had some success in adopting the monitoring structure and in providing the necessary intervention strategies. Also, it was evident that it had been possible to gauge the progress of a large number of pupils, identify children with certain difficulties and initiate intervention programmes. In view of the importance of establishing a monitoring structure that would monitor learning, deepen achievement understanding of the teaching-learning situation in the classes, there is a necessity to re-visit this project.

In line with the Education Sector's new strategic direction and priorities for teaching and learning, it has been decided to scale-down this project to crèche level and to revise the processes by which learner attainment and progress is recorded, analysed and reported to support learners and improve learning outcomes..

## Description

The Education Sector ECCE Technical Team, in collaboration with the relevant divisions and DICT will empower schools in using the mechanism systematically to improve the quality of progress and attainment. This approach will be used to track the progress of individuals, cohorts and classes.

As has been the case with the previous projects, the inter-sectoral approach will be maintained. . In that regard, the project will continue to ensure the participation of different sectors, namely, Health, IECD, and other ECCE stakeholders, in its implementation process.

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

- Reconfigure the monitoring data system
- Train school management and teachers in using data system
- Monitor and evaluate the use of the data system

## Budget Narrative

The project will require technical expertise for the development of the monitoring mechanism and training of school personnel, which will have an overall cost of SR100,000. Funding will be made available from the recurrent budget and a grant obtained from UNESCO.

## Expected Outcome

- A monitoring mechanism is set up to report on pupils' performance and progress in pre-literacy and numeracy

## Performance Indicators

- Overall proportion of teachers making effective use of the monitoring structure
- Level of satisfaction of teachers and managers on the use of the monitoring structure

## Implementation Plan

Key milestone	Output	Timeframe
1. Setting up of monitoring system	Descriptive report on the process	April 2021
2. Conduct training with school managers and teachers	Training report	May - June 2021
3. Develop monitoring instruments	Observation schedule - Questionnaire for teachers and managers	July 2021
4. Monitor the implementation of the system at different intervals	Quarterly monitoring reports	August -2021 - September 2022
5. Write-up project report	Project report	October 2022





## Project Title

Empowering and enabling teachers to improve instructional practices

## Goal

To improve the competencies and confidence of teachers at crèche level to teach pre-numeracy through action research

## Background and Rationale

The vision and mission of the Ministry of Education emphasize the provision of quality education. Early childhood is the foundation of the learning process and practitioners in that field need to be well equipped to meet the diverse needs of all learners. The results of the 2019/2020 ECCE NAP project that involved tracking, monitoring and reporting of learners' progress from crèche to Primary Two indicated that there are a significant number of learners whose attainment and progress are below the expected level. This is a call to address the situation so as to continuously improve the educational provision for all learners.

Whilst much has been done to train crèche teachers, it is evident that, in certain cases, the learners' needs are not being fully met due to a number of factors. This includes the quality of teaching, learners with diverse needs, parental engagement, amongst others. This project therefore aims to empower and enable crèche teachers to improve instructional practice through action research. Teachers will be encouraged to reflect on and analyze data on a consistent and collaborative basis to ensure success for all pupils. In order to meet the challenges being faced, schools will be encouraged to restructure their professional development system providing crèche teachers with opportunities for collaborative enquiry, reflection and dialogue to improve their instructional practices.

Crèche teachers are seen as agents of change and should take ownership of and responsibility for their own learning with a view to improve learners' performance and well-being. This is in line with several of the Priority Areas derived from The Seychelles Framework for Early Childhood Care and Education (2011), including improving accountability and service delivery, early stimulation, and training and professional development. This project is also well aligned with the Education Sector's new strategic direction and priorities which puts emphasis on improving the quality of lesson delivery and attainment, facilitating training through the use of state of the art and appropriate

resources for early childhood service providers inclusive of day care personnel, pre-service and in-service teachers and teacher assistants.

## Description

In view of the devolution of responsibilities within the Ministry of Education, the project will be led by the school management and will receive the support and assistance of the ECCE Technical Team and the Seychelles Institute of Teacher Education (SITE).

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

- Develop an action research model for crèche teachers
- Support crèche teachers in implementing the action research model
- Coordinate professional development opportunities focusing on the teaching of pre-numeracy in line with the action research model
- Build Communities of Practice for networking and professional support
- Evaluate the outcome and effectiveness of the project

## Budget Narrative

The overall cost of the project is estimated at SCR 150,000. Funds will be required to cover the facilitation and logistics of professional development, and expenditure relating to monitoring and evaluation. The project will also incur travel, accommodation, and subsistence expenses particularly for participants from Praslin and La Digue. Funding will be made available from the recurrent budget and grant obtained from UNESCO.

## Expected Outcome

- Improved practice in the teaching of pre-numeracy through a specific action research intervention

## Performance Indicators

- Proportion of crèche teachers making use of action research to improve instructional practices
- Areas of intervention addressed
- Procedures followed
- Results of the intervention

# Implementation Plan

Key milestone	Output	Timeframe
1. Develop action research model	Action research framework	May 2021
2. Train teachers and managers on the model	Training report	June - July 2021
3. Implement action research intervention	Implementation plan	August 2021
4. Support teachers in the implementation of the action research	Summary of supervisory reports	August - December 2021
5. Co-ordinate professional development opportunities focusing on teaching of pre-numeracy in line with the action research model.	Professional development reports	January - June 2022
6. Write-up of individual teacher action research	Individual reports	July - September 2022
7. Carry out a systematic review of all action research projects	Final report	October 2022







**HEALTH**



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Quality care from the first moments of life is crucial in laying down the foundation of every aspect of human development and wellbeing. Early childhood provides a unique opportunity to give children the best possible start to a healthy and productive life. It is during that period that health providers through regular contacts with parents and caregivers can improve the children’s chances in life by giving families the support and guidance needed to maintain and promote the health and safety of their children. Early living from an early age will ensure a healthier future generation.

Mrs Peggy Vidot  
*Minister for Health*

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## Project Title

Evaluating the Early Childhood Health Profile

## Goal

To assess the efficacy of the Early Childhood Health Profile for review

## Background and Rationale

The Early Childhood Health Profile was introduced to all state schools in 2017 and is for children aged three and a half to four years, prior to crèche or pre-school enrolment. The primary purpose of the Early Childhood Health Profile was to disseminate important information on health issues related to the child's well-being, with an emphasis on conditions that may impact on learning or manifest while the child is in school. The profile also generates evidence of the child's developmental attainments, in particular their strengths, weaknesses and needs, which can be shared with the school management in order to provide relevant support and services to facilitate learning and development.

Since its institutionalisation, there has been no formal evaluation of the profile to ascertain its effectiveness in relation to its intended use. This project provides an opportunity to assess how the profile is currently being administered, who is involved, what kind of information is being collected and, more importantly, how many children are being identified with learning difficulties and being referred for early intervention.

## Description

For this project, a technical working group (TWG) will be set up involving members of the Health ECCE Committee, as well as other relevant professionals. The current project will involve the administration of questionnaires to teachers and parents.

The Early Childhood Health Profile highlights important milestones to ensure that children are ready for learning and supports a smooth transition to crèche. There will therefore be an evaluation tool to review the content of the Early Childhood Health Profile. The evaluation will include a review of the various components of the Early Childhood Health Profile relating to age-appropriate developmental milestones such as language, personal and social skills.

## Budget Narrative

The estimated budget for the project is SCR150,000 to cover the cost of printing and will come from the recurrent budget.

## Expected Outcome

- The implementation status of the Early Childhood Health Profile is established and strategies developed to enhance its effectiveness.

## Performance Indicators

- Number of children with an Early Childhood Health Profile
- Percentage of children referred for intervention
- Percentage of parents satisfied with the Early Childhood Health Profile
- Percentage of teachers aware of and involved in the Early Childhood Health Profile







## Project Title

Gadget and screen use amongst children in centre-based services

## Goal

To assess the type and level of exposure to gadgets and screens amongst children below 5 years who are attending Day Care and childminding services in Seychelles

## Background and Rationale

Early childhood is a time of rapid physical, social, and cognitive growth and thus represents a stage of great vulnerability. In the early years, children learn to adopt good habits through observation, play and modelling appropriate behaviours. There is growing evidence that children who receive appropriate early stimulation before the age of five years alongside good nutrition and health care are more likely to have a solid foundation to support their development, growth, academic attainment, general health and wellbeing.

Research evidence of exposure to screen use (defined within the context of this project as television, computers, laptops, and other recreational gadgets such as tablets and mobile phones) in children below five years old shows that it has an impact on their development. This includes but is not limited to poor attention and concentration span, problem-solving, communication and/or language delays, obesity, maladaptive behaviour, tantrums and sensory issues.

Guidelines from several global organisations, such as the World Health Organisation (WHO), propose that children below 2 years of age should have no screen use; and those between the ages of 2 to 5 years should have less than one hour of screen time per day, ideally with the participation of an adult.

The aim of this project is to provide some information on the level of exposure to screens and the type of viewing amongst young children below five years, in the Seychelles. This will help inform the planning of an intervention programme to help create an environment that stimulates early learning. It is very much aligned to the ECCE motto, which states that all children should be given a winning start in life. It is therefore paramount that, from an early age, children are given the necessary support and appropriate environment to enhance their development. Lastly, as the Ministry of

Health mission states, “Health for All, Health by All” – parents, Day Care operators/ childminders and children will all benefit from this project.

## Description

This project will be carried out by a Technical Working Group (TWG), which will include members from the ECCE Committee from the Health Sector, as well as other professionals working in early childhood care and education.

This study will be carried out with the aim of establishing a baseline of screen and gadget use amongst young children in Seychelles. This will involve administration of questionnaires to parents with children in day care centres and childminding facilities. The questionnaires will be distributed via Day Care operators and child minders as well as electronically. There will also be an observation of screen and gadget use in centre-based services.

## Budget Narrative

The budget for this project is estimated at SCR60,000 to cover the cost of the survey process, transportation, printing and other logistics. Funds will be disbursed from the recurrent budget.

## Expected Outcome

- Baseline data on screen viewing amongst young children in Seychelles is established for policy discussion

## Performance Indicators

- Percentage of children engaged in screen viewing
- Types of gadgets/screens children are exposed to
- Duration of screen time exposure and the age of children





## Project Title

Monitoring the implementation of the universal neonatal screening for Inborn Errors of Metabolism (IEMs)

## Goal

To identify and treat infants with potentially life-threatening IEMs

## Background and Rationale

The Universal New-born Screening for Inborn Errors of Metabolism (IEMs) is a public health programme for screening all babies shortly after birth, for a list of potentially life-threatening - conditions that are treatable (or controllable). However, these conditions are not clinically evident in the new-born period.

Due to the severe clinical consequences of IEMs, they are important causes of morbidity and mortality in clinical practice, especially in paediatrics. Delays in the diagnosis and treatment of these disorders can lead to significant adverse outcomes, including severe neuropsychological dysfunction, intellectual disability and death. Each disorder is individually rare, but their cumulative incidence is relatively high, around 1 in 1500 to 1 in 5000 live births (Sanderson S. et al., 2006; Raghuveer T. S.,2006).

In Seychelles, we have introduced six out of 30 possible tests, which include: Phenylketonuria, Congenital Hypothyroidism, Galactosemia, Sickle Cell disease, Congenital Adrenal Hyperplasia and Cystic Fibrosis. The aim of this project is to monitor the IEM screening being carried out in terms of identifying the number of newborns testing positive for one of the IEM conditions and to determine timely interventions. This will ensure that there is a winning start for all children.

## Description

The consultant Paediatrician of the Health Care Agency, assisted by a Technical Working Group (TWG), will coordinate the project. Guidelines on how to administer the test have been developed and shared with midwives and nurses delivering care to new born babies on the Post Natal Ward and Neonatal Intensive Care Unit (NICU).

Screening of every new born shall be performed between 24 and 72 hours of age before the baby is discharged from the hospital. A blood spot will be extracted through

a heel prick and placed on a Guthrie card and dried and the sample will be sent to the laboratory immediately after extraction. The sample shall be examined by the Tandem Mass Spectrometry. The test is done at least once a month. Once a positive test is detected, the relevant specialists will be notified of specific interventions.

A reporting system will be established by the Maternity Unit with the assistance of the Statistics Unit of the Ministry of Health to record the number of tests done and the number of newborns testing positive for an IEM condition.

## Budget Narrative

Since the equipment has already been procured, the total budget for the project is estimated at SCR10,000 to cover any costs associated with the sensitisation campaign and will be sourced from the recurrent budget of the Health Care Agency.

## Expected Outcome

- Early diagnosis and timely intervention for new born with Inborn Errors of Metabolism

## Performance Indicators

- Number of new born screened for any of the six IEM conditions
- Percentage of new born screened positive for any of the six IEM conditions
- Percentage of new born referred for early intervention
- Percentage of new born who have received treatment/ intervention



## Project Title

Trialling the usability of the Personal Child Health Record (PCHR) Booklet

## Goal

To determine the use and efficiency of the PCHR booklet

## Background and Rationale

All children in Seychelles are required to attend a postnatal assessment at 6 weeks of age at their respective district health centre. For that appointment, infants are officially registered in the integrated EPI/Child Health Programme, and they receive a Child Health Card 'Kart Peze', which includes all records of immunisation and monitoring of their weight. This personal card is also expected to serve as a reminder of their next appointment.

The aim of this project is to introduce a Personal Child Health Record (PCHR) booklet, which will be a standardised national health and development record given to parents/caregivers at a child's birth and will replace the existing child's health card. It will contain information about early childhood development, growth, immunisation and other milestones throughout childhood. Parents/caregivers can share the instrument with any professionals or other personnel providing care and support to their child such as day care operators, childminders and teachers. It is a very important tool, which can be used as a reference to health history when the child is older.

This project is aligned to the concept laid out in the Seychelles ECCE Framework (2011) to improve the quality and care given to our children and promote collaborations between parents, professionals and the community as a whole. It is anticipated that the inputs received from parents and professionals will lead to the creation of a final booklet which is not only comprehensive but also standardised.

## Description

A pilot study was conducted in 2020, whereby mothers were given a copy of the booklet for 6 to 8 weeks. It is being proposed, therefore, that the duration of use be extended to a minimum of at least 6 months. During this time, health professionals will also get the chance to make use of the PCHR booklet for relevant documentation. Following the

period of use, health professionals will be administered questionnaires to fill out and provide their views about the PCHR booklet.

A separate working group involving health professionals of different cadres will also be set up to provide technical inputs to the content of the PCHR booklet, ensuring that it is relevant and contains all the information required. This group will also be involved in editing the draft booklet. There will also be the finalisation of guidelines for health professionals, which will be disseminated to ensure that all staff are familiar with the use of the PCHR booklet, especially in terms of documentation (who should document what and the acceptable format to use). Sensitization sessions will also be organized with health professionals.

## Budget Narrative

The estimated cost of the project is SCR20, 000 which will be used for the printing of questionnaires and will come from the recurrent budget of the Health Care Agency.

## Expected Outcomes

- Professionals sensitized on the use of the PCHR Booklet
- Availability of a comprehensive and standardized personal child health record (PCHR) booklet which is being effectively used by parents and health professionals

## Performance Indicators

- Level of satisfaction of professionals with the use of the booklet
- Level of satisfaction of parents with the use of the booklet



## Implementation Plan

Key milestone	Output	Timeframe
1. Finalisation of guidelines for PCHR use for health professionals	Guidelines completed	April 2021
2. Conduct sensitisation sessions with health professionals	Report on sensitisation sessions conducted	May - September 2021
3. Administration of questionnaires amongst health professionals following 6 months of usage of the booklet	Report on usage by professionals	June - November 2021
4. Analysis of questionnaire data	Survey Report	November 2021- February 2022
5. Revision, approval and finalisation of the PCHR booklet	Updated standardised PCHR booklet	March - August 2022
6. Write-up project report	Final Report	September-October 2022











# LOCAL GOVERNMENT & COMMUNITY AFFAIRS



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Children are raised within local communities. It is in this environment that their formative years are formed and nurtured. Therefore, let us all play our part in ensuring that our children can learn, play and grow in a safe and secure environment, feeling loved and knowing that we the adults, are committed in giving them a better tomorrow. Together, let us give our children the roots to grow and the wings to fly.

**Mrs Rose Marie Hoareau**  
*Minister for Local Government and Community Affairs*

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## Project Title

Provision of Day Care Centre facilities

## Goal

To meet the developmental needs of children (0-4 years) and the needs of working parents

## Background and Rationale

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

The Ministry of Local Government and Community Affairs is mandated to build, maintain and ensure equitable access to community infrastructural facilities including Day Care Centres. Thus far, 16 Government Day Care Centres have been constructed, but the demands continue to grow as there are many districts without such facilities. They should provide early learning opportunities for children and support for working parents. They should also provide an enabling environment for community participation and parental engagement. At the same time, these services need to be affordable, appropriate, and conveniently situated within district areas to serve the community.

For this project, the construction of a new Day Care Centre that would be accessible to a large number of residents – over 1500 households – in the district of Ile Perseverance is proposed. The centre will be fully equipped and designed in accordance with quality standards for the provision of functional spaces in early childhood setting.

## Description

The Ministry of Local Government and Family Affairs will oversee the implementation of the project in collaboration with the Planning Authority, Ministry of Education, IECD, Ministry of Health, and the Seychelles Fire and Rescue Services Agency.

## Construction of the Day Care Centre will entail:

- Scope of work and approval procedures
- Tender process and contract award
- Construction and procurement of equipment and furniture
- Landscaping and installation of outside areas

## Budget Narrative

The total cost for the construction of the Day Care Centre has been estimated at SCR 5.2 million. Funding is expected through a financial grant awarded to the Government of Seychelles.

## Expected Outcome

- Community access to innovative early childhood facilities is established

## Performance Indicators

- Contractor delivery agreement and project management
- Day Care Centres built in compliance with standards for physical infrastructural design, external design and outdoor elements, child and family friendly facilities
- Stakeholders' collaboration and satisfaction (Participating Agencies, Community Personnel, Parents)





## Project Title

Assessing infrastructure community needs

## Goal

To gain the views of families in the district of Ile Perseverance on the need for a Child Day Care Centre and involve them in community decision making

## Background and Rationale

Housing development in the district of Ile Perseverance since 2011 has led to the construction of community infrastructural facilities such as primary school, crèche, and community playground. Just the same, there is a need for the expansion of community facilities as funds become available. In view of budgetary constraints, MLGCA has secured funding for the construction of one infrastructural facility for the year 2021 and is therefore seeking the opinion of members of the community in prioritising their needs.

This will be an opportunity for residents to become aware of their community's needs and to express their views. Significant efforts and commitment will be made to engage the interest and attention of the community at all levels from individual families to administrators and managers. In fact, this will provide a platform for the newly-established Resident Committee to initiate community action and to engage with the community and become more acquainted with the lives of families and parents within that community. This will also allow the community to have a say in the plan of the Government and how this may affect their community and thus enhance community participation.

An assessment of community provision requires preliminary thought about perceived needs in relation to child care, family welfare and social activities. This information is best gathered through a survey that will be designed to represent the whole community.

## Description

This project will be managed by the Residents' Committee tasked to implement the survey. The Committee will be responsible for designing the technical proposal, planning the fieldwork process, capturing and analyzing the information collected, and writing the report.

## Budget Narrative

The cost of the project is estimated at SCR70,000. This includes cost for printing, technical support arrangements, and other logistics. The funds will be made available from the recurrent budget of MLGCA. This sum is only provisional as some of the services may be rendered "in-kind".

## Expected Outcome

- The infrastructural priority needs for the Ile Perseverance Community is established

## Performance Indicators

- Level of community participation
- Results of the survey identifying priority needs
- Discussion forum for decision making regarding the Child Day Care Centre

















**SOCIAL AFFAIRS**





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It takes a village to raise a child. Through collective effort and public involvement, we can guarantee that children grow up in a safe and secure environment, where their needs and wellbeing remain a priority. Children are the most valuable citizens in our society, therefore, we owe them a life free of abuse, violence and fear.

“In serving the best interests of our children, we serve the best interests of all humanity.” *Carol Bellamy*

**Mrs Patricia Francourt**  
*Minister for Employment and Social Affairs*

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## Project Title

Welfare of teenage mothers

## Goal

To determine the level of support and services available to teenage mothers in the district of Perseverance

## Background and Rationale

Parenting can be defined as the state of being a parent. Once a child is born, the process of parenting begins. However, parenting is not an easy process as it involves several factors, such as developing and using the knowledge and skills appropriate for planning, creating, giving birth to and providing for a child. Therefore, parenting starts when the baby is being planned and is more than just raising a child as it also involves providing them care.

The quality of parenting can depend on multiple factors. Firstly, the maturity of the parents can be seen as a factor of good parenting. Secondly, the stability of the parents' relationship is also a factor of good quality parenting. Thirdly, whether the pregnancy was planned or not is important as it determines the level of readiness of the parents to welcome a child.

Given the already challenging and at times complex process of parenting, teenage pregnancy can contribute to bringing about negative social and health consequences. There is a need to better understand teenage mothers and the wellbeing of their children. Teenage mothers face major challenges in raising their children alone, by not receiving enough support to bring up their child, and having to rely on other family members or the state for basic provisions.

To date, no known survey assessing the scope of care of the children of teenage parents has been carried out. Therefore, this pilot survey will be a tool to assess the real situation, at least in one district where there have been radical demographic changes. Also, through this study, teenage parents will be more aware of the available services. The results of this survey can be used to generate policy discussion on the needs and wellbeing of teenage mothers.

## Description

The Social Services Division will oversee the implementation of the survey, which will target all teenage mothers ranging from the age of 13 to 20 years with children aging from 0 to 4 years old as of 2020. The survey will be a pilot study conducted within the District of Perseverance. The aim of the survey will be to evaluate the support available to teenage mothers. Moreover, this survey will help determine whether teenage mothers can access these services and if they are aware of such services. The Social Affairs Department will closely collaborate with the related ministries and organisations for primary data:

- Ministry of Health
- Ministry of Education
- Ministry of employment
- Agency for Social Protection
- Civil Status
- Statistical Bureau

The main instrument of the pilot survey will be a questionnaire that will be administered to selected participants through one to one interview. The questionnaire will focus on aspects of health, nutrition, hygiene, financial and social care. A consultant will be assisting our team in designing the questionnaire and conducting the survey. Collection of data will be facilitated by professionals having a background in child care.

## Budget Narrative

The estimated cost of the project is SCR 200, 000. This will include:

- Payment for a consultant to work on the project
- Training/workshop for data collectors
- Payment for data collectors
- Input and analysis
- Report writing
- Stationery and printing

## Expected Outcomes

- The welfare needs of teenage mothers are established
- Recommendations for policy dialogue are proposed

## Performance Indicators

- Percentage of parents and level of welfare needs
- Proportion and characteristics of participants most at risk
- Policy forum to review intervention strategies

## Implementation Plan

Key milestone	Output	Timeframe
1. Questionnaire development	Questionnaire instrument	April - May 2021
2. Training	Data collection manual training report	June 2021
3. Data collection	Fieldwork report of data collection	July 2021
4. Data capture and analysis	Analysis and write-up	July - August 2021
5. Analysis and write-up	Final draft	September 2021
6. Policy forum	Report on policy dialogue	October 2021
7. Validation	Final report	November 2021



## Project Title

Monitoring the provision for child protection in children's homes

## Goal

To establish screening and monitoring structures for the protection of children in care homes

## Background and Rationale

The care and safeguarding of children in children's homes is guided by the 'Setting the Standards for Quality care: An audit of children's care home provision in Seychelles' manual (December 2016). In 2017, the Department of Social Affairs hosted a workshop on standards in children's homes. The standards were discussed and it was decided that the implementation of Standard 19 on "managing effectively and efficiently and monitoring the home" amongst others needed to be evaluated as it was felt that many of the guidelines associated with this standard were not being respected.

Three main priority areas were identified: the roles and responsibilities of staff, monitoring and controlling activities within the home, and record-keeping practices in compliance with the home's policy. Moreover, suggestions were made about the training of staff. This needs to be well structured, integrative so that all staff at different levels with different learning skills can benefit. It was also proposed that the installation of technological devices, such as cameras need to be introduced to assist in monitoring childcare practices. Abuse, misbehaviour or inappropriate behaviour and even false accusations can be recorded. Within ethical boundaries, recording telephone calls inside care homes will also help with monitoring the wellbeing of children. The staff is expected to keep a number of records. These include: administrative records, accident book, sanctions book, medical record book, logbook, hand-over book, and individual reports on children.

One of the monitoring aspects which will be attended to in this project is the assisted supervision through the use of surveillance devices. It is anticipated that staff will be trained on the guidelines associated with Standard 19 on child care practices and protection and that the surveillance tools will help to monitor the implementation of those guidelines.

## Description

The Social Services Department will oversee the implementation of this project in two homes: Foyer de La Providence and the Foyer de Nazareth. This project entails open surveillance technology, which will include CCTV and telephone call recorders. The Department of Social Affairs will partner with Pilgrims Security Ltd and Cable & Wireless for the installation of the devices. Processing of the surveillance information will be carried out by a professional trained in Child Protection.

The project has been conceived in three parts:

- The first part will involve collecting baseline information from the two homes upon the installation of the camera devices. A checklist comprising of key information relating to child protection such as abuse, neglect and safety concerns will be devised and observation will take place for one to two weeks.
- Part two of the project will involve taking action based on the information gathered from the baseline. Concerns or issues will be addressed through the training of staff on child protection procedures.
- Part three will focus on assessing compliance with the standards. Surveillance data will be recorded and analysed every three months. The information will also be used for on-going training.

## Budget Narrative

The estimated cost of the project is SCR 134,300 and it will include:

- Labour cost for installing these monitoring devices
- Monitoring and upkeep of the devices
- Training by the Security Firm on the use of the devices
- Training for staff on the implementation of Child Protection Standards

## Expected Outcome

- Staff complying to child protection standards

## Performance Indicators

- Level of compliance to the standards
- Reduction in the number of child protection issues
- Improved practice in the care and protection of children

## Implementation Plan

Key milestone	Output	Timeframe
1. Installation of recording devices and training in usage	Descriptive report of the devices and training	May 2021
2. Development of an instrument for observation of standard implementation	Guideline and revised checklist to measure level of implementation - Associated database	June 2021
3. Training in child protection standards	Training plan and report on initial training	June 2021
4. Reviewed surveillance information and data analysis three-monthly	Monitoring report - three-monthly	September - December 2021
5. On-going training on child protection standards	Training report on identified areas of deficiency	January 2022
6. Reviewed surveillance information and data analysis three-monthly	Monitoring report- three-monthly	January - July 2022
7. Write-up	Final report	August - November 2022











**INSTITUTE OF EARLY  
CHILDHOOD DEVELOPMENT**



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ECCE is an indispensable foundation for the holistic development of young children. High-impact investment, quality policies and programmes and strong collaboration in ECCE is the way forward to a more sustainable ECCE system. In pursuance of Sustainable Development Goals, in particular, SDG Target 4.2, in line with UNESCO’s development agendas, driven by the recent recognition of the Seychelles Institute of Early Childhood Development as a Category 2 Centre for ECCE, we remain steadfast to provide valuable and unique contribution to the implementation of UNESCO’s Strategy for our children, our country and the global community.

Mrs Shirley Choppy  
CEO - *Institute of Early Childhood Development*

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## Project Title

A pilot study to establish structures and procedures for data collection based on Early Childhood Development (ECD) Indicators for the Education Sector

## Goal

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

## Background and Rationale

This project builds upon the work laid out in the previous plan as part of efforts to replicate the one carried out in the Health Sector in 2017, which was undertaken with the technical assistance of an international expert from the World Bank. The work carried out in the Education sector, thus far, has contributed to some significant achievements, laying the foundation for strong collaborative partnerships, building capacity and establishing proposed data collection tools for the Education Sector. Additionally, it has highlighted the need for a broader Pilot Study Phase in preparation for the full institutionalisation of the project in the sector.

The implementation of structures and procedures for data collection on ECD in the Education Sector will help to fill in existing data gaps in ECCE, ensuring that information (including statistics on ECD services and programming) is readily available for policy decisions, actions and for international reporting. Moreover, it will benefit directly the managers and early childhood professionals working in specific areas, and other stakeholders through training and continuous professional development opportunities. The project will help build on existing achievements, strengthen the ECD policies, programmes and services, and increase the types of data and information gathered and analysed, based on international best practices.

This project sets out to improve the quality of the proposed data collection structures and procedures for its effective implementation in the Education Sector. On a higher level, it intends to enhance the Seychelles' status in terms of policy goals, in particular, monitoring and assuring quality, alongside other countries regionally and internationally where classification, comparison of ECD systems and benchmarking of ECD policies are concerned. Through this project, it is hoped that inter-sectoral co-operation and collaboration will also be strengthened.

## Description

The Institute of Early Childhood Development will work in close collaboration and partnership with the Education Sector to provide support and oversee the implementation of the project. Also, technical assistance from a local expert will be sought. The implementation of the project will be guided by four key phases, which will include training and sensitising of Pilot Schools, conducting the Pilot Study, reviewing the Indicator Framework and Procedural Manual, and launching the final documents.

## Budget Narrative

The estimated cost for the project is SCR83,000. This includes consultancy fees, supervision and support of the pilot implementation, travel, training workshops and printing of related documents, among other administrative and logistical costs. It is anticipated that some expenses will be incurred from the recurrent budget, whilst additional funds will be sought from external donors.

## Expected Outcome

- Standardised data collection procedures in Education to strengthen monitoring, evaluation and reporting of ECCE

## Performance Indicators

Develop an Indicator Framework based on the following information:

- Proportion of children enrolled in Early Childhood programmes
- Teacher/pupil ratio
- Class size
- Children's performance in cognitive (mathematics and science) and linguistic (language, reading and word recognition) assessments
- Staff qualifications/ experience/training/professional development
- Staff turnover
- Teacher absenteeism
- Quality and availability of resources
- Parental involvement
- Gross Enrolment Ratio in ECCE
- Percentage of new entrants to primary education with ECCE experience
- Gender parity index
- Percentage distribution of public current expenditure on education by level

## Implementation Plan

Key milestone	Output	Timeframe
1. Conduct sensitisation and training workshop with pilot schools	Training report	March 2021
2. Pilot data collection processes using selected indicators and procedures in pilot schools	Monitoring report	March - September 2021
3. Finalise the indicator framework and procedural manual (using information gathered from the pilot)	Production of indicator framework and procedural manual	February 2022
4. Launch Indicator Framework and Procedural Manual	Report of the event	March 2022

## Project Title

Establishing structures and procedures for data collection based on Early Childhood Development for the Social Affairs Sector

## Goal

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

## Background and Rationale

This project follows the data management project implemented in the Health Sector and is being replicated in the Education Sector. As previously noted, this project is being carried out in support of recommendations made by the World Bank through the Systems Approach for Better Education Results-Early Childhood Development (SABER-ECD) Report 2013 for Seychelles, emphasising the need to strengthen access to readily available information on ECD. This need was also echoed at the Third National Biennial Conference on ECCE held in 2015.

Similarly, the implementation of structures and procedures for data collection on ECD in the Social Affairs Sector will ensure information (including statistics) on ECD services and programming are available for policy development, actions and for international reporting. Furthermore, it will benefit directly early childhood professionals working in these specific areas, and other stakeholders through training and continuous professional development opportunities. The project will help build on existing achievements, strengthen the ECD policies, programmes and services, and increase the types of data and information gathered and analysed, based on international best practices. Its overarching aim is to strengthen the Seychelles' status in terms of policy goals, in particular, monitoring and assuring quality, alongside other countries regionally and internationally where classification, comparison of ECD systems and benchmarking of ECD policies are concerned. Through this project, it is hoped that inter-sectoral co-operation and collaboration will be strengthened.

## Description

The Institute of Early Childhood Development will work in close collaboration and partnership with the Social Affairs Sector to provide support and oversee the implementation of the project. Technical assistance from a local expert will be sought. Its

implementation will be guided by four key phases, which includes a situational analysis, sensitisation and training sessions, a Pilot Study, and reviewing of the Indicator and Procedural Manual for Institutionalisation in the Social Affairs Sector.

## Budget Narrative

The estimated cost for the project is SCR 115,000. It is anticipated that funding is sourced from both local and external donors. The cost includes validation and training workshops, supervision and support during pilot implementation, consultancy fees, project launching ceremony, and printing of related documents among other administrative and logistical costs.

## Expected Outcome

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

## Performance Indicators

- Number of professionals trained and sensitised
- Number of indicators developed (e.g. Proportion of children who have experienced one adverse childhood experience and Proportion of children benefitting from Financial Support/Social Welfare)



# Implementation Plan

Key milestone	Output	Timeframe
1. Situational analysis phase in the Social Affairs Sector	Situational analysis report	September 2021
2. Sensitisation workshop with professionals from the Social Affairs Sector	Professional sensitised and situational analysis results disseminated	January 2022
3. Validation and training workshops with professionals from the Social Affairs Sector	Professionals trained & workshop report	February 2022
4. Review indicator framework and procedural manual	Technical documents reviewed	March 2022
5. Pilot data collection processes using selected indicators and procedure manual	Pilot study report	April-June 2022
6. Finalise the indicator framework and procedural manual (using information gathered from the pilot)	Production of technical documents	September 2022
7. Launch indicator framework and procedural manual	Institutionalisation plan	October 2022

## Project Title

Recognition of Prior Learning (RPL) for Home-Based Childcare Providers

## Goal

The main aim of the project is to recognize the skills and knowledge of registered childminders acquired through informal and formal education

## Background and Rationale

People are always learning, everywhere and throughout the course of their lives. However, learning that takes place outside the formal education and training system is often not well understood or valued. On-the-job training, informal apprenticeships, managing a household, caring for the sick and for elderly relatives are all activities that result in learning outcomes without the recognition of the knowledge, skills and experience acquired.

RPL is the process whereby prior learning acquired formally, non-formally and informally is assessed against the standards or learning outcomes of a qualification, and is given recognition. It can also be summarised as the acknowledgment through the evaluation of a person's competencies acquired during previous training and workshops, work or life experience, which may be used to give formal credit for learning. Countries are increasingly recognizing the value of informal and non-formal learning and many are establishing systems to acknowledge competencies gained through these modalities. In Seychelles, in 2018, a policy with related guidelines was implemented to recognise and validate knowledge, skills and competencies obtained inside and outside the formal education and training system.

Through this project, IECD intends to coordinate the revision of the Pre-registration and Sensitisation Training Programme for Home-Based Childcare Providers to be recognised at certificate level.

## Description

The project will be implemented by the IECD in collaboration with the Seychelles Qualifications Authority (SQA) and the Seychelles Institute of Teacher Education (SITE). Applications for this programme will be for childminders who have successfully completed the Pre-Registration and Sensitisation Training Programme offered by the

IECD from 2015 to 2020. The project will be implemented in two phases over a period of 1 year.

**Phase one** will comprise of 4 steps, which include the following:

- Application for the RPL process
- Compilation of Portfolio
- Pre-screening of the Portfolio
- Assessment of the Portfolio

**Phase two** will take place at the education and training institution, whereby the candidates will have their competencies assessed.

## Budget Narrative

The cost for the project is estimated at SCR 150,000. The cost for each childminder to complete the programme is estimated at SCR 6500. This will include fees associated with the application, compilation of RPL portfolio, assessment of the portfolio and RPL assessment for the Education Provider. Childminders enrolled, will be expected to contribute towards the cost of the programme.

## Expected Outcome

- Childminders will be accredited with the Certificate in Childcare and Development.

## Performance Indicators

- Number and characteristics of childminders selected for the RPL process
- Number of childminders completing the RPL process and receiving a Certificate in Childcare and Development.

# Implementation Plan

Key milestone	Output	Timeframe
1. Initial consultation meeting with the Seychelles Qualifications Authority (SQA)	Minutes of meeting	February 2021
2. Coordinate a session with trained childminders to provide information on the process of RPL in partnership with representatives from SQA	Minutes of meeting	February 2021
3. Conduct an exercise to identify potential childminders to attend the programme	List of potential candidates	March 2021
4. Assist potential childminders with the application and submission of application	Application forms submitted to SQA	March 2021
5. Working session with representatives from SQA, SITE and childminders on the content of their portfolios	Report of meeting	August 2021
6. Childminders' transcript submitted to SQA	Copies of the childminders' transcript	December 2021
7. The production of a short video to showcase the achievements of the first group of childminders who will be completing the training programme	Video	March 2022
8. Produce a report on the project	Final report	May 2022



## Project Title

Auditing provision in Centre-Based Childminding Services (Day Care Centres)

## Goal

The main aim of the project is to establish the status of service provision in relation to the National Standards for Centre-Based Childminding Services.

## Background and Rationale

Evidence continues to support the provision of high quality early childhood care and education as playing a vital role in children's holistic development and overall school performance. Childcare Centres are becoming a necessity for most working parents. Demand for this service, in the Seychelles, is expected to rise with the increase in the number of working parents and the current attention to early education and child development as the foundation for learning.

The Institute of Early Childhood Development Act 2014 makes provision for the regulation of childminding services that include both home-based and centre-based services. A comprehensive national programme has been established for home-based childminding services consisting of ten national quality standards. However, centre-based services have been operating within the Education Act 2004 (Sl. 44 of 2005) under the purview of the Ministry of Education and Human Resource Development (MEHRD). In February 2019, as part of the Transition and Implementation Plan for the migration of the regulation of centre-based services from the MEHRD to IECD, an assessment was carried out in 27 registered Day Care Centres in Seychelles with the assistance of the SEED Institute in Singapore. Several recommendations were made vis-à-vis the revision of existing standards, and the development of new standards to raise the quality of service and overall ECCE provision.

The National Standards for Centre-Based Childminding Services have been developed through the collaborative efforts of all stakeholders and ECCE partners. Best international practices, research literature, and local regulatory frameworks have been consulted for the revision of existing standards and the development of new standards. The standards will guarantee a consistent level of quality of services for Centre-Based Childminding Services.

To ensure the effective implementation of the National Standards for Centre-Based Childminding Services by Day Care Operators, an audit will be carried out to measure the standards against existing practices. This will enable the identification of areas of deficiencies and the development of strategies to implement emerging recommendations.

## Description

This project will be coordinated by the Regulatory Affairs Section of the Institute of Early Childhood Development in collaboration with key external partners. The initial step will be the consultation with external partners and the development of appropriate instruments to measure the level of service in Day Care Centres against the National Standards for Centre-Based Childminding Services. This will be followed by carrying out an audit. Dissemination of findings and consultation with Day Care Operators and relevant partners will form the basis for future action.

## Budget Narrative

The estimated cost of the project is SCR 50,000. This includes the costs for printing, stationery, accommodation, travel, amongst others. Funds will be sourced from the IECD recurrent budget.

## Expected Outcome

- The quality of services in Day Care Centres is established in alignment with The National Standards for Centre-Based Childminding Services for policy dialogue to sustain or upgrade ECCE provision

## Performance Indicators

- Percentage level of functioning of each Day Care Centre
- Percentage level of implementation of each standard in the Day Care Centres
- Baseline information for the implementation of the National Standards for Centre-Based Childminding Services.

## Implementation Plan

Key milestone	Output	Timeframe
1. Instrument to measure the level of service provision in Day Care Centres	Comprehensive checklist to assess each standard	March-April 2021
2. Conduct audit in 1 <sup>st</sup> group of Day Care Centres	Audit report for each Day Care Centres	June-October 2021
3. Working meetings completed with the 1 <sup>st</sup> group of individual day care operators convened to share audit findings and develop implementation plans	Implementation Plan	July-October 2021
4. Conduct audit in 2 <sup>nd</sup> group of Day Care Centres	Audit report for each Day Care Centres	March-July 2022
5. Working meetings completed with the 2 <sup>nd</sup> Group of individual day care operators convened to share audit findings and develop implementation plans	Implementation plan	April-July 2022
6. Produce report on the level of service provision in all Day Care Centres	Final report	September 2022

## Project Title

Development of Early Learning Programme and Resources for children in Home-Based Childminding Establishments.

## Goal

To improve the quality of early experiences and strengthen the early learning and readiness of children in Home-Based Childminding establishments.

## Background and Rationale

Increasing evidence confirms that high quality early childhood programmes and experiences greatly influence the holistic development of the child and plays a vital role in overall school performance in the future. Governments across the globe are placing emphasis on Early Childhood Care and Education (ECCE). Seychelles has made remarkable progress in ECCE, with the IECD as the institutional anchor for ECCE in the country.

The IECD Act 2014 makes provision for the regulation of childminding services by the IECD. A comprehensive national programme for Home-Based Childminding Services has been developed and it consists of ten national quality standards and regulation. A national strategy has been adopted to train and register childminders so as to improve the quality of service provision. Moreover, a study was conducted in all registered childminding establishments in 2018 with the aim of evaluating the implementation of the ten core National Standards for childminding services. The study revealed that there was a lack of educational resources, no early learning programme at this level and that childminders required training to implement the Early Learning Standard.

The importance of early childhood stimulation cannot be underestimated. A child's brain develops rapidly during the first five years of life, especially the first three years. It is a time of rapid cognitive, linguistic, social, emotional and motor development. A lack of early experiences at foundation level may have longer-term repercussions on achievements. This project has been conceived to target the development and implementation of an Early Learning Programme, and the stimulation of children aged 4 months-4 years in Home-Based Childminding Services.

## Description

The Institute of Early Childhood Development, mainly the Centre-Based Childminding Services Unit will spearhead and oversee the project. The Seychelles Early Learning Framework and Early Learning Programme for Day Care will be consulted during this process.

The initial step will consist of setting up of a working committee and conducting research. Development of educational resources will be ongoing throughout the year. A programme of training in the use of the resources will be implemented on a quarterly basis for a selected group of registered childminders and their assistants. This is of tremendous importance if childminders are to exploit fully the materials in their establishments. A pilot study will be undertaken to test the Early Learning Programme and related resources. Staff from the Regulatory Affairs Section and members of the 'Early Learning Programme Working Group' will monitor the implementation of the programme. A pilot report will be compiled and disseminated to all concerned.

Lastly, all materials which have been developed and tested, will be reviewed and produced for all childminding establishments for training and full implementation in 2022.

## Budget Narrative

The estimated cost of the project for the first year is SCR 480,000. This includes cost for development of materials, stationery, consumables, travel, subsistence allowance and printing of publications. This project has been funded through the UNESCO Participation Programme. The additional cost for the few activities of the second year will be borne from the recurrent budget and external donors.

## Expected Outcomes

- Childminders providing early stimulation using developmentally appropriate resources to promote learning.
- Childminders equipped with knowledge and skills to deliver early learning activities.



## Performance Indicators

- Number of childminders and assistant childminders trained
- The level of implementation of the Early Learning Programme and the effective use of related resources

## Implementation Plan

Key milestone	Output	Timeframe
1. Develop early learning programme and related resources.	Draft early learning programme and related resources	January-November 2021
2. Train a selected group of childminders for pilot.	Evaluation of training session training report	March-September 2021
3. Pilot early learning programme and related resources.	Completed monitoring checklists	February-November 2021
4. Review early learning programme and related resources.	Production of educational resources	August - November 2021
5. Writing-up pilot report	Pilot report	December 2021
6. Training of all registered childminders and their assistants.	Evaluation of training session-Training Report	January-August 2022
7. Launch of early learning programme.	Launching ceremony	February 2022
8. Produce final report for submission to UNESCO	Final report	February 2022
9. Monitor the implementation of the early learning programme and related resources.	Completed monitoring checklists	February-November 2022
10. Produce report for full implementation of the early learning programme in all childminding establishments.	Project's final report	December 2022

## Project Title

Parental involvement in the early learning needs of children

## Goal

The main aim of this project is to determine whether parents of children aged 3-4 years preparing for crèche\preschool education are aware and engaged with the educational needs of their children.

## Background

The early years of a child's life are crucial for their overall lifelong development. Having a safe and loving home and spending time with family, playing, singing, reading, and talking, proper nutrition, exercise, and sleep are all very important for a child's development. Healthy development also means that children of all abilities are able to grow up where their social, emotional and educational needs are met. It is thus important for parents to understand the educational needs and the developmental milestones of their children throughout their development.

Developmental milestones are acquired skills such as taking the first step, smiling for the first time, and waving "bye-bye". Children reach milestones in how they play, learn, speak, behave, and move (for example, crawling and walking). Children who are delayed in reaching their milestone stages can have difficulties in adjusting to the school environment. Hence, parents need to be aware of educational milestones in order to become engaged in their children's development and support.

As parents or caregivers are the first point of contact they are better able to gauge whether their children are reaching their developmental milestones. Therefore, it is important that parents are aware of the development milestone so that they can observe their children, encourage their development, and support the early learning programme in childcare settings.

## Description

This study will be conducted alongside the Assessment of Early Learning Readiness Childcare Settings (2021). The sample will consist of parents of children between the ages of 3-4 years old in the childcare establishments. A survey method will be utilised to assess the level of awareness of parents of the early learning needs of children and

parental engagement practice in facilitating the development of their children. The study will be coordinated through the Programme Coordination and Research Section.

## Budget Narrative

The cost of the project is estimated at SCR 28,350. This includes the cost of stationaries and printing questionnaires for an estimated 1200 to 1500 groups of parents with children aged 3-4 who will be enrolled in crèche\preschool in 2022.

## Expected Outcome

- Parent awareness and knowledge of children's milestone development needs assessed to develop intervention strategies to promote good practice at home.

## Performance Indicators

- Percentage of parents who are aware of the early learning needs of their child
- The relationship between children's early learning readiness and parental awareness of and practice in engaging children in early learning activities at home
- Baseline to monitor the parental engagement in early learning activities at home
- Dissemination of information to parents outlining child development milestones and suggested plan on how they can contribute to their children's early learning development

# Implementation Plan

Key milestone	Output	Timeframe
1. Development of instruments	Parent questionnaire developed, approved, included in early learning readiness study 2021 instrument	March - July 2021
2. Training of data collectors	Training report	August 2021
3. Data collection	Completed parent questionnaires - fieldwork report	September - mid October 2021
4. Training of data enterers	Data entry training manual- training programme	October 2021
5. Data entry	Completed clean database	October - November 2021
6. Data analysis	Preliminary report	December 2021
7. Production of the final report	Final report produced	January 2022
8. Dissemination of results to stakeholders	Report on dissemination sessions - Factsheet	January - March 2022













# SECTION III IMPLEMENTATION



The National Action Plan 2021 -2022 is intended to translate current imminent ECCE priorities into realistic and realisable actions. It is a binding document that: establishes an ECCE focus in the key sectors; motivates the sectors to initiate actions and strategies that would lead to improved provision and services for ECCE children and their parents; and facilitates sectoral interchange and interaction. The implementation of the NAP and the management of the projects within the plan are the operational responsibility of the ECCE Technical Teams in each sector. However, the coordination of the plan falls within the role of the IECD.

The Institute for Early Childhood Development, has been described as the anchor for ECCE. It provides leadership and strategic direction for developments in ECCE. Apart from its promotional and regulatory role, it has a coordinating function. IECD coordinates the development and implementation of the NAP. It supervises the implementation of the Plan, harmonises all the actions in the Plan, helps in strengthening collaboration amongst ECCE sectors and liaises with other partners, and supports the sectors in the realisation of their plans.

In partnership with the IECD, four ECCE Technical Teams set up within the Ministries of Education, Community Affairs, Health, and Social Affairs undertook the design of project profiles and the development of the action plans contained in this document. The Technical Team, headed by a Chair has a major role to play in the execution of the action plan. The Technical Team has the challenging task of leading the implementation of strategies within the Plan, making appropriate representations, building capacity, reporting on progress and promoting the Plan within their sectors and with other partners.

## Collaboration

Seychelles has a very strong foundation upon which to build its ECCE system. However, much of the work in ECCE has been carried out in parallel by individual organisations and agencies. Changing the approach and working style was necessary for coherence and for the realisation of the common ECCE vision. The Seychelles Framework for Early Childhood Care and Education makes broad reference to an “integrated approach” as a required implementation strategy and in the NAP, while the action plans are presented at the level of sectors, the activities are, to a large extent, collaborative and cross cutting. Collaboration is the guiding principle in the implementation of the NAP.

It promotes three levels of relationships.

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

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

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

The burgeoning of positive inter-sectoral relationships, collaborative working practices and partnerships have been one of the major although complex, forces which have produced some dramatic changes in the implementation of ECCE in Seychelles and which propelled Seychelles to be designated as a “Best Practice Hub for ECCE”. With the pivotal role of the IECD, this needs continuous strengthening through the National Action Plan to promote multi-level collaborative actions and a culture of collaborative professionalism and support.

## Monitoring and Evaluation

Assessment, analysis and evaluation are essential processes to monitor progress, record achievement and measure impact. The multi-sectoral nature of the National Action Plan implies that monitoring and evaluation has to take place at different levels and across a wide range of groups and institutions. However, the IECD is the central body responsible for monitoring and evaluating the Action Plan and this forms part of the role of the Coordinating Committee comprising the Chairpersons of the Technical Teams, and headed by the CEO of the IECD.

## Monitoring Components

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

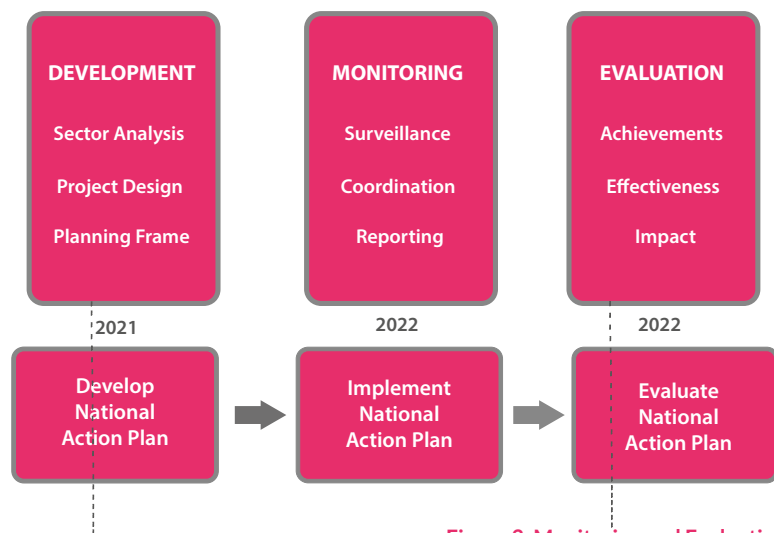


Figure 3: Monitoring and Evaluation (M&E)

## Monitoring Strategies

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

a) Monitoring through surveillance visits

- IECD Officers carry out monthly surveillance visits to track activities
- Sector Operational Plan are examined and implementation strategies confirmed, updated or reviewed
- Progress towards the achievement of related outputs are assessed
- A Sectoral Visit Report which assesses progress towards the achievement of related outputs is produced

b) Monitoring through the monthly NCCOM

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

c) Report

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

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

## Conclusion

This National Action Plan (2021-2022) aspires to make a considerable contribution to strengthening the ECCE system in the Seychelles. It is built on the recommendations of the three previous plans, stays in tune with global trends, resonates with ideas from the First International ECCE Conference to measure achievement and sustain outcomes, and reinforces the notion of the monitoring and predictive aspects of data in early childhood in the second international conference. The project-based approach which was effectively adopted in the second plan is further acknowledged with specific emphasis on building data systems, increasing quality provisions for the 0-3, improving standards and staff capacity.

The National Action Plan has become a unifying document. It is multi-sectoral, participatory and outreaching. It has also become a learning document and responds to the complex challenges of integrating ECCE across organizational divides. It provides strategic directions to address key priorities in ECCE. It has become a reference point for sectoral interchange and interaction.

With the collaboration of all ECCE Sectors and Partners, the prestigious IECD international status and the strong high level national commitment, this National Action Plan is predicted to have significant impact on the ECCE system in Seychelles.







# Highlights of National Action Plan ECCE 2019-2020



Use of Early Childhood Training Room for Service Providers and Practitioners



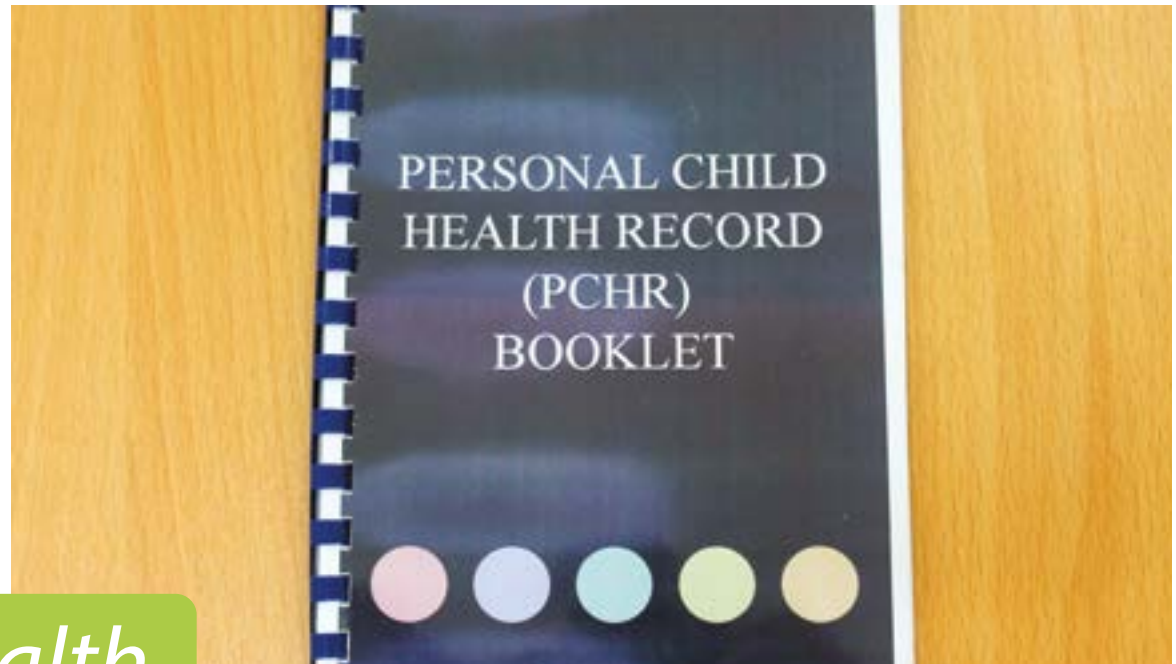
*Education*



Setting up a Day Lounge in Neonatal Intensive Care Unit (NICU) as part of Postnatal Care



Introduction of the Personal Child Health Record (PCHR) Booklet

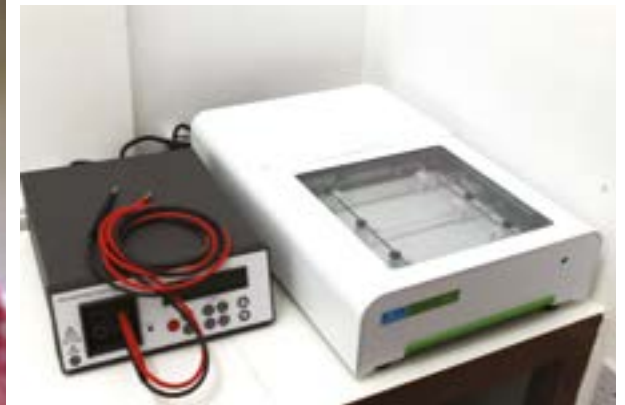


Health





## Introduction of the Universal Neonatal Screening for Inborn Errors of Metabolism (IEM)



## Expansion of Day Care Centre Provision for Children



*Anse Aux Pins Day Care Centre*

### *Local Government and Community Affairs*



*Grand Anse Praslin Day Care Centre*



*Takamaka Day Care Centre*



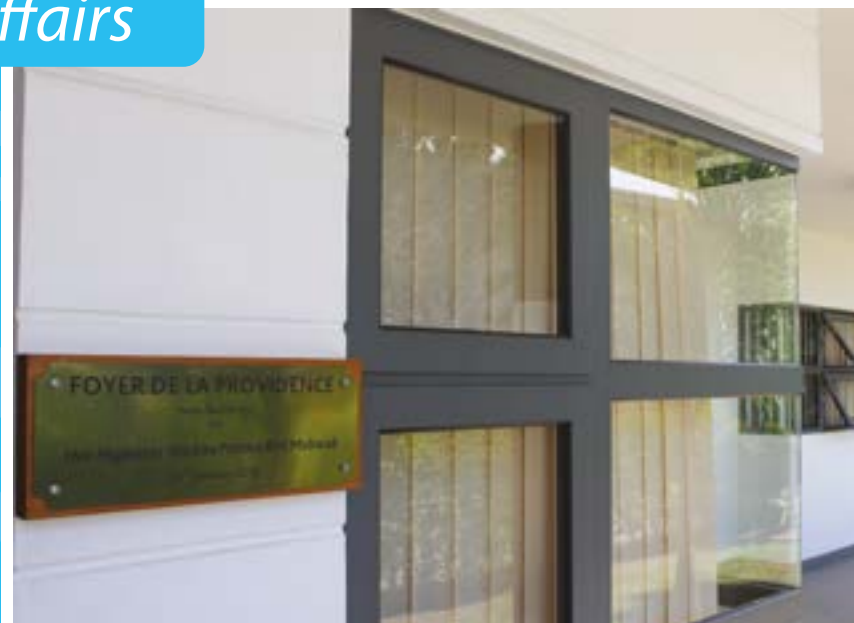
## Upgrading Interviewing Facilities for Child Service Users (2-8 years)



## Monitoring Standards in Children Homes



## Social Affairs





Assessing the Effectiveness of Parenting Education Ante-Natal and Post - Delivery Sessions held from 2013-2018



## Establishing Structures and Procedures for Data Collection Based on Early Childhood Development (ECD) Indicators for the Education Sector



Has the Knowledge and Understanding of ECCE Issues been Sustained as a Result of Enhanced Advocacy Strategies and Campaigns?



### Measuring Change in the Understanding of ECCE Issues

IECD



Report on the Advocacy Survey 2019  
May 2021





The Development of an Accredited Training on Childcare and Development



An Assessment of the Provision of Services in Day Care Centres to Develop Quality Standards





## Development of Quality Standards for the Provision of Services in Day Care Centres



### Proposed Framework on National Standards for Centre-Based Childminding Services (Day Care Centres)



INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT  
APRIL 2021

# Assessment of Early Learning Readiness of Children in Home-Based Childminding Services







### **National Coordinating Committee for ECCE**

Members (from left to right): Mr. Cyril Pillay (Education), Ms. Marie-France Barra (IECD), Ms. Beryl Laboudallon (Social Affairs), Mrs. Shirley Choppy (IECD/Chairperson), Ms. Begita Melanie (Local Government), Mrs. Stephanie Desnousse (Health), Dr. Andre Leste



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# NATIONAL ACTION PLAN 2021-2022

## EARLY CHILDHOOD CARE AND EDUCATION

The National Action Plan 2021-2022 for Early Childhood Care and Education (ECCE) represents the collaborative endeavours of key ECCE Sectors, mainly, Education, Health, Local Government and Community Affairs, and Social Affairs. The development of the Plan has been coordinated and facilitated by the Institute of Early Childhood Development (also an implementation sector) to promote the holistic development of children and strengthen the ECCE system in Seychelles.

Six main thematic areas address issues relating to Policy Research and Data System, Accountability and Service Delivery, Parental and Community Involvement, Training and Professional Development, Early Detection and Intervention, and Early Learning. These have been derived from The Seychelles Framework for Early Childhood Care and Education whilst taking into consideration emerging international trends, and subsequent recommendations from the First and Second Biennial Conferences and the First International Conference on ECCE. Through result-oriented, research-driven methodology, the Plan increases focus on ECCE priorities with anticipated implementable strategic actions.

A collection of 16 projects has been included with contribution from each ECCE Sector. A monitoring and evaluation structure forms an integral part of the Plan. It is being supervised by the IECD and implemented by Sectoral Technical Teams.

Co-ordinated and compiled by  
Institute of Early Childhood Development  
3rd Floor, Le Chantier Mall, Francis Rachel Street  
Tel: 467 3700 | E-mail: [ceooffice@iecd.gov.sc](mailto:ceooffice@iecd.gov.sc) | [www.iecd.gov.sc](http://www.iecd.gov.sc)

