

The Seychelles Early Childhood Care and Education Terminology Directory



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ISBN: 978-99931-923-8-1

First Edition

Compiled by

Institute of Early Childhood Development (IECD)

In collaboration with Ministry of Health, Ministry of Education, Ministry of Social Affairs,
Community Development & Sports



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Foreword



The compilation of the Seychelles ECCE Terminology Directory has been an exciting journey and a valuable learning process for all involved. The multi-sectoral approach adopted by the small team responsible for compiling the Terminology Directory succeeded in coalescing professionals from the four Ministerial Sectors: Education, Health, Social Affairs, Community Development & Sports. This was no small task for the Institute of Early Childhood Development, considering the complexities of aligning the different approaches, knowledge and understanding of ECCE terminologies in ways that synergised professional expertise.

The idea for the Seychelles ECCE terminology Directory emanated from the Seychelles Framework on Early Childhood Care and Education, and translated into the National Action Plan for ECCE 2013-2014. This demonstrates the Government's recognition of the critical need to have binding agreements and shared responsibilities across the sectors and departments, involving key stakeholders and partners in early childhood development.

Opening the channels of collaboration and communication through this unique document should give all stakeholders renewed understanding of their responsibilities, converge their interests, pool their specialized services, leading to integrated programming and interventions in the best interest of all children in Seychelles. The ECCE Terminology Directory should also assist in promoting our country's good practices and new emerging developments in ECCE regionally and beyond.

IECD is proud to have been involved in the coordination and development of this important tool, which will be invaluable to professionals, care-givers, partners and parents alike.

A handwritten signature in black ink, appearing to read 'Shirley Choppy', with a large, stylized initial 'S'.

Mrs Shirley Choppy
CEO, IECD

Acknowledgements

This directory is a comprehensive guide to the most commonly used terminologies in Early Childhood in Seychelles, and it is a first of its kind. The process of putting together such a document was a unique collaborative effort of a group of professionals dedicated to the further advancement of Early Childhood Development in Seychelles. They came from the Ministries most directly concerned with early childhood care and education — namely the Ministries of Health, Education, and Social Affairs, Community Development and Sports — and from early childhood education institutions.

The Institute of Early Childhood Development (IECD) greatly appreciates the collaborative inputs of all partners in this project and it wishes to thank the following individuals and organisations:

The Senior Management Team from the Ministries of Education, Health, Social Affairs, Community Development and Sports, for their continued commitment and generosity in releasing staff to participate in working sessions and the validation workshop, as well as to give approval for the terminologies to be published.

The Sectoral Technical Team Chairpersons, Mrs Anne-Marie Bibi (Ministry of Health), Ms Odile Octave (Ministry of Education), Ms Beryl Laboudallon (Social Affairs Department) and Mr Dan Frichot (Community Development and Sports Department) for their leadership and dedication in getting this project completed.

Members of the technical teams for their invaluable contributions to the definitions of terms through numerous working sessions, namely Mrs Rose-Mai Jolicoeur, Mr Cyril Pillay, Miss Lymiah Bibi (Education) Mrs Sylvanne Lemiel, Mrs Betty-Mai Sofa, (Community Development) Mrs Juliette Henderson, Ms Irene Jumeau, (Health) and Mrs Lucille Mousbé (Social Affairs).

Special thanks are also due to all the participants of the National Validation Workshop, in particular those from the private sector and NGOs who brought new insights to the development of this directory.

This project would not have been possible without the dedicated support of the following persons and organisations and the IECD wishes to express its gratitude to them:

Mrs Jeanne Simeon, Principal Secretary in the Vice President's Secretariat for her technical support and guidance.

Mrs Shirley Choppy, the Chief Executive Officer of IECD, for her dedication, commitment and unfaltering guidance.

The staff of IECD, especially Dr Andre Leste, Director for Programme Coordination, Mrs. Felicia Lafortune for technical support and Jessica D'Unienville, Research Officer and project officer and Mrs Jane Larue, former Director for Advocacy and Information.

Dr MT Purvis for editing the whole document..

The project Sponsor, the Kannu's Group, who generously contributed towards the development and printing of the directory.

Introduction

Early Childhood is a period of rapid growth and brain development. It is a time when optimal developments in physical, social, cognitive and mental aspects of a child take place. This important stage in human development occurs over a period of time starting from conception to around 7+ (below 8) years. The quality and experiences of life that a child receives during this phase is critical to its future achievements. Investing in early childhood is therefore investing in a country's future.

The Seychelles Framework for Early Childhood Care and Education (2011), the overall policy framework for early childhood, encapsulates the multidisciplinary approach necessary for “a winning start in life”. This holistic approach requires that there is common understanding of early childhood related terms – hence the need for this terminology directory. This idea was integrated into the ECCE National Action Plan (NAP) 2013-2014. In its capacity as the body overseeing the implementation of the NAP, the Institute of Early Childhood Development (IECD) assumed the co-ordinating role for the project.

This directory, a first of its kind in Seychelles, aims, first and foremost, to provide uniformity, consistency and clarity in ECCE related official documents and contexts. It should help to facilitate communication amongst the different sectors pertaining to ECCE. It also provides a point of reference with regard to different early childhood standards and policies, which should ensure better adherence to these standards by practitioners and care givers. The directory should also serve as a guide for parents and others in the community, as to the types of available services. Ultimately it contributes to the efforts of all sectors in providing effective and timely services.

Methodology

A collaborative process was used all through the development of this directory. The terminologies in this directory have been defined by teams of professionals from different specialist units that provide early childhood care and education services, within the Ministries concerned. Under the leadership of IECD the terminologies were amended during a series of working sessions, in accordance with an agreed structure and format. Through the process of editing, other terminologies were added, amended or removed, to produce a draft for validation.

A National Validation Workshop was held on 3rd September 2014, involving representatives of all the line Ministries as well as other professionals, from the public and private sectors with a stake in early childhood care and education in Seychelles. The terminologies were further analysed during the workshop and valuable contributions were made by many participants. In the light of the validation outcomes the different sectors then made final amendments to their terminologies. The final drafts were approved by the senior management teams of each Ministry before the final document was compiled.

Note to Readers

The Seychelles Early Childhood Care and Education Terminology Directory defines health, education, social and community related terms commonly used by different professionals involved in early childhood care and education nationally. The terminologies have been classified on the basis of commonly used ones in the first section, followed by those used within each of the different sectors. They are organised in alphabetical order within each sector for ease of reference. However, where certain terminologies are closely connected with each other they have been grouped together as sub-entries.

For reasons of clarity the Kreol translation of certain terms have also been included.

The directory also contains the most commonly used abbreviations in early childhood care and education, and these are also presented by sector.

It is our hope that the content of this directory will provide information to all with a stake in early childhood in Seychelles and beyond. The terminologies are accurate at the time of printing but they are not exhaustive. For more information please contact the relevant sections.

Due to the extensiveness of the health terminologies, only the more commonly-used ones have been included in this directory. Parents are advised to refer to their doctor or other specialists caring for their child, in the event that they require additional information. While the information provided are accurate at the time of printing, readers are strongly advised to seek medical attention in cases of health concerns; this directory cannot be used as the basis for diagnosing a child's health status.

Commonly-used Terminologies across Sectors



B

Bonding / Latsman

The development of a mutual emotional and psychological closeness between parents/other care givers and the newborn child. The optimal bonding of the parents to a newborn baby requires a period of close contact with the infant in the first few hours after birth. As the child grows older such bonds can include other people, usually adults, with whom they have frequent contacts. A firm bond between parents and children affects all later development and it influences how well children will react to new experiences, situations, and stresses.

C

Child

Internationally and in Seychelles, a child is a person under the age of 18 years. For the purposes of this Directory the term 'child' is used generally to mean a human being in the early stages of life, up to 13 years. The main stages referred to here are:

Baby – from conception to about 18 months

Infant – from birth to about one year / 18 months

Toddler – a child of between one and three years

Young child – from three to about six/seven years

Child Development

The process by which a child acquires skills in the areas of social, emotional, intellectual, speech and language, and physical development, including fine and gross motor skills. Child development occurs from birth to the age of adolescence. Each child is unique and develops at his/her own pace. There are several age-related child development periods:

- **Language Development** – it is the process that starts early in human life. Infants use gestures and vocalisations to make their intents known to others. Later on, children learn words to express themselves.
- **Speech Development** – speech is the skill we use to communicate with others. It is making the sounds that become words and the physical act of talking. The speech milestone helps to determine whether a child is developing as expected. This varies from child to child.
- **Social Development** – it is the pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs, amongst others. This enables a child to learn social skills and emotional maturity needed to create meaningful relationships.
- **Physical Development** – physical development provides children with the abilities they need to explore and interact with the world around them. It begins as muscles gain strength and children gradually develop coordination. There are two types of physical development:
 - **Gross motor skills** – involve larger muscles including the arms and legs. Actions requiring gross motor skills are those such as walking, running, balance and coordination.
 - **Fine motor skills** – this involves the smaller muscles in fingers, toes and other areas. Actions that require fine motor skills tend to be more intricate such as drawing, writing, grasping objects, throwing, waving and catching.

C

Child Development (continued)

- **Intellectual Development** – intellectual development is described as a series of stages through which children go through qualitative changes as they acquire new knowledge. It is the development of the mind and the ability to learn and think.
- **Emotional Development** – in early childhood, children learn that emotions represent their own reactions to situations and events and children can differ from each other in their emotional responses.

Collaboration

The process of bringing together professionals from particular fields e.g. early childhood, and as collaborators, they plan, decide, think and act jointly to create original work. In collaborative work there is an understanding of the need to share resources and expertise. Decision making and implementation reside with the group, and work products reflect a blending of all participants' contributions. In the context of ECCE it comprises actions undertaken with the purpose of improving outcomes for the children and families in the communities in which services are located.

Intersectoral Collaboration

Collaborative work that brings together the different sectors working in the area of Early Childhood Development in Seychelles. The Seychelles ECCE Framework 2011, takes a holistic approach early childhood development, and the IECD provides the platform for collaborative work within early childhood sectors in Seychelles, working in partnership with the three line Ministries: Education, Health, Social Affairs, Community Development and Sports.

Communication

The act or process of using words, sounds, gestures or behaviour to express ideas, thoughts and feelings or exchange information with someone else. Communication is an important tool for learning. It is vital in building a strong sense of well-being, belonging and becoming. Children share their thoughts, feelings and experiences through many ways including gestures, body language, talking, listening and scribbling. Parents are the primary communicators with their children and they should initiate both verbal and non-verbal communication right after birth.

Co-ordination

An integrated process, involving the organisation of the different elements of a complex activity or group, in order to enable them to work together effectively. In the context of ECCE, the IECD works in partnership with the three main Ministries of Education, Health, Social Affairs, Community Development and Sports, as well as with other stakeholders with an interest in early childhood in Seychelles to develop programmes, guidelines and policies for the children, the families and the community in which they live.

C

Multi-sectoral coordination

The work approach taken by the IECD to fulfil the goals stated by the different sectors in the implementation of the National Action Plan, 2013-2014. Multi-sectoral coordination utilises the capacities of professionals from the different sectors to work on projects, and undertake research, policy planning and programme development. The technical teams from the different sectors are the main participants in this multi-sectoral coordination.

Child-minding Establishment

Approved private family homes or apartments that are used for the purposes of providing day care for children, from birth until the child is ready for school. The establishment provides non formal early childhood care and education for the children. Regular monitoring visits are conducted by staff from the Ministries of Education and Health, and other agencies such as the Seychelles Fire Rescue Services Agency, to ensure compliance with safety regulations and ensure the well-being of children in the establishments.

Childminders

Persons responsible for the care of children in their homes, on a fee paying basis. Childminders must meet the different criteria expected of persons looking after children, such as basic knowledge of Early Childhood Care and Development. They must ensure a safe, secure and healthy environment for the social and educational well-being of the children in their care. They should also maintain proper records of all activities and incidents for reference purposes. Depending on the number of children involved, a childminder often works alone or with an assistant childminder.

Child-minding Services

Services offered by a child minder in a child-minding establishment, and it is a fee paying service. There are different types of services a child minding establishment may offer, such as full time, part-time, weekend, overnight, and even school holidays. The fees depend on the provisions and services being offered. These services are currently being regulated by IECD and they are being monitored by the relevant agencies to ensure compliance with set standards and regulations.

Assistant Childminders

Assistant childminders work alongside a childminder to provide daily care and activities for the children in their care. Such persons should be 18 years and above and should have genuine interest in child development. They should be able to provide care and ensure constant supervision of children placed under their care.

E

Early Childhood

Early Childhood is the critical period from 0 to 7+ years when rapid transformation occurs in children's physical, mental, cognitive and socio-emotional abilities. It is a time of remarkable brain development and the quality of a child's experiences in the early years has a major impact on her/his future development and life chances.

E

Early Childhood Care & Education (ECCE)

Early Childhood Care and Education refers to a range of services, processes and mechanism that sustain and support development during the early years in life from 0 to 7+ years old. These services and programmes encompass health, nutrition, safety, physical, social, emotional, security and learning which all contributes to the holistic development of the child. This holistic approach also includes the support of families and the community at large to promote children's healthy development. Early Childhood Care and Education can be delivered in many settings: home-based, school-based, non-formal and registered care setting. It aims to provide a warm, nurturing care and enriched learning experiences designed to stimulate a child's development in all key developmental areas. ECCE in Seychelles is guided by the Seychelles ECCE Framework (2011) which aims to improve the quality and the accessibility of early childhood care and education so that every child develops holistically, has positive learning experiences, and builds a strong foundation for success in school and everyday life.

Early Childhood Development

This is the period of rapid development in babies and young children, from 0 to 7+ years. All children progress at their own pace through identified areas of development, namely emotional, physical, cognitive, and social. Early Childhood Development programmes aim to nurture the children's abilities to develop and learn so that they may acquire social skills and emotional health, confidence, appropriate language, communication and comprehension skills. Parents, caregivers, teachers, health and social workers, and the community at large are all partners in the child's early development. A strong foundation in early childhood is the basis for all future development and lifelong learning.

Early Intervention

A program that provides many different types of early intervention services, through a co-ordinated approach, to children with developmental delays. Such programmes also provide support for families and other caregivers. The aim is to respond as soon as possible to the child's developmental, social and educational needs in order to avoid more serious problems and promote effective long term life outcomes.

F

Fine Motor Skills

The coordination of small muscle movements which occur in body parts such as the fingers, usually in coordination with the eyes. Fine motor skills enable such functions as grasping small objects, holding a spoon to eat, tying string, cutting, threading, tearing, fastening clothing and writing. They involve strength, fine motor control and dexterity which children need to perform those tasks on a daily basis. A wide variety of toys, props and other educational resources should be made available for children. Basic fine motor skills are necessary for successful early learning. Fine and gross motor skills are developed together and strongly involve coordination. Care givers and teachers should therefore provide numerous and varied fine motor activities that will enhance such development. Where children show persistent signs of difficulty with tasks such as cutting with scissors, drawing lines, folding clothes, holding a pencil and writing the help of professionals should be sought.

G

Gross Motor Skills

The abilities required in order to use the larger muscles groups of the body in a coordinated and controlled way, such as movements of the whole arm, the legs, and larger parts of the body. Examples include walking, running, jumping, swimming among others. Gross motor skills are abilities usually acquired during infancy and early childhood as part of a child's motor development. In Day Care Centres, Crèches and other related child care settings, the gross motor skills of children are continuously built upon, refined and improved as children take better control of their movements. As gross motor skills are developed through practice and repetition, care givers and teachers should assist children's gross motor development in providing adequate environments, space and play accessories. Children identified with gross motor skills development delay may be referred to school counsellors who will seek other professional advice.

H

Holistic Development

An approach to child development whereby all of an individual's mental, physical, social, emotional and spiritual well-being is taken care of in a co-ordinated way. It is based on the principle of considering the child as a whole in the process of decision-making: all the aforementioned attributes must be taken into consideration along with the child's environment during decision making, policy planning and programme development. The holistic approach to development stipulates that when one component in a child's developmental milestone is affected the development of the individual as a whole may be delayed.

M

Manipulatives

Age-appropriate and safe toys, small objects, and tools that children handle from infancy, to develop small muscles in their hands and promote eye-hand coordination (fine motor skills). The use of manipulatives is essential to improve young children's writing skills as they progress in their development. Care should be taken at all times when choosing objects as manipulatives to avoid allergies, choking, intoxication, cuts and bruises. Some examples of common manipulatives are rattles, puzzles, building blocks and play dough. Manipulatives can help young children develop concepts related to senses such as smell and touch.

S

Sectors

The different partners working in the early childhood related sections of Ministries and other agencies. The IECD works in partnership with four main sectors that have a stake in Early Childhood Development in Seychelles, namely Education, Health, Social Affairs, Community Development and Sports departments. Each of these sectors has its own Early Childhood technical team which co-ordinates the ECCE-related work of sector.

T

Technical Team

A team comprising professionals within each Early Childhood Sector within a department that has the mandate to implement the Seychelles Early Childhood framework. The responsibility of the technical team is to implement activities in the National Action plan for Early Childhood, and collaborate with other sectors in decision making, policy planning and programme development in relation to Early Childhood Development in Seychelles.



Education



The mandate of Education in Seychelles is “to play a key role in shaping a high-quality education system that meet the needs of all learners, support their participation in communities and in society, promote and enhances lifelong learning and contributes to the development of a knowledge-based society in Seychelles.” (Education Act, 2004).

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

This section presents fifty eight of the most commonly used ECCE terminologies related to Education policies, services, programmes and activities in Seychelles. They come from both the public and private education sectors, including the Montessori Preschool. The aim is to provide parents and other care givers, educators and policy makers with a common understanding of these terms.

A

After School Service

A supervisory service provided by the Ministry of Education, for Crèche and primary school age children whose working parents cannot be home after school hours. Assistance also includes supervision of homework. The service is free of charge and is delivered at school by school staff or other appropriate persons identified by the school. It runs from 2.30pm to 5.00pm on school days. During such time children are engaged in various educational and recreational activities. Homework supervision is conducted three days per week from 2:30pm to 3:30pm depending on the schools. Access to this service is through registration at school level by the parents and they can specify which service they require, ie homework or after school care or both.

Aprann Lir Avek Papiyon (ALAP)

A Kreol reading programme for Crèche to P2 pupils introduced in 2009. It focuses on the teaching of literacy using the phonic approach. Emphasis is laid on the auditory and visual skills. The programme comprises educational materials such as alphabet friezes, alphabet songs, books, reading cards, rhymes, stories, workbooks and teacher's guides in the mother tongue. Pupils are assessed at the end of the week and term after which appropriate interventions take place through re-teaching of the sounds, words and structures not mastered. Teachers are trained to plan and deliver the programme using appropriate resources. The Early Childhood Section of the Ministry of Education is responsible for providing support and monitoring of the programme.

Assessment of learning

An ongoing process of evaluation aimed at understanding and improving young children's learning. It involves making explicit expectations and setting clear and appropriate criteria and high standards for learning. The process also involves systematically gathering, analysing and interpreting evidence to determine how well performance matches the expectations and standards set. The resulting information is then used to document, explain, and improve performance. Assessment can be either formative or summative and should be utilised for the smooth and successful transition of children between different key stages of learning.

Formative assessment

Formative assessment continually assesses a child's holistic development and progress on the basis of what she or he is able to do. A variety of observations, recording tools and techniques are used to collect information to determine the child's needs and inform further teaching and interventions. Partnerships and regular communication with parents and guardians are important to share results that support the child's progress.

Summative assessment

Summative assessment evaluates a child's holistic development and progress after a defined period of time – usually linked to an instructional unit, by comparing it to certain specified standards or benchmark. A thorough analysis of summative assessment information is also used to evaluate the child's progress. The results are communicated to parents and guardians in terms of what the child knows, understand and can do in relation to development stages.

A

Attendance Register

A recording system used by child minding establishments, day care centres, pre-school, crèche, and primary teachers to record the attendance of pupils on a daily basis. It includes the following information about each child: name, gender, date of birth, National Identity Number (NIN), address, religious denomination and contact details of parents/guardians. The attendance is monitored through weekly checks by the centre/ school management, whereby patterns of absenteeism which can affect the child's performance can be detected and followed-up in a timely manner.

C

Circle time /Regroupman

Whole group activities aimed at helping children to interact with each other and with the teacher, to develop social skills, such as expressing their feelings, learning to take turns, listening and talking. Pupils can also be grouped together in a defined space for common activities such as conversation,, poems, songs and storytelling or other language and literacy activities. It is a daily activity commonly done at crèche level and it lasts between 10 to 15 minutes.

Crèche/ Pre-school

A two-year non-formal, non-compulsory stage of education offered by the public or private sector for children from the age of three years to five years, with the exception of children whose birth dates fall after the official prescribed cut-off month during registration in state crèches. This early learning phase may also be referred to as 'kindergarten' or 'petite enfance' in other school systems. The crèche is the initial phase of the primary school system. Children in crèche follow a flexible curriculum with emphasis on learning through play.

Satellite Crèche

A satellite crèche is a detached crèche located off the premises of the primary school compound under which its administration falls. It is referred to as a satellite crèche because it is administered as an annex of the main crèche. It caters for children residing further away from the main crèche, in order to reduce travelling distance. In total there are seven satellite crèches. They follow the same curriculum as the main crèche. The satellite crèche is headed by a senior teacher.

Senior Teacher

A qualified teacher with more than 5 years of experience who is responsible the day-to-day management of satellite crèches and other crèches (in the case of large crèches), including the effective monitoring and implementation of crèche programmes. .A Senior Teacher undertakes a reduced teaching load, as per established timetable, and covers for other teachers when necessary. The senior teacher works in close collaboration with the staff, the Early Childhood Coordinator, and parents in the community, and reports directly to the Early Childhood Coordinator.

C

Teacher Assistant

A Teacher Assistant works alongside qualified teachers at early childhood level. She/he is given basic training in classroom organization and management. She/he assists and supports teachers in the teaching and learning of literacy, numeracy and social skills of young children. There is one teacher assistant for each class from Crèche to Primary Two. A teacher assistant also follows the school-based professional development programmes and networks with other schools in their zones.

Curriculum

The intended learning expected of all pupils, the learning environment, the resources, teaching strategies and approaches, assessment processes and methods. These are all interlinked with values and ethos of the school, the relationships and behaviours among pupils, teachers, school leaders and parents. It also encompasses the 'hidden curriculum' which comes between the intended, experienced and achieved curriculum.

National Curriculum Framework (2013)

The National Curriculum Framework (2013) is the overall policy framework for the national curriculum of state schools. It establishes the principles and values to guide curriculum planning and implementation. It outlines the essential competencies and life skills necessary for the development of successful lifelong learning and guides the development of school based curriculum. The Framework advocates for an integrated approach to early learning, also known as the 'seamless approach'.

The Seychelles Early Learning Framework (SELF)

A newly developed comprehensive framework for learning and teaching from conception to age 7+. It adopts a holistic and seamless approach to early childhood education and care, and promotes a strong commitment towards establishing and maintaining an integrated system of service provision for young children and families. It is the responsibility of all care givers and early childhood learning institutions to ensure the effective implementation of the framework.

Teaching and learning programmes

Official school curriculum documents produced and/or approved by CCATS for the use of teachers and caregivers in preparing lessons for young children, in order to help them develop core competencies, skills and values through formal and informal activities. They are derived from the Seychelles Early Learning Framework (2014) and guided by the National Curriculum Framework (2011). Teaching and learning programmes contain guidelines and strategies for teaching and learning in different subject areas, on the basis of which the teacher plans, adapts and delivers lessons so as to cater for young children's diverse needs.

D

Day Care Centre

A registered Centre providing care and non-formal education for children from three months until they enrol in crèche/pre-school. It may be owned by private individuals or organisations, and administered by a Day Care Operator. Government policy encourages the establishment of Day Care Centres to cater for the needs of working families with children.

Day Care Service

The system that provides daily care for children, usually outside their homes and by persons other than their parents or legal guardians. Children are provided with care, supervision and activities appropriate to their age focusing on learning through play. Regular monitoring visits are conducted by personnel from the relevant authorities to ensure adherence to national standards and the well-being of children enrolled in the establishment.

Day Care Operator

A person who is in charge of a Day Care Centre and is responsible for its effective operation and management. A Day Care Operator must possess a valid registration certificate, good knowledge of Early Childhood Care and Education and a certificate in basic first aid. She /he must ensure a safe, secure and healthy environment for the social and educational well-being of children within her/his care. She/he must also keep proper records of all activities and incidents for reference purposes. The Day Care Operator must implement the guidelines and abide by the standards set by the relevant authorities concerned with ECD.

Day Care Assistant

A Day Care Assistant works under the direct supervision of the Day Care Operator in performing the daily routines and activities that contribute to the growth and sound development of the children in their care. The care assistant must ensure the constant supervision of the children and attend to their needs. The person should be 18 years or above and should have received basic training in child care – formal or on-the-job training

Differentiation

The teaching approach caregivers and teachers use to respond to the different ability levels and learning needs of young children. Teachers have to tailor their instructions and activities to ensure that all children learn effectively, regardless of differences in their abilities. Teachers should be able to differentiate on the basis of content, process, product and learning environment, linked to children's readiness, interest, or learning profile.

Differentiated Activities

Differentiated activities are activities that have been carefully prepared to suit young children's learning abilities, style and interests. These activities enable them to experience meaningful learning and therefore help them to better grasp the concepts and ideas outlined in learning programmes. Differentiated activities are very important for the development of children in the early stages of learning and they usually take place in different settings.

E

Early Childhood Coordinator (ECC)

A qualified teacher with more than five years experience of working in an early childhood setting. The person has to be knowledgeable in all aspects of child development and early childhood education. She/ he is responsible for the overall organisation and effective day-to-day management and co-ordination of the early childhood curriculum in the first key stage of schooling (Crèche to P2). She/he has to provide curriculum leadership and support to teachers, and ensure that a conducive environment for learning is maintained. Oversight of staff professional development, networking and maintaining close links with parents and the wider community are also part of the ECC's role. She/he is a member of the senior management team of the primary school.

Early Childhood Education

Educational programmes and strategies targeting children aged 0 to 7+, and aiming to enhance their learning, knowledge development and skills acquisition. Early childhood education in Seychelles can take place in home- based care facilities such as childminding services, registered centres such as Day Care Centres, pre-schools, Crèches and the first two years of primary schooling (Primary 1 and 2). The principles and strategies for early childhood learning are contained in the 'Seychelles Early Learning Framework' (2014). The Framework proposes a seamless approach to early learning, one that places the child at the centre all planned learning.

Early Childhood Teacher

A qualified teacher who teaches within Key Stage One (Crèche – P2) in the education system. She/he is knowledgeable in child development and early childhood education. Most of the Early Childhood Teachers are employed by the Ministry of Education and their work is supervised by the Early Childhood Coordinator in their respective schools. The Early Childhood Teacher is responsible for a class averaging 25 pupils and delivers a weekly time-table of 36 to 40 periods. Early Childhood Teachers should possess specific qualities, including the ability to show affection and be attentive to the needs of young children. The Early Childhood Teacher is assisted by a teacher assistant.

Early Learning

Activities and/or experiences that are intended to effect developmental changes in children 0 to 5+ years,) and prior to their entry into primary school. Learning is guided and implemented through play-based activities with strong emphasis on the development of social skills, language and communication abilities relative to the child's age. As such learning centres must be well equipped with adequate resources to facilitate learning where teachers/ caregivers and children share positive and caring relationships

Early Literacy

A critical process which helps young children's readiness for school by supporting them to develop and learn the skills of listening, speaking, reading and writing. They learn the sounds of a language and how these are organised to form words. Children need to be exposed to a variety of activities and resources to stimulate their interests and bring about positive learning experiences. Early literacy should start at home in order to sensitise children to the essential early learning skills. It is normal to have variations in the pace of development of early literacy skills. Children develop and learn essential skills through visual and auditory discrimination and exposure.

E

Auditory Discrimination

The ability to distinguish and differentiate between sounds. The process is developmental and necessary for the acquisition of speech and language development in young children aged 0 to 7+. At Crèche level, pupils are provided with a variety of auditory discrimination activities using music, rhythm, and sounds. The activities involve the differentiation of sounds in their every-day environment. In Crèche Year Two, pupils are introduced to letters and letter sounds. At Primary One and Two, pupils are presented with more complex letter sounds and words. Parents can play an active role in developing their children's auditory discrimination skills by encouraging them to play with sound making toys, singing, conversations, and listening to stories.

Visual Discrimination

The ability to recognise the visible likenesses and differences between objects and other entities. The differences can be in terms of size, shape, patterns, forms, positions, space and colours. In Crèche, P1 and P2 children learn to distinguish between letters and numbers, identify differences in pictures and make observations about their environment. Visual discrimination enables children to differentiate one object from another, detect similarities and/or differences in materials which are presented visually, and help in the development of observation skills.

Early Numeracy

An early learning process that enables young children to explore patterns, make connections and recognise relationships. They do this through experimentation with numbers and active experiences involving counting, problem solving, handling shape, space and measurements. Young children begin to develop numeracy skills through their early experiences of seeing numbers and mathematical information used in their homes and communities. It is normal to have variations in the pace of development of early numeracy skills.

Inclusive Education

The provision of quality education that meets the learning needs of all children and enriches their lives. It should enable all young children to develop their full potentials, regardless of socially ascribed or perceived differences such as ethnic origins, gender, language, religion, physical or mental abilities. Childminding establishments, day care centres, preschool, crèche and primary schools are supported to become responsive to young children's backgrounds, interests, experiences, knowledge and skills through appropriate training, programmes, facilities and resources.

K

Key Stages

Phases in the education system that indicate the different levels and rates of progress pupils can achieve in learning as they move through the school system. Key stages serve to establish standards of learning and teaching for pupils of different age groups. Key Stage One includes learners from Crèche to Primary 2. At this stage emphasis is placed on active learning through play, peer interaction and experimentation, thus laying the foundation for successful lifelong learning. Learning activities during this stage should also provide opportunities for children to extend their skills, particularly language, logical and creative thinking through play and problem solving approaches. At the end of this stage learners are assessed in literacy and numeracy.

L

Learning Environment

A combination of social and physical qualities that contribute to children's learning experience. The learning environment includes available spaces, both indoors and outdoors, and the way they are organised, furnished and maintained; the attitudes and behaviour of teachers and other care givers, and the management procedures used in engaging children in learning activities. Parents, caregivers and teachers should create opportunities based on young children's needs and interest to allow them to grow, develop and learn, regardless of their backgrounds and abilities. A suitable learning environment plays an important role in the development of early learning and social skills.

Learning Centres / Kwendelo, Disab, Degizman,eks..

Self-contained areas in and outside the classroom, equipped with appropriate resources, where pupils may engage in independent and self-directed learning activities. Learning centres help pupils improve their understanding of topics, concepts and ideas. They provide opportunities for pupils to observe, talk, ask questions, discover, make connections, show what they can do, share their knowledge and help others. Some learning centres are also referred to as play corners such as home corner, sand and water play areas.

Sand Pit / Kwen Disab

shallow hole in the ground or an enclosure filled with sand where young children can play. It provides opportunities for children to engage in activities which develop sensory, imaginative and social skills as well as developmental concepts such as texture, weight, volume, balance and structure. They may also develop language skills as they share the sand pit area with other children.

Learning Difficulties

Children's difficulty to grasp new concepts being taught, which prevent them from performing at their age-appropriate levels. Learning difficulties are often associated with childhood developmental delays. Children experiencing learning difficulties can be helped by professionals such as paediatricians, psychologists or speech pathologists. It is important to diagnose the exact learning difficulties as earlier as possible, and parents should be involved at every stage of this process. Observing the 'Watch Points' as recommended in the Seychelles Early Learning Framework, and regular discussions with parents about their children's educational performance, points of concerns and how to follow up on children's progress should take place.

L

Learning Through Play

The ways children can learn to make sense of the world around them by playing, on their own or with others. Play is any behaviour, activity or process initiated, or spontaneous, controlled and structured by children themselves; it can take place freely, whenever and wherever opportunities arise, and it is essentially fun. Through play children can develop physical, social and cognitive skills which should help them to grow emotionally and enhance their self-confidence. Play stimulates imagination and develops intelligence through interaction and engagement with a range of activities. As stipulated in the UN Conventions on the Rights of the Child, play is a fundamental right and a vital dimension of pleasure in childhood. Parents, educators and other care givers should create safe and secure environments for children to play, including age appropriate toys and equipment.

O

Observation of Learning

A process, both formal and informal, used by early childhood educators and other care givers to watch, listen to, and record children's actions, facial expressions, body language, sounds, words and gestures. Teachers use the information collected through observations to establish the child's developmental progress. In the Seychelles Early Childhood Framework specific points of observation are referred to as 'Watch Points'. The outcomes of such observation should serve as points of reference for future planning and interventions.

Orientation / Familiarizasyon

A necessary familiarisation process with new people and surroundings that enables young children to get used to new environments. Successful integration is facilitated through acquaintance and socialisation with other children of their own age group, caregivers and teachers. Orientation takes place prior to entry into a child-minding establishment, Day Care Centre, Preschool, Crèche and Primary 1. Its duration and nature may vary depending on the settings. Parents are encouraged to participate actively in such transition activities.

P

Profile / Profil

A confidential recording system developed by the Ministry of Education, that provides specific information on different aspects of the child's educational development, in particular the cognitive, physical, health, emotional and social aspects. The information is collected through observation of daily activities, practical work and formative assessments during the early childhood stages of development. It is subsequently used as 'baseline' for follow-up interventions and to inform teachers, parents and other practitioners as to where the child is in terms of her/his holistic development.

Psychomotor Development

The progressive acquisition of skills related to the coordination of body movements and mental activities. It is facilitated by physical activities such as movements, manipulation and exploration through the senses. Physical exploration enables children to develop concrete understanding and gain experiences on which later abstract knowledge is built. It is a vital process which engages the whole child and should be encouraged by all caregivers to help children develop healthily.

P

Pupil

A young person, especially a child registered in a Primary School. She/he may be supervised and taught by a teacher or a private tutor and is given lessons in subjects considered essential for learning and development.

R

Readiness Skills

Necessary skills, including psychomotor, personal and social, early literacy and numeracy skills which enable a young child to effectively adapt to early learning settings.. Families, early care givers and education providers, school staff, and community partners must work together to provide the environment and developmental experiences that promote growth and learning to ensure that all children enter school eager and excited to learn

Registration

An enrolment procedure which takes place prior to admission of pupils into an education setting. Parents are formally requested to enrol their children in child minding establishments, day care centres, pre-school, crèche, and primary schools. Registration is carried out annually in early childhood settings and usually the following documents are required: National Identity Number (NIN) for both parents and child, birth certificate of the child and Road to Health Card (Kart peze). An admission form should also be completed by parents or guardians to record details of the child, parents/guardians, the child's educational background, health information and declaration by parents/guardians.

Routines

Daily scheduled activities which regularly happen at home and in early childhood settings and which are adapted to the children's needs and interest. Routines help children to understand what is expected during the day. They also help to develop a sense of responsibility, independence, confidence, and they encourage alertness. These activities, which are usually undertaken and/ or supervised by caregivers, include cleaning up, washing hands, taking breakfast and lunch, nappy changes, toilet training, nap times, story times, amongst others.

S

Structured Group Activity / Latelye Dirize

A group learning activity that focuses on the introduction of new concepts in pre-Mathematics, pre-Reading, Language, pre-Writing and Art. It is done in small groups of six to ten pupils at Crèche level. It is also carried out at P1 and P2 levels. The sessions are directed by the class teacher and last between 20 and 40 minutes as children progress through Key Stage One. At the same time the other pupils in the class are engaged in consolidation activities based on objectives previously taught with minimal supervision in the different learning groups. Most of the time, the teacher assistant facilitates these activities. All pupils should have the opportunity to participate in the 'Latelye Dirize' sessions at least once a week.

S

Special Education

Learning programmes and teaching skills designed to provide extra support to children whose learning needs are not catered for by mainstream educational provisions. Children may have special learning requirements as a result of physical disabilities, speech and language difficulties, mental disabilities, emotional and behavioural difficulties, or a combination of those. They may also be particularly gifted and talented individuals. Depending on the needs of the child, provisions have to be made to facilitate access to successful quality learning and social inclusion.

T

Transition

The process of moving from one developmental stage to another, or from one stage of learning to another, including the children's emotional and social response to such changes. Major transitions occur between home and early learning programmes, the home and the child minding service, the day care service to the crèche, from preschool/crèche to primary one, from primary one to primary two and generally between daily activities. Transition processes should enable young children to become familiar with new settings and activities, within safe and unthreatening parameters. Clear and appropriate preparations must be made for the different stages of transition.

W

Watch point

A process for closely observing aspects of young children's early learning and development, which may require special attention. Detailed records, including dates and times, together with descriptions of the child's behaviour should be kept. Watch points can be transitory or more long-term. In the latter case it may be an indication of developmental delay. Parents, caregivers and teachers should keep the watch points under review in order to identify children at risk or those in need of early intervention. The Seychelles Early Learning Framework outlines the possible watch points in early childhood care and education.

In addition to the general Education terminologies given above, the Children's House, Montessori Preschool contributed nine other terms specifically related to the Montessori philosophy of early childhood education. They are the following:

A

Activities of Everyday Living

These activities have a clear defined objective, which usually relates to a particular skill the child will develop or refine by using the materials. The materials consist of every day tools that children manipulate such as jugs, spoons, tongs, tweezers, buttons and pegs, learning their correct use and applications. They are practical activities used throughout life and assist the child in fostering independence, concentration, social life skills and order.

F

Favourable Environment

The special learning environment that facilitates children's learning; 'a suitable environment, a humble teacher, and material objects adapted to their needs' (Montessori, 1966, p.137) The materials present opportunities for exploration, investigation and problem solving, whilst at the same time offering children freedom, with responsibility, to nurture their autonomous learning. The environment includes the adults and peers as vital components in the learning process. The materials are divided into different learning areas, namely Knowledge and Understanding of the World, Activities of Everyday Living, Self-discipline and other areas of learning which include Problem solving, Literacy, and Creativity.

K

Knowledge and Understanding of the World

This lays the foundations for later study of biology, geography, history. The children gain information about the natural and man-made environments found on our planet, through real experiences of investigation, exploration and discovery, especially through the senses.

M

Dr Montessori

Maria Montessori was one of the most important early years educators of the 20th century, the innovator of classroom practices and ideas which have had a profound influence on the education of young children the world over. Montessori saw that children learn best by doing and that happy self-motivated learners form positive images of themselves as confident, successful people. She created specially designed resources to foster independence and a love for learning from an early age. In addition to the general Education terminologies given above, the Children's House, Montessori Preschool contributed nine other terms specifically related to the Montessori philosophy of early childhood education. They are the following:

The Montessori approach is holistic and aims to develop the whole child. Fundamental to the approach is the belief that a child's early years, from birth to six, makes up the period when they have the greatest capacity to learn. A Montessori School is expected to follow the philosophy of her approach to teaching and learning, providing the favourable environment, that includes all the specific materials designed by her and specially trained Montessori teachers.

N

Normalization

Montessori comes from the tradition of pedagogues who believe that the child is born 'good' and has the potential to be a perfect human being. The fact that we do not see perfect adults is due to the 'accidents, setbacks and regressions' that the child meets along the way – particularly in the first three years. Therefore it is important that the child follows the normal/natural paths of development. This process is called 'normalization'.

P

Planes of Development

These are stages of growth in the Montessori philosophy, for each unique developmental stage, highlighting the particular characteristics of the child at that stage. There are three stages and they are:

- **Stage 1** – Absorbent Mind; birth to six years, can be sub-divided into two further stages: The Spiritual Embryo: birth to three years - the child is driven by an inner drive, known as the ‘horme’; it is the time when the child’s personality unfolds and a unique human being emerges. The second one is the Conscious/social absorbent mind: the child is absorbing information from the environment, but can later learn new skills through deliberate effort.
- **Stage 2** - Six to twelve years: Childhood This is a stable period for the child physically and emotionally, a time for acquiring culture, and group identity is the main social characteristic. The child becomes interested in the life outside the home and grows in moral awareness.
- **Stage 3** – twelve to eighteen years, referred to as Adolescence.

S

Self-discipline

‘The discipline we are looking for is active and comes from within the child – it is not externally imposed on the child. The child develops her/his capacity for order and self-control in a stimulating environment.

Sensitive Periods

Periods of intense growth and development in specific areas; these manifest themselves by a pattern of behaviour demonstrated by the child. During these periods the child shows vitality and pleasure in performing these actions. Persistent lack of opportunities to perform these actions leads to frustration and gradual loss of self-esteem and initiative. The following are the periods of sensitivity: Period of sensitivity to order, Period of sensitivity to movement, Period of sensitivity to small objects, Period of sensitivity to language, Period of sensitivity to refinement of the senses and Period of sensitivity to the social aspects of life.

Sensorial Materials

These are materials specifically designed by Dr. Montessori to refine the children’s senses. They make up an important element of the teaching method. They aim to refine the child’s tactile, auditory, visual, kinaesthetic, stereognostic, baric and thermic senses.

Health



The Ministry of Health provides a comprehensive system of free health care for early childhood, from 17 health centres located on Mahé, Praslin, La Digue and Silhouette. All these facilities offer services in child health from birth to 4 years old.

Even before birth the Ministry of Health plays a significant role in the life and development of a child. The Ante Natal Care services provide care to all expectant mothers and assist with delivery in the maternity unit. Once discharged, the mother and baby are automatically referred for post natal care and follow up in their respective district health centres up until the children are 4 years old. At entry into crèche the children are registered on 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 the child health services, the Ministry of Health engages a variety of child health specialists to deliver specialized care. The Early Childhood Intervention Centre (ECIC) is mandated to serve children with developmental delays aged 0-5 years. Other early childhood intervention services include: Physical Therapy (physio), Speech Therapy, Occupational Therapy and Audiology services. There is also a paediatrics ward at Seychelles Hospital that caters for sick children requiring hospitalization, and their parents.

This section presents sixty five of the most commonly used ECCE terminologies related to Health policies, services, programmes and activities in Seychelles. The aim is to provide parents and other care givers, educators and policy makers with a common understanding of these terms.

A

Allergy / Alerzi

An overreaction of the immune system to a substance that is harmless to most people. For someone with an allergy, the body's immune system treats the substance (called an allergen) as an invader and overreacts, causing symptoms that can range from annoying, (such as persistent runny nose) to serious or life threatening (severe breathing difficulties). Any child may get an allergic reaction, but children from families with a history of allergies tend to be more at risk. The allergen can be ingested or inhaled or it can be something in the environment that the child comes into contact, such as dust, smoke, plant, pollen, among others. Parents/guardians should always inform caregivers of their children's conditions.

Antenatal care / Konsilte, Swen Prenatal

Also known as prenatal care, this is the care of a pregnant woman and her unborn baby throughout a pregnancy. The care is provided by healthcare professionals and its purpose is to monitor the health of the woman and baby, to treat and prevent potential health problems throughout the course of the pregnancy, while promoting healthy lifestyles that benefit both mother and child. It is recommended that prenatal care starts as early as possible in pregnancy. As far as possible it should also involve the future father.

APGAR score

This is a quick, overall assessment of a newborn's well-being used by health professionals immediately following the delivery of a baby. The APGAR score measures the baby's colour, heart rate, reflexes, muscle tone and respiratory effort. These five criteria, measured on a scale of 0 to 2, are summarized using the words **A**ppearance, **P**ulse, **G**rimace, **A**ctivity, **R**espiration, making up an acronym that represents the surname of the American doctor, Virginia Apgar, who invented this score in 1952.

Asthma

A reversible but chronic, obstructive inflammation of the lower airways (trachea, bronchi...). It is manifested by difficult breathing, wheezing, and an irritating, tight cough. It is the most common, chronic health problem among children, and children from families with a history of asthma are more likely to develop the condition. With the appropriate treatment, symptoms can be kept under control and prevent damage to growing lungs.

Atopic Dermatitis

A common skin disorder of childhood that appears as red, itchy, dry skin on the face and limbs in infants and children. It is associated with allergies of a hereditary tendency. It affects children from 2 months up to 12 years and beyond. It is a type of itchy eczema and it is not contagious. There is no known cure although treatment may reduce the severity and frequency of flares.

A

Attention Deficit Hyperactivity Disorder (ADHD)

One of the most common behavioural problems in childhood which occurs as a result of brain disorders and can continue through adolescence and adulthood. Symptoms include difficulty staying focused and paying attention, difficulty controlling behaviour, and hyperactivity (over-activity). These symptoms can make it difficult for a child with ADHD to succeed in school, to get along with other children or adults, or finish tasks at home and at school. Children suspected with ADHD should be referred to health specialists for professional evaluation and management.

Autism Spectrum Disorder (ASD)

A group of complex disorders of brain development which appears within the first 3 years of life. These disorders are characterized in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviours. Every child on the autism spectrum has unique abilities, symptoms, and challenges. Early diagnosis is important to facilitate access to early intervention services, which offer therapies and treatment to improve the child's development, manage symptoms and help them learn important skills. Confirmation of ASD is made through the administration of the Autism Diagnostic Observation Schedule-2nd Edition (ADOS-2) by trained professionals.

B

Babbling / Gazouye

A stage of child development when the baby starts expressing sounds and is learning to communicate. The baby's language development happens very fast with sounds developing from cries, coos to a few words, all within the first year of life. Parents are strongly encouraged to talk and sing to their babies. Parents should also observe if babbling occurs and if it doesn't this should be reported to the child health nurse or other specialists caring for the baby.

Birthmarks / Lanvi

Different types of marks usually of different colours that can be found anywhere on the baby's body. There are two types of birthmarks: *vascular birthmarks* (often red, pink or purple) caused by abnormal blood vessels in or under the skin; and *pigmented birthmarks* (usually brown) caused by clusters of pigment cells. Most birthmarks are harmless and may disappear within the first few years of life. The local belief that birthmarks are associated with the mother's craving for certain foods or likings for certain flowers is not scientifically proven. Birth marks can have physical and emotional effect on children. Parents/caregivers need to support children to cope with birthmarks and help others to accept children with birthmarks.

Breech Birth

The birth of a baby from a breech presentation where the buttocks or legs of the baby appear first in the birth canal. By the 36th to 37th weeks of pregnancy, the final position of the baby should be confirmed and a full discussion about delivery options, issues, risks, and benefits should take place.

B

Breast Feeding / Donn tete

The natural method of feeding a baby with milk directly from the mother's breasts. Breast milk is the most appropriate nourishment for most infants and the benefits of breastfeeding are physical, emotional, and economical. Breast milk is sterile and contains nutrients needed by the infant in ideal proportions.

Exclusive Breastfeeding / Donn Tete Selman

Instances where the infant is fed only breast milk. No other liquids or solids are given, not even water, with the exception of prescribed medicines. The World Health Organization (WHO) recommends that infants should be exclusively breastfed for the first six months of life to achieve optimal growth, development and health. At six months, infants should receive nutritionally adequate and safe complementary foods, while continuing to breastfeed for up to two years.

Bronchiolitis

A common lung infection that causes congestion in the small airways (bronchioles) of the lungs, in infants and young children. Bronchiolitis is almost always caused by a virus. It starts out with symptoms similar to those of a common cold but then progresses to coughing, wheezing and sometimes difficulty breathing. Symptoms of bronchiolitis can last for several days to weeks, even a month. Most children get better with supportive care at home. A very small percentage of children require hospitalization.

C

Complementary Feeding

The transition from exclusive breastfeeding or (other milk feeds) to the introduction of other types of food, starting at 6 months. Complementary feeding is needed to provide energy and essential nutrients necessary during this critical period of intense brain and body development. It is best that the baby is fed with fresh food prepared at home. Additional salt, sugar, oil and spices should be avoided. It is highly recommended that breast feeding is continued up to two years or beyond.

Cleft Palate / Hare Lip

A birth defect characterized by a physical split or separation of the two sides of the upper lip and appears as a narrow opening or gap in the skin of the upper lip. This separation often extends beyond the base of the nose and includes the bones of the upper jaw and/or upper gum. Cleft lip results when the developing facial structures in an unborn baby do not close completely. Babies with cleft lip may have difficulty with feeding, and speech development may be affected. Having a baby born with a cleft lip can be upsetting, but this can be corrected by a series of surgical operations.

C

Colic / Kolik

An acute attack of cramping abdominal pain in an otherwise healthy baby, characterized by excessive, loud crying and drawing the legs up to the abdomen. It is more common in infants under the age of three months. Babies should not be overfed and parents should stick to the baby's regular feeding schedule and amount of milk given. Burping during and after feeding, and placing the baby in upright position may help. Parents can apply a warm towel and massage the baby's abdomen. Breastfeeding should be continued.

Congenital problems / Abnormalite ki ou ne avek

Diseases or problems affecting the body that are present at birth. Congenital problems are commonly referred to as birth defects, congenital disorders or congenital malformations. These problems may be genetic, caused by difficulties during pregnancy or the cause may be unknown. Congenital problems can range from very minor to severe and life-threatening.

D

Deciduous teeth / Ledan Dile

The first set of teeth that begin to develop before birth, around the sixth week of pregnancy and generally surface when the infant is between 6 to 9 months of age. The process is completed by two to two and a half years old. It is also known as primary or milk teeth. In some rare cases babies are born with one deciduous tooth.

Denver Development Screening Test (DDST)

An assessment procedure used for examining the developmental progress of children between birth and six years of age. It assesses a child's performance on a wide range of age-appropriate tasks in areas including Personal, -Social, Fine Motor, Adaptive, Gross Motor and Language capacities. The test was originally designed at the University of Colorado Medical Center, Denver, USA.

Developmental Milestones

A set of functional skills or age-specific tasks that most children can do within a certain age range. Child development is easily observed in the progression of milestones. Milestones are used as a guide to monitor and evaluate the extent of a child's development.

Diaper Rash / Nappy Rash

An acute, irritant, inflammatory skin disorder in the diaper area, which is most common in infants. It is caused by prolonged and repetitive contact with irritants such as urine, faeces, soap, detergent, ointment and friction. Frequent change of diapers and application of a barrier cream is recommended.

E

Enuresis / Bed Wetting / Pis lo lili

A common and troublesome disorder presenting as repeated involuntary urination (usually at night) in children who are beyond the age when voluntary bladder control should have been acquired. It can happen in 4 year olds and continue up to 15 years of age. Enuresis is more common in boys. Various techniques can be used to manage enuresis such as bladder training and encouraging children to get up at night to pass urine. Fluid intake should be restricted after evening meals.

Epilepsy / Bebelouka

A brain disorder that results in the child having repeated seizures (fits, convulsion). Epilepsy is common in both boys and girls and can start at birth or at any age. Children diagnosed with epilepsy can have their seizures controlled by taking medication. The medicine should be taken regularly as ordered by the paediatrician and follow-up visits for check-ups and renewal of prescriptions are necessary. Parents may need to teach their children to avoid dangerous places where they could get hurt if they have a seizure. Parents are encouraged to share their child's condition with the respective care givers such as child minders and teachers.

Seizure / Redi

As a consequence of epilepsy the child experiences seizures or fits characterized by falling down (if she/he was standing), shaking, stiffening, throwing up, dribbling, urinating, or losing bowel control. When the seizure is over, the person may feel sleepy and will not remember what happened. It happens without warning, and briefly changes the child's state of alertness and physical activity. Some children may experience a funny feeling, an upset stomach, or a weird smell or taste right before a seizure. Others find that certain things may bring on a seizure, like not getting enough sleep or playing video games. Prolonged watching of television and disco lights are factors that can provoke a seizure. Febrile seizures as a result of very high fever, may occurs in children after 6 months of age up to about 2 years. At this stage, fever management is important. Seizures in children are considered critical and medical attention should be sought straight away.

F

Fever / Lafyev

Arise in body temperature to levels that are considered to be above normal. Average body temperature is about 37°C. Children with persistent fever should be taken to the health centre for further management. Parents should not worry much if children with a fever do not want to eat; however, the fluid intake and urinary output should be closely monitored to prevent dehydration and possible complications.

G

Gastroenteritis / Ladyare ek Vomisman

An inflammation of the stomach and intestines commonly caused by viruses, bacteria, parasites and irritation caused by certain foods. It is a very common illness in infants and children. Gastroenteritis may begin with vomiting and diarrhea and is often accompanied by tummy pain and fever. It usually lasts for three to four days or more. Viral gastroenteritis can be easily spread from person to person, therefore it is very important to keep children away from other children who are infected. They should not go to day-care, kindergarten or school whilst they are sick. Hand-washing with soap and water is highly recommended before and after food preparation and before and after eating. It should also be done before and after nappy changes or going to the toilet, to minimize the spread of the virus. Children with gastroenteritis should be encouraged to take sufficient amounts of fluids comprising oral rehydration salts (ORS) to prevent dehydration. Severe vomiting and diarrhea can rapidly lead to dehydration in infants and young children, and in such circumstances they should be taken to see a doctor immediately.

Growth Monitoring / Peze

The regular measurement of a child's weight, length, head and arm circumference in order to document growth. Growth monitoring is an integral and essential component of the well-baby services and weight measurement is routinely done at each visit. Growth monitoring is done for children up to four years in the well-baby clinic and continues in schools as part of the School Health services. When the child is below four years the weight is plotted on a growth chart according to the age. This is extremely important as it can detect early changes in a child's growth. Both growing too slowly or too fast may indicate a nutritional or other health problem. Currently, there is significant attention on children's growth due to the rising incidence of childhood obesity. Action is taken if the weight is abnormal in some way.

H

Hearing Screening / Tes Zorey

The hearing screening programme is designed to identify hearing loss in babies shortly after birth and the test is repeated at 3 years and also conducted as part of the School Health screening programme. Hearing in children is tested using the Otoacoustic Emission (OAE) screener. The test is easy, simple, non-invasive, and not painful and it is performed by placing a small probe into the child's ear. Testing generally takes about five to eight minutes. New-born hearing screening can detect possible hearing loss in the first days of a baby's life. If a possible hearing loss is detected, further tests will be done to confirm the results. When hearing loss is confirmed, treatment and early intervention should start as soon as possible.

Impetigo / Tanbav

A highly contagious bacterial skin infection that usually produces blisters or sores on the face, neck, hands, and diaper area of infants and children. The sores burst and develop honey-coloured crusts after a few days. Children can spread this skin infection from one area of the body to another by touching the infected area and then touching other parts of their bodies. The infection can also spread to other household members through contact with clothing, towels, and bed linens used by the infected person. Classmates and playmates also hold themselves at high risk of infection by coming in contact with the infected person or anything that he or she has touched. Impetigo is typically treated with either an antibiotic ointment or antibiotic tablets. Good hygiene can help prevent impetigo and the most important way parents can prevent impetigo is by keeping their child's skin clean.

Immunizations / Vaksinasyon

The process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine. Vaccines stimulate the body's own immune system to protect the person against subsequent infection or disease. Immunization is extremely important in children because it will protect them from dangerous, potentially life-threatening infectious illnesses. Making sure children receive immunizations when scheduled is the best way to help protect their health.

Infant / zanfan enba enn an

Young children from birth to one year old. In the first year, babies learn to focus their vision, reach out, explore and learn about the things that are around them. During this stage, babies also develop bonds of love and trust with their parents and others as part of social and emotional development. The way parents cuddle, hold and play with their babies will establish the basis for how they will interact with them and others in the longer term.

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Jaundice / Baba Zonn

A condition that makes a newborn's skin and the white part of the eyes look yellow. The yellow colour shows up first in the baby's face and chest, usually one to five days after birth. It is a common condition in newborns, caused by excess of a substance called bilirubin in the blood. Most babies have mild jaundice and it usually gets better or goes away on its own within a week or two without causing problems. The baby will need treatment if the bilirubin level is too high or is rising too quickly and treatment is usually effective.



Labour / Lakousman

A physiologic process during which the baby, membranes, umbilical cord and placenta are expelled from the uterus. The process of labour and birth is divided into three stages. The first stage begins with the start of contractions that cause progressive changes in the cervix and ends when the cervix is fully dilated. The second stage of labour begins when the cervix is fully dilated and ends with the birth of the baby. The third stage is the expulsion of the placenta.

Layette / Leyet

A collection of basic clothing a new-born baby will need. Babies need clothes that are soft, comfortable, preferably cotton that is conducive for a tropical climate. It is advisable to select clothes that fasten easily and those that can be easily got on and off. Clothes with buttons, zippers and tags that might scratch the baby are best avoided. A list of the recommended items for the new-born is provided during antenatal care.



Maternity Leave / Konze Maternite

A temporary period of absence from employment that a female employee is entitled to during the months immediately before and after childbirth. This is generally aimed at supporting the mother's full recovery from childbirth and facilitating a stronger mother-child bond. All women in the public and private sector irrespective of marital status are entitled to fourteen weeks of paid maternity leave and up to four weeks of unpaid leave. Expectant women should be offered job security and their employment cannot be terminated while on maternity leave.

Meningitis / Menenzit

An inflammation of the membrane that covers the brain and spinal cord following a bacterial or viral infection. In babies, the signs of meningitis may be fever, vomiting and shrill cries. Babies may also have a stiff body and bulging soft spots on the head that are not caused by crying. They may also cry when handled. Young children with meningitis may act as if they have the flu, a cough, or they have trouble breathing. Someone who has meningitis could become seriously ill very quickly. Medical help should be sought immediately if meningitis is suspected. It is a very serious illness, but most children make a full recovery if they are treated quickly.

Methicillin-Resistant Staphylococcus Aureus (MRSA)

A type of bacteria that resist many antibiotics that are similar to penicillin and this makes it more difficult to treat other bacterial infections. Children could be at risk in crowded situations where infections can spread easily through contact, such as day-care settings and schools. MRSA infections often start at a location where the skin is already visibly broken, such as with a cut or sore. Frequent hand washing and keeping cuts and scrapes covered help keep MRSA from spreading. Regularly disinfecting surfaces, toys, and mats helps to prevent the spread of infection.

N

Neonatal Incubator

A neonatal incubator is a rigid, transparent, box-like enclosure in which pre-term and ill babies can be kept in a controlled environment for observation and care. Incubators protect premature babies from infection, noise and light and may provide humidified air to maintain skin integrity in very premature babies.

Neonatal Intensive Care Unit (NICU) / Swen Entansif pour pti baba

A special area of Seychelles Hospital for newborn babies who need intensive medical attention. Most babies admitted to the NICU are premature, have low birth weight, or have a medical condition that requires special care. The NICU combines advanced technology and trained health care professionals to provide specialized care for babies.

O

Occupational Therapy / Terapi

Often called OT, this is the use of assessment and treatment of physical and psychiatric conditions to develop, recover or maintain the daily living skills of people with a mental or developmental condition to help them become as independent as possible in all areas of their lives. OT can help children with various special needs to improve their cognitive, perceptual, sensory, and fine motor skills and enhance their self-esteem and sense of accomplishment.

P

Paediatrics/ Pedyatri

The field of medicine that is concerned with the health, growth and development of infants, children and adolescents. Paediatric specialists work alongside families in conjunction with other healthcare professionals to care and support children and young people to ensure they have the opportunity to achieve their full potential as adults.

Paedodontist

A dentist who specializes in caring for the dental needs of children. Paedodontists work with children from infancy to adolescence, providing dental care as the mouth and teeth develop. Services offered by a paedodontist include dental education to help children learn to care for their teeth and gums, routine dental examinations, teeth cleaning, preventive care and recommendations to practitioners. This will help to provide children with orthopedic care if their teeth or jaws appear to be developing abnormally.

Peek-a-boo / Kouk-la-i-la

A game commonly played with babies around the ages of 8 to 9 months where the person leading the game hides his/ her face and suddenly uncovers the face while calling to the baby “peek-a-boo!” (kouk) followed by “I see you” (la i la). Other variations include hiding behind a tree, or other objects. This interactive game promotes social skills and language development. Babies love to play peek-a-boo and while playing they demonstrate much involvement, laughter and happiness.

P

[Physiotherapy / Fizyo](#)

The use of a range of specially designed techniques including massage and manipulation, exercise and movement, electrotherapy and hydrotherapy for the treatment or management of physical disability or malfunction. Physiotherapy (PT) can be used to maximise a child's ability to develop gross motor skills, move and control pain in the joints, muscles and bones and it also helps to improve a child's range of movements in order to promote health and well-being. Parents/caregivers should seek advice from any health professional to obtain access to physiotherapy services.

[Post Natal Care / Swen Posnatal](#)

The core care provided to every woman and baby during the first six to eight weeks after birth. Postnatal care is critical to the health and survival of a mother and her new born. During the post natal period, the various changes that occurred during pregnancy return to the non-pregnant state. Women are offered information and support to enable them to promote their own and their baby's health and well-being and to recognise and respond to problems.

[Preterm / Premature Infant / Baba ki ne avan ler](#)

A baby who is born before 37 completed weeks of pregnancy. Premature babies have less time to develop in the womb and they weigh less than full-term babies. They may have health problems because their organs did not have enough time to develop and they may need special medical care in a neonatal intensive care unit.

[Prevention of Mother-to-Child Transmission \(PMTCT\) / Prevansyon transmisyon ant manman ek baba](#)

Interventions to prevent transmission of HIV from a mother living with HIV to her infant during pregnancy, labour and delivery, or during breastfeeding. PMTCT is considered as an essential part of maternal, newborn and child health care. PMTCT programs not only reduce transmission of HIV, but if well implemented as part of a full continuum of care, they can result in HIV-free survival.

R

[Road-to-Health Card / Kart peze](#)

A home based record which is provided to parents/caregivers upon formal health registration which is done at the health centre when the baby is six weeks. It includes the child's growth records, immunisation records, developmental milestones and other health related information on the child. Health professionals are required to document all important information on the card at each visit. Parents/caregivers must safeguard the card and present it every time they visit a health facility (private/public or overseas). The Ministry of Education requests parents to bring the card when they initially register their child for crèche. The card should never be discarded and should remain throughout the child's life as it might be needed in later years, either by the school, the university, the workplace or perhaps when moving to another country.

S

Scabies / Lagal

A common, contagious, skin infestation caused by tiny mites and it is very common in children. The mites burrow into the top layer of the skin to lay their eggs, causing small, itchy, bumpy, red rash and blisters. The rash commonly affecting the wrists, between the fingers and toes and the armpit, is most itchy at night. It is usually transmitted by prolonged skin contact and sharing of contaminated personal items such as clothing, bedding and towels. Outbreaks occur particularly in day care centres, schools as well as within the family settings. Any child suspected of having scabies should be seen by a doctor for confirmation and management.

Skin to Skin Contact

Also known as Kangaroo care, this involves holding the newborn baby on the mother's chest between her breasts with a small cotton sheet covering the baby's back. If the father is practicing skin to skin contact he can place the baby in a similar position on his bare chest. Skin to skin contact is highly recommended as part of WHO's Baby Friendly Hospital Initiative. It is widely practiced worldwide and benefits both parents and baby. Skin to skin contact can help the baby by keeping the body warm, regulating the heart and breathing rates and helping it to gain weight. It also helps the baby to spend more time in deep sleep, remain quiet and alert, and have a better chance of successful breastfeeding. Mothers are sensitized and prepared to deliver skin to skin care during ante natal visits and all mothers are encouraged to practice skin to skin contact as soon as the baby is born. It is the most precious way for parents to be close to their baby and they will appreciate this time.

Sophrology, Breathing Classes

A combination of relaxation and breathing techniques used during the antenatal period with the aim of re-balance the body and mind. It helps to relieve anxiety and fear of childbirth and ease many physiological discomforts of pregnancy. It also aids to decrease the intensity of the pain during contractions and helps to regain strength during labour and to ease the baby's delivery. It is recommended to enroll for sophrology classes at 28 weeks of pregnancy.

Sudden Infant Death Syndrome (SIDS)

The unexplained death of an apparently healthy baby, younger than one year old, usually occurring during sleep (hence the common reference to "crib/cot death"). The condition usually strikes without warning, and it is very distressing to the families. Despite many years of research, the causes of SIDS remain unpredictable. Although many infants death are associated with SIDS in other countries, here in Seychelles it is not a common cause of infant death. The risk of SIDS can be greatly reduced if infants younger than one year old are placed on their backs to sleep rather than face-down on their stomachs or on their sides.

T

Teething / Dantisyon

The process by which the baby's first teeth known as the milk teeth or deciduous teeth begin to push through the gums. The teeth emerge in pairs and begin to appear as early as three months of age or as late as one year. Fever and diarrhoea during teething are due to some form of infection and it is best to take the baby to see the doctor. At the onset of teething, babies might dribble more and want to chew on things. Teething is painless for some babies, while others may suffer from bouts of irritability, crying and disrupted sleeping and eating patterns. Parents can consult the Dental Therapist at the health centre should they be concerned about their baby's teething.

Thrush / Zaf

An infection of the mouth caused by the fungus or yeast, known as candida. A baby with thrush might have a sore mouth, whitish patches on the lips, tongue or inside the cheeks. Attempts to rub the mouth with honey should be avoided as this may increase the soreness. Candida can also be present around the edges of feeding bottles, teats and pacifiers (siset), and so it is recommended that such utensils are thoroughly cleaned and sterilised. It is also advisable to take the baby to the doctor if the infection persists. The application of oral anti-fungal medicine is very effective. Sometimes the mother's nipple can also be infected; therefore prescribed treatment should be applied.

Tonsillitis / Lanflanmasyon lanmidal

An infection and swelling of the tonsils, which are oval-shaped masses of lymph gland tissue located on both sides of the back of the throat. Signs and symptoms of tonsillitis include fever, swollen tonsils, sore throat, difficulty swallowing and tender lymph nodes on the sides of the neck. Most cases of tonsillitis are caused by infection by virus, but bacterial infections may also be the cause. Any child showing signs and symptoms of tonsillitis should be seen by a doctor for confirmation and management.

Tonsillectomy / Loperasyon lanmidal

A very common paediatric operation in which a child's enlarged tonsils are removed by an Ear, Nose and Throat (ENT) surgeon. Tonsillectomy is performed when a child keeps having repeated tonsillitis and each infection is severe enough to affect normal life such as needing time off school. Once the tonsils have been removed, tonsillitis should never occur again; however throat infections due to colds and influenza will still occur.

T

Toddler

A child between the ages of one and three. The term toddler comes from the way that children first walk, which is at first unsteady and more like a toddle than actual walking. The toddler's growth rate will slow down between the second and third birthdays, but nevertheless she/he will continue with the remarkable physical transformation from a baby to a child. The toddler years are a time of great cognitive, emotional and social development.

U

Umbilical Hernia / Lenni

A condition that occurs when part of the intestine protrudes through an opening in the abdominal muscles; it is a common and typically harmless condition. It causes a bulge near or in the belly button, or navel and may look like the baby's belly button is swollen. In an infant, an umbilical hernia may be especially evident when it cries, causing the baby's bellybutton to protrude, which is a classic sign of an umbilical hernia. Many umbilical hernias close on their own by age 1, though some take longer to heal. To prevent complications, umbilical hernias that don't disappear by age 3 or those that appear during adulthood may need surgical repair.

Urinary Tract Infection (UTI)

An infection that affects the urinary system, which is made up of the kidneys, ureters, bladder, and urethra. Most UTI are caused by bacteria and the child may display fever, diminished amount and difficulty in passing urine, poor feeding, vomiting, abdominal pain and irritability. UTI is one of the most common infections in children. Common factors putting children at risk of UTI are poor toilet and hygiene habits and the use of certain types of bubble baths or soaps that irritate the urinary passage. UTI is normally treated with antibiotics; however it is important to catch them early. Undiagnosed or untreated UTI can lead to kidney damage, especially in children younger than 6 years.

Urticaria

Red, itchy, raised bumps or swellings on the skin, also known as hives. They can occur anywhere on the body and may be accompanied by swelling around the eyes, lips, hands, feet, or throat. It sometimes occurs after the child has had a fever or as a result of extreme temperatures, stress, infections, or illnesses. In very rare cases urticaria and swelling are associated with a serious allergic reaction which needs emergency attention. Common allergies resulting in urticaria in children include: foods, especially shellfish, nuts, milk, fruit, medications, pets, pollen, insect bites, stings, exposure to the sun, and contact with chemicals. Any child having signs and symptoms of urticaria should be seen by a doctor for confirmation and management.



Weight at Birth / Lapeze nesans

Normal Birth weight

The baby's weight recorded just after birth. The average full term babies born between 37 to 40 weeks weigh about 2.5 kg to 3.9 kg and are considered fully developed. The weight of a baby is influenced by the mother's nutrition, environmental conditions, placental function, and the baby's growth potential.

Low birth weight baby (LBWB) / baba napa lapeze

A term used to describe birth weights less than 2.5kg. Low birth weight is mainly due to premature babies born before 37 weeks of pregnancy. Some low birth weight babies are healthy, although they are small. These babies are usually nursed in the Neonatal Intensive Care Unit (NICU) until they weigh 2 kg.

Very low birth weight baby (VLWB)

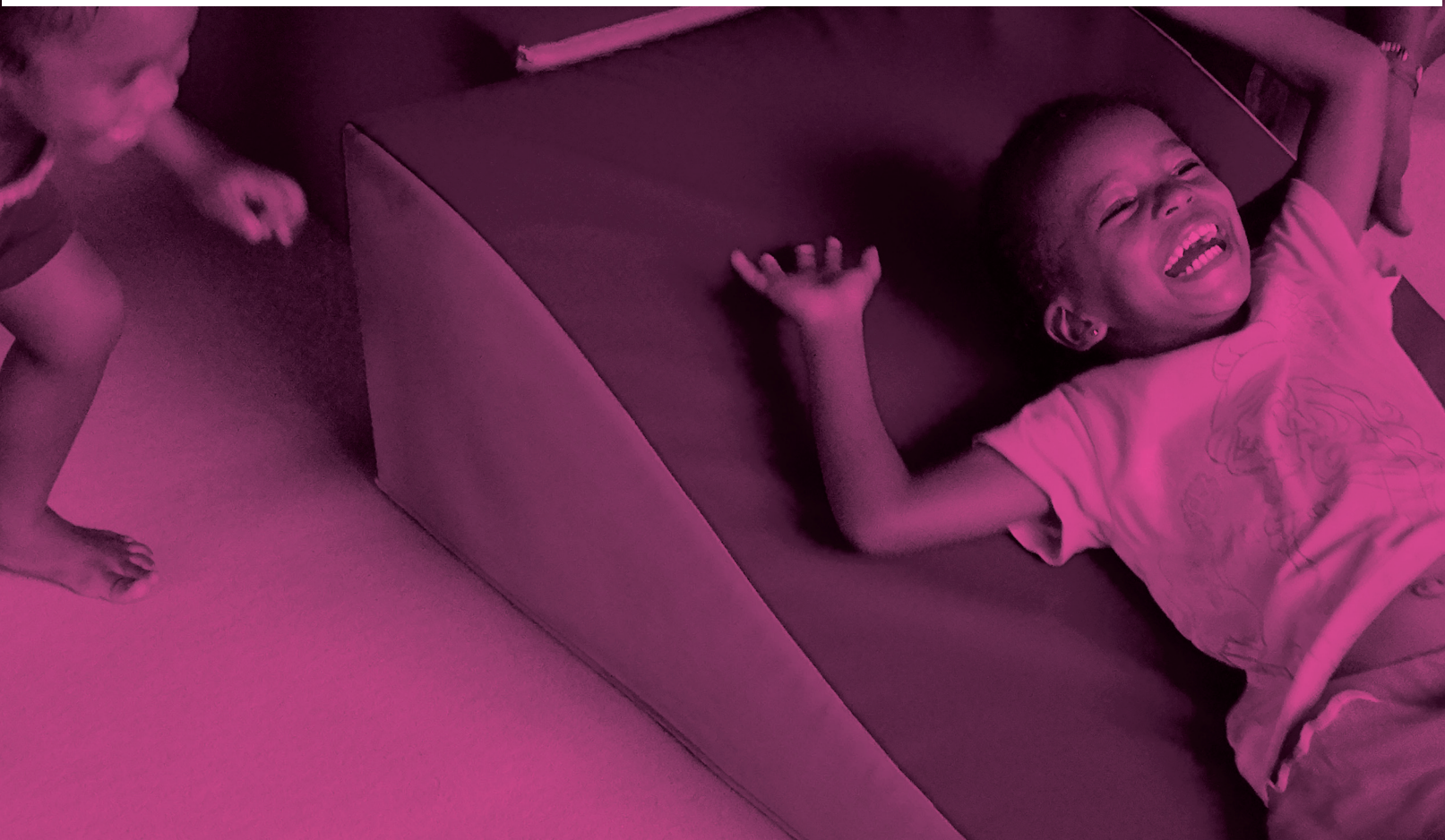
A term used to describe the birth weights of babies who are born before 30 weeks of pregnancy weighing less than 1,500 grams. Very low birth weight is often attributed to failure to grow during pregnancy. These babies are nursed in the Neonatal Intensive Care Unit (NICU) in an incubator.

Well-baby Service / Klinik zanfan

The routine care and examinations carried out to monitor the baby's growth and development from birth to 4 years. In Seychelles, the well-baby services are available in all district health centres. The well baby services include: growth monitoring, immunizations, developmental assessments, nutrition counselling, baby care guidance and other advice as necessary. Babies are seen regularly and those needing special care are seen more often depending on their needs.



Community Development & Sports



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

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

This section presents nineteen of the most commonly used ECCE terminologies related to Community Development and Sports in Seychelles. They are concerned with matters of policy, services, programmes and activities in this sector. The aim is to provide parents and other care givers, educators and policy makers with a common understanding of these terms.

A

Athletes /Atlet

In the context of ECCE, children who engage in sporting activities appropriate to their age, with a view to developing their skills and competing in organised activities. Taking part in sporting activities either through training or competitions should enable children to develop their physical, intellectual and social skills at an early age. Parents/legal guardians and sports authorities are responsible for the participation and registration of under-aged children in such sporting activities.

B

Baby Gym

A programme aimed at developing the gross motor and social skills of young children. The exercises are age-specific and graded, targeting children up to pre-school age. They use a variety of equipment such as ramps, half wheels, dual purpose frames and steps. The service may be fee-paying or free of charge, and it is offered during weekdays by the National Sports Council at the gymnastics hall, Roche Caiman. Baby gym activities are also available at community level during school holidays and weekends under specifically planned programmes.

C

Child Friendly Community

This concept, promoted by the Department of Community Development, is concerned with upholding the rights, interests and responsibilities of all children through the specific services, programmes and infrastructural projects offered at community level. This concept implies that children are provided with opportunities to reach their potentials, they are actively included in community life, and they are valued, supported and respected.

Child Minding Support for High Level Sports

Financial assistance provided by the National Sports Council to high level and national team athletes who have children under the age of 12 years (i.e. 0-12 years). Male and female athletes are provided with the support of a child minder to take care of their children during their training periods and competitions. Access to this service is available for all athletes under the various sports schemes. An application process is conducted beforehand to assess the specific requirements of athletes.

Community Centre

An enclosed and accessible meeting place located in almost all districts, and managed by the District Administrator, where everyone, including children, can gather and engage in a variety of social activities. Adult supervision is required for all children activities in such a meeting place. Some activities are fee paying.

Community Life Programmes

District based programmes that aim to empower and meet the social, educational, economic and cultural needs of children, families, people with disabilities and senior citizens. These programmes are linked with community based group such as the Neighbourhood Recreational Activities (NRA), Family Council, Senior Citizens Clubs and District Disability Support Groups, developed, supported and monitored by the Department of Community Development & Sports.

D

District Administration

District Administration is the interface between the inhabitants of a district and central government. It ensures effective and efficient service delivery, programmes and projects to improve the quality of life for all inhabitants, including children. As such, it is involved in the promotion and implementation of activities relating to Early Childhood Care and Education.

G

Green Space

An easily accessible community-based open area of grassland, trees or other vegetation designated for recreational and educational activities promoting the social development of all children in a district, particularly those residing in housing estates. The green space is an initiative of the Department of Community Development and Sports in collaboration with the Ministry of Land Use and Habitat.

K

Kids Gathering

A free recreational and educational service offered by the Department of Community Development and Sports, to all children aged 3 months to 4 years from all child-minding establishments. The services include access to a variety of developmentally appropriate learning materials and toys in the district community centre during day time, and other child friendly facilities such as playgrounds depending on availability. Child minders are encouraged to make bookings through the district administration office.

N

Neighborhood Recreational Activities (NRA)

A non-fee paying community-based programme that facilitates access to various social, educational, sports and leisure activities under the supervision of an adult animator. Activities targeting children 3-14 year old, are offered by the Department of Community Development & Sports in collaboration with other partners such as the NCC, CARE, NSC, SFF and others, and they take place after school hours and during school holidays.

P

Parents welcome

A non-fee paying programme designed to address the rise in childhood obesity in Seychelles. Its aim is to promote healthy lifestyle practices among children aged 6 to 12 years old, and it includes activities on healthy eating and physical exercise. It is organised in all primary schools during school hours, weekends and public holidays with the involvement of parents, teachers and caregivers. The programme is organised by the National Sports Council, in collaboration with the Ministries of Education, Health and the wider community.

S

Safe Zone

A risk free outdoor area in the community designated for children to play and interact. It should be fenced and contain some basic equipment such as benches, swings and slides. This zone is promoted in all districts by the department responsible for community development.

Sports Area

An indoor or outdoor designated space, such as playing fields and tennis courts, for the purpose of organising sporting activities. A sports area provides a safe and conducive environment for the development of physical, mental and social skills through participation in sports. Activities for children should be carried out under constant adult supervision in such areas.

Child Friendly Community

This concept, promoted by the Department of Community Development, is concerned with upholding the rights, interests and responsibilities of all children through the specific services, programmes and infrastructural projects offered at community level. This concept implies that children are provided with opportunities to reach their potentials, they are actively included in community life, and they are valued, supported and respected.

Sports Medical Screening

A medical examination, usually performed by a medical team of professionals, to evaluate a child's health status and fitness before participation in any sporting activities. It also forms part of the Talent Identification programme. Medical screening may be a fee-paying or free service depending on the type of tests being carried out. Screening can only be done with the permission of parents/guardians, and they must always be present during the process.

Sports Equipment /Lekipman sportif

Equipment used in the performance of sporting activities, such as climbing frames, slides, swings, bouncing castles and paddling pools. They are age and size appropriate, with features that ensure the safety of the child,

Sports Holiday Activities /Aktivite vakans

Sports related programmes organised during the school holidays to cater for the different interests of children. In addition to keeping them entertained, these activities aim to improve different aspects of their development, particularly their sports and social skills, values and general wellbeing. These activities may or may not be fee paying, and can be organised by governmental and private organisations at national, regional, district and sub-district level, at the request of the District Administration

S

Sports Instructor /Enstriker sport

A trained person responsible for teaching a particular sports. They work with children and young people at district, school and community levels to promote sporting activities at an early age. They may do this voluntarily or be paid for the services they provide.

Sports Technical Support

Support offered by the National Sports Council (NSC) to sports federations/associations and the community, including children in the early childhood age group, to ensure the full development of the participants' sporting potential. This can be fee-paying or free of charge, and it includes services such as health assistance, food and drinks, transport, training, amongst others. Access to these services is through the organisations responsible for the specific activities.

T

Talent Identification Programme (TIP)

A programme offered by the National Sports Council and sports federations/associations, aiming to identify potential sporting talents using sports specific tests and equipment. Funding for this programme is provided by the National Sports Council. Once particular talents are identified children are incorporated into the federation /association for youth sports development programmes and they are encouraged and offered training to become athletes. The programme is carried out at school and other sporting venues.



Social Affairs



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

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

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

This section presents twenty four of the most commonly used ECCE terminologies related to Social Affairs in Seychelles. They are concerned with matters of policy, services, programmes and activities in this sector. The aim is to provide parents and other care givers, educators and policy makers with a common understanding of these terms.

A

Access

The right of a child to maintain contact with the parent or guardian who does not have custody of the child in cases of separation or divorce. Access can be made through mutual agreements between parents or granted by the Family Tribunal in cases where parents fail to reach an agreement. Time spent with the parent can be at the parents' home or any other identified place conducive for the wellbeing of the child during alternate weekends, school holidays or on a day basis.

Supervised Access

A system that enables the non-custodial/absent parent or both parents to have access to their child/children under the supervision of a Social Worker or an adult designated by the Social Services or the Family Tribunal. Supervised access is recommended in instances where there is evidence that parents are liable to expose their children to dangers while having access to them. Circumstances that may warrant supervised access include domestic violence, sexual abuse, drug abuse, mental illness, risk of child abduction and neglect. Access takes place in a safe environment for the child to have a relationship with the parents. Supervised access can also happen during telephone conversations exchanged between the parents and their children.

Adoption

A legal system for providing a permanent new family for children when they cannot remain with their biological family or guardians. Parental responsibility is transferred from the biological parents to the adoptive parents through an Adoption Order made by the Supreme Court. An Adoption Order applies only for a child below the age of 18. The child becomes a legal member of the adoptive family in the same way as if she/he was born to them. When an adoption takes place, it ends any existing agreements concerning maintenance of the child. An adopted child can however inherit from their biological parents when there is a will.

Alternative Placement

The placement of children away from their parents, due to genuine concerns that they may be at risk of significant harm. The placement should ensure the safety and healthy development of the children and it should provide stability for children at their levels of need and regardless of their social background. The placement may be done voluntarily at the request and with the consent of the parents, or it may be made by the Social Services through a Family Tribunal Order.

Assessment of Social Needs or Situations

The process of investigation and enquiry carried out before taking action on situations of concern regarding children, which have come to the attention of social workers. Undertaking an assessment is important because it provides the foundation for any plans to protect, support, manage and provide help that the children and other service users may need. It involves the gathering of information about people, their situation, factors associated with their situation and integrating all of this into a formal report that is used when carrying out a review. Assessment reports can also be prepared for the courts or other institutions as the need may arise.

A

Ecological/ Holistic approach to Assessment

An approach to assessment which is based on the premise that the development and behaviour of children and their families can only be fully understood in the context of the environments in which they live such as their homes, schools, day cares, neighbourhood, church, among others.

Risk Indicator Framework

This is a standard approach to conducting assessments of the varying levels of risks to babies, children or young people, which helps in making decisions on how their needs should best be met. The Framework was developed for use by practitioners who are in frequent contact with children and families, to identify and intervene early in situations where children are especially at risk and in need of help and assistance.

The Framework provides a systematic approach to risk assessment by helping to identify and analyze the needs of the child and the family. It requires an understanding of the developmental needs of the child, the capacity of parents or care givers to respond appropriately to those needs and the impact of wider family and environmental factors on parenting capacity and children. It also aims to get the agencies to communicate and work more effectively together.

Risk Indicator Form

A form that is used by practitioners who have contact with children and families to assess the risks children may face, as indicated by the Risk Indicator Framework. The assessment is done from a holistic approach, taking into account factors which could impinge on the development of the child, such as the physical environment, financial situation of the family, and their emotional wellbeing. The practitioners involved in carrying out the assessment may be Social Workers, School Counsellors, Health Visitors and Housing officers who have been trained in relation to the Risk Indicator and Assessment Framework.

C

Child Abuse

This may be a single act or many acts, or neglect of a child by parents or other responsible adults resulting in injury or harm to the child. Sometimes older children may abuse younger ones. Abuse can take different forms:

- **Physical abuse:** hitting, shaking, squeezing, burning, biting. It can also include excessive force when feeding, changing or handling a child.
- **Emotional /psychological abuse:** failing to show a child love, warmth and attention. Shouting, yelling, constantly picking on a child.
- **Neglect:** not providing adequate food, clothing, medical care. Leaving children on their own when they are too young to look after themselves.
- **Sexual abuse:** when someone forces or tricks a child into sexual contact or sexual touch. It can be in the form of rape, fondling, masturbation, oral sex, penetration, flashing, exposing children to pornographic videos, magazines, etc.

C

Medical Examination

In cases of alleged physical or sexual abuse and in cases of neglect, medical examinations may be required for various reasons: such as for the purposes of obtaining forensic evidence for criminal proceedings; as part of assessments of developmental delay and other related health issues. The types of medical examinations carried out depend on the purposes for which they are being done, and such examinations can only be done with the consent and in the presence of parents/guardians.

Children's Home

A place or shelter which provides protective care for children who cannot remain at home with their parents or other relatives for reasons of safety and wellbeing. This service is a last option for children who suffer from neglect and abuse within their family settings or in cases where their parents have passed away and there are no other placements within the family system that can accommodate them. The placement may be short or long term. While in care, children are followed up on a care plan, which also considers the possibility of alternative placements for the child, such as fostering and adoption, depending on the circumstances. They may also continue to have contact with their families and relatives, and when all problematic situations are resolved the children may be reunited with their parents and relatives.

Children's Rights

A set of universal standards for the wellbeing and protection of children on the basis of law and a code of practice. These rights have been elaborated in the United Nations Convention on the Rights of the Child, and in Seychelles this is reinforced by the Children's Act, 1982, (last amended in 1999) which aims to protect the rights of all children to an acceptable quality of life and to ensure their protection against harm. There are four general principles that underpin all children's rights:
Non-discrimination: all children have the same right to develop their potential in all situations at all times.

- **Preserving the best interests of the child:** this must be a primary consideration in all actions and decisions concerning a child.
- **The right to survival and development:** underscores the vital importance of ensuring access to basic services and to equality of opportunity for children to achieve their full development.
- **Respecting the views of the child:** the voice of the child must be heard and respected in all matters concerning his/her rights.

The State, more precisely the department responsible for Social Affairs is the lead agency for safeguarding the rights of all children

Compulsory Measures of Care Order

A Family Tribunal Order of the Children's Act 1982, directing the department responsible for Social Services to take into care a child named in the Order. The child remains in the care of the named person in the Order for as long as the Family Tribunal determines, depending on the nature of the application. A child may need compulsory measures of care when she/he is considered (based on clear evidence) to:

- be beyond the control of her/his parents/guardians.
- Have fallen or is falling into bad associations or is exposed to moral damage.
- be lacking parental care, causing unnecessary suffering to impair her/his health or development.
- have committed an offence.
- be living in a risky environment.

C

Custody Order

An Order that is legally binding made by a Court or Tribunal having jurisdiction over children related matters. The custody order specifies with whom the child or children should live and parents' right of access. It is mostly used in matrimonial disputes and in cases where non-married partners seek custody of children after a relationship has broken down. Whatever the Court/Tribunal's decision, both parents retain parental responsibility and are expected to continue taking part in decisions regarding the wellbeing of the child/children. It is also possible for the Court/ Tribunal to grant a custody Order to a person who is not the biological parent of the child/children after obtaining credible evidence regarding the inability of the parents to care for them.

Caregiver

A parent or another trusted adult who takes responsibility for the day to day care of a child. The adult becomes responsible for the provision of care, education and safety for a child. The primary caregiver can be the biological parents or guardian of a child. The secondary caregiver can be professional practitioners such as social workers, medical personnel, teachers, child minders, amongst others.

F

Foster Care

Placement of a child or children in the care of trustworthy persons (within a family or a responsible adult) who are not their biological parents, and who become responsible for their full-time day-to-day care. Usually the placement is done through the Social Services foster carers system, where potential carers are recruited and trained by the Social Services. Financial maintenance of the child is done on the basis of a fostering allowance paid by the Agency for Social Protection to foster carers at a set scale of payment. Foster Care is the preferred way of providing care and nurturing for children who need to be taken into care because it provides family-based care as opposed to institutionally based care. It can be a long or short term arrangement.

Foster Care - Private

A private fostering arrangement made between the child's parents/guardians and the foster carer, without the involvement of the Social Services. This type of care agreement has existed traditionally where a legal arrangement for the care of the child has been considered as unnecessary.

Foster Home

A household in which a child is given parental care by someone other than her/his biological or adoptive parents/guardians, with the approval and assistance of the Social Services. The foster home can be permanent or temporary.

Foster Parents

Adults who have been identified by the Social Services, or by the parents/guardians, to provide a temporary or long term home for children whose biological parents are unable to care for them.

M

Child Maintenance

The financial support that a parent provides for the wellbeing of a child when she/he is not living in their custody. This can be agreed between the parties upon their separation. If not, the parent with whom the child is living can make an application to the Family Tribunal for maintenance settlement, and the Tribunal will determine the amount to be paid by the parent depending on earnings. A parent contributes towards maintenance of a child under 18 years of age. However, the Tribunal may extend the Maintenance Order beyond 18 years if the young person is in further or higher education and is found to be in need of such support. Failure to comply with the Maintenance Order may result in a fine or a period of imprisonment.

O

Outreach

The provision of services on a decentralised basis at community level, in order to widen access, especially to children and families. Such activities are organised by the Social Services and they include educational talks, advice and parenting sessions, aiming to raise awareness and engage the community in developing greater resilience.

P

Parenting

The process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting also refers to the aspects of raising a child aside from the biological relationship. It has a significant impact on a child's life and development. Good parenting skills help children become healthy, productive and successful adults and like other skills, parenting skills can be improved with practice and dedication. There are four main parenting styles, (and combinations of those):

Authoritative style – it is also called the democratic style of parenting. This is when parents are attentive, forgiving, teach their offsprings proper behaviour, and have a set of rules. If the children fail to follow the rules there are penalties, whereas good behaviour is rewarded and reinforced.

- Authoritarian style – this is a strict parenting style, involving high expectations from parents, although there is limited communication between children and parents. Parents do not provide logical reasoning for rules and limits and they are prone to administering harsh punishments.
- Permissive style–, parents take on the role of 'friends' rather than parents; they do not display any particular expectations of children, and they allow the children to make their own decisions, as long as they are within reasonably safe limits.
- Uninvolved style– the parents are neglectful towards their children, putting their own lives before those of their children. They do provide for their children's basic needs but they show little interest in and have limited interactions with the children.

P

Parenting Classes

Special classes offered to expectant parents, existing parents, single parents and guardians to support them and improve their capacities and confidence in raising healthy and happy children. The classes provide them with methods and tools to motivate, encourage, discipline children, new strategies for communication and interactions. Such classes aim at improving family relationships while providing guidance for raising children. The department responsible for Social Services and relevant NGOs provide free parenting classes across the islands.

R

Respite Care

It is a service offered to parents/foster parents who are clients of the Social Services, to give them a break from the care-giving routine. The children are taken on outings for a few hours, a day or overnight to different recreational settings so that their parents/ foster parents may have some free space to attend to their own personal and social necessities. At present, parents of children from the age of 3 to 13 years old benefit from this service.

ECCE related Abbreviations & Organisations

The most commonly used abbreviations by sector:**EDUCATION**

CCATS	Centre for Curriculum, Assessment and Teacher Support
EC	Early Childhood
ECC	Early Childhood Coordinator
ECCE	Early Childhood Care and Education
ECS	Early Childhood Section
NAF	National Assessment Framework
NCF	National Curriculum Framework
NIN	National Identity Number
SENCO	Special Needs Education Coordinator
SELF	Seychelles Early Childhood Framework
ST	Senior Teacher

HEALTH

ADHD	Attention Deficit Hyperactivity Disorder
ADOS	Assessment Diagnostic and Observational Schedule
APGAR (score)	Appearance, Pulse, Grimace, Activity, Respiration.
ANC	Ante Natal Care
ASD	Autistic Spectrum Disorders
ASDNOS	Autism Spectrum - Disorders Not Otherwise Specified
BCG	Bacille Calmette Guerin
BFHI	Baby Friendly Hospital Initiative
CP	Cerebral Palsy
DDST	Denver Developmental Screening Test
DPT	Diphtheria, Pertusis, Tetanus
ECIC	Early Childhood Intervention Centre
HIB	Haemophilus Influenza type B
HIV	Human Immunodeficiency Virus
IMR	Infant Mortality Rate
MCH	Maternal Child Health
MMR	Measles, Mumps, Rubella
NICU	Neonatal Intensive Care Unit
OAE	Otoacoustic Emission
PMCT	Prevention of Mother to Child Transmission
PT	Physiotherapy

D and V	Diarrhoea and vomiting
EPI	Expanded Programme of Immunization
MRSA	Methicillin-Resistant Staphylococcus Aureus
OT	Occupational Therapy
TOP	Termination of Pregnancy
UTI	Urinary Tract Infection
URTI	Upper Respiratory Tract Infection
WHO	World Health Organisation

COMMUNITY DEVELOPMENT AND SPORTS

NRA	Neighbourhood Recreation Activities
NSC	National Sports Council
SFF	Seychelles Football Federation

SOCIAL AFFAIRS

CA	Child Abuse
CP	Child Protection
CRC	Convention on the Rights of the Child
CTF	Our Children, Our Treasure, Our Future
DV	Domestic Violence
IQ	Intelligence Quotient
NCCP	National Council for Child Protection
OCD	Obsessive Compulsive Disorder
ODEROI	Observatoire Des Droits De L'Enfant De La Region Ocean Indien (Indian Ocean Observatory for Children's Right)
RAF	Risk Assessment Form

INTERNATIONAL ORGANISTAIONS

IPPF	International Planned Parenthood Federation
UNESCO	United Nation Educational Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WHO	World Health Organisation

ECCE National Structures and related Organisations

High level ECCE Policy Committee

ECCE Advisory Council

National ECCE Trust Fund

National Coordinating Committee for ECCE

Technical Teams (at Sector level)

Institute of Early Childhood Development (IECD)

National Council for Children (NCC)

CARE

Early Childhood Intervention Centre (ECIC)

Pearl Seychelles – a non-government organization for parents with children with ASD

Association of the District Disabled Support Group of Seychelles (Community Development and Sports)

District Disabled Support Group (Community Development and Sports)

Sports Federation/Association (Federasyon /Lasosyasyon Sportif) (Community Development and Sports)

Early Childhood Documents and Legal Frameworks

Institute of Early Childhood Development

Institute of Early Childhood Development Bill (Draft, 2014)

Institute of Early Childhood Development Act (2014)

Seychelles Early Childhood Care and Education Terminology Directory (2015)

Seychelles Framework for Early Childhood Care and Education – Starting Strong, Winning for Children. (2011)

Systems Approach for Better Education Results (SABER) Country Report

Policy Briefs on Childminding Study (2013)

National Action Plan for ECCE 2013-2014 (2013)

Education

AprannLirAvekPapiyon: Teacher's guide and Programmes for Crèche to P2 (2010)

Education Act (2004): Government of Seychelles

Education for a Learning Society: Policy Statement of the Ministry of Education (2000)

Early Childhood Co-ordinator (2010)

Handbook for Day Care (2001)

Inclusive Policy (Draft, 2014)

Job Descriptions: Teacher Assistant, Early childhood Teacher, Senior Teacher,

Lobzektiv Lakres dan Sesel (1995)

National Assessment Framework (2013)

National Action Plan 2013-2014: Early Childhood Care and Education (2013)

National Curriculum Framework (2013)

Non-Formal Early Childhood Education Services: Day Care Centres-Policy - The Strategy, Standards/Guidance, Monitoring and Evaluation Guidelines (2005)

The Seychelles Early Learning Framework (Draft, 2014)

Health

School Nutrition Policy (2008)

Seychelles Infant Feeding Policy

Immunization Policy for Seychelles

Seychelles Immunization Schedule Terminology D

Breast milk Substitute Regulations

Reproductive Health Policy

National Health Strategic Framework 2016 – 2016

HIV, AIDS and Sexually Transmitted Infection Policy (2012)

Pre-School and School Oral Health Programme

United Nation Convention for the Rights of Persons with Disabilities (UNCRPD)

Infection Prevention and Control Policy and Guidelines

Obstetric guidelines and protocol

Protocol for Screening and Management of Neonatal Sepsis

Guideline for Safe Practice in the Administration of Intravenous Medicine and other Substances

Community Development and Sports

Constitution of the Association of the District Family Council (2008)

Constitution of the Association of the District Disability Support Group (Revised) Department of Community Development and Sports, Strategic plan (2011- 2014)

Department of Community Development and Sports, (2014)

Community Management Division Mission, Vision and Values, (2013)

The Constitution of the NRA Parent/ Animateurs Association (2004)

Social Affairs

Children's (Amendment) Act (2013)

The 'working together document for child protection'

Adoption Guidelines

Foster Care Guidelines

Documents Consulted

Aprann Lir Avek Papiyon: Teacher's guide and Programmes for Crèche to P2 (2010)

Bailliere's Encyclopaedic Dictionary of Nursing and Health Care (1989)

Childminding and Homework Supervision (2006)

Children's Act (1982)

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Myles Textbook for Midwives: eleventh edition (1989)

National Assessment Framework (2013)

National Curriculum Framework (2013)

Non-Formal Early Childhood Education Services: Day Care Centres-Policy, The Strategy, Standards/Guidance, Monitoring and Evaluation Guidelines (2005)

Pediatric primary care: fourth edition (2009)

Seychelles Framework for Early Childhood Care and Education (2011)

The Constitution of the NRA Parent Animateurs Association (2004)

The Seychelles Early Learning Framework (Draft, 2014)

Whaley & Wong's Essentials of pediatric nursing: fourth edition (1993)

ECCE related Helplines

24 hour Children's Helpline: 432 2626

Breastfeeding Helpline: 278 1456

The Seychelles Early Childhood Care and Education Terminology Directory

January 2015