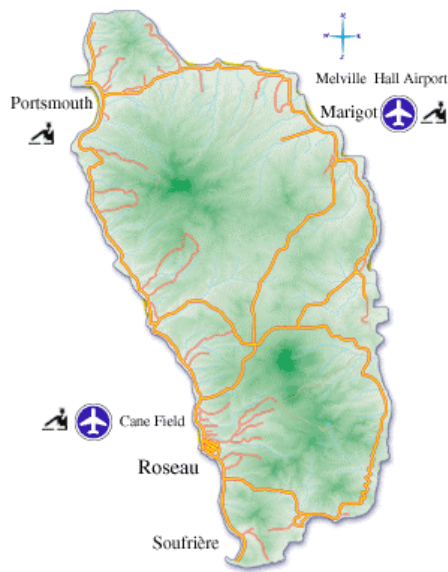


# Report on the “Kwéyòl Youth Exchange” between Seychelles and the Commonwealth of Dominica October 25- November 4 2006



Date: 23<sup>rd</sup> August 2007  
Submitted to: UNESCO  
Submitted by: Jahisiah Benoit

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## **Acknowledgements**

The Youth Culture and Heritage Movement (Y.C.H.M) and associates wish to express their gratefulness to everyone who was involved in the development, implementation and follow up of the Dominica-Seychelles Kwéyòl Exchange Project. The Kwéyòl Exchange project has empowered the youth of Dominica and the Seychelles to establish and develop a network of young persons dedicated to preserving the Kwéyòl culture and language.

To the Small Island Voice program which provided the medium for the conception of the idea of the Kwéyòl Exchange project and will undoubtedly play a similar role in the development of ideas stemming from the exchange project.

To the Youth Visioning for Island Living program of UNESCO which must be commended for its responsiveness to the needs of the youth in advancing their ideas into programs by which they can be actuated. Special commendations must be given to Dr. Gillian Cambers and Mr. Micheal Tran who have developed a close working relationship with the youth of both islands. Your efforts are deeply appreciated.

To the Dominica National Commission for UNESCO for your assistance in advancing the program in the face of many logistical challenges.

To UNESCO for their unwavering support for youth led sustainable development initiatives. The financial and technical assistance provided by UNESCO ensured that the Kwéyòl Exchange project became a reality. It has been a wonderful experience for all who have participated in its implementation or assisted in planning this most effective project which enabled the youth of Dominica to engage in active research on the Kwéyòl language at an international level.

Special thanks go out to the Seychelles National Youth Council (S.N.Y.C) and Nanette Port-Louis for her efforts in coordinating the exchange.

## **Foreword**

The following is a report of the implementation of the UNESCO funded Dominica-Seychelles Kwéyòl Exchange project.

This report should educate clearly all those who read or overview it as to the objectives, activities and outcomes of the project. It also provides an analysis of the research conducted during the implementation of the project and evaluates how effectively the program was implemented.

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## **1. Background of Participating Countries:**

### **The Commonwealth of Dominica:**

Dominica (pronounced Dom-in-**eek**-a) sits midway along the Eastern Caribbean archipelago, just a few miles from Martinique to the south and Guadeloupe to the north. Its location is 15 degrees North latitude and 61 degrees West longitude.

The island's official name is the Commonwealth of Dominica, which is mostly referenced in official communiqué and to distinguish the island from its northerly Caribbean sister, the Dominican Republic. The indigenous Carib Indians named the island Waitukubuli which means "tall is her body" in the Carib language.

English is the official **language of Dominica** and is universally understood; however, because of historic French domination, and to the island's location Kwéyòl language is widely spoken and is regarded as the "Mother Language" of Dominica. Other dialects also include Cocoy which is spoken in the North East of the island.

The island is sparsely populated with around 70,000 people inhabiting its 289.5 square miles. A significant portion of the population lives in and around the capital city, Roseau. Dominica is an arcadia of unspoiled nature. Tropical forest coats **two thirds of the island**, which nourishes **1,200 plant species**. Rivers, lakes, streams, and waterfalls abound, fed by the islands high annual rainfall. Its volcanic physique points to extensive geothermal activity above and below sea level.

### **Seychelles:**

The Seychelles are a group of 115 tropical islands, located 1600 kms off the East coast of Africa. Forty-two granitic islands, some rising nearly 1000m out of the sea. 73 coralline islands which are sand cays and atolls, rising between 6 and 13 meters. The islands are spread over an area of 1,300,000 km<sup>2</sup>

The inner islands are largely granitic and situated on the Seychelles plateau. Mahé, Praslin and La Digue are the most frequented islands, offering the widest range of accommodation facilities. Frégate, Bird and Denis island are more isolated but also fall within the inner islands.

The outer islands, located beyond the Seychelles plateau, consist of mainly low lying sand cays and coral atolls. Within this group only two islands were inhabited namely Desroches and Alponse.

The population of Seychelles stands at just over 80,000 people, two-thirds of whom live on Mahé island and in particular around the capital, Victoria. Presently there are three (3) official national languages of the Seychelles namely Kreole French and English.

## **2. Project Background:**

Small Islands Voice is an initiative of the United Nations Educational, Scientific and Cultural Organization which was established in 2002 to engage islanders in debate about environment and development issues.

Youth Visioning for Island Living is a UNESCO funded initiative which seeks to empower young islanders across the globe to actuate their ideas for initiatives and interventions that contribute to sustainable development in Small Island Developing States (SIDS).

Dominica has conducted two projects under this heading namely; The sensitization and Clean Up campaign in Gutter village and “Pale Kweyol” both of which were successfully implemented.

The idea for an exchange between the islands of Dominica and Seychelles was suggested by Jahisiah Benoit in an article posted on the UNESCO Small Islands Voice website. The article was written in response to an article by a student from the Seychelles regarding the preservation of the Kwéyòl culture. They discovered that their islands shared a common vision for the preservation of the Kwéyòl culture and that both islands celebrated their Kwéyòl festivals during the month of October. Following this youth from both islands exchanged ideas and suggestions on actuating the idea. Dr. Gillian Cambers was instrumental in facilitating the development of the exchange program through the support of the UNESCO Youth Visioning team.

## **3. Rational:**

Language is one of the most significant cultural barriers that we experience in our daily lives. The Kwéyòl exchange program demonstrates how language can be used as a bridge between cultures that strengthen global partnerships in advancing sustainable development objectives. More over this initiative has the potential to advance UNESCO’s objective of ensuring holistic education including the preservation of traditional knowledge.

Secondly by seeking to preserve the Kweyol language the exchange program is actuating UNESCO’s objective of preserving the world’s intangible heritage.

Most importantly the program is intended to provide an opportunity to conduct research on the Kwéyòl culture; affording its participants a remarkable experience whilst empowering them to make an active contribution to sustainable development within their societies.

## **4. Program Objectives:**

- To allow youth from SIDS to experience the Kwéyòl festivals of their respective islands hence identifying similarities and differences whilst obtaining ideas for improving their festivals back home
- To conduct research into the evolution of the Kwéyòl language in Seychelles
- To obtain samples of subject material used to teach the Kwéyòl language in Seychelles
- To exchange knowledge on the Kwéyòl language as it is spoken and written in the two islands identifying similarities and differences
- To establish links with cultural organizations in Seychelles as a means of widening the network of the Cultural youth movement in Dominica and the Caribbean
- To promote the World Creole Music Festival providing information on its evolution over the years
- To assess how effective the “Pale Kwéyòl” project was in comparison to the programs of the Kwéyòl language programs of the Seychelles.
- To arrows interest in Dominica’s Creole and Independence celebrations
- To obtain material on the Seychelles culture and customs

## **5. Kwéyòl Exchange Participants 2006**

**Name of Dominican Youth Representative:** Jahisiah Benoit

**Age:** Twenty (20)

**Sex:** Male



Jahisiah Benoit

## **6. Summary and Analysis of Kwéyòl Exchange:**

The following is a summary of the activities conducted during the Dominica-Seychelles Kwéyòl Exchange. A brief description of each activity is provided and is followed by a comparison to similar or identical events forming part of the Dominican “Kweyol Celebrations”.

### Duration of Exchange:

The exchange was conducted from October 25<sup>th</sup> – November 6<sup>th</sup> 2006

### Accommodation:

<b>Name</b>	Calypha Guest House
<b>Address :</b>	Ma Constance, Mahé
<b>Tel :</b>	+248 24 11 57
<b>Fax :</b>	+248 24 11 57
<b>Email :</b>	<a href="mailto:calypha@seychelles.sc">calypha@seychelles.sc</a>
<b>Website :</b>	<a href="http://www.seychelles.sc/calypha">www.seychelles.sc/calypha</a>

Description: Calypha is a small hotel with bed & breakfast facilities situated on Mahé’s north-eastern coast in a mountainside location, some 3kms north of the capital Victoria. It is surrounded by lush vegetation and its large open veranda commands a superb view of the Ste. Anne Marine Park and the Inner Islands.

### Chaperones:

Ms. Nannette Port-Louis and Mr. Allain De Commeros were the persons responsible for facilitating the exchange from Dominica to Seychelles. In doing so they solicited the assistance of the Seychelles National Youth Council (S.N.Y.C) who agreed to host the Dominican youth representative. A committee was established to implement the program of activities of the exchange and was chaired by Mr. Emamanuel Toussaint, Secretary General of the S.N.Y.C.

THE TABLE BELOW OUTLINES THE PROGRAM OF ACTIVITIES CONDUCTED  
DURING THE DOMINICA-SEYCHELLES KWÉYÒL EXCHANGE PROGRAM

<b>Event/Activity</b>	<b>Date (2006)</b>	<b>Venue</b>	<b>Time</b>
“Moman Kreative”	Friday 27 <sup>th</sup> October	International Conference Centre of Seychelles (ICCS),	6:00 p.m.
Visit to Kreol Village	Friday 27 <sup>th</sup> October	Victoria	9:00 p.m.
Visit to Victoria Market	Saturday 28 <sup>th</sup> October	Victoria	10:00 a.m.
Official Opening of Creole Festival	Saturday 28 <sup>th</sup> October	Stand Linite	6:30 p.m.
“Dimas Kreole Borlanmer”	Sunday 29 <sup>th</sup> October	Beau- Vallon Beach	11:00 a.m.
Interview with .... Radio Station	Monday 30 <sup>th</sup> October	Office of the S.N.Y.C	10:00 a.m.
Visit to Kweyol Institute	Monday 30 <sup>th</sup> October		11:00 a.m.
Kreol Youth Forum	Tuesday 31 <sup>st</sup> October	Conference room of the S.N.Y.C	3:00 p.m.
“Lakadans”	Tuesday 31 <sup>st</sup> October	Music Stadium Victoria	9:00 p.m.
Visit to National Institute of Education	Wednesday 1 <sup>st</sup> November		10:00 a.m.
Visit to Botanical Gardens on Mahe Island	Wednesday 1 <sup>st</sup> November		2:00 p.m.
Hiking Trip / Pick-Nic	Thursday 2 <sup>nd</sup> November		10:00 a.m.
Dinner with the family of Nannettee Port-Louis	Thursday 2 <sup>nd</sup> November	Quincy Village	8:00 p.m.
Trip to Praslin Island	Friday 3 <sup>rd</sup> November	Various Sites	-
Multilingual Scrabble Competition	Friday 3 <sup>rd</sup> November		2:00 p.m.
Trip to Seychelles Coco de Mer Park			4:00 p.m.
Trip to La Digue Island	Saturday 4 <sup>th</sup> November	Various Sites	
Sea side Bar-B-Q	Saturday 4 <sup>th</sup> November		
Dinner with S.N.Y.C	Saturday 4 <sup>th</sup> November	Office of the S.N.Y.C (Mahe Island)	8:00 p.m.
Departure	Sunday 5 <sup>th</sup> November	Seychelles National Airport	8:15 a.m.

### **a. Moman Kreative:**

The Moman Kreative was one of the opening events of the Seychelles 2006 “Kreol” Festival. It is an “improvised” version of the Kreol Festival designed to attract youths and inspire them to participate in the festival by contributing their respective talents. In essence it is a variety show featuring school children from various schools on the islands of Mahe, Praslin, La Digue and Silhouette displaying their skills in various genres of cultural arts.

It was interesting to note that a member of the S.N.Y.C had recently coached some of her primary school students to victory in the 2005 Moman Kreative talent show. I watched on as they and many other young persons displayed exceptional talent in the fields of drama, dance and song. The young participants demonstrated command of the “Kreol” language which is contrary to the situation in Dominica.

In Dominica the majority of the young population cannot speak “Kwéyòl” at the conversational level.

However in Dominica there has been an upsurge in youth participation in many genres of cultural arts particularly dance and music. Several Cultural youth groups have been formed and these young persons compete in the national cultural arts competition which is the Dominican equivalent of the Moman Kreative.

One of the most striking things revealed to me at the talent show was how effective the art of drama was in helping youth to learn and appreciate the “Kwéyòl” language.

### **b. Visit to Kreol Village:**

Throughout the festival, the “Kreol Village” served as the cultural capital within the capital city of Victoria. It was elaborately decorated with; stalls constructed to resemble traditional huts, flowers and lanterns which transformed the village into a vibrant centre of lights during the nights. During the day there were performances by traditional bands whilst visitors and locals feasted on the Seychelles cuisine. At night the village really came to life and it could be seen that this was certainly an event for the family. Musicians provided the rhythm whilst various groups performed traditional dances such as **the Moutya, Segá** and the **Lakadan**.

Of the many dances performed, the **Segá** was the most outstanding. **Segá** is the traditional Creole dance of Seychelles, conceived by African slaves as a diversion from the injustices of their daily existence. I was surprised to find out that the Segá was banned by the Catholic Church for being too 'erotic'. The dance is all swaying hips - in fact your feet never leave the ground; this is symbolic because slaves wore shackles around their feet. Nanette Port-Louis, was also one of the performers at the Kreol Village.

Whilst at the Kreol Village I learned of the “Seychellwa” love for grilled fish, it was clearly the most popular dish and was always served with rice, lentils and spicy chilly peppers.

In Dominica there is not an established Kwéyòl Village, however there is an activity called “Creole in the Park”. This activity is usually one (1) week in duration and is conducted at the Botanical Gardens within the capital city of Roseau. The activities commence at mid day and include cultural dance and music performances as seen in the Kreol Village.

The Creole in the Park celebration is still quite different from the Kreol village. Firstly its program of activities is not as lengthy. Secondly persons are charged a fee of one (1) dollar to enter the Park which goes towards the maintenance of the park. Thirdly and most importantly live bands are a major part of this celebration and they are brought from countries across the globe.

Recently it has been argued that the foreign bands and celebrity appearances (Cast of the Fresh Prince of Bel Air) are stealing the spotlight from Dominican artists performing at the celebration.

### **c. Visit to Victoria Market:**

Upon visiting the main market within Victoria it could be noted that the “Seychellwa” have a love for spices, especially pepper. Also the abundance of fish results in a significantly lower cost than is seen within the Caribbean hence fish is one of the main stays of the economy of Seychelles.

Whilst meat and other food products were sold on the ground floor of the market, the first floor served as a mini-mall for visiting tourists. I was fortunate to observe the various crafts prepared by local sculptures and potters. Although many of the pieces of work were similar in nature to those produced in Dominica, they depicted different symbols of nationality. Where as the Sisserou Parrot features prominently on most Dominican souvenirs, the Coco De Mer was placed on most of the souvenirs produced in Seychelles.

In Dominica the market is established differently to that of Seychelles. Souvenirs are sold in the “Old Market” which is located near to the Roseau Cruise Ship Birth whilst food products are sold at the new market which is about five (5) minutes away. There is also less meat being sold at the new market since it is located adjacent to the Roseau Fisheries Complex.

#### **d. Official Opening of Creole Festival:**

Conducted at the Stand Linite, a national stadium on the island of Mahé, the official opening ceremony of the Kreol Festival was a tremendous spectacle. Thousands of “Seychellwa” assembled to witness a grand display of cultural performances. Groups of over one (100) persons performed choreographed routines that mesmerized the viewing audience. A grand wedding parade also formed part of the activity. Many of the costumes and outfits featured at the ceremony were designed and crafted by students of the National Institute of Education.

In Dominica the commencement of Kwéyòl celebrations is indeed a prestigious event and includes cultural performances and it includes similar activities to that of Seychelles.

In both countries national establishments have been created to manage the opening ceremony. In Seychelles the venue for the ceremony is changed on an annual basis and communities are invited to express their interest in hosting the event. In Dominica a similar case exists.

#### **e. Dimas Kreole Borlanmer:**

“Dimas Kreole Borlanmer” is conducted in what is referred to as a “tombola” atmosphere on the seaside and in the sea between the shore and the reef. In October 2006 the event was conducted on Beau- Vallon Beach located on the island of Mahé. The activity was conducted from 11:00 a.m. to 6:00 p.m. and featured kreole music, traditional games, water sports, sprints, coconut tree climbing competitions and many more creative activities. Several stalls were located along either side of a coble stone walk way located on the beach. This created an ambiance of colour and the aroma from the Seychelles cuisine was ever present.

The event attracted an enormous crowd and it was almost impossible for one to hear the sound of the waves against the din of the crowd.

In Dominica there is a similar activity that forms part of the Kwéyòl celebrations which is entitled “Creole Bod La Mer”. In Dominica the event is not conducted at the sea side but on the Dame Eugenia Charles Boulevard, commencing at 10:00 a.m. and usually concluding at 2:30 p.m. The number of stalls is smaller than that of the “Dimas Kreole Borlanmer”.

The “Dimas Kreole Borlanmer” is conducted in a more relaxing setting hence attendants usually show up in large family groups and remain for the duration for the day. This was one of the activities that can be identified as a best practice for Dominica to adopt in an effort to enhance its Kwéyòl celebrations

#### **f. Interview with Seychelles Radio Station:**

In an effort to spread awareness of the ongoing youth exchange the S.N.Y.C organized an interview between myself (Jahisiah Benoit) and a local radio station. The reporter was quite interested in the initiative and was eager to learn of the objectives and activities of the exchange.

She was given an overview of the status of Dominican efforts to preserve the Kwéyòl language.

#### **g. Visit to Seychelles Kreol Institute:**

<b>Address :</b>	Patrimwann: Au Cap, Domaine de Val des Près, Mahé
<b>Tel :</b>	+248 37 63 51
<b>Fax :</b>	+248 37 62 86
<b>Email :</b>	<a href="mailto:kreolins@seychelles.net">kreolins@seychelles.net</a>

The visit to the Seychelles Kreol Institute was one of the most anticipated components of the exchange program.

In an interview with the current director of the institute Ms. Pend Choppy, (who has served as Director since 1999) she explained that the institute is a Seychelles National Monument which was established to promote Kreol culture and tradition. It was designed by a German architect, Leit, and constructed in 1920 by France Jumeau, a plantation owner at that time. Its former name was Maison St. Joseph and it was initially built as a French style colonial house. The architecture of the building reflects the opulence of the grand property owners of that era.

The institute is open to the public from 8: 00 a.m. to 4:00 p.m. Monday-Friday. Activities that take place at the Kreole Institute include formal event, traditional balls, traditional French song recitals, cultural exhibitions, language and literature workshops. It also houses a documentation centre.

There are several officers who work within seven (7) units at the institute.

The main functions of the Literacy Unit are to:

- Organize writing and literary competitions.
- Draws up agreements with writers regarding the purchase and publication of Literary works.
- Negotiate with printing companies on the publication of works.
- Read, edit, and where applicable, translate documents for submission to the Director for approval.
- Organises workshops on Kreol literature

One of the most prestigious publications was the Seychelles “Kreol Glossary”.

The main functions of the Research Unit are to:

- Undertake research initiated in conjunction with and by the Director.
- Compile and submit reports and write-ups on articles, dissertations, essays, etc. for publication.
- Compile and submit research and project results for printing and publication.
- Keep abreast of new developments and publications in the science of language.

The Director noted that during the early 70's Dominica and Seychelles did enjoy a close working relationship in the development of the on their respective Creole languages but unfortunately this linkage has since waned until the exchange. She was enthused to hear of the "Pale Kwéyòl" program although the Seychelles have developed a more advanced framework of programs for the teaching of their Kreol language.

International Mother Language Day Observance activities are also coordinated by the institute. International Mother Language Day is celebrated on February 21<sup>st</sup> every year. In past years the institute has organized awareness campaigns which they termed "The Kreol Blitz" where they mobilize their supporters to descend on the capitol of Victoria and speak out for the preservation of the Kreol language. They also spread the message by wearing shirts with slogans encouraging persons to join them in their efforts.

Ongoing activities included a Techno Linguistic development project and the publication of the Second edition of the Kreol Glossary.

In Dominica the Cultural Division is responsible for preserving the Kwéyòl language. there is a Kwéyòl Documentation centre which is located at the Cultural Division. These organizations have collaborated to develop several Kwéyòl publications and are presently completing a book containing over 500 Kwéyòl proverbs.

Several important research documents and locally produced literatures were obtained from the institute. Research documents obtained from the Kreole institute are located in Annex B of this report.

#### **h. Kreol Youth Forum:**

The Kreol Youth Forum was an exercise organized to facilitate dialogue between the Seychelles youth and the representative from the commonwealth of Dominica and explore ideas for strengthened partnerships and increased networking between them.

The forum was convened at the office of the S.N.Y.C and was attended by twenty (20) members of the S.N.Y.C. Initially a presentation was given on the Commonwealth of Dominica outlining the geographical and demographical nature of the island. The attendants were then challenged to solve one of the Kwéyòl word search puzzles developed by the Y.C.H.M. One participant was presented with a musical compilation of Dominican Cultural Songs for finding the most words in the allotted time. This exercise was well received by the attendants.

Finally a presentation outlining an idea for an international Kreol youth conference between countries where Creole is spoken was given. It was felt that there was a lot of ground work and networking to be done between the countries in question before such a conference could be convened but most of the participants expressed interest in experiencing the Dominican “Kwéyòl” culture.

#### **i. “Lakadans”**

Lakadans is an annual activity which forms part of the Seychelles Kreol Festival. This concert featured some of the best known Kreol artists from Seychelles and countries within their region most of whom I did not have previous knowledge of. The event was well attended and the artists gave a good showing. Traditional dances were also performed at the festival.

One of the most outstanding activities that form part of Dominica’s Kwéyòl Celebrations is the World Creole Music Festival. This three (3) night event showcases the most outstanding Dominican Creole musicians such as Michel Henderson and The Midnight Groovers as well as regional and international artists. Local cultural groups feature prominently during the festival performing various cultural arts.

The Lakadans and the World Creole Music Festival are both activities that contribute to the development of Creole music and to the economies of small island developing states. Increasing the level of networking between these countries to preserve Creole music can expose artists to new markets and employment opportunities.

### **j. Visit to National Institute of Education:**

The National Institute of Education (NIE), the national institution for teacher education was established in 1999, when the School of Education (Seychelles Polytechnic) merged with the Curriculum Development Section of the Ministry of Education. The NIE has been involved in reviewing teacher education programs to ensure that there is adequate preparation of teachers. Provision of in-service teacher education has also become another major area of focus for the Institute.

The objective of the visit to the NIE was to ascertain the process involved in incorporating the Kreol language into the national curriculum. The S.N.Y.C scheduled a meeting between the Dominican youth representative and two senior officials of the NIE responsible for curriculum development. A fruitful discussion was conducted which provided the exchange participant with a clear understanding of the circumstances, program and challenges of incorporating the Kreol language into the Seychelles national curriculum.

The following is a summary of the process of incorporating the Kreol language into the Seychelles national curriculum:

Seychelles received its independence in 1976 and at that time educational transformation was considered necessary for the creation of a post-colonial society which would decrease social discrimination and inequality and promote cultural identity. In other words the political will to include the Kreole language emanated (among other things) from the need to define the cultural identity of the “Secelwa”.

The legal framework for inclusion of the Kreole language was created through a number of key provisions in made by the Seychelles government in 1993 such as the right to receive education in one of the three national languages (English, Kreol and French)

Following this the staff of the NIE was commissioned to develop the materials necessary for the training teachers to teaching of the Kreole students. The officials explained that this process was conducted expeditiously since the political will behind it was strong.

The standards for teaching the language were established and the teaching material which was developed was put into use. The National Kreol Curriculum was last reviewed in 2001 and several student work books have been developed to complement its delivery.

The initial response to the introduction of Kreol was some what mixed at first however recent generations have embraced the language and speak it regularly. Some teachers have been reluctant to undergo the necessary training to instruct their students in Kreole and this has posed some challenges to the objectives of the NIE. The NIE is constantly working to keep abreast with the national, regional and international evolution of the language so that it can be effectively preserved and developed.

Several samples of the Seychelles National Curriculum were obtained at the NIE along with other research documents.

#### **k. Visit to Botanical Gardens on Mahe Island:**

The National Botanical Gardens of Mahe Island are National Monument Located in Mont Fleuri, on the outskirts of Victoria and has been established for more than a century.

This visit provided the opportunity for the exchange participant to observe some of the flora and fauna of the Seychelles. Sadly upon arrival at the Botanical Gardens the tour guides instructed the youth that the weather would not permit a tour of the facility.

None the less the opportunity was taken to gather information on the Botanical Gardens.

#### **l. Hiking Trip / Pick-Nic:**

A hiking trip was another high point of the exchange. Whilst walking along the trail I learnt of the history of the Seselwa people who carried spices over great distances to the capital Victoria in hopes of earning a daily wage. The ruins of nutmeg and cocoa mills could be identified along the hiking trail.

This activity revealed the pristine beauty of the islands of the Seychelles. This was followed by a pick-nick on a near by beach. Once more Seychelles cuisine such as grilled fish and breadfruit chips were on the menu.

#### **m. Dinner with the family of Nannette Port-Louis:**

Nannette Port-Louis who was the main contact person for the exchange invited me to share visit her home in Quincy village and enjoy some tasty Seychelles cuisine. Whilst there I met her parents, grand-parents and boyfriend. We discussed the Creole languages within our respective islands and they were indeed surprised at the differences that were identified.

#### **n. Trip to Praslin Island:**

The trip to Praslin Island was intended to afford the exchange participant the opportunity to experience the difference in atmosphere between the islands of the Seychelles and meet a wider spectrum of youth within the S.N.Y.C network. The participant along with a group of S.N.Y.C members set sail for Praslin Island upon a fairy.

Upon arrival on Praslin Island the group made its way to the office of the S.N.Y.C on Praslin for the Multilingual Scrabble Competition. The competition was open to youth

from all of the inhabited islands and was developed to educate youth whilst giving them the opportunity to compete in a friendly game.

The activity was very successful and many young persons from the island came to bare witness to the event.

**o. Trip to Vallée de Mai:**

Participants visited the Seychelles' second UNESCO World Heritage Site namely the legendary Vallée de Mai. The site is managed by the Seychelles Islands Foundation

This hauntingly beautiful primeval forest is home to some 6000 Coco-de-mer trees, considered to be among the botanical wonders of the world.

The Vallée boasts six endemic palm species as well as many other indigenous trees and is also the last habitat of the endangered Black Parrot. Although the participants did not encounter any Black Parrots it was remarkable to see the hundreds of exotic Coco-de-mer trees and learn of the folk stories associated with them.

**p. Trip to La Digue Island:**

On Saturday 4<sup>th</sup> November the participants set sail for La Digue which was the smallest of the inhabited islands on the inner core of the Seychelles. The normal mode of transport on La is the bicycle and they can be rented at any of the many stalls found across the island. After a ride across the countryside persons gathered for a sea side Bar-B-Q where grilled fish was once again on the menu.

Following this the participants returned to the island of Mahé for the final activity of the program

**q. Dinner with S.N.Y.C:**

The Seychelles exchange came to a close with a dinner which was conducted at the office of the S.N.Y.C. Each member of the S.N.Y.C brought a separate dish which made for a wealth banquet. The participants ate, socialized and said their farewells before heading home to rest after a weekend of island hopping.

This marked the end of the journey in Seychelles and the following day long trip home began.

### **7. Log of Research Material Collected**

Type of Document	Title	Author	Place obtained	Comments
Curriculum	National Kreol Curriculum	Ministry of Education	National Institute of Education (N.I.E.)	Where as Dominica has not developed a National Kweyol curriculum, the autography of the language has been developed
Policy	Policy on Languages in the Seychelles National Curriculum	Government of Seychelles	N.I.E.	-
Administrative	Institutional Framework of the Ministry of Culture	Government of Seychelles	Kreol Institute	
Literature	Revanz bann Zannimo	Marvelle Estrale	Kreol Institute	I was very impressed with the wide spectrum of Kreole literature available at the institute
	Proverb, Idyonm ek Lekspresyon Kreol Seselwa	Marie-Antoinette Alexis	Kreol Insitute	At present a book of Keyhole Proverbs is being developed
	Oktav	Florette Monnaie	Kreol Institute	-
Dictionary	Duksyonner Kreole - franse	Danielle de St Jorre, Guy Lionnet	Kreol Institute	
Primary Level Kreole Work Book	P3 Kaye zelev(2)	Government of Seychelles	N.I.E.	K.E.K is presently

Primary Level Penmanship Book	Mon premye kaye grafis	Government of Seychelles	S.N.Y.C	
Text	Lasyans dan Premier Enn (P1)	Government of Seychelles	S.N.Y.C.	
Kreole Mathematics Text	Matematik Kaye Travay Zelev (P1)			
Directory	Directory of Youth Organizations in Seychelles	S.N.Y >C	S.N.Y.C	

### **9. Meetings about Seychelles Exchange:**

Upon my return to Dominica, I conducted three (3) meetings with various organizations, presenting an overview of the Seychelles Exchange. The organizations were as follows;

1. Youth for A change
2. Youth Culture & Heritage Movement
3. Komite Pou Etid Kweyol

At the meetings the findings of the Kweyol Exchange were presented and discussed. The Dimas Kreole Borlanmer proved to be one of the most popular activities on the exchange program.

### **8 .Outputs:**

- An analysis of the similarities and differences between the Seychelles Kreole Festival and the Dominican Kweyol Celebrations
- A wealth of important books and reference documents on the evolution of the Kreole language which can be used to develop books on the Kweyol language in Dominica
- List of recommendations for improving the Dominican Kweyol celebrations based on the Seychelles experience
- Presentation on the Pale Kweyol project and sensitization of the Seychelles youth about the Dominican Kweyol Celebrations
- Evaluation of the effectiveness of the exchange

## **9. Outcomes:**

- Linkages have been established between the youth of Dominica and Seychelles
- The youth of Dominica have a better understanding of the preservation of the Kweyol/Kreol language in other parts of the world
- There has been a renewed spirit amongst the members of the Komite Pou Etid Kweyol towards the development of a national Kweyol Curriculum
- The Komite Pou Etid Kweyol is embarking on a program to develop literature and activity books in Kweyol and are in the process of putting these plans into a proposal for consideration by the government
- As identified in the Momant Creative, drama has been used to introduce the Dominican youth to the Kweyol language as they develop public service announcements on environmental awareness in Kweyol. To date at least five (5) such PSAs have been developed
- The exchange reenergized me to continue the process of promoting the Kweyol language in Dominica

## **10. Recommendations:**

- The exchange program is a very educational and enjoyable one that can allow for the exchange of best practices on preservation of the Kweyol Language
- Since the late disbursement of funds prevented the Seychelles youth from Dominica UNESCO should consider contributing to the realization of this aspect of the program
- The exchange would have been more successful if there were two participants from each country. This would ensure continuity of the dialogue between the youth of both countries in the event that a participant has to leave his or her native island.
- That participants travel with two (2) cameras in case one becomes faulty upon arrival as was the experience
- To utilize the documents obtained in Seychelles to develop similar and other necessary documents and publications on the Kweyol language of Dominica
- To adopt the Policy of teaching Kweyol within the regular school system
- That the Cultural Division develop a closer working relationship with the Dominica National Commission for UNESCO on the preservation of indigenous language of Dominica

## **11. Conclusion:**

The preservation of native language is something that all SIDS should strive towards. A task as important and demanding as this one cannot be left to chance or performed in a non coordinated manner. Hence stakeholders across each Kweyol/Kreole speaking island must unite and agree to collaborate in preserving their native languages. Greater levels of dialogue between Kweyol speaking countries can allow for a more united front to preserve the language and culture.

The Kweyol exchange was a good way to start the process of dialogue between the youth of Dominica and Seychelles on the preservation of their Culture.

The organizations and government departments responsible for the advancement of the Kweyol language should pay close attention to the programs and policies of the Seychelles with regard to the Kweyol language. They are indeed ahead of Dominica in this area and we stand to learn a lot from them.

Recognizing how costly it is for youth for the Kweyol speaking islands to visit one another in person, the your should make a greater effort to utilize mediums such as the internet to interact with each other about the preservation of their culture.

**12. Financial Statement of UNESCOs financial contribution of U.S**  
**1929.00 towards the implementation of the Seychelles Kweyol**  
**Exchange**

<b>Activity</b>	<b>Place of Purchase</b>	<b>Item</b>	<b>Quantity</b>	<b>Cost (E.C)</b>	<b>Cost (U.S)</b>	<b>Cost In Pounds</b>
Travel to Seychelles	Whitchurch travel	Air Plane Ticket	1			
Overnight Stop in London	British Hotel Reservation Centre	Hotel Reservation	1 Night	509.77	187.63	89
Meals	Gatwick Airport	Breakfast	1	27.20	10.01	4.75
Transportation	Shuttle Bus	Transportation to and from Gatwick Airport	2	28.64	10.54	5
Transportation	Heathrow Airport	Transportation from Heathrow to Gatwick Airport	1	97.37	35.84	17
Departure Tax Payment	Airport	Departure Tax from Dominica	1	45	16.56	
Transportation	Osborn Matthew	Ground transport to & from Melvill Hall airport D/ca	-	100	36.80	
Out of Pocket	-	-	-	815.07	300	
Accommodations for the Seychelles representative	-	Preparations for the hosting of the Seychelles representative		100.00	36.81	
Group Meetings	-	Group meetings about the exchange	3	<b>205.95</b>	<b>75.81</b>	
<b>TOTAL</b>				<b>1930.00</b>	<b>710.00</b>	

**Photo of Kreol Institute**

