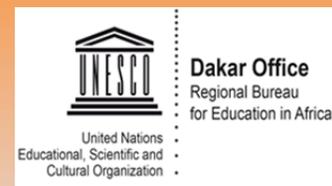


AFRICA ECD Voice



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Africa ECD Voice is a publication of the Working Group on Early Childhood Development (WGECD) on behalf of the Association for Development of Education in Africa (ADEA), and Chaired at UNESCO Regional Bureau for Education in Africa (BREDA).

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For more information, contact:

Ms. Rokhaya Fall DIAWARA
Coordinator, WGECD
ECD programme Specialist, UNESCO BREDA
Email: r.diawara@unesco.org

Ms. Raki BAL
Communications Officer, WGECD
Programme Assistant, UNESCO BREDA
Email: r.bal@unesco.org

This Issue’s Editor:

Alan Pence, PhD
Professor, University of Victoria
UNESCO Chair for Early Childhood Education, Care and Development
Email: apence@uvic.ca

Cover Photo: Lynette Jackson, ECDVU



October 2013

Welcome: WGECD Chairperson

Welcome to the first issue of Africa ECD Voice (“The Voice”). This new publication is the result of diverse groups working together to help ensure that Early Childhood Education, Care and Development (ECD), and contextually relevant ECD research, has a voice that is heard not only in Africa, but internationally as well.

The publisher of The Voice is the ADEA Working Group on ECD (WGECD), which is under the leadership of UNESCO-BREDA and the Association for the Development of Education in Africa (ADEA). The new journal is jointly funded by the World Bank and the Consultative Group on ECCD under a Development Grant Facility (DGF).

The Working Group on ECD has existed for approximately a decade and half and was preceded by a group called the ECD Network in Africa (ECDNA). These organizations provide testimony that ECD in Africa has a multi-country history of networking activities that extends back to at least the early 1990s, and a history of innovations in ECD at country levels that can be traced to the early post-independence era of the 1960s in certain countries (for example, the Harambee early childhood programs in Kenya).

Enhancing communications regarding ECD in Africa is a central objective of the WGECD. In approximately 2004 the WGECD established a website and it has recently been updated (ecdafricanetwork.org). Africa ECD Voice is an effort to extend that work—providing an e-format that is easily printable for hard copy distribution as well.

We hope you enjoy this inaugural issue of The Voice.

Ann Therese Ndong-Jatta
Director of UNESCO-BREDA
Chairperson of the ADEA WGECD

October 2013

Welcome: Editor

I would like to add my words of welcome to those of the Chairperson of the WGECD. As Ann Therese Ndong-Jatta notes, ECD has a lengthy history in Africa, but its voice has not always been heard, which is a key reason for the development of The Voice.

The Africa ECD Voice is emerging at a time that Early Childhood Education, Care and Development (ECD) is experiencing some significant advances, not only in terms of policy and program development in many parts of Africa, but it is also a time that the need for African-based and African-led research is increasingly being recognized. To that end, this inaugural issue of The Voice focuses on issues of promoting capacity for ECD research and related scholarly work.

Recent ECD research-focused workshops in Africa (Lusaka, 2010; Johannesburg, 2013) have called for the establishment of a scholarly journal for Africa. In consultation with the WGECD, it was decided that a combination Newsletter and Journal would represent a strong and useful way forward, combining not only news about the field but syntheses and excerpts of relevant research to help inform and guide ECD development on the continent. The Voice proposes to be such a multi-purpose publication—one of value not only for ECD researchers, but for policy, program, and community leaders throughout Sub-Saharan Africa. Such an approach also has the advantage of not precluding the establishment of an African ECD scholarly journal at some point, or of various groups' development of their own newsletters.

As noted by the Chairperson of the WGECD, we hope you enjoy this inaugural issue of The Voice, and please send to the editor your comments regarding the issue and recommendations regarding future issues. (Please note that it is the intent of The Voice's publisher to identify different editors for different issues, with each editor, or set of editors, assuming responsibility for several issues. The sequence of editors and issues will be formulated by the publisher and the inaugural editor in the upcoming months.)

Sincerely,

Alan Pence, PhD
Inaugural Editor, Africa ECD Voice

News Section

At the time that Africa ECD Voice was under development the WGECD determined it would be useful to have an ECD Newsletter available for the broader ECD community in Africa. A first issue of that Newsletter was distributed in July 2013 and as it represents an important first for the WGECD, and since such news is relevant for this distribution, key items from its content are reprinted within this News Section for the benefit of the readership of The Voice.

ANNOUNCEMENTS AND EVENTS

Request for Public Comment (due October 18, 2013) on the UN Sustainable Development Solutions Network (SDSN) Report on Children

The Thematic Group has prepared their report “The Future Of Our Children: Lifelong, Multi-Generational Learning for Sustainable Development”. It is a critical source of input into the post-2015 goals, and is the only research network commissioned by the UN Secretary General to give input to the goals. The executive summary, full report and form to provide comments on the report can be found at: http://unsdsn.org/thematicgroups/tg4/tg4_resources/.

Dear readers of ‘The Voice’,

I have just received the above request along with a strong call for “voices from Africa”.

I hope that many of you are able to respond, noting the due date of October 18th.

Best regards and thank you,

Alan Pence, Inaugural Editor

Advancing the Early Childhood Development Agenda in Africa: Closing the gap between policy and implementation

Contributed by the World Bank

From May 7 to May 10 2013, delegations from eight Francophone African countries – Burkina Faso, Cape Verde, Cote D’Ivoire, Guinea, Mauritania, Niger, Senegal, and Togo – gathered in Dakar, Senegal to participate in a regional Early Childhood Development (ECD) workshop. The workshop brought together country delegates from different relevant ministries (Ministries of Education, Health, and/or Social Affairs), civil society organizations, and regional and international ECD experts and leaders from development partner organizations. The workshop was organized by the World Bank, in partnership with GPE, UNICEF, and UNESCO.

Across the Continent, countries have made gains in terms of the policy environment to

support young children’s development, but implementation remains a serious challenge. This workshop was intended to help these countries move from policy analysis to effective implementation and to promote South-South regional learning. Plenary sessions presented evidence from experts and country experiences on a range of topics structured around the three Policy Goals: *Establishing an Enabling Environment, Implementing Widely, and Monitoring and Assuring Quality*. Participants worked in country teams and each team was asked to identify the key areas of implementation challenges and to develop concrete plans to improve ECD service delivery in their respective countries. Technical experts were invited in areas of financing, quality

assurance, curriculum development, impact evaluation, network development, and public private partnerships. In addition to the formal presentations, each country delegation had time to meet with experts one-on-one for country-specific guidance – in the workshop evaluation forms this opportunity was very highly rated.

When asked to identify key implementation challenges ...

All participating countries highlighted two key challenges: (1) recruitment of qualified professionals for teaching and administration and (2) inter-sectoral coordination for integrated delivery of services. Other common challenges identified included:

- Lack of public awareness of the importance of ECD within countries
- Lack of financial resources
- Insufficient supply of ECD spaces
- Need for curriculum supports

When asked to identify potential opportunities ...

Seven out of eight participating countries identified the presence of political will and momentum as a major opportunity to expand ECD provision in their respective countries. Other commonly cited opportunities included institutional capacity for implementation of ECD policies and presence of technical support via partnerships (including those with donor agencies) to support ECD implementation objectives.

The way forward....

The workshop ended with country presentations on specific next steps and take home messages. Six specific actions were commonly highlighted by country delegations in their plans to promote ECD and early childhood care and education (ECCE) in their respective country contexts:

1. Increase evidence base for advocacy purposes - what models of ECD are most effective/cost efficient?
2. Establish national and/or regional networks for ECD
3. Develop strategies for resource mobilization
4. Improve parental education programs
5. Integrate health and nutrition components into existing ECCE center-based programming
6. Provide training for ECCE center administrators, ECCE teachers and caregivers and community health workers

The workshop organizers will continue to work with country delegations to disseminate information and good practices across the countries and to work in a coordinated manner to address identified challenges. A password-protected internet site will be up and running soon to provide opportunities for information sharing across countries and partners- in time the site will be expanded to include more members.

UNICEF WCARO Joint Meeting on ACSD and ECD

During 17-21 June 2013, Western and Central Africa Regional Office (WCARO) hosted the first-ever joint Accelerated Child Survival and Development (ACSD) and ECD Network meeting in Dakar, Senegal, with the aim to strengthen inter-sectorality around child survival and development. This was done by sharing updates on the regional prototype for ECD national strategies, and sharing interesting implementation experiences from countries.

Acknowledging the importance of research-based programming, UNICEF WCARO is developing a prototype for ECD national strategies which includes a parental behavior survey, an assessment of young child competencies to shape quality preschool programs and a costing model for ECD policy. Countries such as Cape Verde, Mauritania, Sao Tome e Principe, Sierra Leone and Togo are currently piloting the prototype in the region.

A total of 135 participants attended the joint ACSD-ECD meeting on 19 June and the two-day ECD only meeting had a total of 36 participants who came from 23 of the 24 countries in the region.

For the vast majority of countries in WCAR, a large scale national parenting program which includes support to parents for health, development, education and protection of young children is not viable. The meeting provided an opportunity to discuss current challenges and future developments in this regard.

Moreover, despite UNICEF's intensive efforts to mobilize stakeholders around multisectoral national ECD policies, no country in the region has a budgeted ECD policy implemented at the national level.

This regional meeting highlighted the importance of working in inter-sectoriality which remains a main challenge of the programs implemented in the region.

One of the key takeaways of the meeting was, that the life cycle approach to programming needs to be strengthened through generation of evidence and research based data as well as through the implementation of concrete actions identified in UNICEF country programmes.

For more information, please contact Mariavittoria Ballotta (mvballotta@unicef.org).

Furthering the strategy for ECD coverage and the mid-term framework (July 29-Aug. 1, 2013)

This meeting took place in the *Centre national de ressources éducationnelles* (CNRE) and was organized by the *Direction de l'éducation préscolaire du Sénégal* in partnership with the governance structures responsible for the IECD with support of UNICEF.

The meeting, animated by Professor Alain MINGAT, was attended by:

- Members of different institutions (Ministry for Women, Childhood and Women Entrepreneurship and Ministry of Education);
- National Agency for Statistics and Demography;
- Technical partners;
- NGOs; and
- Universities.

The meeting is an extension of the Dakar regional workshop held in May, 2013 whose focus was "Advancing the Early Childhood Development Agenda in Africa-From Policy Analysis to Implementation"

Despite the tremendous efforts deployed by political authorities, a lot remains to be done because:

- priority is given to primary education;
- low tendency to replicate "credible and bankable" development programmes that can be integrated in larger entities that would be in line with financing, especially education sectoral plans

The general objective of the meeting was to elaborate a document for strengthening a policy framework for early childhood development.

The specific objectives were:

- list the Senegal experience regarding early childhood development;
- present a formal analysis framework;
- identify various scenarios; and
- make an assessment and identify further stages.

The Thematic Consultation on Education in the post-2015 Agenda, 18-19 March, 2013, Dakar, Senegal

The meeting hosted by the government of Senegal, in collaboration with UNESCO and UNICEF, reviewed the progress and challenges, and the way forward for education in the post-2015 development agenda. The countries and development partners advocated strongly for early childhood development as a high priority for the post 2015 agenda. The early childhood community was represented by the Consultative Group on Early childhood

Analytic Document on Community Approach The ADEA-WGECD is currently working on the elaboration of an analytic document “Community Approach: an imperative for ECD in Africa: analysis and benchmarks for action”. The publication aims at helping Governments and partners in scaling up ECD communities centres. Mr. Mamadou Ndoeye, Former Minister of Basic Education (Senegal) and Former Executive Secretary of ADEA is working with Rokhaya Diawara, coordinator of the ADEA-WGECD. A call for contributions was launched for the purpose.

Mobilization Campaign for ECD in the Post-2015 Debate

In order to put ECD on the top priorities for post 2015, the ADEA-WGECD has launched a campaign, using social media with an objective of one million “likes” at the end of the year. Two junior consultants were recruited to work for a period of six months on the management of social media (Facebook, twitter, blog).

Creation of WGECD Task Forces

As agreed in the ADEA-WGECD work plan, three task forces were identified for ECD in Africa:

1. capacity building in Africa (Patience Awopegba of IICBA is the lead for this task force);
2. policy development and support to planning; and
3. research and knowledge sharing.

We encourage you to apply for the policy development and support to planning; and research and knowledge sharing task forces. Please send your e-mail expressing interest to r.diawara@unesco.org.

ATTENDANCE AT MEETINGS AND CONFERENCES

The ADEA-WGECD coordinator attended the following meetings in 2013:

January

Sèvres – two meetings, January 9-12 and February 19-21 (France)

As follow-up of the Cotonou meeting on the early childhood and community development organised by WGECD and REPTA in November, 2012 two other meetings were held in Sèvres that aimed at the elaboration of documents for the Cotonou follow-up. The meetings resulted in the drafting of the reports (Acts), the elaboration of an analytic document and the validation of a countries information sheet.

February

Workshop elaborating a methodology for the learning of reading and writing for primary education organised by the International Organisation of Francophonie (L’OIF), February 25 - March-1 (Dakar, Senegal). Early childhood was highly addressed especially the efficient use of mother tongues in learning/early learning activities. Discussion was held with Global Partnership for Education (GPE) for the setting up both an early literacy project for toddlers and a family-literacy approach.

March

Writing through Visual/Virtual: Inscribing Language, Literature and Culture in Francophone Africa and the Caribbean, March 7-9 at Rutgers University (New Brunswick). It was designed to encourage trans-disciplinary understanding of the complex interaction between language, literature, arts, visual and virtual domains of expression in francophone Africa and in the Caribbean.

May

Advancing the Early Childhood Development Agenda in Africa: From Policy Analysis to Implementation, May 7-10, Dakar, Senegal

The World Bank, in collaboration with the Global partnership for Education (GPE), UNICEF and UNESCO organized a technical meeting aiming at to advance the ECD agenda. Participants from Francophone countries of West Africa (Burkina Faso, Cape Verde, Cote d'Ivoire, Guinea, Mauritania, Niger, Senegal and Togo), partners (World Bank, UNICEF, UNESCO, GIZ) and Universities (Yale University, University of London, etc.) attended the meeting.

Profiling ECD Initiatives

The Holistic Early Childhood Development Index (HECDI)

Contributed by UNESCO, Paris

The Holistic Early Childhood Development Index is a new framework that serves as the starting point for an index of global progress in supporting young children. Initiated following the World Conference on ECCE in Moscow, 2010 and developed in collaboration with a wide range of early childhood experts and partner organizations, HECDI emphasizes that early childhood development must be considered reflective of the many areas that are critical for young children’s development: health, nutrition, parenting, education, social protection and poverty all play important roles in influencing the development of young children. HECDI also includes indicators of families, communities and governments, all of which play key roles in supporting young children. Right now, early childhood development is often measured using just a few indicators – for example, under 5 mortality rates or under-nutrition. While these indicators are critical for understanding the conditions that children face, for a comprehensive picture, a holistic index is needed to help countries and international organizations identify strengths and opportunities for improvement. HECDI was

initiated following the Moscow Conference on Early Childhood Development in 2010. Taken together, these goals, targets and indicators span the core concepts behind EFA Goal 1: the goal of providing comprehensive, quality ECCE services to all children, with emphasis on the most vulnerable children. Indicators include measures of **comprehensive**, which entails the six areas that are critical for early development: health, nutrition, equity & social protection, education, parenting, and poverty; **access**, the extent to which all children receive ECCE services; and **quality**, the overall quality of both the programs and the government system in place to support delivery of quality services.

At present, the HECDI is being finalized and will be ready for country-level application in late 2013 or early 2014. Country-level application will involve convening an inter-sectoral group to discuss holistic approaches to young children’s development, a review of available indicators relevant to early childhood development, and identification of indicators especially important for country tracking of ECD, to be developed and collected in the future.

The following goals, targets and indicators are included in HECDI:

Goal	Target	Indicators
Children demonstrate age-appropriate development & learning	Child Survival	<ul style="list-style-type: none"> Under 5 mortality rates
	Children have healthy weight	<ul style="list-style-type: none"> LBW Children overweight under age 5 Stunting prevalence
	Children without frequent illness or chronic conditions	<ul style="list-style-type: none"> Diarrhea- use of oral dehydration therapy & salts (ORT) Care- seeking for pneumonia Malaria diagnostics HIV
	Children are on track developmentally in social/emotional and cognitive development	<ul style="list-style-type: none"> Early Development Index (EDI) MICS EDI Neurological development in the first 1,000 days

Goal	Target	Indicators
Children experience cognitively stimulating, emotionally supportive home environment with adequate resources	Access to improved drinking water and sanitation	<ul style="list-style-type: none"> • Access to improved drinking water • Access to sanitation
	Policies for paid parental leave for newborns, in both formal and informal settings	<ul style="list-style-type: none"> • Paid parental leave
	Parents have access to programs for parent support and education	<ul style="list-style-type: none"> • None
	Mothers have formal education	<ul style="list-style-type: none"> • Maternal education • Average years of education for men & women aged 15 & older
	Mothers experience well-being	<ul style="list-style-type: none"> • Maternal depression • Maternal subjective well-being
	Absence of children’s exposure to domestic violence	<ul style="list-style-type: none"> • Attitudes towards domestic violence
	Children experience adequate daily care	<ul style="list-style-type: none"> • Children left alone or in care of another child under age 10 for more than hour in last week
	Presence of policies and programs to lift families out of poverty	<ul style="list-style-type: none"> • Family benefits and earnings • Policies on family income, support and leave
	Children living in households with adequate resources	<ul style="list-style-type: none"> • Children living in poverty
Children & families have access to quality, accessible programs & services	Children have access to comprehensive preventive and medical care	<ul style="list-style-type: none"> • Immunization rates • Health care providers per 10,000 population • Access to essential ECD health interventions
	Pregnancy services & birth services	<ul style="list-style-type: none"> • Presence of skilled birth attendants during birth • At least 4 antenatal visits
	Access to quality early childhood care and education (ECCE)	<ul style="list-style-type: none"> • Children entering 1st grade with ECCE experience • Gross Pre-Primary Education (PPE) rates • Programs with rations over 1:30 • Teachers qualified to teach in pre-primary • Pupil-teacher ratio in pre-primary • Grade 1 repetition
	Country or community monitors and responds as necessary to children’s growth and nutritional status	<ul style="list-style-type: none"> • None
Children’s rights are protected and upheld, with implementation of policies and programs to support children and families	Equity and social protection	<ul style="list-style-type: none"> • Birth registration • Child issued birth certificate • Country compliance with CRC (GC7 Indicators)

Journal Section

As noted in the Editor's introduction, this issue's journal section will focus on relatively recent efforts to enhance and promote Africa's voice in international research. As ECD professionals in Africa are well aware, there is not only a scarcity of Africa-focused ECD literature, but of even greater concern is the paucity of *African-led* research published in internationally accessible journals.

These issues have been an on-going concern for many ECD related organizations in Africa (including the Early Childhood Development Virtual University (ECDVU) program led by the editor for this inaugural issue of *The Voice*, Alan Pence). Given these concerns, Pence and Professor Kofi Marfo (a core professor for the ECDVU and Professor, University of South Florida) were pleased when the prestigious Society for Research in Child Development (SRCD), based in and largely focused on U.S. and North American populations, issued a call for proposals to, "pursue small-group scholarly activities to advance the Society's strategic priorities and goals of increasing:

1. appreciation for the fact that an understanding of development requires the perspectives and methods of multiple disciplines,
2. cultural and contextual diversity in all aspects of the study of child development, and
3. international perspectives in the study of child development."

Marfo and Pence welcomed the call as an opportunity not only to raise awareness about the underrepresentation of non-Western contributions to child development science but also to create a forum for an international, interdisciplinary group of scholars to examine the African context specifically. The timing of the call was also complementary to an initiative launched by the Association of African

Universities (AAU) to better position Higher Education Institutions (HEIs) to assume a major role as positive change agents across the continent and to enable African scholars to strengthen their role in research and policy analysis.

Marfo and Pence felt it was important that the SRCD proposal take a strong position noting that the relative absence of African voices in child development research was a concern not only for Africa, but for the world more broadly as claims for 'universality' were too often unsubstantiated by research. (Or, as Jeffrey Arnett noted in *American Psychologist*, "...research on the whole of humanity is necessary for creating a science that truly represents the whole of humanity", 2008, p. 602.) Partially because of the stridency of tone, the co-leaders were surprised (very pleasantly!) to learn a few weeks later that the proposal was one of four (out of seventy), to receive funding.

The amount of the grant was not large (\$20,000.), but the "victory" was. With supplemental funds from a program at the University of Victoria, a total of nine key international scholars were able to convene in Victoria for a week of discussions related to the promotion of ECD and child development scholarly capacity in Africa and in other parts of the Majority (Developing) World. Given the limited funds, the organizers were not able to bring as many individuals as they would have liked from Africa to Victoria, but the group identified the need for a similar Workshop to be held in Africa as a top priority for work in the future.

As part of the proposal, the organizers identified an objective that a set of papers for publication would be developed through the workshop process. Seven Africa-focused papers were developed and subsequently six of the papers were published in June 2011 in the SRCD journal

Child Development Perspectives (CDP). Insofar as this was a uniquely focused major, scholarly Workshop, and insofar as there have been follow-up activities associated with that objective, notes from the Workshop and from the articles are the lead focus for this inaugural issue of Africa ECD Voice. A shorter second section (II) focuses on a topic, African-focused as opposed to African-led research, that was addressed by two of the articles in the Child Development Perspectives volume.

I. STRENGTHENING AFRICA'S CONTRIBUTIONS TO CHILD DEVELOPMENT RESEARCH (adapted from Marfo & Pence, SRCD Workshop Report)

Current global realities in the field, as reflected in research funding, publications, conferences, and other means of professional/academic gate-keeping, virtually ensure the marginalization of intellectual agendas contemplated outside academia in the Western World (Pence & Marfo, 2008). Scholarly perspectives on issues with conceptual and practical relevance to Africa and many other parts of the non-Western world do not find ready acceptance in leading Western journals, in part because the point of reference for determination of relevance in these outlets is often the Euro-America worldview. In Africa in particular, research funding is virtually non-existent and outlets for dissemination of the little funded research that is produced are sparse. The child development research that has been available from Africa is primarily Western conceived, funded and driven. With limited, often delayed, access to current literature from other parts of the world, many scholars in Africa are rendered non-competitive in their efforts to publish their work in major journals in North America, Europe, and elsewhere. Africa is therefore severely disadvantaged in knowledge production and dissemination. While it may be tempting to see this as an African problem, it is a disservice to the science of child development as a whole because it perpetuates the contextually slanted nature of the field's knowledge base and

profoundly limits any claims that might be made about the existence of a global knowledge base.

The Workshop was driven by four objectives: (1) to examine the status and needs of the child development field in Africa, (2) to share divergent perspectives on what it means to Africanize child development research, (3) to present insights from major research and practice initiatives on the continent, and (4) to identify networking and capacity-building needs for future action. The participants (also referred to as team members: Robert Levine, Sarah Levine, Charles Super, Sara Harkness, Bame Nsamenang, Robert Serpell, Bob Myers, Çiğdem Kağıtçıbaşı, Kofi Marfo and Alan Pence) were drawn from several disciplines: anthropology, early childhood care and development, economics, education, and psychology (clinical, educational, developmental, and experimental). They were affiliated with or working in at least eight countries: Cameroon, Canada, Ghana, Kenya, Mexico, Turkey, the United States, and Zambia.

The co-organizers/team leaders (Pence and Marfo) followed a multi-stage process over the 9-month period between the announcement of the grant award in April 2008 and the convening of the conference in the first week of February 2009. Each team member prepared a brief idea statement reflecting the kind of contribution they wished to make around any combination of the four objectives. The team leaders reviewed all statements before launching the full paper draft phase. In the interest of devoting more time together to the discussion of the contributions and planning post-conference capacity-building activities, draft papers were circulated ahead of the conference to allow members an opportunity to read each paper and prepare for engagement before traveling to Victoria.

Scholarly Outcomes

The first round of scholarly output from the conference was a set of seven papers (including the lead integrative introduction). The titles of the papers, with their respective authors, are listed below:

Strengthening Africa's Contributions to Child Development Research: Introduction
Kofi Marfo, Alan R. Pence, Robert A. LeVine, & Sarah LeVine

Early Childhood Care and Development Research in Africa: Historical, Conceptual, and Structural Challenges
Alan R. Pence

Africa's Contributions to Child Development Science: Prospects and Challenges
A. Bame Nsamenang

Social Responsibility as a Dimension of Intelligence and as an Educational Goal: Insights from Programmatic Research in African Society
Robert Serpell

Early Childhood Development in East Africa: A Regional Service Delivery and Research Initiative
Peter A. M. Mwaura

Think Locally, Act Globally: Contributions of African Research to Child Development
Charles. M. Super, Sara Harkness, Oumar Barry & Marian Zeitlin

Envisioning an African Child Development Field
Kofi Marfo

Each of the main papers addresses, to varying degrees, one or more of the project's four central objectives. In the first paper, Marfo, Pence, Levine & Levine establish the rationale for focussing on Africa as part of an effort to advance a more inclusive science of child development. In addition they provide an overview of the Workshop Project: its goals, procedures and outcomes. Alan Pence, in the second paper, presents a historical and paradigmatic critique of the Westernization of childhood and child development research in Africa. He laments the manner in which neo-colonial dynamics, such as globalization and the universalization of the child, are shortchanging contextual relevance, perpetuating disregard for indigenous values and conceptions, and impeding possibilities for the emergence of a truly global science of development that opens up to voices from non-Western societies. Bame

Nsamenang addresses issues in defining the nature of Africa's contributions. He examines ways in which research in Africa will contribute uniquely to a global developmental science, and highlights some of the key challenges that must be overcome for research in Africa to take its rightful place within a global knowledge enterprise. He underscores, in particular, the importance of grounding research and scholarship in African realities without necessarily disregarding exogenous perspectives.

Robert Serpell's paper showcases a sustained program of empirical research that has employed multiple methods and collaborations to examine local conceptions of intelligence in Zambia. Serpell highlights phases in the development of the research program, identifies examples of additional work it has triggered, and draws on his decades of insights on this work not only to present practice and policy implications but to offer guidance on the pursuit of meaningful inquiry and preparation of researchers on the continent. Peter Mwaura describes one of Africa's visible regional community-based early childhood intervention initiatives. The Madrasa Resource Centers (MRC) program serves preschool-age children in Muslim communities in several East African countries. Underscoring the program's unique incorporation of research into its service delivery mission, Mwaura presents emerging evidence from ongoing studies on program processes and outcomes. He concludes the paper with a discussion of challenges to research activity and capacity in the region.

The paper by Charles Super, Sara Harkness, Oumar Barry, and Marion Zeitlin casts Africa's current and future contributions in the historical context of what the continent has already contributed to developmental knowledge through the work of Euro-American expatriate scholars who made Africa one of the leading grounds for cross-cultural research. While paying tribute to these contributions, Super and his colleagues see the future of research in Africa as lying "in the hands of those who have a deep understanding of Africa and will think locally in the examination of child development

there.” Equally important, they see the successful marriage of the local and the global as a necessary foundation for progress in the field.

Finally, Kofi Marfo examines the future of child development research in Africa from the vantage point of disciplinary development. In addition to presenting a vision for an Africanized field, he identifies lessons that must be learned from the pitfalls of Western developmental science. In so doing, he underscores the futility of approaches to disciplinary development that view African and global developmental science as mutually exclusive enterprises.

Additional Voices

In view of restrictions on the number and length of manuscripts that could be assembled for the proposed CDP special section, priority was given to working papers with a direct focus on Sub-Saharan Africa. To ensure that all contributions to the conference were represented adequately in the publication, the integrative introduction provided slightly more elaborate overviews of two working papers written by scholars whose invitation to the group was based on their unique international contributions. In selecting themes from the papers by team members Çiğdem Kağitçibaşı and Robert Myers, the issues attended to offered alternative or cautionary perspectives on viewpoints expressed in other contributions.

Kağitçibaşı’s (2009) contribution included a reaction to critiques addressing the imposition of Western orientations on the non-Western world. She framed the issues around the danger of succumbing to two forms of false assumptions: false uniqueness (depicting a phenomenon as unique to a given culture when it may in fact exist in other cultures) or false universality (assuming commonality across cultures when there is none). She saw the solution to this problem as lying in an approach that recognizes the coexistence of culture-specific and universal patterns in development. Kağitçibaşı advocated “integration of the local with the global.” Illustrative of this orientation, she pointed to her work on self, in which she

has brought the constructs of autonomy and relatedness together under one theoretical formulation.

Whether it is in terms of mainstream psychology’s conventional privileging of autonomy over relatedness or cross-cultural psychology’s characteristic dichotomous association of autonomy with individualistic societies and relatedness with collectivist societies, Kağitçibaşı finds it anomalous that these two basic human needs are portrayed as incompatible or exclusively culture-specific attributes. Her use of integrative synthesis in approaching this issue has produced a unified theory of the autonomous related self as a model of healthy self across cultures (Kağitçibaşı, 2007). In noting the relevance of this work to the African context, where, the related self, as in other collectivist societies, is nurtured routinely as part of the childrearing process, Kağitçibaşı advocates the addition of a corresponding emphasis on individual autonomy to enhance the development of a more balanced, psychologically healthy self.

Robert Myers (2009) offered analytic comments on some of the major themes and critiques at the heart of the conference, employing the metaphor of different worlds to convey the complex array of intertwining forces (geopolitical, cultural, paradigmatic, disciplinary, and practice) that provide both the context for the emergence of early childhood development as a field and the types and levels of analysis undertaken on the field’s challenges. Two key dimensions of his comments are noted here. First, he cautioned that the Minority and Majority Worlds are not always the distinct, dichotomous worlds portrayed in critiques of Euro-American influences on the rest of the world. He noted, for example, that imposition of cultural values and disciplinary hegemonies in the field of early childhood development is not just a “between-worlds” problem because it has been a significant challenge in the field’s history within the Euro-American context as well. In Africa, as in other parts of the world, geopolitical and cultural boundaries do not necessarily converge; consequently, it is important to go beyond continental or even

regional categories (e.g., Sub-Saharan Africa) to attend to within-category differences. Myers cautioned that as with most social and human conditions, variations in the ways in which child development is viewed and expressed are probably as great within these grand categories as they are between or among them. He advocated, therefore, for greater attention to be paid to national and, perhaps even more important, sub-regional differences.

On the critique that international funding organizations are complicit in spreading a monolithic and misguided view of child development that is grounded in psychology's dominant paradigms, Myers called for caution on the grounds that the inter-national agency community is not homogenous. For example, he distinguished between lending institutions and international non-governmental organizations (NGOs) or foundations, and pointed out that while some agencies might be guilty of imposing ideas and programs from the Minority World, there are international agency initiatives that are not only respectful and supportive of cultural diversity but mindful of the importance of "beginning where people are."

Strategic Planning Outcomes

There were two interrelated dimensions to the study group's work. The first (the formal scholarly contributions) served as the springboard for a strategic planning process (the second dimension) aimed at identifying concrete measures that could be pursued on the continent to strengthen the institutional structures necessary to support a viable research and practice field. Throughout the strategic planning discussions, the co-organizers emphasized both the need for a broad range of research activity and the development of systems to extend tertiary education and support African academics working on the continent. This section reports on deliberations and actions in two broad domains: (a) research and (b) tertiary education, with particular emphasis on early childhood development – an arena in which the two team leaders and several other members of the study group have been making contributions on the continent during

the course of the last decade (see Garcia, Pence, & Evans, 2008; Pence, 2004; Pence & Marfo, 2004; Pence et al., 2004; Pence & Nsamenang, 2008; Pence & Schafer, 2008; Marfo, Biersteker, Sagnia, & Kabiru, 2008; Mwaura & Mohamed, 2008; Nsamenang, 2008).

Building an empirical research knowledge base

One of the working papers, Robert and Sarah LeVine's, emphasized "research on the ground" and offered proposals and guidelines for a large-scale, multi-site/multi--region program of research to be modeled after notable large-scale projects in other parts of the Majority World. These models included the biomedical surveillance studies begun in Matlab, Bangladesh, in the 1960s, the nutrition intervention studies conducted under the auspices of the Institute of Nutrition in Central America and Panama (INCAP) between 1969 and 1977, and the more recent Cebu Longitudinal Health and Nutrition Survey involving a cohort of Filipino women and their children born 1983 to 1984. All these programs of research were sustained over long periods of time. It was noted that there is currently no similar large scale, longitudinal study addressing key child development variables in regions of Sub-Saharan Africa. In addition to generating much needed multi-site data such an approach could be structured as complementary to other research capacity building activities discussed during the forum.

The need: With about 12% of the world's total population and close to one-fifth of all children and youth under age 15, Africa's position, in terms of its potential contributions to the global knowledge base on child development, should be significant. Its different systems of social organization and the childrearing traditions and practices they engender are a bedrock of perspectives that are conspicuously absent within the cultures from which the bulk of the Western developmental science knowledge base has been accumulated. For example, as Pence notes in his paper (in this issue), sibling care and care by other children in much of Africa and other parts of the developing world should be a major source of insights on diverse forms of childrearing in the global

developmental science knowledge base; yet this phenomenon is hardly acknowledged in the field's dominant theories on socialization.

Africa is also a continent with an extremely high and disproportionate representation of children at risk for severe developmental and health problems. However, as indicated in a recent series of Lancet articles by the International Child Development Steering Group (e.g., Engle et al., 2007; Grantham-McGregor et al., 2007), very little of the research that exists to provide guidance on how to address these problems has been conducted on the continent. Thus, there is a pressing need for contextualized knowledge about African children and their developmental conditions to provide some of the foundation for policies and programs to serve the needs of children. Such knowledge should be grounded in local realities. The development and accumulation of such locally relevant knowledge bases cannot be accomplished effectively and sustainably unless there is sufficient local expertise to conduct conceptually and methodologically sound research.

Ways forward: Building in part on the ideas put forward by the LeVines, a two-pronged capacity-building strategy was formulated that combines the pursuit of inter-disciplinary research on important subjects with the preparation and mentoring of new generations of child development researchers on the continent. The latter is not tied exclusively to the former. When in place, the research sites and the projects within them will naturally provide a context for preparing and mentoring new researchers. Independent of the proposed multi-site research initiative, however, there is a strong need to provide mentorship to early career scholars who are currently working in individual institutional contexts pursuing country-level work. Both forms of mentorship arrangements should benefit from a plan that would see senior African scholars and African-knowledgeable senior international scholars playing supporting and mentoring roles for more junior scholars. It will be critical to find support for such tri-partite mentoring structures to (a) facilitate mentorship meeting and planning sessions involving the three parties and

(b) fund the research coming out of these relationships and planning processes.

The ultimate plan is for a program of multi-site longitudinal research designed and directed by scholars on the continent to be carried out in three regional sites, one each for West, East, and Southern Africa. With regard to the substance of the research, it is expected, among other design considerations, that cohorts of children will be followed over a period of years in order to generate theoretically significant and practically useful data.

The envisioned research program is framed from an interdisciplinary perspective to include issues relating to psychological development, childrearing and socialization, education, health promotion and disease prevention, nutrition and nutrition education all within the context of the social and cultural values and conditions that impinge on children's development in local contexts. By implication, expertise for all aspects of the program will be drawn from multiple disciplines, including anthropology, sociology, developmental psychology, education, health sciences and nutrition, and research methodology. Beyond interdisciplinarity, it is of utmost importance that the envisioned re-search moves beyond simple transfer of the established Western methodologies in the various disciplines. To this end, the development of methodologies and protocols that honor local ways of knowing and make it possible to study indigenous conceptions of developmental phenomena will be an important feature of the research program. Re-cognizing that much of what is said and written about Africa's children is often about gloom and doom, special emphasis should be placed on strength-based perspectives and approaches that highlight the psychological and social resourcefulness behind children's success and resilience in difficult circumstances. This may indeed be one of the areas where insights from research in Africa are likely to make unique contributions to a global developmental science.

An important first step to facilitate the attainment of the Workshop's goals was the

identification and classification of African institutions of higher education and ECD/CD research with regard to readiness to support such initiatives. (Editor's note: A survey of SSA Tertiary Institutions in regards to offering ECD programs and courses was undertaken starting in 2009/2010 with support from the East and Southern African Regional Office of UNICEF. That ESAR survey was subsequently supplemented with information from West and Central Africa Regions (WCAR) with support from UNESCO-BREDA and ADEA. Information from those two surveys will be included in Issue #2 of the Africa ECD Voice).

Recognizing the magnitude of the broader initiative and the funding that will be required for such developments, the participants foresee a parallel incremental approach with smaller stage-setting activities and projects facilitated by individual members or collaborative sub-teams. While in Victoria the conference participants met with staff from three major organizations (the World Bank, the Consultative Group on Early Childhood Care and Development, and Save the Children) to discuss these long-term goals and strategies.

Contributions to tertiary education in Sub-Saharan Africa (SSA)

While the invitational conference was designed to focus broadly on the entire field of child development, the impetus for the project came out of the team leaders' on-going work in early childhood development (ECD) on the continent (e.g., Garcia et al., 2008; Pence & Marfo, 2004). This work includes the use of a context-driven generative curriculum model to prepare ECD leadership personnel for a number of African countries (ECDVU, 2000; Pence, 2004; Pence & Schafer, 2006). Program participants came from sixteen countries in East, Southern, Central and West Africa so it made sense to build on that ECD work when considering contributions to personnel preparation in the tertiary education sector.

The need: While SSA has some examples of early childhood care, development, and education programs in tertiary education

institutions that have been in place for periods extending over a decade (e.g., Kenya, Nigeria, and South Africa), most countries in the region have little available at the tertiary level. Where they exist, such programs are typically very recent with relatively few course offerings. Furthermore, it is exceedingly rare that such courses or programs are broadly available nationwide through some form of distributed or distance education. Insofar as the population of SSA, and more specifically its child population, is primarily rural, the absence of courses addressing issues of children's care and development —understood as holistic, multidisciplinary, and inter-sectoral in nature — poses a problem for the development of community-appropriate approaches to children's care and well-being. It is envisioned that such courses and educational programs would be based on an educational career ladder approach in which local training opportunities, which are often offered by non-governmental and community-based organizations, would be integrated into tertiary offerings commencing with short certificate programs which could ultimately ladder into one-year and two-year post-secondary programs. In turn, such programs could lead, over time, into degree programs and, ultimately, ladder effectively into graduate degree options.

Ways forward: In the past ten years various educational institutions in Africa have developed forms of web-based program delivery. The African Virtual University (AVU) is one such program while the University of South Africa (UNISA), one of the largest distance education institutions in the world (with an approximate enrolment of 200,000 students), offers a variety of distributed learning options (web and non-web). A more specialized approach focusing on leadership in early childhood development (ECD) is the ECD Virtual University (ECDVU) which uses a combined web-based and face-to-face delivery to support country-identified, cross-sectoral cohorts of 25-30 students/ECD leaders per delivery. The face-to-face seminars are offered over a two-week period every six months in different locations on the continent.

One strategy explored at the conference is to combine the features of an SSA-wide delivery agent with a network of country-level tertiary institutions that would plan jointly a combined web and face-to-face delivery that would feature country-focused cohorts of approximately 25 participants meeting at the country institution for face-to-face interaction and learning while benefiting from a larger-scale web-delivery of approximately 250 students across ten participating countries. This combined SSA plus Country-specific delivery model could incorporate a ECD Universities' Network approach that would bring the country-level instructors together from across the region for planning, development, and delivery discussions in advance of a pilot delivery commencing approximately 18 to 24 months after an initial and a follow-up planning meeting.

The above represents one possibility for attaining a contextually appropriate scaling designed to incorporate successful features of service delivery approaches currently underway in SSA.

Conclusion

Capitalizing on the rich interdisciplinary mix and extensive international and Africa-related experience and commitment within the group, the conference was able not only to tackle a practical regional issue regarding the role of research in the advancement of children's well-being but to address disciplinary and cultural constraints that undermine the legitimacy of any claims about the existence of a broadly relevant 'science of child development.' The greatest challenge facing that science today is the support and promotion of capacity in the Majority (Developing) World to undertake reputable research that grows out of 'the local' and which reflects the interests and hopes inherent in that diverse world. This is an immense undertaking, but one that must be pursued. Through it, not only will the needs of science be addressed, but more importantly the developmental issues and potentials of children will receive the priority attention they deserve.

II. AFRICAN-FOCUSED VS. AFRICAN-LED

One of the issues that participants discussed at the Victoria Workshop was the difference between the number and significance of Africa-focused vs. the number of African-led published studies regarding ECD and child development. This topic is of keen interest for those engaged in capacity promoting activities in Sub-Saharan Africa and it will be a focus for a future essay in this NewsJournal, following an African articles-collection and review process currently underway by Pence & Ashton.

One of the articles, *Think Locally, Act Globally: Contributions of African Research to Child Development*, (Super, Harkness, Barry & Zeitlin) does an excellent job of identifying the importance of Africa-focused research. That article is recommended reading for this topic. Another article in the set of papers from the Victoria Workshop looks at African ECD/CD research through a somewhat different lens—a lens of African-led research. Following is an excerpt from *Strengthening Africa's Contributions to Child Development Research: Introduction* (Marfo, Pence, Levine & Levine, p. 105).

“The case for Focusing on Africa”

As is evident from the analysis by Super, Harkness, Barry, and Zeitlin (this issue), Africa already occupies a position of importance in the history of child development research by virtue of its attractiveness as a location for early researchers searching for universal patterns in human development or seeking to test the generalizability of Western theories. Influential footprints from investigations carried out on the continent by expatriate scholars, especially in the second and third quarters of the twentieth century, are evident today not only in domain-specific theorizing — in such areas as attachment (e.g., Ainsworth, 1967, 1977), socialization (e.g., LeVine, 1974, 1988, LeVine et al., 1994; Le-Vine & LeVine, 1988; Weisner, 1987, 1989), motor development (e.g., Leiderman et al., 1973; Super, 1976), and cognition (e.g., Cole, Gay, Glick, & Sharp, 1971) — but also in broader conceptual frameworks

for understanding contextual influences on human development generally (e.g., Super & Harkness, 1986; Weisner, 1984). These contributions, along with newer generations of itinerant research, have been published extensively in North American and international journals and in specialized monographs and collective volumes from major publishing houses. They are easily accessible to scholars from all over the world, barring resource limitations.

A different picture emerges when the focus shifts to contributions by resident African scholars approaching the study of child development through lenses and questions grounded in the continent's practical realities and challenges. In many regards, the power dynamics between rich and poor societies — as reflected in differential access to research funding opportunities, publication avenues, major conferences, and other professional/academic gate-keeping — virtually ensure the marginalization of intellectual agendas contemplated outside the Western academy (Pence & Marfo, 2008). It is always possible to point to evidence suggesting that things are improving but indisputably scholarly perspectives on issues with conceptual and practical relevance to Africa do not find ready acceptance in leading Western journals. This is in part because the point of reference for determination of relevance in these journals is often the Euro-American worldview (Arnett, 2008).

In Africa, research funding is virtually non-existent and outlets for dissemination of the little research that is produced — funded or otherwise — are sparse. With limited, often delayed, access to current literature from other parts of the world, many scholars are rendered non-competitive in their efforts to publish their work in reputable international journals. The net result of these conditions is that much of the research conducted by African scholars on the continent is confined to a grey literature, the expanse and content of which should be a subject for research. The grey literature is defined to include unpublished theses (master's and doctoral), working papers, technical

research reports, conference proceedings, as well as scholarship appearing in periodicals/monographs with limited circulation beyond the issuing institution. In a paper assessing cognitive development research on the continent, Serpell (1984) noted that as a result of challenges like those highlighted here, it was easier to conduct a systematic survey of trends from outside Africa than from inside.

This picture has not changed much even with advances in information and communication technologies, although there is a bright spot worth highlighting here. Under the auspices of the Association of African Universities (AAU), the Database on African Theses and Dissertations (DATAD; <http://aau.org/datad>), was launched recently with funding from the Ford and Rockefeller Foundations. Along with other initiatives around the continent, DATAD should begin to fill some of the gap, but full-text access to documents through the emerging platforms is still years away. DATAD is just one example of how Africa's Higher Education Institutions (HEIs) are responding to the critical need for capacity building and infrastructural development activities to advance research. This need was underscored in AAU initiatives to position HEIs as positive change agents across the continent and enable African scholars to strengthen their role in research and policy analysis. The AAU's 1999 Strategic Plan objectives, embedded later in the core program of activities for 2005-2009, emphasized (a) strengthening capacity for knowledge generation and dissemination, and (b) enhancing the presence and influence of African universities on continental/international bodies (<http://aau.org/?q=about/coreprog>).

The study group hoped to accomplish at least two complementary outcomes regarding research capacity building in Africa. First, along with other initiatives on the continent — e.g., the regional research workshops organized by the International Society for the Study of Behavioral Development (ISSBD) and the International Association for Cross-Cultural Psychology (IACCP) — it was hoped that the capacity building initiatives emerging from the group's work could serve as one model of how

the AAU's strategic goals might be achieved. Second, that the group's work would advance SRCD's efforts to promote "international perspectives in the study of child development."

It may be tempting to view Africa's disadvantage in knowledge production and dissemination as an African problem, but while many of the issues raised here have been

framed around Africa because of the project's specialized focus, they are applicable to other parts of the non-Western world. Thus, left unaddressed, the constraints to knowledge production and dissemination identified here will only serve to perpetuate the contextually slanted nature of existing knowledge, undercutting the credibility of any claims that might be made about a global knowledge base."

Lists of ECD Related Websites/Links

General ECD Information Websites

AidData

<http://www.aiddata.org/home/index>

This site facilitates access to comprehensive data and textual information on aid-financed development activities. This is a merger of AidA (the Development Gateway's Accessible Information on Development Activities) and PLAID (a partnership of the College of William and Mary and Brigham Young University).

Bernard Van Leer Foundation

<http://www.bernardvanleer.org>

This website profiles the work of the Bernard Van Leer Foundation, an organization seeking to enhance opportunities for children growing up in circumstances of social and economic disadvantage. Annual reports, current projects and ECD research initiatives are profiled.

Child Rights Information Network (CRIN)

<http://www.crin.org>

The Child Rights Information Network (CRIN) is a global network that disseminates information about the Convention on the Rights of the Child and child rights amongst non-governmental organizations (NGOs), United Nations agencies, inter-governmental organization (IGOs), educational institutions, and other child rights experts. The Coordinating Unit is based in London, UK.

Commonwealth of Learning (COL)

<http://www.col.org>

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations improve access to quality education and training.

<http://www.col.org/resources/knowServices/Pages/kf.aspx>

The **COL knowledge finder** indexes about one million documents on education and development from selected websites. See Development, ECD.

Communication Initiative, The - ECD Focus

<http://www.comminit.com/early-child/category/sites/global/early-child-development/>

The integrated early childhood development window of this site provides a specific focus on the information related to integrated early childhood development.

Also refer to this website's section on Information and Communications Technology for Development: <http://www.comminit.com/ict-4-development/category/sites/global/ict-development/>

Consultative Group on ECD

<http://www.ecdgroup.com>

This site contains international resources in support of young children.

Eldis, University of Sussex Development Research Gateway

<http://www.eldis.org/index.cfm?objectId=235461D0-C2E2-3D32-A66B354570EC7C95>

This huge database (26,000 key documents and organizations plus 100,000 selected web pages) can be searched by topic and country. It contains a comprehensive set of papers, articles and reports on a wide variety of topics. The *Social* web links are grouped under the following topics: children, civil society, education, gender, health, human rights, politics, population and poverty.

For a Resource Guide on Children and Young People go to

<http://www.eldis.org/children/index.htm>

PAN:Children

<http://children.pan.org.za/>

is an online knowledge-hub complemented by dialogue and capacity building activities providing information on child rights and equity. A partnership between the HSRC and UNICEF, this platform aims to provide a consolidated digital repository on the situation of children in South Africa.

Save the Children

<http://www.savethechildren.org>

This website profiles key projects and documents from this organization operating in 26 countries with the intention of making “lasting, positive change in the lives of children in need.”

United Nations Homepage

<http://www.un.org/>

The United Nations splash page offers a range of languages, for example, English, French, Spanish, and Arabic, as an entry point to their programming, documentation and publications.

United Nations Development Programme (UNDP)

<http://www.undp.org/content/undp/en/home.html>

The UNDP site is a good resource for statistical information and analysis of development issues by region and topic areas.

<http://www.undp.org/africa/>

The UNDP site can be accessed by region and country offices. The country office links offer publications, projects and contact information.

UNESCO, Early Childhood

<http://www.unesco.org/en/early-childhood/>

The Early Childhood and Family Education section includes information on early childhood education and parent and family education.

UNESCO, Education for All (EFA)

<http://www.unesco.org/en/efa>

The UN’s Education for All (EFA) website offers background, country information, monitoring, and regional forums.

http://www.unesco.org/education/efa/region_forums/arab_region/index.shtml

http://www.unesco.org/education/efa/region_forums/sub-sah_afr/index.shtml

These EFA regional sites include statistical information and analysis on various education indicators by region and country.

UNICEF Database

http://www.unicef.org/statistics/index_countrystats.html

This site contains a series of useful indicators by country.

Note: The most current posting of this set of indicators prior to the start of your ECDVU coursework is contained on your ECDVU-SSA-4 CD-1 in the CYC541/CYCI485 readings folder

UNICEF, Innocenti Research Centre

<http://www.unicef-icdc.org/>

The overall aim of the Innocenti Research Centre is to promote the rights of all children. This website offers access to a number of internal bibliographic resources and databases, as well as links to a number of external databases, online resources and organizations that are of interest to those working to promote the rights of children and women.

UNICEF Publications

<http://www.unicef.org/publications/index.html>

This is the information resources section of the main UNICEF site with statistics and online publications by title, region, subject and date.

World Bank

Early Childhood Development -

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20264764~menuPK:617557~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

This site provides an ECD knowledge base, including links to the **World Bank ECD** directory, journals and reports, and data and statistics sites. It profiles efforts to promote the healthy growth and development of young children.

<http://www.worldbank.org/afr/>

This **World Bank** site contains various country reports, stories, publications and information for the **SSA** region.

World Health Organization (WHO) homepage

<http://www.who.int/en/>

Information is provided by country, health topics, publications, research tools and WHO sites by alphabetical topics.

<http://www.who.int/mediacentre/factsheets/fs241/en/>

WHO's Female Genital Mutilation Fact Sheet.

<http://www.who.int/library/>

The **WHO Library and Information Networks for Knowledge (LNK)** provides comprehensive library and information services on WHO-produced recorded information in print and other media. In addition, library services give access to worldwide health, medical and development information resources to WHO headquarters, regions and country offices, ministries of health and other government offices, health workers in Member States, other UN and international agencies, and diplomatic missions.

Zunia Knowledge Exchange

<http://zunia.org/>

This site serves as a portal for development issues to access information, resources and tools, and into which users can contribute their own knowledge and experience. Zunia creates a common platform for shared material, dialogue and problem-solving that is easy to access and navigate. This will enable those in the development field to share information, easily communicate, and build communities of practice around significant challenges from the grassroots up.

Sites Addressing Specific ECD Topics of Interest

Centre for International Rehabilitation Research Information and Exchange

<http://cirrie.buffalo.edu/bibliography/>

A bibliography consisting of materials with technical, cultural and historical relevance to child and adult disabilities, special needs, social and educational responses and rehabilitation in the Middle East and Southern Africa.

Disabled Village Children

<http://www.dinf.ne.jp/doc/english/global/david/dwe002/dwe00201.html>

A guide for community health workers, rehabilitation workers and families.

United Nations, AIDS Publications and Index (UNAIDS)

<http://www.unaids.org/en/resources/>

This well-organized website will link you to valuable AIDS-related information, including publications produced by UN bodies, NGOs or others dealing with HIV/AIDS, graphics, and a prototype glossary of common English, French and Spanish words used by UNAIDS and/or pertaining to HIV/AIDS.

United Nations, Persons with Disabilities

<http://www.un.org/esa/socdev/enable/rights/unpwdresources.htm>

This page contains links to articles, technical manuals, publications and other disability-specific resources available at the Internet sites of UN agencies.

UNESCO, Special Needs Education

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/>

This site examines UNESCO's action in the field of inclusive education within the 'inclusive education' framework. The site contains related links to special needs education.

UN High Commissioner for Refugees (UNHCR), Publications

<http://www.unhcr.org/pages/49c3646c4b8.html>

This website links you to the many kinds of materials produced by the UNHCR's Public Information Section. Of particular interest is *Refugees*, the quarterly magazine that describes refugee events and issues as well as UNHCR's efforts to assist those in need. The issue #122 – March 2001, available at this website: <http://www.unhcr.org/3b690ba47.html> focuses on children.

UNICEF, Listing of information on child protection from violence, exploitation and abuse

<http://www.unicef.org/protection/index.html>

This site provides basic facts as well as UNICEF's current policy on issues related to childhood protection.

UNICEF Publications

http://www.unicef.org/publications/index_pubs_subject.html

This useful website links you to your choice of theme-related UNICEF publications, including child protection, child rights, education, gender issues, health, HIV-AIDS, nutrition, poverty and development and others.

World Health Organization, International Classification of Functioning, Disability and Health (ICF)

<http://www3.who.int/icf/icftemplate.cfm>

The ICF (International Classification of Functioning, Disability and Health) has been accepted by 191 countries as the international standard to describe and measure health and disability.

Poverty Reduction Strategy Papers (PRSPs)

<http://www.imf.org/external/np/prsp/prsp.asp>

For more information about UNESCO Education SWAPs and Policies and Procedures see this comprehensive UNESCO website:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/funding/innovative-financing-for-education/>

For more information about the CRC (Frequently Asked Questions, etc.) see this comprehensive UNICEF website: http://www.unicef.org/crc/index_30160.html

Websites for NGOs re: management, networking, governance, leadership, etc.

Ashoka International:

<http://ashoka.org> Ashoka Fellows are social entrepreneurs appointed to work with young children in different sectors. See, for example, the profile of Ashoka Fellow Omolara Otujo from Nigeria who works to develop informal child care centres across poor communities.

<http://www.ashoka.org/fellow/2363>

The Centre for African Family Studies: <http://www.cafs.org>

Centre for Civil Society, Institute for Policy Studies, Johns Hopkins University: <http://ccss.jhu.edu/>

Earthscan publishes a wide range of books and resources on organizational and international development: <http://www.earthscan.co.uk>

Global Development Research Center's *A simple capacity assessment tool.*

<http://www.gdrc.org/ngo/bl-scat.htm>

Network Learning makes resources available free to NGOs working in the development or humanitarian fields. They produce or find manuals, particularly to help small NGOs build their skills.

<http://www.networklearning.org>

NGO Café includes topics such as how to start up an NGO, networks and networking, NGO codes of conduct, management of NGOs, NGO program evaluation, participation and partnership, and capacity building tools. <http://www.gdrc.org/ngo/ncafe-ks.html>



Dakar Office
Regional Bureau
for Education in Africa

United Nations
Educational, Scientific and
Cultural Organization