

Promoting Institutional and Scholarly Capacity for ECD in Sub-Saharan Africa
Early Childhood Development African Tertiary Institution Surveys
(ESA-2010 & WCA-2012)

Executive Summary

Description and Background

With the objective of furthering the development of ECD programmes and capacities at tertiary institutions within Sub-Saharan Africa (SSA) and supporting individual scholars to expand Africa's contributions to the international ECD literature while enhancing country and regional research, Dr. Alan Pence (Professor, University of Victoria and Director, Early Childhood Development Virtual University) collaborated with Dr. Aster Haregot of UNICEF's Eastern and Southern Africa Region (ESAR) in 2010 and with Mme. Rokhaya Diawara of UNESCO-BREDA and the ADEA-WGECD in 2012 to circulate a survey to key contacts in SSA aimed at identifying specific institutions and scholars that could move this agenda forward. This document summarizes the combined results of these survey activities.

Survey return rates for Eastern and Southern Africa (ESA) and Western and Central Africa (WCA)

	Anglophone	Francophone	Lusophone	Other	Total
ESA	15 of 15 (100%)	1 of 2 (50%)	2 of 2 (100%)	0 of 4 (0%)	18 of 23 (78%)
WCA	7 of 7 (100%)	11 of 13 (85%)	1 of 3 (33%)	0 of 1 (0%)	19 of 24 (79%)

Overview of survey findings

First and foremost there is a profound and sobering difference between the number of institutions offering ECE/ECD programmes in the ESA and WCA regions which is clearly demonstrated by Table 1 below. Of the ESA countries that responded to the survey, 16 of 18 (89%) deliver or are planning ECD programmes compared to only 8 of 19 (42%) in WCA.

Table 1: Overview of Survey Responses for SSA Countries by Region

	ECE/ECD programme in place	ECE/ECD programme planned	ECE/ECD courses only	No known ECE/ECD programme or courses	Total
ESARO	11	5	2	0	18
WCARO	5	3	6	5	19
Totals	16	8	8	5	37

When the data is presented by language (as in Table 2 on the next page) the differences in ECE/ECD capacity at post-secondary institutions between Anglophone, Francophone and Lusophone countries also become apparent.

Table 2: Overview of Survey Responses by Language

	ECE/ECD programme in place	ECE/ECD programme planned	ECE/ECD courses only	No known ECE/ECD programme or courses	Total
Anglophone	13 (81%)	5	4	0	22
Francophone	1 (6%)	2	4	5	12
Lusophone	2 (13%)	1	0	0	3
Totals	16 (100%)	8	8	5	37

The following calculations are based on the 37 survey responses displayed in Table 2:

- 81% of the countries with ECE/ECD programmes in place are Anglophone (only 6% are Francophone and 13% are Lusophone).
- 82% of Anglophone countries deliver or are planning ECE/ECD programmes compared to 25% of Francophone countries.
- 100% of Anglophone countries reported some ECE/ECD content in their post-secondary institutions. The corresponding statistic for Francophone countries is 58%.
- Two of the five Lusophone countries in SSA have established ECD programmes and one has an ECD programme proposed.

A. Additional activities to date

The results of the 2009 ESAR survey led to a successful 2.5-day planning workshop in Lusaka, Zambia in July 2010. Facilitated by Drs. Alan Pence and Jophus Anamuah-Mensa (Professor and former Vice Chancellor of the University of Education-Winneba, Ghana) and funded by UNICEF, the workshop involved 22 English-proficient participants (from 15 institutions in 12 countries) plus 6 UNICEF representatives.

B. Further recommendations

The success of the Lusaka workshop and the latest survey results (2012) suggest that a WCAR based workshop is essential to begin to address the disparity between the regions and that it should focus largely on providing support for Francophone institutions with a primary emphasis on 'why and how to establish ECD tertiary programmes.'

Appendix 1 - Summary of Survey Results

Eastern and Southern Africa

This section offers an executive summary of the information provided by respondents to the surveys that were distributed to ESA countries. (The primary European language(s) used in each country has been identified in brackets: English, French, Portuguese.)

- a. **Countries with post-secondary ECE/ECD programme(s) in place:**
Angola (P), Kenya (E), Lesotho (E), Mauritius (E), Mozambique (P), Namibia (E), Republic of South Africa (E), Tanzania (E): Uganda (E), Zambia (E) and Zimbabwe (E).
- b. **Countries with post-secondary ECE/ECD programme(s) planned or considered:**
Botswana (E), Ethiopia (E), Malawi (E), Rwanda (E formerly F) and Swaziland (E).
- c. **Countries with some post-secondary ECE/ECD related courses or course content but no known ECE/ECD specific programme:**
Burundi (F) and Eritrea (E).
- d. **Countries that responded to the questionnaire indicating no known post-secondary ECE/ECD courses or programmes:**
None
- e. **Countries that did not respond to the survey:**
Comoros (Comorian, Arabic & F), Madagascar (F), Seychelles (Seychellois Creole, E & F), Somalia (Somali) and South Sudan/Sudan (Arabic).

Western and Central Africa

This section offers an executive summary of the information provided by respondents to the surveys that were distributed to WCA countries. (The primary European language(s) used in each country has been identified in brackets: English, French, Lusophone/Portuguese and Spanish.)

- a. **Countries with post-secondary ECE/ECD programme(s) in place:**
Cameroon (E & F), Côte d'Ivoire (F), Ghana (E), Nigeria (E) and Sierra Leone (E).
- b. **Countries with post-secondary ECE/ECD programme(s) planned or considered:**
Democratic Republic of Congo (F), Guinea-Bissau (P) and Senegal (F).
- c. **Countries with some post-secondary ECE/ECD related courses or course content but no known ECE/ECD specific programme:**
Benin (F), Burkina Faso (F), Gambia (E), Liberia (E), Mali (F) and Togo (F).
- d. **Countries that responded to the questionnaire indicating no known post-secondary ECE/ECD courses or programmes:**
Central African Republic (F), Chad (F), Congo-Brazzaville (F), Mauritania (Arabic & F) and Niger (F).
- e. **Countries that did not respond to the survey:**
Cape Verde (P), Equatorial Guinea (Spanish & F), Gabon (F), Guinea-Conakry (F), Sao Tome and Principe (P).