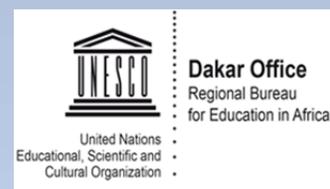


AFRICA ECD

VOICE



October 2014
Issue No. 4



CONTENTS

Welcome: Editor	3
News Section	4
Upcoming Events and Announcements	4
News from the Working Group on ECD	6
Online Resources	7
Profiling ECD Initiatives	10
I. Update on Inter Country Quality Node on Early Childhood Development and ECD Post 2015 Agenda for Africa	10
II. UNICEF – West and Central Africa – Update on Evidence Generation Prototype	11
III. The Early Learning Partnership – Two year update and moving forward	12
IV. Senegal: A National Network to federate initiatives and to strengthen advocacy for ECD	13
Journal Section	15
Local Cultural Responsiveness in Early Childhood Development, Care and Education (ECDCE) Programming for Rural Communities in Sub-Saharan Africa	15
The Changing World of Journal Publishing and Open Access	24

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). *If you would like to subscribe to this electronic NewsJournal, please email wgecd@afdb.org and identify your choice of the English or French version.*

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: Nolte Lourens, Dreamstime.com

© "http://www.dreamstime.com/noltelourens_info#res8508026">Noltelourens | Dreamstime.com - Friendship Photo

Welcome: Editor

Welcome to issue #4 of *Africa ECD Voice*. As noted in earlier issues, this ECD NewsJournal for sub-Saharan Africa (SSA) is published by the Working Group on ECD for Africa (WGECD), which is supported by ADEA and UNESCO-BREDA.

Each issue of the *Voice* has focused on a different set of issues concerning ECD development in SSA. In addition to our usual first section that provides a variety of news items collected from various groups active in African ECD, we are very pleased to provide in the journal section, a substantive piece by two of Africa's foremost child development academics: Professors Robert Serpell (Zambia) and Bame Nsamenang (Cameroon). Both are very well known internationally for their many significant contributions to child development –at both theoretical and applied levels. This particular piece was requested by the editor and is based on a recent UNESCO publication (2014) that they co-authored entitled: '*Locally relevant and quality ECDCE programmes: implications of research on indigenous African child development and socialisation*' (pp 9 to 36). The piece raises many key questions regarding appropriate and useful ways forward for ECD and for child development services more generally in SSA.

That piece is followed by an exploration of a critically important area for the promotion of SSA-based research and related scholarly activities—the growing availability and utility of Open Access (OA) and Open Educational Resources (OER). Debbie Blakely, the administrator for the ECDVU program, has taken the lead in identifying and extracting OA and OER materials to construct a special section on implications of these rapidly growing resources for promoting ECD in sub-Saharan Africa.

We hope that you enjoy this 4th issue of *Africa ECD Voice*—we welcome your responses to it.

Sincerely,

Alan Pence, PhD
Professor, University of Victoria
Director, Early Childhood Development Virtual University (ECDVU)
UNESCO Chair in Early Childhood Education, Care and Development

News Section

Upcoming Events and Announcements

6th Biennial International Policy Conference on the African Child (IPC) Social Protection in Africa – Making it Work for Children

October 27-28, 2014
Addis Ababa, Ethiopia

The aim of the conference is to continue to build Africa's agenda on child-sensitive social protection through strengthening political will, government commitment and partnership for comprehensive sustainable, well-coordinated and effective social protection programmes that contribute towards the fulfilment of all children's rights and improved wellbeing of Africa's children. For more information and online registration go to <http://www.africanchildforum.org/ipc>.

Source: African Child Information Hub

Launch of the 2014 African Report on Violence against Children

November 20, 2014
New York, USA

The launch will take place at the UNCRC Anniversary at the General Assembly. This publication of the Africa Child Policy Forum is available for download from their website: <http://bit.ly/1x8ArPr>

Source: African Child Policy Forum website

Conference: Honoring the Child, Honoring Equity: Embracing Diverse Identities

November 21-22, 2014
University of Melbourne, Australia

Conference themes include: exploring identities in a changing world, sharing stories of and for diverse identities, exploring identities to support equity in research, practice and policy, exploring localised identities in globalised contexts, challenges to exploring diverse identities with young children, and ways forward in policy and practice.

http://web.education.unimelb.edu.au/ycr/honoring_child_equity_conference_2014/index.html

Source: Melbourne Graduate School of Education website

Workshop on Quality Pre-Primary Education in Challenging Environments (East Africa)

November 24-27, 2014
Zanzibar, Tanzania

The Zanzibar workshop builds on previous Global Partnership for Education (GPE) and World Bank regional learning and ECE workshops which confirmed that quality pre-primary education and early learning are key investments to enable improvements in learning outcomes during the first years of schooling. This workshop supports the implementation of GPE's strategic objectives at the country level.

This workshop will have a specific focus on early learning in classroom-based interventions-as found in most countries in the world, including Grade 0, Grade R, kindergarten, preschool, community-based child care centres, madrassas and similar group settings. Despite the documented success of a pre-primary intervention strategy, especially for the most disadvantaged children, there remains an urgent need to support countries to enhance the quality of early learning programs.

Source: UNICEF ESARo

Towards an Africa Fit for Children with Disabilities & Launch: Report on Children with Disabilities

December 3, 2014

Addis Ababa, Ethiopia

The conference, bringing together children with disabilities, DPO representatives, disability researchers and advocates from across and outside of Africa, will try to give political visibility to the challenges and opportunities related to children with disabilities in Africa. It will also facilitate dialogue and cross-learning and thereby generate commitment for action through presenting the ACPF-generated research evidence on the life situation of children with disabilities in Africa and existing legislative, policy and programmatic responses. Additional details available in the concept note which is available at : http://www.africanchildinfo.net/images/attached/Concept-note_Disability_Conference.pdf

Source: African Child Policy Forum website

Launch of Inter Country Quality Node on Early Childhood Development

February 2015

Kigali, Rwanda

For more details about this project/event, refer to page 10.

African Higher Education Summit

March 10-12, 2015

Dakar, Senegal

The three-day continental summit, whose theme is “revitalizing higher education for Africa’s future”, seeks to build a movement of like-minded institutions to transform the African higher education sector. Summit highlights will include deliberations on governance-related issues in Africa’s higher education sector; issues of innovation and harmonization of policies across the continent with an eye toward lessons learned from processes in other parts of the world. The summit is being organized by several key pan-African organizations, namely: TrustAfrica, African Union Commission (AUC), Council for the Development of Social Science Research in Africa (CODESRIA), United Nations Africa Institute for Development and Economic Planning (IDEP), Association of African Universities (AAU), and the African Development Bank (AfDB). Additional details at: <http://summit.trustafrica.org/>.

Inaugural Event: Aga Khan University, Institute for Human Development

February 12-14, 2015

Nairobi, Kenya

The Institute for Human Development (IHD) is dedicated to the pursuit of knowledge with direct relevance for policies, programs, and practices that enhance life experiences at all stages of human development. In its foundational years, the Institute seeks particularly to become a major instrumental agent, locally as well as globally, for advancing knowledge about the earliest years of children’s development and harnessing such knowledge for the purposes of shaping policies and interventions that ensure a strong start in life for all children wherever they may live.

Source: IHD Website: <http://www.aku.edu/ihd/Pages/home.aspx>

ACEI Institute for Global Education Diplomacy

March 5-8, 2015

Washington, DC

The Institute for Global Education Diplomacy will benefit professionals working within any level of the education sector or in educational environments. Institute participants include teachers, school

administrators, university faculty, community-based service providers, child advocates, and representatives from non-government and government organizations as well as the private sector – who represent dynamic international, regional, national, or local perspectives. Participants should have an interest in or may already be working globally and across nations, either directly in the education field or in a complementary sector where knowledge of education systems is integral to advancing their work. Professionals who work in related fields such as health, economics, human development, and social work are also encouraged to attend.

Additional details can be found at: <http://www.educationdiplomacy.org/institute>

Source: ACEI Institute for Global Education Diplomacy website

Forum on Investing in Young Children Globally (iYCG) - Workshop

Date June 22–24, 2015

Addis Ababa, Ethiopia

In October 2013 the Institute of Medicine (IOM) and the National Research Council (United States) launched a three-year forum that will explore the rationale and strategies for investing in young children globally, drawing on accumulating scientific evidence from multiple fields. The Forum will engage in dialogue and discussion to connect the best science on how to support children's growth and development, including two-generation approaches, with practices and policies on the ground around the world. Forum activities will highlight the science and economics of integrated investments in young children living in low resourced regions of the world across the areas of health, nutrition, education, and social protection.

The Cost of Inaction for Young Children Globally is the summary of a workshop hosted by the IOM Forum in iYCG in April 2014 to focus on investments in young children and the cost of inaction. Participants explored existing, new, and innovative science and research from around the world to translate this evidence into sound and strategic investments in policies and practices that will make a difference in the lives of children and their caregivers. This report discusses intersections across health, education, nutrition, living conditions, and social protection and how investments of economic, natural, social, and other resources can sustain or promote early childhood development and well-being. The report can be found at: <http://www.iom.edu/Reports/2014/The-Cost-of-Inaction-for-Young-Children-Globally.aspx>

This event may have a public component so refer to the Forum's website closer to the date for additional details.

Source: Forum website: <http://www.iom.edu/Activities/Children/InvestingYoungChildrenGlobally.aspx>

News from the Working Group on ECD

Launching of the ChildFund Report during the sharing and validation of results workshop on positive parental behavior with the 0-59 month child

The ADEA Working Group for Early Childhood Development (WGECD) attended a workshop focusing on positive parental behavior which took place at the Residence Mamoune in Dakar, Senegal on June 30, 2014. The workshop included both presentations and discussions from which emerged further ideas to be integrated in the report.

CGECCD Regional and Executive Board Meetings July 2014 (Leiden, Pays-Bas)

From July 21-23, 2014, the ADEA-WGECD attended to the regional meeting hosted by International Step by Step Association (ISSA) in Leiden (The Netherlands). The objectives of the meeting were to:

- Build on the roles of the regional networks in establishing and leading Communities of Practice; Focus on modalities of promoting South-South learning
- Support institutional capacity of the regional networks through experience exchange, learning and collaboration
- Leverage regional and global partnerships and mobilize resources to ensure quality and sustainability in the implementation of joint activities in advocacy, knowledge generation and capacity development
- Identify key issues to be addressed in the upcoming Strategic Planning for the CG, from the perspective of the regional networks

Outcomes of the meeting included:

- Awareness of regions raised on regional networks committee and on the upcoming transition and strategic planning process;
- Regional networks shared experience and best practices and principles of Communities of Practices

Departure

Louise Zimanyi is leaving the Early Childhood Consultative Group (CG) after 15 years in various roles with the group. She joined the CG as a part-time Coordinator and Co-Director, and served as the full-time Director from 2006 to 2014. Louise will be taking a faculty position in the Early Childhood program at the Humber Institute of Technology and Advanced Learning located in Ontario, Canada. Louise contributed significantly to the African ECD Conference series, especially the Dakar Conference in 2009 and engaged the WGECD in international fora. She was at the forefront of efforts to put ECD on the post-2015 agenda. ADEA would like to express gratitude to her for her stellar contribution to early childhood development. The WGECD wishes all the best to Louise in her new career.

The WGECD welcomes Arelys Yanez, the CG's transition manager who takes up the challenge; we know that she will keep the flag flying high.

Online Resources

Indigenous Early Childhood Care and Education (IECCE) Curriculum Framework for Africa: A Focus on Context and Contents

This booklet is the sixth in the “Fundamentals of Teacher Educational Development” series published by UNESCO IICBA. It underscores the prime importance of giving children a smart start in early childhood development through a model that communicates a powerful message about the principles and benefits of child development that are mostly African in orientation. Since the focal ‘child’ is African, it advocates for a variety of developmental practices that can run concurrently with, and or/help reform, existing western based approaches.

This booklet is an Open Access resource available at <http://www.eng.unesco-icba.org/sites/default/files/Fundamentals%20of%20Teacher%20Education%20Development%20No6.pdf>

Source: UNESCO IICBA website

UN Human Development Report 2014

The 2014 Human Development Report – *Sustaining Progress: Reducing Vulnerabilities and Building Resilience* – was launched in July 2014. The 2014 Report highlights the need for promoting people's choices and protecting human development achievements. It is available in 6 languages on the UNDP website at: <http://bit.ly/WI7IBE>.

Source: United Nations Development Programme website (<http://undp.org>)

UNICEF – Generation 2030-Africa: Child Demographics in Africa

Over the next 35 years nearly 2 billion babies will be born in Africa, the continent's population will double in size, and its under-18 population will increase by two thirds, to almost a billion children. National action plans must adapt to these demographic shifts. *Generation 2030 Africa* calls specifically for expanded access to reproductive health services, girls' education and empowerment, and stronger civil registration and vital statistics systems. This publication is available in French and English on the UNICEF website at: http://www.unicef.org/publications/index_74751.html.

Source: UNICEF website (unicef.org)

UNESCO

UNESCO has recently activated an Open Access Policy which provides the public the right to re-use their publications. Works published on or after July 31st at licenses using a Creative Commons-Attribution 3.0 IGO license, and content prior to that date for which UNESCO owns the rights is Open Access under one of three licences (CC BY SA, CC BY NC SC and CC BY ND). Users should refer to the type of restricted license attached to the publication for specific terms of use. UNESCO's Open Access publication site can be found at:

<http://www.unesco.org/new/en/unesco/resources/publications/unesdoc-database/>.

Source: UNESCO website (unesco.org)

UNESCO – EFA GMR – Sustaining Development Post-2015 starts with Education

During the first week of the UN General Assembly, the GMR launched a new booklet highlighting the links between education and each of the proposed post-2015 sustainable development goals. The booklet received support in the form of contributing quotes from numerous high-profile representatives from across the development world, including the United Nations Secretary General, the Director-General of UNESCO, the President of the World Bank, the Advisor to the UN Secretary-General on Post-2015 Development Planning, the Prime Minister of Norway, the Executive Director of the World Food Programme, the Founder and Chairman of the UN Foundation and the President, Foundation for Community Development & Founder, Graça Machel Trust, Graça Machel.

It was launched in New York at a joint event with the UN Secretary Global Education First Initiative, and included speakers from the EFA GMR, Women Deliver, the World Food Programme, UNICEF and the Advisor to the UN Secretary-General on Post-2015 Development Planning. The booklet can be found at: <http://bit.ly/1vOSYMG>

Source: UNESCO website (unesco.org)

World Bank

With the increasing transition to a world of Open Access publications, the World Bank's online store for ordering print publications (publications.worldbank.org) will be discontinued. World Bank Group publications are now available digitally through:

- the Open Knowledge Repository (<https://openknowledge.worldbank.org/>) is the World Bank's open access repository for its research and knowledge products. It is intended to be a simple, low-bandwidth, "grab and go" site for the general public to access World Bank open access content since 2000, with some embargoes.
- the World Bank e-Library (<http://elibrary.worldbank.org/>) contains all backlist content since the 1990s with no content embargoes, and is a subscription-based website (for institutions and corporations) designed for the unique needs of researchers and libraries.

Printed publications can still be ordered through the World Bank network of international distributors or Amazon.com.

Source: The World Bank website (worldbank.org)

Profiling ECD Initiatives

I. Update on Inter Country Quality Node on Early Childhood Development and ECD Post 2015 Agenda for Africa

The Ministry of Education and Human Resources, head of the Inter Country Quality Node on Early Childhood Development (ICQN-ECD), in collaboration with the Working Group on Early Childhood Development (WGECD) of the Association for the Development of Education in Africa (ADEA), led by UNESCO-Dakar is organizing a planning meeting of the ICQN-ECD triennial action plan and the post 2015 agenda for ECD in Africa in November 2014 in Mauritius. This meeting is a preparatory one as a lead up to the launch of the ICQN-ECD and the regional consultation on EFA progress and post 2015 agenda for Education, planned in February in Rwanda.

The Planning Meeting

It has been agreed to have a formal launch of the ICQN-ECD during the forthcoming UNESCO Regional Conference in February 2015 in Kigali, Rwanda as well prepare the post 2015 education agenda including ECD.

The planning meeting will accordingly bring together representatives of ADEA Secretariat, WGECD and other active and successful ICQNs UNICEF, the Consultative Group on ECD, the World Bank, international Experts and ICQN ECD to finalize the road map and the action plan for the ground for a successful launch and the development of the agenda.

The objectives of the planning meeting are to:

1. articulate the vision and mandate of the ICQN and facilitate a smooth migration of the ECD Working Group to the new ICQN-ECD platform;
2. clarify the role and articulation between the Coordination Committee and the Steering Committee of the ICQN-ECD;
3. set the guidelines for the drafting of an initial Action Plan for the ICQN for the period 2015-2018;
4. prepare preliminary documentation and the ground for the launching of the ICQN; and
5. prepare the draft resolution/petition with the countries to advocate for strong goal and clear indicators for ECD in Africa in the post 2015 agenda.

Expected outcomes of the Planning Meeting

The meeting is expected to yield the following deliverables:

1. MoU between ADEA, WGECD and ICQN finalized regarding the hosting Agreement;
2. Activities of the ADEA Working Group ECD updated to facilitate integration within the ICQN-ECD;
3. Role and function of an Expert Group in support of the ICQN-ECD Africa finalized;
4. Detailed Terms of Reference of the Action Plan of the ICQN 2015-2017 worked out, in line with the ADEA's Strategic Plan;
5. Plan for mobilization of resources (human, material, financial) worked out for successful development and implementation of the first phase of the Action Plan; and
6. Draft resolution to be presented, finalized and adopted at the Rwanda meeting on the post 2015 education agenda for Africa.

The Way Forward

The preparatory meeting will lead to the launching of ICQN-ECD scheduled for February, 2015 in Kigali (Rwanda) during the UNESCO regional conference. This meeting boosted by the country and not partners will display the tools and mechanisms needed for strong leadership of countries for ECD. (Further information about the ICQN will soon be available on ADEA's website at: <http://www.adeanet.org/portalv2/en/icqn/inter-country-quality-node-education-early-childhood-development-icqn-ecd#.VC8cGBbevW0>)

Source: Working Group on Early Childhood Development

II. UNICEF – West and Central Africa – Update on Evidence Generation Prototype

West and Central Africa is a region in which Early Childhood Development has an enormous potential. Interventions are various and can pass through different canals, such as communities, families, local and national governments, health and education sectors and others. For a more effective exploitation of this potential, the need to generate contextualized evidence in terms of parental behavior, quality of early learning opportunities and potential costing options for ECD services is crucial.

To respond to the increasing need for evidence generation, UNICEF Regional Office for West and Central Africa has supported since 2010, the roll out of a prototype set of tools which includes: i) an early learning assessment, ii) a parental behavior survey, iii) a costing model.

As of today, countries involved in the roll out of one or more tools include: Mauritania, Cabo Verde, Togo, Sao Tome e Principe, Congo Brazzaville, Senegal, Niger, Guinea Bissau and Sierra Leone.

What are the features of the three tools?

In order to support the design of a national parenting programme responding to the cultural and social peculiarities of each country, it is important to identify existing parenting practices and to determine to what extent these practices are within the realm of the economic, cultural or social "constraint", and to what extent they have a rather personal dimension.

- **The parental behavior survey** aims at providing contextualized evidence on the mothers' child rearing practices including nutrition, health, hygiene, time and quality of interaction, discipline and education. Information is crossed with socio-economic factors affecting or not the above mentioned practices. The survey provides information for in depth analysis of family dynamics and the perception of the mother as primary caregiver of her educational and protective role.
- **The early learning assessment's** main objective is to assess the quality of the existing preschool offered in a country ranging from public, private to community based typologies. The survey tool attempts to consider and cross analyze information about infrastructures, material, teacher's training, costs, child and family background and child learning outcomes. The test is administered to a sample of children entering primary and coming from a representative variety of preschool facilities as well as to children without preschool experience. The test explores a very comprehensive set of domains which helps in defining school readiness such as: expression, behavior, language (both maternal and official teaching language of the primary school), preparedness to reading and writing, social skills, etc.
- **The costing model** exercise attempts to respond to the need of countries to translate policies and visions for ECD services into action. It aims at structuring the reflections of multiple national actors around budgeting scenarios and institutional commitment. It also aims at combining both parental education and preschool services to promote integrated interventions and investments. Evidence generated from the previous tools allows us to justify our strategies and policy documents and guide our investments so we can all have a concrete idea of where we are going. The three tools can be implemented separately or together on different strategic periods. Ideally, both early learning

assessment and parental behavior practices would be used to inform the costing model exercise to introduce the quality dimension in the policy dialogue.

The participatory approach to the design of the three tools at the national level is the key for national ownership and effective policy advocacy. UNICEF accompanies the Ministries of Education and civil society in the definition of content of survey tools, samples and testing.

While the roll-out of the prototype has a principal objective to support countries individually according to their specific needs it is also important to note that this experience aims at building a regional community of practice of ECD. Countries having implemented the prototype, such as Lusophone countries for example, share their experiences through conferences calls, sharing of materials and methodology implications. The regional ECD platform is also available to gather literature and promote country to country discussions and support.

A very important meeting is approaching on December 2014 in order to take stock of implications of the roll-out of the prototype, discuss challenges and opportunities in order to better assist countries with appropriate tools for knowledge and experience sharing.

As of today, the work is in progress. While the prototype tools are improving from one country to another and the roll out continues, it is important to start focusing on the actual use of the information gathered and to support national counterparts in defining their commitments for a an increased equitable access to quality ECD services in West and Central Africa.

Source: UNICEF WCARo

III. The Early Learning Partnership – Two year update and moving forward

This October marks the second year of operation of the Early Learning Partnership (ELP), a World Bank Initiative with partner support to promote scalable, sustainable, and impactful approaches to support young children's development and early learning. Throughout these two years, the ELP has initiated and accelerated early learning activities in 14 countries in sub-Saharan Africa; helped stimulate a rapid increase in the number of World Bank projects approved for Early Childhood Development (ECD) in Africa; and catalyzed \$37 million in new World Bank and Global Partnership for Education (GPE) funding for early learning and ECD. Notable activities have included: the development of an ECD subcomponent within the Sierra Leone GPE project, the incorporation of parenting education into a cash transfer SP project in Niger being implemented in 1,500 villages and a pilot of Interactive Audio Instruction in the Democratic Republic of Congo. The ELP has recently been awarded significant new resources from the Children's Investment Fund Foundation (CIFF) to scale its approach for the next five years. This expanded funding will allow the ELP to work with more countries to scale quality early learning opportunities. Countries will have an opportunity to apply for resources to support technical assistance, project development, impact evaluations and matching funds

For more information about the Early Learning Partnership, please contact Amanda Devercelli (ELP, Task Team Leader) at adevercelli@worldbank.org. To be added to the ELP Distribution List, please contact Alexandra Solano at asolanorochoa@worldbank.org.

Source: The World Bank

IV. Senegal: A National Network to federate initiatives and to strengthen advocacy for ECD

In recent years, various ECD focused international meetings have emphasised the need to create coalitions, platforms or networks to more efficiently address issues relating to the development of children.

In May 2013, a French-speaking Regional Workshop "*Advancing the Early Childhood Development Agenda in Africa-From Policy Analysis to Implementation*" marked the starting point for a National Network for Early Childhood Development (le Réseau National des Acteurs de la Petite Enfance -RENAPE). A subsequent workshop in December 2013 organized under the aegis of ADEA-WGECD, UNESCO/BREDA gathered participants from State services, United Nations organizations, along with international and national NGO's to develop the missions and objectives of RENAPE.

Justification of an ECD Network in Senegal

It emerged from the discussions at the workshop that the following factors are in favour of setting up an ECD network in Senegal:

- Federate exchange and actions for ECD;
- Focus and support the ECD interventions;
- Accompany and supervise the learning process ECD actors through the community of practice;
- Strengthen the capacities of ECD actors;
- Promote programme for early childhood provision;
- Conduct advocacy with policy makers and any other actor for a better early childhood provision among national priorities;
- Work for the establishment of a favourable and conducive environment for investments in ECD;
- Accompany and supervise the access to financing for ECD;
- Support ECD research and documentation the activities;
- Raise awareness of communities, local communities for a better commitment membership and involvement in the early childhood management of childhood.

Lessons learnt from the setting up process

- The involvement of State institutions provided credibility, and supported the Committee in carrying out its activities within a legal framework;
- The participation of organizations within the United Nations system with their advice, guidance and direct involvement greatly contributed to the strengthening of the Committee;
- The mobilization of the actors of civil society, through their commitment, determination and dedication, enabled the Committee to cope with the lack of resources and achieve great performances.
- The diversity of actors and the multiple areas of intervention, with an approach based on the best interests of the child and a shared vision of the objectives, created a founding for success of the ECD network.

An eleven member “Follow-up Committee” was created whose mission it is to conduct the preparatory phase for launching the network and the organisation of a constituent general assembly. Several meetings were held that led to the stabilization of the founding texts of the network (statutes, internal regulations, Charter) as well as a Plan of Action 2014 – 2015.

Subsequently, the committee actively participated in an early childhood forum (August 2014) to advocate for early childhood so that it is registered as a recommendation for Building Blocks for Education. The event took place on August 28, 2014 at the end of which recommendations were made in the presence of the Prime Minister and the Minister of Education, giving an important weight to early childhood. The Minister of Education and President of the National Steering Committee of the Building Blocks for Education intervened in television, radio and newspapers to strengthen the place of childhood in the conclusions of the Conference.

This strong advocacy of childhood is the result of a synergy of action and specifically the strong involvement of the National Agency for Childhood (Agence nationale de la petite enfance et de la case des tout-petits – (ANPECTP), the Directorate of Early Childhood Education, and the ADEA Working Group for Early Childhood Development led by UNESCO-BREDA and UNICEF.

<http://www.assises-education.sn/>

<http://www.enquetepius.com/content/assises-nationales-de-l%E2%80%99education-les-acteurs-au-chevet-de-la-petite-enfance>

<http://www.rewmi.com/abdou-salam-sall-bilan-assises-leducation-formation-10-axes-degages-refonder-systeme-educatif.html>

Source: RENAPE Follow-up Committee

V. CODESRIA Initiative: Africian Diaspora Support to African Universities

The Council for the Development of Social Science research in Africa (CODESRIA) is pleased to announce the launching of a new initiative aimed at strengthening relations between African academics in the diaspora and African universities. The initiative, called African Diaspora Support to African Universities, seeks to mobilize African academics in the diaspora to contribute to the strengthening of African universities, the nurturing of new generations of scholars in Africa in a culture of excellence, and the revitalization of the social sciences, higher education studies, and the humanities. The specific objectives of the initiative will include the strengthening of PhD programs and the curricula in the social sciences and the humanities (SSH); contribute to the filling of gaps and dealing with shortages in teaching; mentoring of young social science scholars in Africa, more generally; as well as in strengthening relations between African academics in the diaspora and the institutions where they are based and African universities.

For more information on this initiative, refer to the CODESRIA website:

<http://newwebsite.codesria.org/spip.php?article2175>

Source: CODESRIA website

Journal Section

Local Cultural Responsiveness in Early Childhood Development, Care and Education (ECDCE) Programming for Rural Communities in Sub-Saharan Africa

Robert Serpell, University of Zambia, Zambia
A. Bame Nsamenang, University of Bamenda, Cameroon

This article presents a summary and highlights of a longer, more extensively documented Working Paper by the authors published on line by UNESCO in May 2014, entitled: 'Locally relevant and quality ECDCE programmes: implications of research on indigenous African child development and socialisation'
<http://unesdoc.unesco.org/images/0022/002265/226564e.pdf>

Multiple dimensions of the African context

The African region makes up around 20 per cent of the total land area of the earth and accommodates about 15 per cent of the world's population. The economic and political history of the 54 sovereign states in the region is diverse. Within the sub-Saharan region, most of the contemporary, post-colonial states share sociocultural conditions that have a direct bearing on the circumstances of early childhood development: a history of colonial occupation by a Western European power; rural-urban contrasts in life-style; rapid social change; widespread individual familiarity with two or more cultures; low prevalence of literacy; widespread poverty (amidst rich natural resources exploited by foreign-dominated corporations); high prevalence of infectious and parasitic diseases (including HIV and AIDS); and limited institutionalization of systematic research (on early childhood development or indeed on any other topic).

In several countries of the region, a European language originally imposed by Christian missionaries and/or a colonial power has been retained as the principal medium of legislation, administration, mass communication and education, resulting in an enduring pattern of cultural hegemony. In other countries, especially north of the Sahara, a similar dominance is exercised by the Arabic language originally introduced by the spread of Islam. Great social prestige is attached to these languages and many parents want their children to acquire greater competence in them than they themselves have achieved. The dynamics of spoken and written communication in post-colonial states follow a pattern of differentiation between a formal language of power and a more intimate language of 'hearth and home'. These features of contemporary African societies inform the opportunities for young children to interact with adults and other children in ways that are systematically different from the eco-cultural context of child development in the Global North.

A major challenge facing African societies is how to coordinate their multiple linguistic and other cultural resources in ways that respect their integrity, minimize conflict, and generate productive syntheses consistent with the goals of progressive social change. Primary school teachers have a special role to play in rural African communities as 'bicultural mediators.' Acknowledging this role calls for a syncretic approach to curriculum development, combining indigenous cultural resources with ideas from Western culture (Ball and Pence, 2000). Such tensions and challenges are especially conspicuous during early childhood development in which parents worldwide tend to place greatest confidence in intuitive beliefs. Therefore policy-makers and practitioners should pay special attention to documented knowledge, attitudes and practices that inform public response to systematically planned ECDCE services, which have a relatively short history in sub-Saharan Africa.

Extrapolations from developmental science to the design of ECDCE services in Africa

Some ECDCE providers in Africa tend to construe ECDCE as a compensatory intervention for children disadvantaged by poverty, primarily to prepare them for formal schooling. They also tend to exaggerate the degree to which expert, scientific consensus informs the particular practices that characterize ECD care and education in the industrialised countries of the Global North.

Scientific research on child development dates back more than 100 years, but until recently the vast majority of studies were conducted with children of middle-class North-American or European families, by authors who grew up in such families, and were addressed to a narrow range of primarily Western audiences. Consequently, great caution should be exercised when extrapolating the concepts and theories originating from that research to the rest of the world. Young children are extremely sensitive to environmental influences, positive and negative. The human brain develops through *epigenesis*: interaction between the genetic code and the environment (see Hirsh-Pasek & Bruer, 2007). A distinctive feature of humans, compared to other biological species, is their social organization into groups that not only adapt to, but actively customise their habitat and transmit cultural artefacts and practices across generations. Thus the developmental niche to which the infant must adapt in the first few years of life varies across cultures (Super & Harkness, 1986).

The International Child Development Steering Group (ICDSG) has proposed a synthesis of theoretical ideas as a policy guide to increase the quantity and quality of ECDCE services in areas where there is less systematic, formal provision than in the affluent nations of the Global North. In summary, these authors contend that vast numbers of children are placed at risk of premature death, developmental disability or pathology by conditions that could be changed for the better early in their lives. Therefore resources should be channeled into such interventions since the payoff is greater than seeking to correct developmental consequences of early disadvantage at later stages of life (Engle et al, 2007). We agree with this broad line of reasoning and advocacy. However, we take issue with some of the ways in which the ICDSG has marshalled supporting evidence, especially as it applies to those in the Majority World.

The ICDSG approach tends to exaggerate the degree of consensus within the scientific community in order to convince lay audiences and funding agencies that science has come up with a definitive solution. This has led to oversimplification in several influential ECDCE advocacy documents. For example such documents sometimes imply that

- healthy social and emotional functioning depends critically on a secure attachment between infant and mother, which in turn depends on specific patterns of maternal behavior;
- parental discipline that emphasises egalitarian reasoning is always more effective in promoting healthy socio-emotional development than corporal or harsh verbal punishment;
- structured, interactive play with a nurturant adult parent or teacher is a uniquely effective way of promoting a child's early cognitive development.

Each of these generalisations is grounded in an influential Western theory of child development. But aspects of these interpretations have also been challenged on grounds of systematic research evidence. Responsibility for infant care is variable across societies, and the sensitivity of a caregiver's behaviour cannot be defined or measured independently of cultural norms and practices. Research in cultural settings where strict parenting is widely endorsed has found that the negative impact of harsh punishment on children's mental health depends on how normative such punishment is perceived to be. The importance of play for children's development as proposed in the theories of Piaget and Vygotsky does not depend on adults guiding such play. Moreover middle-class Western patterns of mother-infant play and of speech addressed to infants are perceived by many parents in other cultural contexts as socially inappropriate.

In our view, Early Childhood intervention programmes must rely on the conscious, voluntary participation of those in whom society already vests the authority to raise children. Rather than taking the child out of her

normal social context and replacing it with an artificial one, the enhancement of developmental opportunities in a large section of society can only realistically be addressed by working with and through the children's existing families. We believe that the design of appropriate, effective ECDCE services for African societies requires close attention to prevailing sociocultural conditions, especially in rural areas, including the strengths and limitations of local child-rearing knowledge, attitudes and practices. Such attention has been conspicuously absent from the vast majority of ECDCE intervention programmes. This essay is devoted to exposition of some of the more salient, widely recurrent features of child development and socialization in Africa and their implications for the optimal design of ECDCE programmes.

African conceptions of child development

Three complementary approaches have been adopted by researchers to generate knowledge about child development and socialisation rooted in endogenous, African ways of knowing: analysis of traditional African languages, stories and proverbs, African theory-building, and documentation of indigenous African parental ethno-theories. A number of scholars have examined the indigenous formulations of child development and socialisation values embedded in African languages and oral traditions.

Another, more ambitious approach has been to develop new theories grounded in African culture. Nsamenang's (1992, 2005) theory of social ontogenetic development draws from writings by African scholars in philosophy and the humanities on worldview and social ontogenesis shared by different ethnic groups and supported with a combination of systematic observational research and personal experience of the socialization practices of the rural Nso community in Western Cameroon. The growth of social selfhood is conceptualized as passing through seven phases, each characterized by a distinctive developmental task defined within the framework of the culture's primarily socio-affective, developmental agenda. In the first phase, the ceremony of naming projects the kind of socialized being the neonate should become. The major developmental task of this 'pre-social' phase is success in social priming; babies are cuddled and teased to smile along with adults; parents and other caregivers offer infants food items and playthings and lure them both verbally and through nonverbal communication to return the 'gifts' - a prelude towards induction into the 'sharing and exchange norms' that bond the social system. Similar teasing has been described in other in-depth ethnographic studies of Wolof child socialization practices among the Wolof of Senegal (Rabain, 1979) and among *the* Chewa and Tumbuka of Zambia (Mtonga, 2012), where such interactions of adults with toddlers are interpreted as cultivating generosity and preventing the development of greediness or selfishness.

The second phase of Nsamenang's social ontogeny, 'social apprenticing', roughly corresponds with childhood. Its principal developmental task is to recognize, cognize and rehearse social roles that pertain to four hierarchical spheres of life: self, household, network and public. Adults assign family and neighbourhood responsibility to pre-adolescent and adolescent children. Adult delegation of responsibility for care and socialization of younger children serves the function of *priming* the emergence of social responsibility. The priming strategies embedded in indigenous African child-care practices have important implications for the design of culturally appropriate forms of intervention to optimize developmental opportunities for children in contemporary Africa. Indeed, in many African subsistence economies, far from constituting a form of exploitation or abuse, caregiving responsibilities assigned to pre-adolescents and adolescents are better understood as part of an African educational strategy that keeps children in contact with existential realities and the activities of daily life, that represents the participatory component of social integration.

A third approach seeks to document through empirical research the implicit ethno-theories held by African parents and other indigenous experts about child development and socialization. Serpell's (1993, 2011) studies in a rural Chewa community of Zambia's eastern province led to the insight that *nzelu* [a term that translates as intelligence] was construed as an amalgam of cognitive alacrity and social responsibility. Extrapolating from this, Serpell proposed a list of socialisation practices of rural Chewa society that are

designed to stimulate, guide or promote the cognitive, moral and social development of children towards culturally cherished goals. Similarly, Barry and Zeitlin (2011) conclude from their research with mothers of young children in Senegalese villages that 'a curriculum of endogenous knowledge and practices exists, which essentially relies on learning through orders and observation.' (p. 134). For instance, mothers massaged their 1-2-month-old infants' limbs, helped their 9-month old infants to walk by holding their hand, assigned their 15-18-month-old toddlers increasingly complex tasks, and sent their 19-25-month-old toddlers on increasingly challenging errands. Ogunnaike and Houser (2003) describe the use of errands as development-promoting socialisation activities for 2-year-olds among low-income Yoruba families in rural, semi-urban and urban Nigerian settings.

Child-to-Child: an African educational strategy

The structure of formal educational provision in most African countries requires most of those who start out in Grade 1 to 'drop out' long before completion of the full 12-year curriculum, despite robust efforts by national governments over the past three decades to broaden access to schooling. Thus the process of formal education is perceived by teachers, parents and pupils alike as one in which students are challenged to climb up a narrowing staircase (Serpell, 1999). While progression up the staircase may be a source of pride for the minority who reach the top, this conception of the significance of schooling is in many respects problematic for the community that hosts a local primary or basic school. The majority who set out on this upward journey are doomed to be 'squeezed out' long before reaching the top, where there is only room for a tiny minority. Thus the purpose of schooling is widely understood as the extractive recruitment of the best and brightest individuals to climb up and out of the community and enter a higher, powerful, elite society.

The Child-to-Child approach differs from the narrowing staircase model by focusing on the promotion of social responsibility in pre-adolescent children, an educational goal that resonates with the socialization goals and practices of many indigenous African cultures such as the Chewa of Zambia, the Baoule of Cote d'Ivoire and the Luo of Kenya. The formal conceptualization of Child-to-Child which has been applied in more than 80 countries worldwide was designed to mobilise children as agents of health education. A major inspiration was the practice, widespread in Africa and many regions, of entrusting preadolescent children with the care of younger siblings. A case study was conducted in Zambia of integrative curriculum development by a group of teachers at a government primary school in a small town using the Child-to-Child approach (Serpell, 2008). The key insight that pre-adolescent children can take on responsibility as agents of infant care and nurture, within the context of primary health care and progressive social change was re-appropriated by the African teachers at Kabale Primary School in Mpika as a way of incorporating indigenous insights into the formal educational process. Striking long-term benefits were claimed by graduates of this innovative curriculum, including a growth of egalitarian relations between the genders, even within adult marriages (Serpell et al 2011). In the light of this and other studies we believe that Child-to-Child arrangements deserve special attention in the design of ECDCE programmes in Africa, with a view to integrating into their curricula 'the hands-on responsibility training component of African family-based education' (Nsamenang, 2012, p. 101).

African games and songs: neglected resources for the enrichment of ECDCE curricula

Another significant feature of the developmental niche described by many researchers on African early childhood is the prominence of elaborate play activities, unsupervised by adults. Marfo and Biersteker (2008) note that while play is attributed an important role in child development by major Western psychological theories, this is mainly focused on cognition, whereas anthropological studies in Africa have emphasised that play also serves as an interactive process of social enculturation, structuring opportunities for the rehearsal, critique and appropriation of cultural practices. The cognitive and social structures of African games have been extensively documented. Music and dance are notably rich dimensions of most African cultures and children participate in both from an early age. Yet these games are seldom deployed as resources for enrichment in ECDCE programmes in Africa, despite the heavy emphasis on play in the curricula imported from Western preschool orthodoxy. Okwany, Ngutuku and Muhangi (2011) describe a number of recent initiatives in Kenya and Uganda where a systematic attempt was made to 'leverage indigenous

knowledge for child care', by deploying local traditional songs, proverbs, and food production, preparation and preservation practices as resources for the enrichment of children's intellectual, emotional and nutritional development, rather than 'downgrading' them in favour of those imported from countries in the Global North. Unfortunately, as Hyde and Kabiru (2008, p. 82) note, such efforts are relatively rare, and 'centre-based programmes in Africa tend to be heavily influenced by Western culture and sometimes are not relevant to the needs of children and society'.

Culture-sensitive methods of assessment

Much of the systematic research on early childhood development in Africa has been hampered by the use of imported measures inadequately adapted to the local context (Greenfield, 1997; Serpell and Haynes, 2004). In recent years, however, research has shown that it is possible to assess the cognitive development of African children in ways that take account of the learning opportunities afforded by their home and play environments (e.g. Abubakar et al, 2008; Kathuria & Serpell, 1998). The implications of such endogenous test development deserve close attention by researchers, clinicians and educational service providers in Africa, especially with respect to early childhood and economically marginal neighbourhoods.

Looking to the future of this emerging field of technical expertise in Africa, Nsamenang (2009) has noted the need to 'chart the conceptual leap' from indicators to underlying theoretical concepts about human development, and for training programmes to nurture the emergence of 'culture-informed and context-tuned "experts" especially with the nerve and adroitness to dare step out of the Euro Western box to articulate their own or creatively gain from donor-posed guidelines and indicators' (p. 119). Valuable groundwork for such psychometric research and development has been provided by the South African Human Sciences Research Council's Indicators Project (Dawes et al., 2007). The project generated a detailed set of indicators for monitoring early childhood development, as well as child health status, injury and mortality, mental health, disability, specific difficulties of learning, abuse and neglect, neighbourhood qualities, education, and various hazards faced by especially vulnerable children. If quantitative research on the character and determinants of child development in Africa is to progress, many more instruments will need to be developed in accordance with psychometric principles to establish their reliability and validity in African contexts.

ECDCE programming for rural African communities

The research we have reviewed has significant implications for the design of interventions to protect, support and promote the optimal development of young African children. The vast majority of these children are still raised within extended families in rural communities that depend on subsistence agriculture and use one or more of the continent's indigenous languages for everyday communication. This essay is primarily addressed to the interests of those children. We recognise that a significant and growing minority of Africa's children are growing up in urban families and that a large proportion of those families are economically deprived. But the particular configuration of cultural factors relevant to their situation is likely to differ in significant ways from those of rural, subsistence villages.

Focus on local strengths as well as challenges

Developmental assessment for young children in Africa should be informed by programmes of applied research including local stakeholder consultations about the goals of early childhood socialisation and education. Assessment as a guide to action requires identification of a person's strengths as well as difficulties. The use of exogenous tests often gives rise to underestimates of a child's capabilities. Test modifications can yield dramatic improvements in some African children's cognitive test performance. Exploratory research and development are needed to identify how best to mobilise the intimate knowledge and understanding of parents and caregivers in the extended family, including preadolescent children as first-hand assessors of young children's development.

Building on local strengths

Highly valued dimensions of child development that are largely ignored by Western tests and preschool curricula include socially responsible intelligence, cooperation and the resourcefulness of children from disadvantaged homes. Cooperative learning arrangements deserve special attention in African ECDCE programmes as an entry-point for the cultivation of social responsibility. Rather than seeking to promote 'homogenization of the world around Euro-American developmental values and educational models' (Marfo, 2011), we recommend that priority be given in ECDCE curriculum development and practitioner education to explaining and celebrating the cognitive, social and emotional power of African games, music and dance. These are effective resources for the stimulation of individual cognitive development, for promoting cooperative learning between children of different ages, for building pride in cultural heritage and for demonstrating to skeptical parents that the ECDCE agenda need not alienate young African children from their cultural roots.

Community-based provision

Community-based provision promotes community ownership and sustainability of ECDCE services. The African tradition of pre-adolescent children caring for and nurturing younger siblings and neighbours is informed by sound principles that share the burden of care and promote the prosocial development of school-age children. ECDCE programmes in rural African communities should not rely on separating young children from their pre-adolescent elder siblings and peers and placing them under the exclusive care of adults. The rights of the older children to school education need not be compromised by inviting their participation. ECDCE practitioners should be oriented to the potential of the Child-to-Child approach with free resource materials accessible in sub-Saharan Africa from the Child-to-Child Trust (nd).

Use of locally familiar languages

Most African societies are multilingual and deploy different languages for various social purposes. For everyday discourse about the behaviour of young children, most African parents, especially in rural communities, rely on indigenous languages rather than the exogenous languages that dominate the formal school curriculum and the Koranic curriculum of the *madrassas*. In many cases the indigenous languages encode in distinctive ways various key concepts and values that inform the prevalent socialization practices of local families. These languages are also rich in resources for the promotion of moral and intellectual development of young children, such as stories, songs and riddles. Using these resources rather than those of a European language serves to connect the practitioners of ECDCE with their young charges' home community in ways that afford the construction of bridges of cross-cultural compatibility.

A popular belief among many parents and teachers in Africa is that an early start on learning the language of higher education will be beneficial for children of the current ECDCE generation. Yet systematic research has repeatedly demonstrated that academic competence is generally more readily acquired by children who have first mastered basic literacy in the language of their home (see Heugh, 2000). For the majority of African children, whose families cannot afford to pay for private schooling in an exogenous language, it is arguably dysfunctional to promote the use of that language as a medium of instruction in ECDCE settings.

ECDCE intervention programmes for rural African communities should be conceptualized as far as possible in the local indigenous languages. Training of paraprofessional personnel to implement the programmes should be conducted, as far as possible, in those languages, and training of all ECDCE personnel should include special attention to communication with and accountability to young children's families.

Inclusion of most vulnerable children

If anyone truly *needs* ECDCE services in Africa, it is those disadvantaged children whose families are struggling to cope with their biological impairments (resulting in loss of vision, hearing or mobility, intellectual disability, or other forms of learning disability), or whose access to the normal support afforded to young children by family and community has been disrupted (by war, disease, domestic violence, or some other disaster). These are the children for whom a felt need for intervention will be most readily acknowledged by members of the local community. ECDCE programmes are exceptionally well placed to include children with intellectual or

emotional needs. Many activities in existing programmes emphasise sharing, mutual respect and cooperation and active inclusion of special needs children flows logically from those principles. Public policy in African societies should affirm and protect the rights of these children to inclusion in ECDCE, and positive discrimination in favour of them should be included in funding formulas, with targeted subsidies from the public authorities responsible for quality assurance, licensing and oversight.

Application: challenges, constraints and strategies

Implementation of our recommendations will face considerable economic, political and institutional challenges. Many of these arise from the endurance of Western cultural hegemony in the publication and training practices of the international community of research and higher education, which is sustained by the low level of endogenous institutionalization of systematic research in the African region. Plotting a way forward will call for effective advocacy for evidence-based decision-making and decision-oriented research (Garcia, Pence and Evans, 2008). Practical steps of particular value include

- Feasibility demonstration projects incorporating and adapting African cultural resources in ECDCE
- Inclusion of cultural relevance among the criteria applied by accreditation bodies for approval of ECDCE services, institutions and training programmes
- Challenging western hegemony through systematic study of cultural diversity
- Integration of African cultural resources into teaching resources for higher education in Africa
- Bridging curricula for higher education between orthodox western higher educational practices and the demands of an African sociocultural context
- Institutionalisation of child development research at African universities
- International partnerships in the design and delivery of professional training for ECDCE providers that emphasise the use of African cultural resources and the cultivation of commitment by trainees to work in local, poorly resourced settings

References

Abubakar, A., A. J. R. van de Vijver, et al. (2008). Monitoring Psychomotor Development in a Resource-Limited Setting: An Evaluation of the Kilifi Developmental Inventory. *Annals of Tropical Paediatrics*, 28, 217-226.

Ball, J. and Pence, A. (2000). Involving communities in constructions of culturally appropriate ECE curriculum. *Australian Journal of Early Childhood Education*, 25, 1-25.

Barry, O. and Zeitlin, M. (2011). Senegal's Modern and Traditional Curricula for Children Aged 0-3 Years. In A.B. Nsamenang and T.M.Tchombe (Eds), *African Educational Theories and Practices: a Generative Teacher Education Handbook* (pp.123-137). Bamenda, Cameroon: Human Development Resource Centre/Presses Universitaires d'Afrique.

Child-to-Child Trust (n.d.) <http://www.child-to-child.org>

Dawes, A., Bray, R. and van der Merwe, A. (2007). *Monitoring child well-being: A South African rights-based approach*. Cape Town, South Africa: Human Sciences Research Council (HSRC)

Engle, P. L., Black, M. M., Behrman, J. R., Cabral de Mello, M., Gertler, P. J., Kapiriri, L., et al. (2007). Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world. *Lancet*, 369, 229-242.

Garcia, M., Pence, A. and Evans, J.L. (Eds) *Africa's future, Africa's challenge: Early Childhood Care and Development in Sub-Saharan Africa*. Washington, DC, USA: World Bank.

Heugh, K. (2000). *The Case Against Bilingual & Multilingual Education in South Africa*. PRAESA Occasional Papers 6. University of Cape Town, South Africa.

Hirsh-Pasek, K. and Bruer, J.T. (2007). *The Education/Brain Barrier*. *Science*, 317 (No.5843), 1293.

Hyde, K.A.L. and Kabiru, M.N. (2006). *Early Childhood Development as an important strategy to improve learning outcomes (161 ps)*. ADEA (Association for the Development of Education in Africa), Working Group on Early Childhood Development Retrieved August 2012 from <http://www.adeanet.org>.

Kathuria, R. and Serpell, R. (1998). *Standardization of the Panga Munthu Test - a nonverbal cognitive test developed in Zambia*. *Journal of Negro Education*, 67, 228-241.

Marfo, K. (2011). *Envisioning an African child development field*. *Child Development Perspectives*, 5, 140-147.

Marfo, K. and Biersteker, L. (2011). *Exploring culture, play and early childhood education practice in African contexts*. In S. Rogers (Ed.). *Rethinking play and pedagogy in early childhood education* (pp. 73-85). New York: Routledge.

Mtonga, M. (2012). *Children's games and plays in Zambia*. Lusaka: University of Zambia Press.

Nsamenang, A. B. (1992). *Human development in cultural context*. New York: Russell Sage Foundation.

Nsamenang, A.B. (2005). *Human ontogenesis: An indigenous African view on development and intelligence*. *International Journal of Psychology*, 41, 293-297.

Nsamenang, A.B. (2009). *Conceptualizing developmental assessment within Africa's cultural settings*. In E.L. Grigorenko (Ed), *Multicultural psychoeducational assessment* (pp. 95-131). New York, NY: Springer

Nsamenang, A. B. (2012). *On researching the agency of Africa's young citizens: issues, challenges and prospects for identity development*. In D.T.Slaughter-Defoe (Ed) **Racial Stereotyping and Child Development**. *Contributions to Human Development*. Basel, Switzerland: Karger, Volume 25, 90-104.

Ogunnaike, O. A. and Houser, R. F. (2003). *Yoruba toddlers' engagement in errands and cognitive performance on the Yoruba Mental Subscale*. *International Journal of Behavioral Development*, 26, 145–153.

Okwany, A., Ngutuku, E. and Muhangi, A. (2011). *The role of knowledge and culture in child care in Africa: a sociological study of several ethnic groups in Kenya and Uganda*. Lewiston, New York, USA: Edwin Mellen Press.

Rabain, J. 1979. *L'enfant du lignage*. Paris: Payot.

Serpell, R. (1993). *The significance of schooling: Life-journeys in an African society*. Cambridge: Cambridge University Press.

Serpell, R. (1999). *Local accountability to rural communities: a challenge for educational planning in Africa*. In F. Leach and A. Little (Eds). *Education, Cultures and Economics: Dilemmas for Development* (pp. 107-135). New York: Garland.

Serpell, R. (2008). *Participatory appropriation and the cultivation of nurturance: a case study of African primary health science curriculum development*. In P.R.Dasen and A.Akkari (Eds). *Educational theories and practices from the majority world* (pp. 71-97). New Delhi, India: Sage.

Serpell, R. (2011). *Social responsibility as a dimension of intelligence, and as an educational goal: insights from programmatic research in an African society*. *Child Development Perspectives*, 5, 126–133.

Serpell, R., Mumba, P. and Chansa-Kabali, T. (2011). *Early Educational Foundations for the Development of Civic Responsibility: an African Experience*. In C. A. Flanagan and B. D. Christens (Eds), *Youth civic development: work at the cutting edge*. *New Directions for Child and Adolescent Development*, 134, (Chapter 6), 77-93.

Super, C. and Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development*, 9(4), 545-569.

The Changing World of Journal Publishing and Open Access

As part of the Africa-focused ECD scholarly workshops that led to the creation of *Africa ECD Voice* (see Issue #1), the question of ways to promote African access to and production of scholarly materials always arises. An important part of that discussion in the 21st Century is the movement towards Open Access (OA) and Open Education Resources (OER). Debbie Blakely, with the ECDVU office at the University of Victoria, has taken the lead in examining the possibilities that OA and OER can provide for advancing ECD in sub-Saharan Africa. The following sections utilize OA materials that were found online and which we felt could make a useful contribution to an SSA-focused discussion.

As the majority of this article is a compilation of the works of other authors we, for ease of the reader's reference, have shaded in grey the sentences and paragraphs written by others. You will find several references at the end of the overall section that relate to numbered references throughout the article, many of which contain a link to the original material should you wish to read more on these topics. To start this section, we note that the 1st article below is taken from: Chan, L., Gray, E. & Kahn, R. (2012). *Open Access and Development: journals and beyond*, U.K., IDS Knowledge Services.

(Debbie Blakely and Alan Pence)

"Scholarly journals have been the primary means of sharing knowledge for academics and researchers since the mid-1600s, It was not until the latter half of the 20th century that large-scale commercial publishers began to realise the potential economic value to be found in scholarly publishing, as a result of changes in higher education post-World War II. By recognising that scientific knowledge was expanding as a commercial sector, and predicting the growth of the knowledge economy, commercial publishers quickly began to supplant the learned societies and small publishers, which had previously prevailed in the scholarly publishing landscape. These publishers, in turn, have evolved and been consolidated into global corporations who dominate the production and publication of research.⁽¹⁾

As a result of this large-scale commoditisation of knowledge, scholarly communication has come to be governed by the market-oriented values adopted by the publishers (and in many cases, by university presses as well, which are often pressurised by their institutions to become 'profit-making'.) A significant symptom of this commercial system, which relies on quantitative metrics as the measure by which the status and quality of scholars are evaluated is that the citation index, a system initially designed to help librarians manage the boom in the volume of scholarly publications being produced, has become the universal yardstick by which the value of a researcher's output is measured. (Guédon, 2001 & Gray 2009). However, this standard is deeply flawed – it is controlled by one commercial company, Thomson Reuters, and is subject to pressures of the commercial world.⁽¹⁾

The culture of publish-or-perish is the most obvious of these consequences – by basing evaluations and measuring "value" by way of bibliometrics, researchers and academics are incentivised to publish frequently and in the highest profile journals; a system, which makes scholarship vulnerable to competitive and anti-scholarly practices.⁽¹⁾

A secondary, but no less important consequence of this is the fact that the current system is dominated by publishers based in the global North, and their publication output is almost exclusively made up of research from institutions in the North, meaning research in the developing world is marginalised and often overlooked.⁽¹⁾

These two trends – the staggering growth in costs and the increased pressure to publish the right kinds of research in the right kinds of journals has had a hugely chilling effect on the growth of and access to research in developing world. Historically, developing countries were defined by the scholarly publishing system as 'peripheral' and 'local' and they were driven further towards the margins of the global knowledge system (Gray and Willmers). When the Information Sciences Institute deliberated the presence of publications from 'Third World' countries in the index in 1982, the decision was to evaluate their 'contribution to world science', rather than including work on matters of national or regional significance (Guédon 2007). By doing this, the definition of what could be classified as 'world

science' by a handful of editors and publishers of journals based in the global North arbitrated "world class" scholarship. It also reduced the possibilities for researchers to disseminate regional-focussed research, which has resulted in an assumption that there is inactivity in these parts of the world, even though, in many cases, it is in these areas of regional interest that researchers from the developing world can make a meaningful contribution.⁽¹⁾

Global funders and governments alike have begun to recognise the value of building research infrastructures using open access models, which allow for the freer flow of information – this has been recognised as a global public good. At policy levels, they have begun to build open access models into their funding and policy-building practices. These are all valuable actions, and the global scholarly community will feel their impact. However, some of the context-specific requirements of the developing world are more complex, and require that governments and funders consider the unique needs of each country when creating these policy frameworks. Unless that happens, the decisions and value-evaluations made by the developed global North will continue to be imposed upon the developing world in an unequal and unsustainable way."⁽¹⁾

I. What is Open Access (OA)?

The [Budapest Open Access Initiative](#) describes Open Access as: "By open access to [peer reviewed research literature], we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."⁽²⁾

The default around the world today is that new works are copyrighted from creation (with no registration required), that the copyright initially belongs to the author but it can be transferred by contract (as is common when publishing in a by-subscription journal), and that the rights holder reserves all rights.⁽³⁾

Newcomers to OA often assume that OA helps readers and hurts authors, but authors want access to readers at least as much as readers want access to authors. All authors want to cultivate a larger audience and greater impact. Authors who work for royalties [i.e. writers of novels] have reason to compromise and settle for the smaller audience of paying customers. But authors who aren't paid for their writing [i.e. most academics] have no reason to compromise.⁽³⁾

There are two primary ways that authors can provide open access to their journal articles:

- a) **By publishing in an open access journal, known as 'Gold' OA**, authors publish in open access journals, which provide immediate open access to all of their articles, usually on the publisher's website. Hybrid open access journals are subscription journals that provide gold open access only for those individual articles for which their authors (or their author's institution or funder) pay an open access publishing fee.
- b) **By self-archiving in an open access repository, also known as 'Green' OA**- authors publish in any journal and then self-archive a version of the article (usually an eprint) for free public use in their institutional repository (and/or the author's personal or departmental website, or a disciplinary archive).

(When applied to journal articles, the term "eprints" covers both preprints (before peer review) and postprints (after peer review).)

How to Make Your Work Gold OA

Publishing in an OA journal is like publishing in a conventional journal – find a suitable journal and submit your manuscript. If you are not familiar with the range of peer-reviewed OA journals, the Directory of Open Access Journals (DOAJ) lets you browse by field. If you don't find an OA journal that meets your needs or standards, check again when you've written your next paper. Things are changing quickly - there are numerous Open Access Journals

which are available on the internet for all to read at no cost to the reader.⁽³⁾ As of October 9, 2014, the DOAJ website (doaj.org) lists and links to 10,028 journals based in 135 countries.

If you find an OA journal high in quality but too new to be high in prestige, consider submitting good work there anyway to help it earn prestige in proportion to its quality. Without this kind of help, especially from senior scholars who have prestige to lend and don't need tenure, good new OA journals can be trapped in a vicious circle needing high-quality submissions to generate prestige and needing prestige to attract high quality submissions.⁽³⁾

Approximately 30 percent of OA journals charge Author Processing Charges (APC) and about half the articles published in OA journals appear in those fee-based journals. Hence, the best OA journal for your work may charge a publication fee. If so, don't be dismayed or give up on gold OA. Several journals waive the fees for scholars from developing nations (check the journal's website or contact them directly). For most authors at fee-based journals the fees are paid by a sponsor, such as a funder or employer, or the fees are waived or discounted by the journal. If your research wasn't funded or if your funder won't cover the fees, ask your librarian to see whether your institution has a fund to cover OA journal fees. If not, request a fee waiver from the journal.⁽³⁾

If you can't pay the fee or get it paid on your behalf, and you don't like the no-fee journals that exist in your field, don't give up on OA. Just move on to green OA.⁽³⁾

How to Make Your Work Green OA

If you publish in a toll-access/subscription journal, the journal will usually allow you to deposit your peer-reviewed manuscript in an OA repository (OAR). To know for sure, read the journal's publication agreement (ideally before you publish with them so that you have options). Most toll-access journals and publishers allow green OA without any contract modifications but it's good to know this in advance – some publishers who don't give blanket permission for green OA will agree to case-by-case requests.⁽³⁾

(Note: you can refer to the Sherpa website at <http://www.sherpa.ac.uk/romeo.php> which gives a summary of the permissions normally given as part of each publisher's copyright transfer agreement.)

If your institution doesn't have a repository (check with your institution's librarian if you don't know) you can deposit at an OAR such as:

- The African Open Access Repository Initiative (AOARI) (<http://ar1.sun.ac.za/>). This repository is a digital service that collects, preserves, and distributes research related digital material, for African higher education institutions that do not have the technological capacity to do so at present.
- OpenDepot (<http://opendepot.org>). OpenDepot provides two main services: a deposit service for researchers worldwide without an institutional repository in which to deposit their papers, articles, and book chapters (e-prints); and a re-direct service which alerts depositors to more appropriate local services if they exist. The first time a researcher visits OpenDepot.org, the repository will automatically check with the registry for Open Directory of Open Access Repositories (OpenDOAR.org), to find a more appropriate local repository. If none exists then the author will be invited to deposit their research in the OpenDepot.org. The OpenDepot.org is Open Access Initiatives (OAI)-compliant allowing deposited e-prints to be 'harvested' by search services, and other repositories, giving them instant global visibility.⁽⁴⁾

Among other things, Open Access repositories may contain journal articles and other publications by a particular author, department or institution; theses and dissertations; subject-specific archives, and cultural heritage collections. The documents in these repositories have the same advantages as OA journals – that of making research knowledge universally available free of charge. There are numerous universities in Africa that have OARs, with a few going the extra step of having in place an OA policy that requires that research funded by their institution is made openly available.

II. The Dark Side of Open Access

Be Cautious of certain Author-Pays Open Access Journals

Although the author-pays model is not a new phenomenon in the realm of open access, its recent popularity has attracted some companies that try to exploit it. Some legitimate, peer-reviewed journals support themselves on the author-pays model, but other journals using the model are essentially vanity publishers that accept virtually any article to collect fees from the authors.⁽⁵⁾

Predatory open access publishers: are those that unprofessionally exploit the author-pays model of OA publishing (Gold OA) for their own profit. Typically, these publishers spam professional email lists, broadly soliciting article submissions for the clear purpose of gaining additional income. These publishers typically have a low article acceptance threshold, with a false-front or non-existent peer review process. Unlike professional publishing operations, whether subscription-based or ethically-sound open access, these predatory publishers add little value to scholarship, pay little attention to digital preservation, and operate using fly-by-night, unsustainable business models. They cater to the needs of authors, many of whom need multiple publications to achieve tenure, promotion and a favorable annual rating.⁽⁶⁾

Hijacked Journals: this occurs when a counterfeit website is created pretending to be the website of a legitimate scholarly journal. The website creators then solicit manuscript submissions for the hijacked version of the journal, pocketing the money. In some cases the legitimate versions of the journals are only published in print form and they may not have websites.⁽⁶⁾

Jeffrey Beall, an Associate Professor at the University of Colorado, has created the Scholarly Open Access website (<http://scholarlyoa.com/about/>) which focuses on exposing these journals; he actively maintains a list of questionable publishers and stand-alone journals.

On that same website is a page that details the criteria that he uses in determining whether a publisher may be predatory (<http://scholarlyoa.com/2012/11/30/criteria-for-determining-predatory-open-access-publishers-2nd-edition/>).

Predatory Conferences: Predatory conference organizers operate in a manner similar to predatory journals. They send emails to scholars promoting an upcoming event inviting the recipient to submit a paper or to present at their “prestigious” conference (often with unnamed “leading scholars”). Those who agree to submit/appear are later charged a hefty fee for the privilege, and may then discover that pretty much anyone who paid got a spot on the podium.

An example of this is a scientist who was recruited to appear and attended a conference called “Entomology-2013”. He thought he had been invited to a prestigious conference by a different name “Entomology 2013” (without the hyphen). The one he registered for featured speakers who were recruited by e-mail, not vetted by leading academics.⁽⁷⁾

III. Open Access and Creative Commons Licensing

Creative Commons is a non-profit organization that enables the sharing and use of creative material and knowledge through free legal tools.⁽⁸⁾

The above defines what Creative Commons is, but what does that mean to you?

As noted earlier, any work of your own creation is automatically copyrighted to you, but if you want to make it available to other people at no cost (making it OA) you have options on how much access you wish to provide—and Creative Commons gives some options. As an example: you’ve written an article and want others to be able to read your article and share it with others as long as it is properly cited, but if you don’t want them to change it in any way or benefit commercially from it, you would choose the last option in Table 1 (copied from Creative Commons website) “CC BY-NC-ND”.

To use another example, an OA book that has been cited throughout this article, *Open Access* by Peter Suber, uses the CC-BY-NC license, which means that anyone who wishes to copy and use any portion of the book, can make changes and can build upon the work, as long as it is cited appropriately; that individual cannot, however, profit in any way from the content.

In viewing this book (at bit.ly/oa-book) you will note that the copyright page indicates two CC licenses – the CC-BY-NC license as noted above, and a CC-BY license. This is described therein that the author of the book (Suber) used materials from another CC licensed source (SPARC) which permitted that another party (Suber or anyone else) could use their materials as long as it is cited appropriately but they would not restrict the other party from profiting from the new publication.

Table 1⁽⁸⁾

 Attribution CC BY	This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.
 Attribution-ShareAlike CC BY-SA	This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. (For example, this is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.)
 Attribution-NonCommercial CC BY-NC	This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you
 Attribution-NonCommercial-ShareAlike CC BY-NC-SA	This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.
 Attribution-Non-Commercial-ShareAlike CC BY-NC-SA	This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.
 Attribution-NonCommercial-NoDerivs CC BY-NC-ND	This license is the most restrictive of the six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

The Creative Commons Website (<http://creativecommons.org>) provides important and detailed information on how to select the best license for your work, and how to use and cite the work of others.

IV. Open Education Resources

Open Educational Resources (OERs) are educational materials and resources offered freely and openly for anyone to use and, under some licenses, to re-mix and redistribute. OERs can be anything from complete courses to recorded lectures, essay questions, discussion topics or reading lists. Teaching staff can ‘pick and mix’ these to suit their own purposes’.⁽⁹⁾

In its simplest form, the concept of OER describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or license fees.⁽¹⁰⁾

Open Education combines the traditions of knowledge sharing and creation with 21st century technology to create a vast pool of openly shared educational resources, while harnessing today's collaborative spirit to develop educational approaches that are more responsive to learner's needs.⁽¹¹⁾

By providing free and open access to education and knowledge, faculty can exchange material and draw on resources from around the world. Teachers can find new ways to help students learn. People can connect with others they wouldn't otherwise meet to share information and ideas. Materials can be translated, mixed together, broken apart and openly shared again, increasing access and allowing new approaches. Education is available, accessible, modifiable and free.⁽¹¹⁾

Many institutions are incorporating information and communication technologies (ICT) into their management, administration and educational programmes in order to serve their students more cost-effectively and to prepare them for the world into which they will graduate. In many developing countries, however, access to hardware, software and connectivity remain challenges. It is therefore critical to adapt pedagogical approaches and learning materials to this environment while ensuring high quality and relevant educational opportunities.⁽¹²⁾

How does OA publishing differ from OER?

OA publishing is typically referring to research publications of some kind released under an open licence (ie Creative Commons). OER refers to teaching and learning materials released under such a licence. Clearly, especially in higher education, there is an overlap, as research publications typically form an important part of the overall set of materials that students need to access to complete their studies successfully, particularly at postgraduate level.⁽¹⁰⁾

Who will guarantee the quality of OER?

This question is possibly reflective of a deeply entrenched notion of educational materials as being 'publications', the quality of which is controlled by educational publishers. This notion has been – and remains – valid but reflects a partial understanding of the scope and diversity of educational materials used in many teaching and learning contexts. It also reflects a false delegation of responsibility for quality to a third party. This mindset shifts into the OER space in the form of an unstated assumption that one or more dedicated agencies should take full responsibility for assuring that OER shared in repositories online are of a high quality. ***In addition to this being practically impossible, it masks the reality that the definition of quality is subjective and contextually dependent.***⁽¹⁰⁾

In the final analysis, responsibility for assuring the quality of OER used in teaching and learning environments will reside with the institution, programme/course coordinators, and individual educators responsible for delivery of education. As they have always done when prescribing textbooks, choosing a video to screen, or using someone else's lesson plan, these agents are the ones who retain final responsibility for choosing which materials – open and/or proprietary – to use. Thus, the 'quality of OER' will depend on which resources they choose to use, how they choose to adapt them to make them contextually relevant, and how they integrate them into teaching and learning activities of different kinds.⁽¹⁰⁾

There is a tremendous amount of information available online about Open Education Resources, how to use them, how to create them, and where to find them. A few sites where you can find existing materials include:

- OER Africa (oerafrica.org) is an initiative of the South African Institute for Distance Education (Saide). Its mandate is to support higher education institutions across Africa in the development and use of Open Educational Resources (OER) to enhance teaching and learning. In addition to providing a great deal of information about African OER and African related initiatives, their aim

is to be the primary place to find African-produced OER, a repository which they maintain at: <http://www.oerafrica.org/findoer>.

- A list of African Open Education Resources is maintained at WITS University in South Africa at: <http://libguides.wits.ac.za/content.php?pid=257066&sid=2122286>
- <http://opencontent.uct.ac.za/>
- <http://oer.avu>
- The Commonwealth of Learning (col.org) 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. They have created a 6-page brochure that provides good information on OER - *Creating, Using and Sharing Open Educational Resources* (link: <http://bit.ly/1fQBt5>) that includes a detailed list of OER resource websites.
- French language OER can be found at: <http://ariadne.cs.kuleuven.be/finder/ariadne;> www.ocwconsortium.org/courses/language/ (also Portuguese)

It is important to note that any resource/document that is OA can be used in teaching materials. It's only if you want to edit that material that you need to pay attention to which Creative Commons License is attributed to that resource. As long as you comply with the licensing, and your own institution's rules, the world's OA resources can be an outstanding resource pool for you and your work.

References

- (1) Chan, L., Gray, E. & Kahn, R. (2012) *Open Access and Development: journals and beyond*, U.K., IDS Knowledge Services. Available at http://www.ids.ac.uk/files/dmfile/OpenAccessandDevelopmentJournalsandBeyond_Nov2012_Gray_et_al.pdf (Accessed July 13, 2014).
- (2) *Open Society Institute (2002). Budapest Open Access Initiative*. Budapest, Open Society Institute. Available at <http://www.budapestopenaccessinitiative.org/read> (Accessed July 13, 2014).
- (3) Suber, P.(2012) *Open Access*, Cambridge, MA., MIT Press. Available at [http://cyber.law.harvard.edu/hoap/Open_Access_\(the_book\)](http://cyber.law.harvard.edu/hoap/Open_Access_(the_book)) (Accessed July 13, 2014).
- (4) EIFL (2014), <http://www.eifl.net/faq/if-my-institution-doesn%E2%80%99t-have-institutional-r>
- (5) Stratford, M. (2012) 'Predatory' Online Journals Lure Scholars Who are Eager to Publish [Online], The Chronicle of Higher Education. Available at: <http://chronicle.com/article/Predatory-Online-Journals/131047/> (Accessed July 13, 2014).
- (6) Beall, J. *Hijacked Journals*, Scholarly Open Access. Available at <http://scholarlyoa.com/other-pages/hijacked-journals/> (Accessed October 3, 2014).
- (7) Kolata, G (2013). *Scientific Articles Accepted (Personal Checks Too)*. NY, New York Times. Available at http://www.nytimes.com/2013/04/08/health/for-scientists-an-exploding-world-of-pseudo-academia.html?pagewanted=1&_r=0 (Accessed July 13, 2014).
- (8) Creative Commons (2014). Available at <http://creativecommons.org/licenses/> (Accessed July 13, 2014)

- (9) EdTechReview (2012) *What is Open Educational Resources (OER)*. Available at <http://edtechreview.in/dictionary/303-what-is-oer> (Accessed July 13, 2014).
- (10) Commonwealth of Learning (2011) *A Basic Guide to Open Educational Resources (OER)*. Vancouver, Commonwealth of Learning, Paris UNESCO. Available at <http://www.col.org/PublicationDocuments/Basic-Guide-To-OER.pdf> (Accessed July 13, 2014).
- (11) Open Education Consortium. *About the Open Education Consortium Newton, MA*. Available at www.oerconsortium.org/about-oec/. (Accessed July 13, 2014).
- (12) Commonwealth of Learning (2011) *Guidelines for Open Educational resources (OER) in Higher Education*. Vancouver, Commonwealth of Learning, Paris UNESCO. Available at http://www.col.org/PublicationDocuments/Guidelines_OER_HE.pdf. (Accessed July 13, 2014).



WGECD/GTDPE



United Nations
Educational, Scientific and
Cultural Organization

Dakar Office
Regional Bureau
for Education in Africa

ecd early
childhood
development
VIRTUAL
UNIVERSITY 
SCHOOL OF CHILD & YOUTH CARE
UNIVERSITY OF VICTORIA