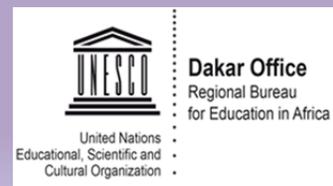


AFRICA ECD Voice



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

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.

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Dakar Office
Regional Bureau
for Education in Africa

January 2014

Welcome: Editor

Welcome to issue #2 of *Africa ECD Voice*. As noted in the first issue, this ECD NewsJournal for Sub-Saharan Africa is published by the Working Group on ECD for Africa (WGECD), which is supported by ADEA and UNESCO-BREDA.

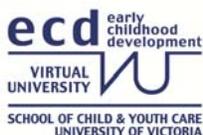
The origins of *Africa ECD Voice* are multiple, as is the intended audience. The NewsJournal grows out of a desire to enhance communications, particularly communications regarding research that can enhance Africa's efforts to better address the well-being of its children and to create a strong base for African-led research. As such, the NewsJournal seeks to be of value for a wide range of professionals employed in diverse sectors and with a diversity of employers.

In the first issue (distributed in October 2013) the primary focus was on a key workshop that brought together leading *international* specialists in child development and ECD, but with a particular focus on ECD/CD in Africa. At that Workshop, which for financial reasons was held in Victoria, Canada, those attending voiced the importance of holding a similarly focused conference in Africa, attended primarily by African scholars. That proposed Workshop took place in February 2013 in Johannesburg (with a follow-up workshop held in Lusaka in August 2013), and those inter-related workshops are one of the foci for this 2nd issue of *Africa ECD Voice*. Also presented and discussed in this issue are: the results of surveys of post-secondary institutions in East and Southern Africa (ESA-2010) and in West and Central Africa (WCA-2012), and a workshop for ESA survey participants that took place in July 2010 in Lusaka, Zambia. Each of these activities is designed to better understand and to strengthen the role of post-secondary education and scholarly research in Sub-Saharan Africa in support of broader child, family and community well-being.

As with the first issue of *Africa ECD Voice*, the first section provides a brief overview of news items collected in part by the UNESCO-BREDA/WGECD team based in Dakar.

Sincerely,

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



News Section

PUBLICATIONS

The African Report on Child Wellbeing 2013: Towards Greater Accountability to Africa's Children'

Author: The African Child Policy Forum (ACPF)

This is the third edition of 'The African Report on Child Wellbeing' series. The 2013 edition, entitled 'Towards Greater Accountability to Africa's Children', analyses and ranks the performance of 52 African governments in a Child-Friendliness Index comparing progress since the first ranking in 2008. Among its findings, the Report reveals that Africa has become a better place for children compared to five years ago, though with serious outstanding problems. The Report further states that improving child wellbeing does not necessarily depend on the wealth of the country, but rather on political will and determination.

Developed by ACPF – an independent, not-for-profit, pan-African institution of policy research and dialogue on the African child – the Child-Friendliness Index (CFI) is based on 44 indicators that measure governments' commitment to the protection of their children, provision of basic needs for children and the participation of children in decisions that affect them.

To find out which countries score highest as the "most child-friendly", and to download the

Report and other relevant information, please [click here](#).

A companion publication - Measuring and Monitoring Accountability to Children: A compilation of background papers - brings together four of the background papers prepared to inform the 2013 African Report on Child Wellbeing. Their focus is on accountability to children, from both the conceptual standpoint and that of measurement. The compilation is a complementary resource to the Report that may also serve as reference material for practitioners engaged in monitoring progress in implementing child rights instruments. It considers a variety of existing monitoring frameworks in a comparative context, and provides detailed discussions of the strengths, weaknesses and inter linkages of various child-focused measurement tools. The insights it offers should help in identifying possibilities for further improvement in current practices, to improve monitoring of compliance with child rights standards and accountability to children. To read and download the report, please [click here](#)

Championing Children's Rights: A Global Study of Independent Human Rights Institutions for Children

Author: UNICEF Innocenti

This study, globally the first comprehensive review of independent human rights institutions for children, takes stock of more than 20 years of their experience. The report provides practitioners with an extensive discussion of the issues as well as a series of regional analyses from around the world. The aim is to help readers understand the purpose and potential of independent human rights institutions for children, what it is they do and how they operate. This review covers institutions created by law or decree that are independent at least in principle. It includes institutions performing activities related to children's rights operating at the national or local level. The report is organized into two major parts: a series of thematic chapters, drawing out lessons from practice on the distinctive principles and features underlying the

function of child rights institutions; and an overview of their international development, looking at the work of institutions by region.

To download the publication, please [click here](#).

January 29, 2014 Release Date: Education for All Global Monitoring Report 2013/14 “Teaching and Learning: Achieving quality for all”

Author: UNESCO

This publication shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million children – many of them from disadvantaged backgrounds – are not learning the basics. Teaching and learning: Achieving quality for all describes how policy-makers can support and sustain a quality education system for all children, regardless of background, by providing the best teachers. The Report also documents global progress in achieving Education for all goals and provides lessons for setting a new education agenda post-2015. In addition, the Report identifies that insufficient financing is hindering advances in education. The full report will be posted on the UNESCO EFA website:

<http://bit.ly/1buGfWG>.

Young Lives Longitudinal Qualitative Research – A guide for Researchers (Technical Note 26)

Author: Young Lives

This document is a reproduction of a fieldwork guide produced collaboratively by an international team of researchers taking part in the Young Lives study. Young Lives is a long-term study of childhood poverty in four countries: Ethiopia, India, Peru and Vietnam. The study tracks 50 children in each study country using a case study approach to document their changing life trajectories over time. This Guide provides a short description of the rationale and ways of working. Full details of how the research was implemented are contained in the Fieldwork Guide for each data collection round. The guide and other related information is available at the Young Lives website:

<http://www.younglives.org.uk/publications/TN>.

UPCOMING EVENTS

February 19-21, 2014: Child Sensitive Social Policies - Towards a Child Sensitive Society in Africa

Harare, Zimbabwe The Women’s University in Africa, in collaboration with UNICEF Zimbabwe, invites all child rights stakeholders who include scholars in child sensitive social policies, researchers, law and policy makers, civil society, international agencies and service providers to the first Child Sensitive Social Policies Conference. For more information, go to the conference website:

http://www.wua.ac.zw/index.php?option=com_content&view=article&id=235.

March 10-15, 2014: Comparative and International Education Society (CIES)

Annual Conference: Revisioning Education for All

Toronto, Canada For more than half a century, the notion of “education for all” has formed an aspirational horizon for national policy makers and global governors in education. The phrase first emerged at the time of the formation of UNESCO, alongside the recognition of education as a universal human right. “Education for all” returned as the central organizing theme for World Conferences in Jomtien, Thailand (1990) and in Dakar, Senegal (2000). It continues to frame global social imaginaries about the actionable links between learning systems and social justice. Yet almost seventy years later, global institutions, national policy makers, civil society organizations and citizens struggle and compete

to give tangible meaning to EFA. Conference website: <http://www.cies.us/2014/index.shtml>.

**April 10-13, 2014: Association for Childhood Education International (ACEI)
Global Summit on Early Childhood (Vancouver, Canada)**

The Global Summit on Childhood, a program within the **Decade for Childhood**, will provide a platform for interdisciplinary dialogue among the global community about the experience of childhood. Participants and presenters will explore the current state of childhood, including issues affecting education and mental and physical well-being, from international, cross-cultural, and cross-disciplinary perspectives. Conference Website: <https://www.acei.org/conferences/annual-conferences.html>

**May 6-9, 2014: World Forum on Early Care and Education
San Juan, Puerto Rico**

This is the tenth World Forum on Early Care and Education. The primary audience for the World Forum is early childhood professionals working in organizations or settings where services are delivered to young children and their families. The goal of the World Forum is to promote the improved delivery of services by bringing together early childhood leaders to explore the hallmarks of quality. Conference Website: <http://www.worldforumfoundation.org/get-involved/2014-world-forum/>.

**July 1-5, 2014: OMEP World Assembly and International Conference
Cork, Ireland**

The 66th OMEP World Assembly will take place on July 1st and 2nd and the Conference will be held from the evening of the 2nd to the 5th of July 2014. The conference theme of children's Cultural Worlds and its subthemes of Play and Creativity; Friendships, Relationships and Identities; Digital Childhood; Influences on Early Learning; Sustainable Development and Cultural Experiences and Heritage will invite a broad interpretation from delegates throughout the world. Conference Website: <http://www.omepireland.ie/conference.html>

**July 8-12, 2014: International Society for the Study of Behavioral Development (ISSBD)
Shanghai, China**

ISSBD is an international organization for researchers who specialize in studying human development throughout the life span; this is their 23rd bi-annual meeting. ISSBD 2014 provides a rare opportunity to bring together leading and emerging researchers of human development and to foster scholarly exchange on a diversity of developmental topics from infancy to late life. Conference website: www.issbd2014.com.

Profiling ECD Initiatives

I. The Early Learning Partnership in Sub-Saharan Africa - An Update

Contributed by The World Bank, Washington

The Early Learning Partnership (ELP) promotes scalable, sustainable and impactful approaches to support young children's development and early learning.

The World Bank launched the ELP in October 2012 to provide targeted technical assistance and funding to support early childhood development (ECD) and early learning across Sub-Saharan Africa. The ELP aims to catalyze change in countries to promote high-quality ECD and early learning opportunities for young children. Strategic goals include: mobilizing African governments to prioritize ECD; accelerating the World Bank's financial and operational commitment to ECD; promoting strong partnerships and innovative approaches; and, raising the profile of ECD on the global development agenda.

Key accomplishments and progress during the ELP's first year

The ELP supported regional and country level activities. Stemming from two rounds of proposals issued in 2013 to invite World Bank Task Team Leaders (TTLs) to apply for funding (\$20,000-\$100,000) to support ECD within their work programs in 2013, the ELP is working on 13 exciting programs in 13 different countries across east and west Africa. The Round 2 Call for proposals encouraged multi-sectoral ECD activities and received a greater variety of proposals than Round 1. Countries include *Burkina Faso, Democratic Republic of Congo, The Gambia, Kenya, Liberia, Madagascar, Niger,*

Rwanda, Sierra Leone, South Sudan, Sudan and Uganda.

New resources mobilized for ECD within operations - The ELP's first year of activities will yield at least an additional \$6.65 million in new funding for ECD activities in Africa- this was achieved with initial funding of just \$300,000. The majority of the new funds have been generated through ECD activities included in new projects financed by GPE and the International Development Association (IDA).

Awareness-raising, sensitization and knowledge sharing for 20 countries – Two regional ECD workshops (Dar es Salaam, Tanzania and Dakar, Senegal) were co-hosted with GPE, UNICEF and UNESCO. The workshops included 180 participants from 20 country delegations and provided an opportunity to learn about countries' needs, promote cross-country knowledge sharing and bring in Technical Assistance in areas such as quality provision, financing, co-ordination and measurement.

Improved coordination and partnership building – The ELP team is coordinating activities and aligning strategies with UNICEF, GPE and UNESCO within the Africa region. Ongoing discussions with bilateral development agencies and a number of private foundations are yielding additional opportunities for collaboration.

Examples of our upcoming work in Round 2 approved ELP countries (2013-2014):

Country	Description
Burkina Faso	Support the inclusion of ECD activities within an IDA-financed secondary/tertiary education project, including ECD teacher training and inclusion of ECD as a topic within a secondary school life-skills course.
Kenya	Support development of an ECD component within GPE project, provide analytic support to decentralization of ECD to county level and develop Public-Private Partnerships to support ECD.
Madagascar	Support the development of a sustainable, multi-sectoral ECD strategy, including options to integrate early stimulation and early learning into health and nutrition programming, for potential scale up and future finance.
Rwanda	Adapt and pre-test a manualized and evidence-based family strengthening/parenting intervention to target ECD for potential scale up through The Vision Umurenge 2020 Program (VUP).

The ELP work program was recently endorsed by a multi-sectoral group of World Bank staff and external experts, and four main focus areas were agreed upon.

Focus Area 1: Providing technical assistance and analytical work for ECD policy support and systems strengthening, including quality assurance

Focus Area 2: Supporting the design and implementation of ECD operations and expanding opportunities to finance and coordinate ECD across sectors

Focus Area 3: Engaging the non-state sector and promoting Public-Private Partnerships (PPPs) to Support ECD in Africa

Focus Area 4: Generating and disseminating knowledge to promote ECD Community(ies) of Practice in Africa

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 Africa ELP Distribution List, please contact Alexandra Solano at asolanorocha@worldbank.org.

II. Ethical Research Involving Children Project

Childwatch International recently announced the release of Ethical Research Involving Children Project (ERIC). This is a joint initiative by Childwatch International Research Network, the UNICEF Office of Research, the Centre for Children and Young People at Southern Cross University and the Children's Issues Centre at the University of Otago.

An excerpt from the Childwatch site:

Research is vital to understanding how we can improve children's lives and create a better future for all. Methods of research involving children are expanding rapidly and changing the way we think about children and what they have to tell us about issues relevant to their lives. But how can we ensure these research approaches are ethically sound, children are respected and their views and perspectives gathered and reported with integrity? Faced with dilemmas and challenges, researchers often struggle to find adequate guidance and strategies.

While a range a range of guidance materials on research involving children is available, it was considered timely and important to bring together the best thinking internationally about key ethical issues and how these might be addressed in different research contexts. This extensive evidence is underpinned by an explicit emphasis on the important role of reflexivity, rights and relationships in progressing ethical research.

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The Ethical Research Involving Children Project is intended to provide both guidance and a forum for discussion offering advice and possible solutions. A joint initiative by the UNICEF Office of Research, the Childwatch International Research Network, the Centre for Children and Young People at Southern Cross University and the Children's Issues Centre at the University of Otago, the Ethical Research Involving Children Project avoids a prescribed approach and encourages greater consideration of ethical issues as part of a reflective process between researchers, children and other stakeholders.

Near 400 members of the international research and NGO communities have contributed to this project that has developed a range of resources to provide clear guidance on ethical issues and concerns that can be applied in multiple research contexts. The resources include:

- An International Charter for Ethical Research Involving Children
- A compendium on ethical issues and challenges including a collection of over 20 case studies as well as structured questions to guide ethical research involving children (called 'Getting Started');
- A website – www.childethics.com – specifically designed to provide a rich repository of evidence-based information, resources and links to journal articles to guide and improve research involving children and to provide a platform for further critical reflection and dialogue.

Journal Section

As noted in the Editor's introduction, the following activities and events took place utilizing three funders and reports were prepared to summarize the outcomes of each. The following are excerpts from each of those reports. The full reports and attachments referred to within this Journal section are located on the website of the African Scholars and Institutions Initiative (AS&I-ECDVU) (<http://bit.ly/1f3PiCR>).

With respect to the surveys detailed in sections I and II, data continue to be compiled as new information is provided. It is recommended that the reader refer to the online version of the surveys summary, and if updates can be provided, please email information to apence@uvic.ca.

I. EAST AND SOUTHERN AFRICA (ESA) POST-SECONDARY SURVEY AND WORKSHOP (2010)

Subsequent to the ECD/CD International Scholars Workshop held in Victoria, Canada (see *Africa ECD Voice*, issue #1), a conversation took place between Aster Haregot, then ECD lead with the East and Southern Africa Regional Office (ESARO) for UNICEF, and Alan Pence, Director of the Early Childhood Development Virtual University (ECDVU) program, regarding the need to better understand ECD/CD course and program offerings at the various post-secondary institutions in the ESA region. With funding from UNICEF-ESARO a combination: 1) survey of post-secondary institutions, and 2) a several day workshop to explore in more detail the findings of the survey was planned, with the workshop to coincide with the first ever Africa hosting of the Biennial Congress of the International Society for the Study of Behavioral Development (ISSBD—a major international association for human development scholars).

The survey took place during the first several months of 2010, with the follow-up workshop held in Lusaka in July, 2010. The workshop was designed to bring one senior and one more junior

person from one of the institutions in countries that had completed both the survey and a brief 'Background Report' on post-secondary education in the country. The Workshop was co-led by Profs. Alan Pence and Jophus Anamuah-Mensah (former Vice-Chancellor University of Education, Winneba in Ghana). The following text is based on the report from the Lusaka Workshop and includes information regarding: the workshop, country background reports, and the ESARO-focused surveys (a few surveys from outside ESARO were also completed at that time). Invitations to the workshop were extended through ESARO-UNICEF country offices to eleven countries/institutions (Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mozambique, Rwanda, Swaziland, Uganda, Zambia, Zimbabwe), and one from outside ESARO (Nigeria, University of Ibadan).

A. ECD Country Background Reports

As noted, a pre-workshop activity requested by ESARO-UNICEF called upon participating countries to develop a brief 'Background Report'. Nine of the twelve countries submitted these reports by the time of the Workshop. The reports provided valuable insights into the evolution of ECD education and training in each of the countries. Co-facilitator Anamuah-Mensah included an overview reflection on the papers as part of an opening set of comments at the Workshop. Those comments followed a discussion of relevant quotes from Kofi Annan, former U.N. Secretary General:

"The university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars" (Kofi Annan, 2000);

And from Hans van Ginkel, former Rector of UN University:

“Increasingly, universities have to draw on and contribute to the global knowledge base in order to customise and elaborate knowledge to benefit the local/ regional community which supports it. In this situation, it is the responsibility of the university to facilitate the creation of a new generation capable of contributing better to sustainable development of their own societies as well as the world community”. (Hans van Ginkel, 2006).

Also provided were some ‘Facts and Figures’ for consideration by the workshop group:

- There are over 900 different tertiary institutions in the 54 African Countries
- Universities employ about 180,000 academics, and
- Serve about 5 million students
- They represent an estimated \$5 billion enterprise

An overview analysis of the nine Background Reports received (Botswana, Ethiopia, Kenya, Malawi, Nigeria, Rwanda, Swaziland, Zambia, Zimbabwe) noted the following points (the draft papers can be found on the AS&I website <http://bit.ly/1f3PiCR>):

- Almost all of the 9 countries have national policies on ECD
- Capacity building programs are conducted both at the pre-tertiary and tertiary levels:
 - At pre-tertiary level, capacity building produces caregivers, nursery assistants and teachers; certificates and diplomas are awarded
 - At some universities, Bachelors, Masters and PhDs are awarded as well as certificates and diplomas; high level personnel are trained to serve as teachers in training colleges and universities, and as researchers and advisors for ECD
 - Only two reporting countries have a PhD program (Kenya & Nigeria—RSA also has PhD programs, but they did not attend the Workshop)
 - Rwanda does not have an ECD program at a university level, but has commenced activities to develop one.

- A number of training institutions provide some courses but not full-fledged programs in ECD
- There is increasing private institutional participation in ECD training
- Countries are witnessing increasing numbers of programs providing education and care for children from zero to school going age

B. Tertiary Survey

A tertiary survey was created for distribution through ESARO to the UNICEF country offices (n=21) and through the ECDVU Network of graduates in sixteen countries across Africa (some graduates are outside ESARO, for a total of 29 SSA countries contacted). A total of 25 were completed and returned before the Workshop.

Surveys of this nature have been attempted before with very limited success. The response rate for this survey (25/29 = 86%) was far better than earlier efforts due in large part to extensive follow-up and personal requests. Overview comments regarding the survey responses were also included in the PowerPoint presentation by Prof. Anamuah-Mensah on the morning of the first full day of the Workshop. Those points were as follows:

- Universities offer both degree and non-degree programs
- Most universities do not have degree programs in ECD but have ECD modules as part of other degrees
- Many universities have well qualified staff for allied programs – child psychology, education, nursing, home economics, special education, public health, developmental psychology, etc.
- 8 countries have certificate programs for ECD caregivers
- 7 have diploma programs (1 postgraduate diploma)
- 9 countries have Bachelors degree programs
- 3 countries have Masters programs (Nigeria, Zimbabwe, Kenya)
- 3 countries have PhD programs (Nigeria, Kenya & RSA)
- Many of the Bachelors programs are taught by non-PhD holders

- Universities are not producing enough Masters and PhDs to provide support for ECD
- Non-tertiary training institutions are staffed by non-degree holders and in some cases by unqualified staff.
- There is increasing participation in ECD by private tertiary institutions
- Some respondents also noted:
 - ECD has gained recognition and is now more often found on the social policy agenda of SSA countries, but countries continue to underfund ECD
 - There is a lack of adequate ECD services for the disadvantaged and the vulnerable; and much better access to ECD in urban than in rural areas

C. Lusaka East and Southern Africa ECD Workshop

The Workshop began the evening of July 15, 2010 with an opening orientation and dinner. Two full days of sessions followed, and these were held at the Mulungushi International Conference Center in Lusaka, the site of the International Society for the Study of Behavioral Development (ISSBD) Biennial Congress (July 18-22). The presence of the Congress was a primary reason for holding the Workshop at this time and place.

The Workshop design featured: an initial evening for introductions; an introductory presentation the morning of the first day; several presentations stressing key points for consideration throughout the Workshop. However, for the most part the Workshop used a combination of large-group (plenary) and small-group processes. Most small-group work was divided along Senior-Junior lines, but given a sizeable number of UNICEF staff and one donor organization, a third small-group was created as well. A total of approximately 40 individuals were present at any given time.

The Workshop was designed, first and foremost, to hear from the institutions themselves regarding the key issues they face in advancing scholarly activities and to receive from them their ideas regarding possible ways forward. In other words, the dynamic sought for the Workshop was one of 'hearing from' rather than 'telling to'. Also, in terms of the dynamic sought, it was felt that it would be instructive to hear about the challenges, and possibilities, from the different perspectives

of senior, primarily administrative faculty, as well as from more junior, primarily teaching faculty. And, as noted, a third perspective, external to the institutions, was available through the UNICEF and donor participants.

The first use of small groups (primarily during the afternoon of the first day) focused on brainstorming the challenges each group faced in advancing ECD scholarly activity in their institution, and then prioritizing the top three or four challenges. The results of each group's deliberations were then shared in a plenary session. Those challenges were then brought back to the 'junior and senior' groups the morning of the second day, with a request to identify suitable 'responses' or ways to address the top challenges. The updated Challenges and Responses were then shared in a plenary.

The decision to create different groups based on their position within, or outside, institutions was a useful one. While there was a good degree of overlap across the full set of priorities for each group, the rankings were somewhat different, with the 'Implementers' Group ('Junior' academics) focused more on the importance of large-scale country sensitization to issues of ECD which would in turn better support the need for institutional and scholarly engagement with ECD, while the 'Administrators' group ('Senior' academics) had a greater focus on engagement with government and policy makers, and a focus on leadership within the institutions. The 'Development Partners Group' ('DPs', primarily UNICEF staff) highlighted greater engagement with 'international scientific research' and the importance of the DPs involving African scholars in global consultations on ECD. Both the Implementers and the Administrators saw funding as the 2nd highest priority, again focusing largely on the importance of in-country initiatives, including greater provision for ECD in country budgets, while the DPs' continued in their 2nd, 3rd and 4th priorities with a greater focus on the importance of 'external bodies' contributing to capacity building through courses and by assisting access to relevant research and advocacy materials. Overall, the Administrators and Implementers groups had a greater focus on in-country and regional efforts that could promote greater networking, mentoring, research and publishing.

At the plenary session focusing on ‘Challenges and Responses’ the participants and facilitators identified certain overarching challenges that were ‘generic’ to the three groups and to all participating institutions. The full set of Challenges and Responses from all three groups were then considered in country teams with the directive that each country/institution would identify three top priorities for action upon return to their country.

The final plenary session identified four, high priority objectives for the group as a whole that should be taken forward to international and UN organizations noting that these four objectives represent a unified consensus regarding urgent needs in regards to advancing scholarly activity in support of ECD in Africa. The four priority objectives are:

- Development of a professional journal for ECD in Africa (exploring both e- and hard copy possibilities)
- Creation of a website that features a wide variety of African ECD research (reports, theses, and various forms of ‘grey-literature’ to be included)
- Establishment of a ‘Network of ECD Scholars’ based in and/or focused on Sub-Saharan Africa. A first step would be a follow-up to this Workshop
- Advancing a principle that research promoted or financed by international and UN organizations undertaken in Africa should, whenever possible, include African scholars as co- or lead- investigators

Summary:

As noted, the activities described above were considered to be of a pilot nature, seeking to determine the utility and ‘do-ability’ of: a common ECD Tertiary Survey instrument (limited success previously); a guided request for a short, Country Background Report (a new undertaking); and the effectiveness of a two-plus day workshop (a new activity) that would bring together senior and junior scholars from diverse SSA countries (a new method). All three activities are deemed to have been effective in generating useful information and in providing the basis for follow-up activities.

II. EXTENDING THE ESA POST-SECONDARY SURVEY TO WEST AND CENTRAL AFRICA (WCA)

Following the successful completion of the ESA Survey and the Lusaka workshop Dr. Pence held discussions with Mme. Rokhaya Diawara of UNESCO-BREDA and the ADEA-WGECD in November 2010. It was agreed that extending the tertiary institutions survey further, into WCA, would complement the stated objectives of UNESCO/BREDA; the ADEA-WGECD 2011-2012 Work Plan (specifically Strategic Objective 3); the mission of the UNESCO Chair for Early Childhood Education, Care and Development (Dr. Pence); and the work of the ECDVU. Therefore, and to address those ends, an agreement was finalized in late November 2011.

The specific goals were to: (1) gather similar data, using the ESA survey instrument, concerning existing ECD tertiary capacity for as many of the remaining countries in Sub-Saharan Africa as possible; (2) identify programmes that sought to develop, expand or were in the process of expanding; and (3) highlight institutions and individuals to participate in a second Scholars and Institutions workshop relevant for WCA.

An English version of the tertiary survey was provided to UNESCO-BREDA and the WGECD on December 1, 2011, translated into French, and circulated to the WGECD focal points for the first time on January 10, 2012. During the next five months a number of follow up requests were made in an attempt to maximize the return rate and to clarify the information provided. In April 2012 (following discussions at an ADEA-WGECD meeting in Ouagadougou, Burkina Faso), Dr. Yumiko Yokozeki of UNICEF-WCA volunteered to assist by ensuring the survey was sent to the appropriate UNICEF regional offices for countries that had not yet replied.

The detailed data obtained from the WCA¹ survey activities to May 31 (the cut-off deadline for the report) was collated in Appendix 2².

¹ The list of WCA countries was obtained from UNICEF at http://www.unicef.org/wcaro/Countries_1829.html, last retrieved May 10, 2012.

² Since survey data was provided at different times, the survey summaries indicate when the information regarding a country was last updated.

A. Survey return rates for both regions:

The overall ESA response rate to May 31, 2012 was 18 out of 23 (78%) and, by official European language, response rates were as follows³:

Anglophone ⁴ :	15 of 15 (100%);
Francophone:	1 of 2 (50%);
Lusophone:	2 of 2 (100%);
Other ⁵ :	0 of 4 (0%).

The overall WCA response rate to May 31, 2012 was 19 out of 24 (79%) and, by official European language, response rates were as follows⁶:

Anglophone:	7 of 7 (100%);
Francophone:	11 of 13 (85%);
Lusophone:	1 of 3 (33%);
Other:	0 of 1 (0%).

B. Summary of ESA survey results⁷

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

a. **Countries with post-secondary ECE/ECD⁸ programme(s) in place:**

³ The responses for countries with more than one official language (as determined primarily by reference to http://www.nationsonline.org/africa_languages.htm) have been included in the language category in which the ECE/ECD specific courses or programmes reported in the survey responses are delivered.

⁴ Given that Rwanda is transitioning from French to English as the official language, Rwanda has been grouped with the Anglophone countries. However, it is not clear from the survey responses whether the courses and programmes offered at the National University of Rwanda (which has historically been bilingual) and the Kigali Institute of Education (which is a relatively young institution founded in 1999) are delivered in English and/or French.

⁵ Comoros and Seychelles are tri-lingual and are included in the 'Other' category along with Somalia and Sudan/South Sudan.

⁶ Although Cameroon is bi-lingual (English and French), all ECD programmes and courses reported in the survey responses are delivered in English so Cameroon has been grouped with the Anglophone countries. Equatorial Guinea, which is bilingual (Spanish and French), has been included in the Other statistics.

⁷ As noted previously, data collection from the ESA was initiated in 2010 and, while a few countries provided updated information in February 2011 or after, most figures and statements relating to ESA are from 2010.

1. **Angola (L):** Dom Bosco offers a 4 year ECD Caregivers programme and the new Instituto Superior de Serviço Social had a Masters in Early Childhood Caregiving under development in 2010.
2. **Kenya (E):** Kenyatta University offers a diploma in ECCE, a B.Ed. in ECE and an MA, M.Ed. and Ph.D. in Early Childhood Studies; the University of Nairobi has a certificate, diploma and a M.Ed. in ECE and a B.Ed. in Early Childhood and Primary Education (ECPE); and Moi University offers a B.Ed. in ECPE.
3. **Lesotho (E):** Lesotho College of Education has a certificate in ECE and certain departments in the National University of Lesotho (Home Economics, Psychology and Sociology) offer various courses with ECE/ECD content. In addition, the Ministry of Education and Training (ECCD Unit) has plans to have the University introduce an ECE programme that would offer degrees in child related studies.
4. **Mauritius (E⁹):** The Mauritius Institute of Education offers a 2 year Certificate of Proficiency in ECE as well as various ECE certificates and diplomas to teachers in its 1 or 2 year part-time programmes.
5. **Mozambique (L):** The Universidade Politecnica; Instituto Superior de Ciencias de Saude, the Universidade Pedagogica and the Universidade Eduardo Mondland all offer a B.Ed. in ECD.
6. **Namibia (E):** The Namibian College of Open Learning has a 1 year certificate in ECD and has developed a Diploma in Early Childhood and Pre-Primary Education that was launched in April 2012.

⁸ Early childhood care and education programs use various acronyms, for example: ECE, ECCE, ECCD and ECD. The acronym ECD (as used by the ECDVU) refers to a more multi-disciplinary approach to early childhood that includes disciplines of health, nutrition, social welfare, psychology and related other departments/disciplines designed to develop a more holistic view of children and children's services. The acronyms used here primarily reflect terms used by various institutions in the survey responses.

⁹ Although the constitution of Mauritius makes no mention of an official language and French and Mauritius Creole are more commonly spoken, since the vast majority of ECD programmes and courses reported in the survey are offered in English, Mauritius has been classified as an Anglophone country for purposes of this report.

7. **Republic of South Africa (E):** Both the University of Pretoria and the University of South Africa (UNISA) have B.Ed., M.Ed. and Ph.D. programmes in ECE/ECD or Early Childhood Intervention; Wits University has a B.Ed. (ECD Specialization) as do the University of Kwa Zulu Natal and Rhodes University. Also, the University of Cape Town is planning to offer a Post Graduate Certificate in Education (PGCE) and the Walter Sisulu University expects to launch an ECE/ECD programme, both in 2012.
8. **Tanzania (E):** The University of Dodoma offers a 3 year ECE programme and the University of Dar es Salaam has a 3 year degree in ECE. As at April 2011 the Open University of Tanzania (OUT) was expecting to launch an ECD Certificate programme in 2011/12. By contrast, no post-graduate ECE/ECD courses are offered in Zanzibar where all teacher training certificate courses were phased out in 2009 and there are now only Diploma courses in primary and secondary education.
9. **Uganda (E):** Kyambogo University has a 2 year B.Ed. in ECE and the Nsamizi Training Institute for Social Development is exploring the possibility of a Diploma in ECD. In addition, as of June 2010, there were 83 privately run ECD training institutions offering Certificates in ECD. The Ministry of Education and Sports was in the process of validating them based on set criteria and expected that a number of them would be accredited shortly.
10. **Zambia (E):** Zambia Open University has a Bachelors of ECE and the University of Zambia offers B.Ed., M.Ed. and M.A. courses in its Psychology and Education departments as well as a Ph.D. in the Education department with various courses in those programmes having ECE/ECD content.
11. **Zimbabwe (E):** The University of Zimbabwe is associated with a number of colleges in the country which offer a 3 year diploma in ECD. Eleven of twelve Primary Teacher Colleges in the country offer training in ECD to teachers. In addition, the Faculty of Education has B.Ed. and Masters programmes in Early Childhood Education, Primary Education and Technical

Education¹⁰ and a Ph.D. programme in Education Research. The Great Zimbabwe University has B.Ed. programmes in ECD and Primary Education and has offered a Masters in Educational Foundations in the past.

b. Countries with post-secondary ECE/ECD programme(s) planned or considered:

1. **Botswana (E):** As at February 2011 the University of Botswana had developed a Bachelors programme in ECD (which was in the process of being approved) and a Masters in ECE under development. Other institutions in the country offer 1 year certificates.
2. **Ethiopia (E):** As at February 2011 Addis Ababa University had draft undergraduate, graduate and Ph.D. curriculum ready for discussion with stakeholders with the hope that the graduate programme might be launched in 2011/2012.
3. **Malawi (E):** In 2010 the University of Malawi, Chancellor College submitted an ECD Postgraduate Diploma proposal to UNICEF for funding. In addition, the departments of Home Economics, Psychology and Sociology offer various courses with ECE content and Masters students in Curriculum Studies can focus on ECD related topics.
4. **Rwanda (E):** As at February 2011 both a Diploma and a B.Ed. in ECD had been developed by the Kigali Institute of Education with the first cohort scheduled to commence in the fall of that year. A M.Ed. programme has also been developed but the launch will be deferred until sometime after the undergraduate programmes become operational. The National University of Rwanda does not have an ECD programme per se, but the School of Public Health offers various courses with ECD content.
5. **Swaziland (E):** As at June 2010 the University of Swaziland was in the process of considering a proposal for a B.Ed. in ECE.

¹⁰ Technical Education focuses on nutrition, family care and health, children's wear (design and technology) and family management and economics.

c. Countries with some post-secondary ECE/ECD related courses or course content but no known ECE/ECD specific programme:

1. **Burundi (F):** The University of Burundi Faculty of Psychology and Education Sciences offers courses in which certain aspects of child development are addressed.
2. **Eritrea (E):** The Eritrea Institute of Technology Educational Psychology department offers various courses with content relating to children.

d. Countries that responded to the questionnaire indicating no known post-secondary ECE/ECD courses or programmes:

None

e. Countries that did not respond to the survey:

In spite of best efforts, it was not possible to obtain completed surveys from the following ESA countries:

1. Comoros (Comorian, Arabic & F)
2. Madagascar (F)
3. Seychelles (Seychellois Creole, E & F)
4. Somalia (Somali)
5. South Sudan and Sudan (Arabic)

C. Summary of WCA survey results

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

a. Countries with post-secondary ECE/ECD programme(s) in place:

1. **Cameroon (E¹¹ & F):** The Teachers' College of the University of Yaounde has a Grad Diploma in Teacher Education with a specialty in Pre-School Education; the University of Buea has a B.Ed. in Nursery and Primary Education; and Bamenda University has developed a B.Ed. in ECCE which will commence at a future date.

¹¹ Although Cameroon is bilingual (English and French) all of the institutions reported in the survey deliver their courses and programmes in English.

2. **Côte d'Ivoire (F):** The National Institute of Social Education's Department of Early Childhood Education offers a 3 year diploma and the Pre-school Education Department has several courses focusing on children and childhood. There is also a private university (Louis de Montesquieu) looking to create an ECD programme.
3. **Ghana (E):** The University of Education, Winneba offers undergraduate diplomas and degrees in ECCD; the University of Cape Coast calendar shows 3 undergraduate courses with an ECCD focus and several other universities in the country have undergraduate diploma courses of 2-3 years duration.
4. **Nigeria (E):** The University of Ibadan offers a Diploma, B.Ed., M.A. and Ph.D. in ECE. A post-graduate diploma in ECD was approved in 2012 in partnership with ECDVU for high level stakeholders who need knowledge and skills in ECD for effectiveness in policy development, advocacy and implementation and, as at February 2011, a collaboration had been established with the departments of Social Science and Human Nutrition to offer some undergraduate ECD courses to reflect the multi-sectoral nature of ECD. The University of Lagos has a new ECE bachelor degree with 600 students registered as well as established M.Ed. and Ph.D. programmes in ECE. In addition, Obafemi Awolowo University in Ile-Ife offers B.Ed. and M.A. programs, and a very recently approved Ph.D. programme in ECE. Several colleges (typically undergraduate Teacher Training Colleges) in Nigeria offer ECCE Certificate programmes and many others are in the process of developing such programmes to support the implementation of the Nigerian policy decision (2006) to add pre-primary programmes to primary schools throughout the country.
5. **Sierra Leone (E):** The University of Sierra Leone offers a B.Ed. in ECCE and Njala University offers B.Ed. programmes in Nursery Education and Primary School Education in their teaching department.

b. Countries with post-secondary ECE/ECD programme(s) planned or considered:

1. **Democratic Republic of Congo (F):** The University of Kinshasa planned an ECE programme that never started. The Universities of Kinshasa, Lubumashi and Bukavu all offer undergraduate and Masters programmes in public health and it appears that all three universities are working toward offering doctoral level programmes in public health as well as other disciplines but not specifically in ECE/ECD.
2. **Guinea-Bissau (L):** Although there is no existing ECE/ECD programme recognized by the government, an undergraduate ECE/ECD programme has been proposed to the Ministry of Education for approval.
3. **Senegal (F):** The University of Cheikh Anta Diop (UCAD) has created a Masters programme in Integrated Development in Early Childhood. The program was originally planned for launch in approximately 2008, but was subsequently postponed. A call for applications is scheduled for early June 2012 and the programme is expected to commence in October 2012. The University also has early childhood expertise in its Psychology and Sociology departments.

c. Countries with some post-secondary ECE/ECD related courses or course content but no known ECE/ECD specific programme:

1. **Benin (F):** The University of Abomey-Calavi has undergraduate and Masters programmes in child psychology and a specialization in kindergarten is offered by the Teacher Training College of Allada.
2. **Burkina Faso (F):** The University of Ouagadougou offers undergraduate and Masters programmes in child psychology and educational psychology and certain courses in those programmes contain ECE/ECD content. The National Training Institute for Social Work trains teachers, monitors and inspectors of education in 2 and 3 year programmes.
3. **Gambia (E):** The University of Gambia has no specific ECD programme but does offer individual ECD courses in various departments. The Gambia Teacher Training

College has a module on ECE/ECD in the Primary Teacher Training Programme.

4. **Liberia (E):** There are three main institutions in Liberia (A.M. Dogliotti College of Medicine, Cuttington University College and United Methodist College) that offer general training related to pediatrics, but no specific ECE/ECD courses.
5. **Mali (F):** The University of Bamako offers several human and social development programmes (psychology, sociology, anthropology, educational sciences) at the undergraduate, Masters and Ph.D. levels. Mali also has a Higher Institute for Training and Applied Research, Teacher Training Colleges (including pre-school education for professionals), and a National Training Institute for Social Workers that offers technical and university courses. Certain of the courses contain aspects relating to early childhood development, but no specific ECE/ECD courses or programmes were identified on the survey.
6. **Togo (F):** The National Institute on Education Sciences in Togo offers several undergraduate, Masters and Ph.D. programmes, but none with a specific ECE/ECD focus.

d. Countries that responded to the questionnaire indicating no known post-secondary ECE/ECD courses or programmes:

1. Central African Republic (F)
2. Chad (F)
3. Congo (Brazzaville) (F)
4. Mauritania (Arabic & F)
5. Niger (F)

e. Countries that did not respond to the survey:

In spite of best efforts, it was not possible to obtain completed surveys from the following WCA countries:

1. Cape Verde (L)
2. Equatorial Guinea (S & F)
3. Gabon (F)
4. Guinea-Conakry (F)
5. Sao Tome and Principe (L).

D. Overview of ESA and WCA survey findings

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

Table I: Overview of Survey Responses by Region	ECE/ECD programmes				
	in place	planned	courses only	unknown	Total
ESA	11	5	2	0	18
WCA	5	3	6	5	19
Totals	16	8	8	5	37

When the data is presented by language (Table II), the differences in ECE/ECD capacity at post-secondary institutions between Anglophone, Francophone and Lusophone countries are apparent.

Table II: Overview of Survey Responses by Language	ECE/ECD programmes				
	in place	planned	courses only	unknown	Total
Anglophone	13	5	4	0	22
Francophone	1	2	4	5	12
Lusophone	2	1	0	0	3
Totals	16	8	8	5	37

Based on the survey responses displayed in Table II:

- 81% of the countries with ECE/ECD programmes in place are Anglophone (only 6% are Francophone and 13% are Lusophone).
- 82% of Anglophone countries deliver or are planning ECE/ECD programmes compared to 25% of Francophone countries. (Only Côte d'Ivoire reported an established ECE/ECD programme delivered in French; Senegal has a fledgling Masters in ECD that, at the time of writing is being launched; and an ECD programme has been proposed in the Democratic Republic of Congo but has never been delivered.)
- 100% of Anglophone countries reported some ECE/ECD content in their post-secondary institutions. The corresponding statistic for Francophone countries is 58%.

Two of the five Lusophone countries in SSA (Madagascar and Mozambique) have established ECD programmes and one (Guinea-Bissau) has an ECD programme proposed. Cape Verde and Sao Tome and Principe, which make up the balance of the Lusophone countries in SSA, did not respond to the survey.

E. Recommendations

Given the survey work done in the ESA and the success of the Lusaka workshop, the 2012 survey activities and analysis were primarily undertaken to assess and compare the status of ECE/ECD programmes in tertiary institutions in the WCA with a view to determining appropriate 'next

steps', including whether a Lusaka (ESA)-like workshop would be of benefit. The ESA survey indicated, and the agenda for the Lusaka workshop recognized, that several ESA countries had established ECD programmes and that the institutions and participants in that region would benefit from sharing the experience of developing and offering ECE/ECD programmes and discussing

ways to move them forward, including adding Masters and Ph.D. programmes to existing Bachelor degrees.

The latest survey results (2012) suggest that a WCA based workshop is essential to begin to address the disparity between the regions and that it should focus largely on providing support for Francophone institutions with a primary emphasis on 'why and how to establish ECD tertiary programmes. Assuming that most of the participants would be from Francophone countries, this workshop might best be offered in French (the Lusaka workshop was in English—but with invitations to other language groups, as was the case for Lusaka). In planning for the workshop agenda and facilitators, it will be necessary to take into account the structure of and designations granted by the French-based academic system. It is recommended that the workshop be held in a Francophone country—perhaps in Dakar, Senegal given the accessibility of UNESCO and their role with ADEA/WGECD as a co-sponsor of this latest survey.

In addition, it is suggested that at least one key academic from Mauritius be included in the instructional team as Mauritius has a quite well developed system of early childhood services with notable strengths in addressing children with special needs (in addition, it is anticipated that a French speaker can be found for this role). The ECDVU program is a good vehicle to reach a broad range of countries and to stimulate useful interactions across borders—its experiences would be useful for this workshop as well.

III. AFRICAN SCHOLARS WORKSHOPS Johannesburg, February 2013, and Follow-up in Lusaka, August, 2013

At the same time as negotiations were underway with UNESCO/BREDA-ADEA for the WCA survey project, an email exchange was taking place with the Open Society Foundation (OSF) in London and the Open Society Initiative of Southern Africa (OSISA) office in Johannesburg. In mid-2012 an agreement was signed with OSISA to hold an ECD/CD African Scholars Workshop in February 2013 in southern Africa. This workshop was envisioned and called for at the 2009 workshop, and its follow-up activities were called for at the

2010 workshop in Lusaka (for more detail on those two workshops refer to *The Voice*, Issue No. 1, October 2013).

Procedures leading up to the Johannesburg Workshop:

Following signing of the Agreement between OSISA and the University of Victoria, tentative lists of potential invitees were shared between Prof. Pence and Mr. Justine Ngulube of OSISA. A balance between OSISA countries' participation, and broader representation from other parts of SSA was achieved and invitations were sent to 19 participants from 18 African countries, and the other three coordinators (Drs. Robert Serpell, Kofi Marfo and Bame Nsamenang a brief biography of each is included as Attachment #5). Mr. Justine Ngulube, the primary contact person for the OSISA Workshop, was also invited to participate (Attachment #3, List of Participants).

Following confirmation of participation, details regarding the workshop were distributed along with a set of pre-workshop readings consisting mainly of articles published in the SRCD journal *Child Development Perspectives* based on the February 2009 workshop held in Victoria. (Attachment #4 Authors and Article Titles).

The intent of the pre-reading materials was to stimulate interaction amongst the invitees in advance of the face-to-face meeting. The online discussion process was initiated by Prof. Robert Serpell (Attachment #6 is a summary of those online discussions).

Also taking place in advance of convening the workshop was the distribution of a short questionnaire that asked participants to rank order their responses to several key questions including:

- Crucial research topics for ECD/CD scholars in SSA
- Constraints on the advancement of ECD/CD research in SSA
- Any other key issues regarding promoting scholarly activity in SSA
- Personal professional development needs

All of the participants completed this form and it was also collated and synthesized in advance of the Workshop (Attachment #7, Synthesis of Questionnaire Responses).

Procedures at the Workshop:

The agenda for the Workshop (Attachment #8) and the list of participants were distributed in advance. Most of the participants had not met each other, so the agenda led off on Sunday evening with a 'putting faces to names' welcoming dinner held in the restaurant of the venue hotel.

The opening session on Monday morning provided background information on events and activities leading up to the Workshop and also noted that the agenda would be 'fluid'—evolving to suit the dynamics of the workshop itself. The co-facilitators met each evening to review the day and to consider possible shifts to the agenda as needed. That being said, the agenda (Attachment #8) provides a good sense of the activities (for example, some small group and some plenary sessions; some sub-regional and some full SSA discussions), with less developed sections becoming clearer as the workshop progressed into day 2 and the final a.m. of day 3.

One key dynamic within the flow of the Workshop was thematic work that was undertaken by four small groups, each led by one of the facilitators. As those groups reported back on Tuesday, it appeared that each was in a position to identify certain 'actionable items' that could serve both as 'ways forward' statements for interested individuals and for the group as a whole. During the final session on Wednesday a.m. consensus was reached on those Action Items (Attachment #9).

The Workshop can be characterized as collegial and very active throughout; it was rewarding for the facilitators to see the level of interactions that emerged. The workshop itself tended to run somewhat over Agenda time allotments, with side conversations carrying on during dinner and, for many, late into the evening. It is believed that these side conversations may themselves yield useful joint-activities amongst participants in future months and years. Overall, it was very useful to have individuals from such a wide variety of countries and from different 'locations' as scholars for example, junior through senior levels, and a couple with non-academic positions at present. That range contributed to the richness of discussions.

Conclusion:

Several key action items were identified and committed to by the participants.

1. Web Forum to continue to exist, with 'coordinator' access extended to full coordinating team
2. Issue of developing an 'African Journal of ECD' to be pursued
3. Discussion topic of 'What is Africa and What is African ECD/CD' to proceed
4. Continue efforts to identify source(s) of funding to establish one or more ECD/CD Centres of Innovation and Excellence in SSA
5. Efforts to more effectively reach-out to other relevant parties both within and outside institutions to be pursued by all participants
6. Development of a Repository for African ECD/CD resources and data bases
7. Research initiatives: The coordinators noted with pleasure that several cross-national, regional 'partnerships' had already begun to emerge at the workshop. Given such strength and interest, leadership for research initiatives will be pursued regionally

Lusaka, Zambia Workshop (Report prepared by Prof. Robert Serpell)

This workshop was held on August 22 and 23 on the Lusaka campus of the University of Zambia but pre-workshop activities commenced in early July. Participants (refer to Appendix 12 for list) were asked to meet with local collaborators in their country to brainstorm about:

- i. Specific research objectives
- ii. Preferred research methods
- iii. Accessible research sites
- iv. Local (in-country) funding possibilities
- v. Existing connections with local, regional or international funding agencies.

On Day 1 of the workshop, the results of the in-country meetings were shared with the other participants, where each of the 7 countries had the opportunity to present and discuss with the group the information compiled regarding the status of ECD research in their country.

The morning of Day 2 the Lusaka Workshop Group (LWG) reviewed the common ground of

achievements (national ECD policy development) and concerns (inequities in provision of services for support of ECD, lack of full implementation of policy, lack of co-ordination among parties responsible for implementation and insufficient attention to medium of instruction in ECE and cooperative communication between ECDCE providers and parents). The discussion then led to what research is required in order to address those concerns and what research is being doing currently, what was done in the past, and what we do in the future to address the knowledge gaps.

One of the outcomes of the Johannesburg workshop was the identification of crucial research topics. While the exact outcome of the Lusaka workshop was not predefined, the goal was to identify and analyze the varieties of research proposal models and determine which are the best way(s) forward to address one or more of

those topics. The participants determined that the best use of time and resources would be to create a joint proposal that would include flexible adaptability to the unique needs of each country, with an overarching focus on child-rearing practices and parental beliefs among varied demographic groups and types of family.

An ambitious Workplan (Appendix 14) was constructed by the LWG that itemized activities required to be completed in order to generate a fundable proposal.

Plans for Moving Forward:

The authors of the work plan have committed to work on the implementation of the proposal, and the work plan identifies a tentative timeline for this work to be completed.

