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

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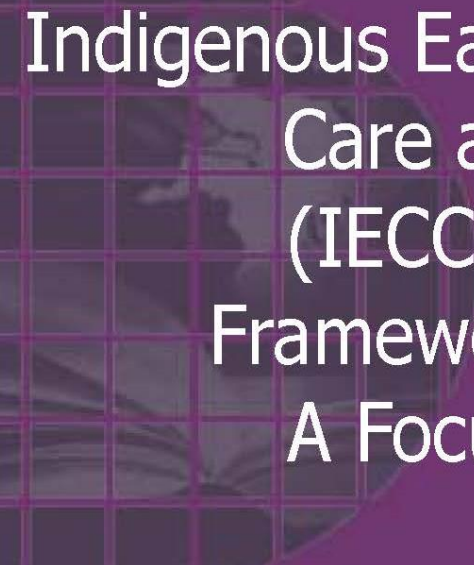
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UNIVERSITY OF IBADAN

The Project:

- IECCE Curriculum Framework for Africa was a collaboration between UNESCO's Institute for Capacity-Building in Africa (IICBA) and six African scholars from Republic of Congo, Burkina Faso, Ethiopia, Lesotho, Nigeria and South Africa

- Available online at: http://www.iicba.unesco.org/sites/default/files/Fundamentals%20of%20Teacher%20Education%20Development%20No6.pdf

United Nations Educational, Scientific and Cultural Organization

International Institute for Capacity Building in Africa

Fundamentals of Teacher Education Development

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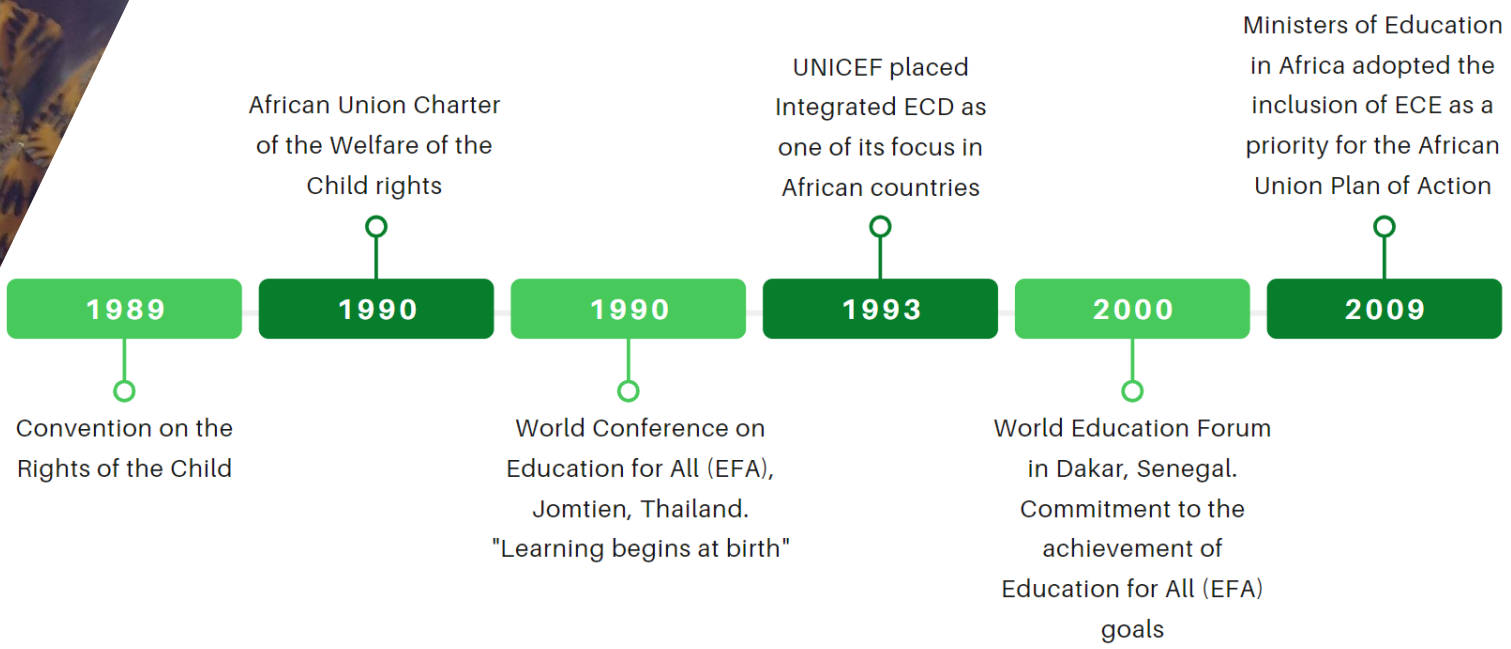Patience O. Awopegba, Esther A. Oduolowu and A. Bame Nsamenang

Convention on the Rights of the Child poster:

1 DEFINITION OF A CHILD (-18)
2 NO DISCRIMINATION
3 BEST INTERESTS OF THE CHILD
4 MAKING RIGHTS REAL
5 FAMILY GUIDANCE AS CHILDREN DEVELOP
6 LIFE, SURVIVAL AND DEVELOPMENT
7 NAME AND NATIONALITY
8 IDENTITY
9 KEEPING FAMILIES TOGETHER
10 CONTACT WITH PARENTS ACROSS COUNTRIES
11 PROTECTION FROM KIDNAPPING
12 RESPECT FOR CHILDREN'S VIEWS
13 SHARING THOUGHTS FREELY
14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS
16 PROTECTION OF PRIVACY
17 ACCESS TO INFORMATION
18 RESPONSIBILITY OF PARENTS
19 PROTECTION FROM VIOLENCE
20 CHILDREN WITHOUT FAMILIES
21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN
23 CHILDREN WITH DISABILITIES
24 HEALTH, WATER, FOOD, ENVIRONMENT
25 REVIEW OF A CHILD'S PLACEMENT
26 SOCIAL AND ECONOMIC HELP
27 FOOD, CLOTHING, A SAFE HOME
28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION
30 MINORITY CULTURE, LANGUAGE AND RELIGION
31 REST, PLAY, CULTURE, ARTS
32 PROTECTION FROM HARMFUL WORK
33 PROTECTION FROM HARMFUL DRUGS
34 PROTECTION FROM SEXUAL ABUSE
35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION
37 CHILDREN IN DETENTION
38 PROTECTION IN WAR
39 RECOVERY AND REINTEGRATION
40 CHILDREN WHO BREAK THE LAW
41 BEST LAW FOR CHILDREN APPLIES
42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

African Union

An Integrated, Prosperous and Peaceful Africa

AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD

www.au.int

African Union Charter of the Welfare of the Child rights

UNICEF placed Integrated ECD as one of its focus in African countries

Ministers of Education in Africa adopted the inclusion of ECE as a priority for the African Union Plan of Action

1989

1990

1990

1993

2000

2009

Convention on the Rights of the Child

World Conference on Education for All (EFA), Jomtien, Thailand. "Learning begins at birth"

World Education Forum in Dakar, Senegal. Commitment to the achievement of Education for All (EFA) goals

An Indigenous, strength-based approach to living and learning in the early years
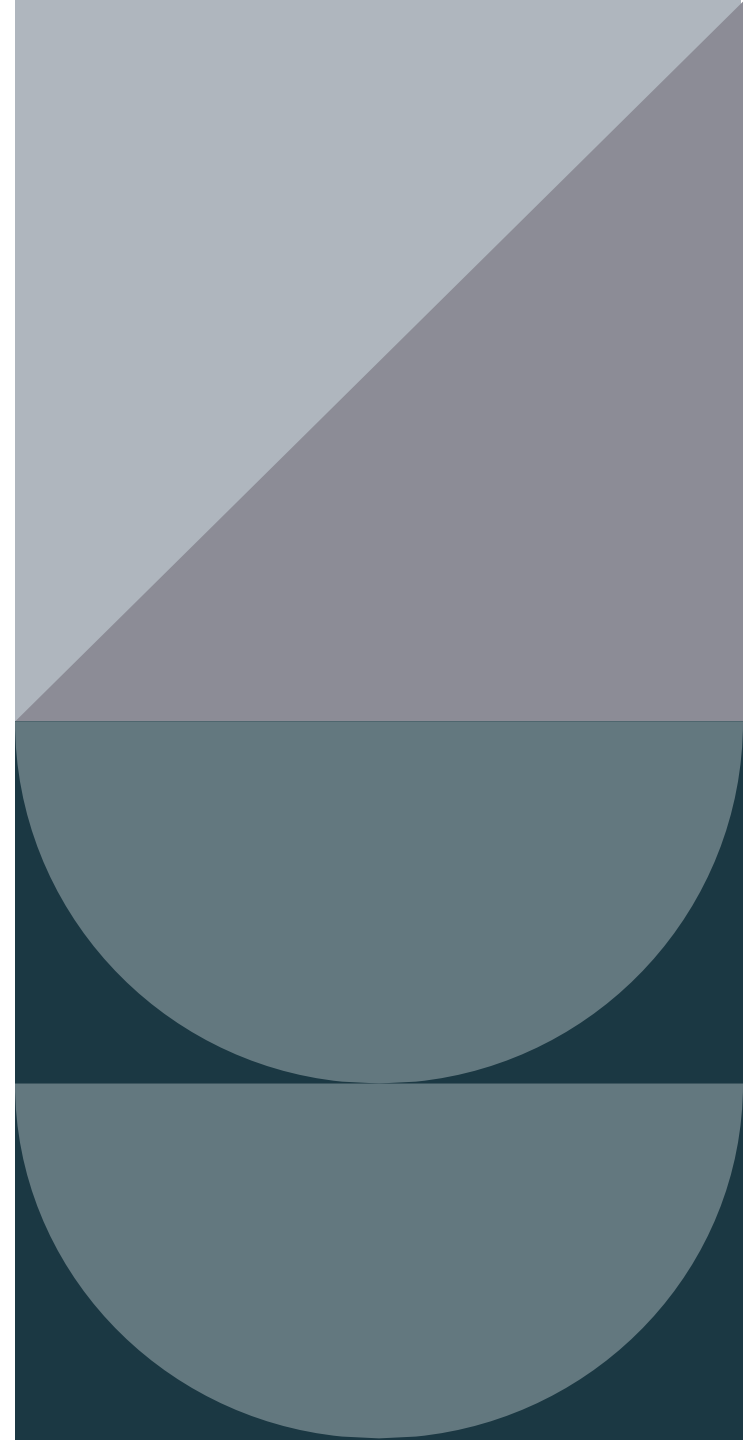
7 interconnected modules make up the curriculum:

1. The Young Child
2. The Child with Additional Needs
3. Family and Community
4. Needs and Rights of the Child
5. Play and Learning
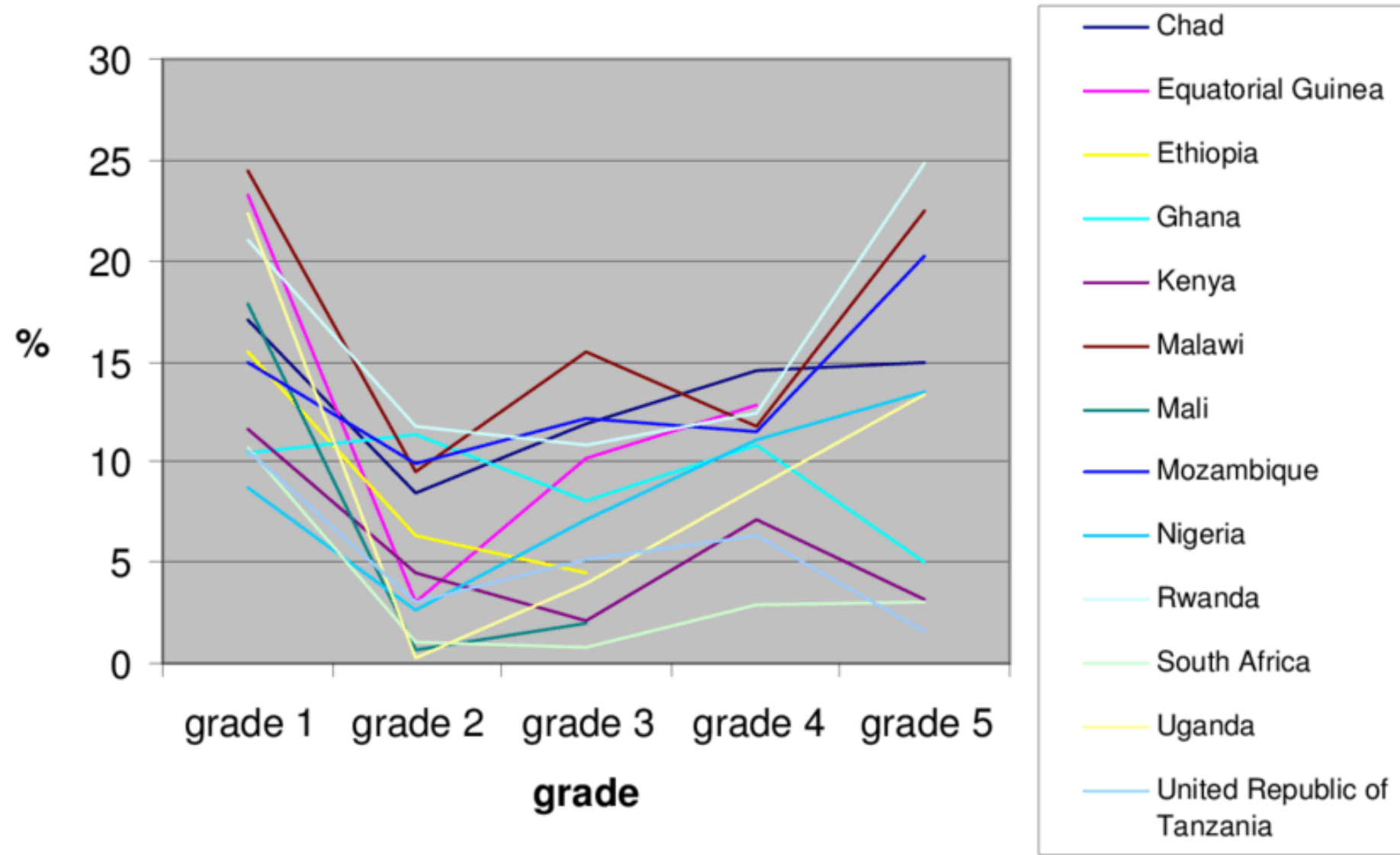6. The Caregiver
7. Assessment and Research.

Fundamentals of Teacher Education Development

6

Indigenous Early Childhood
Care and Education
(IECCE) Curriculum
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and Contents

Patience O. Awopegba, Esther A. Oduolowu and A. Bame Nsamenang

Motivations for the Curriculum Project

- Child rights and international commitments (e.g. EFA goals)

Drop out rates by grade in primary schooling in Africa %

Legend:
- Chad
- Equatorial Guinea
- Ethiopia
- Ghana
- Kenya
- Malawi
- Mali
- Mozambique
- Nigeria
- Rwanda
- South Africa
- Uganda
- United Republic of Tanzania

Source: Hunt, F. (2008). Dropping out from school. A cross country review of literature. Report prepared for the Consortium for Research on Educational Access, Transitions and Equity (CREATE).

Motivations for the Curriculum Project

- Child rights and international commitments (e.g. EFA goals)

- Counter-act high drop-out rates in primary schools
  - Align curriculum and cultural knowledge/values
  - Increase learner participation
  - Promote responsive evaluation and assessment methods
  - 21st Century skills, knowledge, and values are not separate from Indigenous knowledges
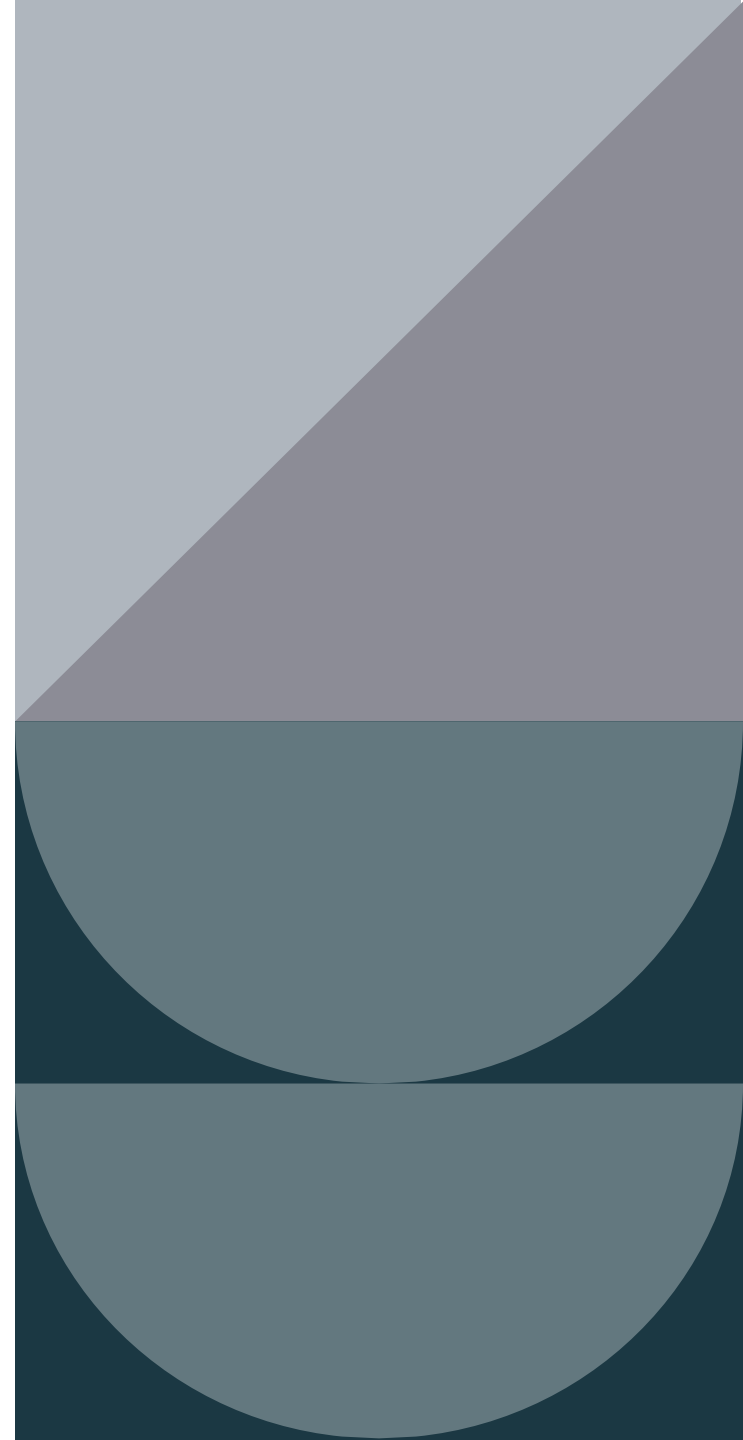
Motivations for the Curriculum Project

- Give African children a "good start in life"
  - Cultural values and norms
  - Education embedded in culture
- Increase parental and caregiver engagement
- Recognize importance of mother tongue and home languages
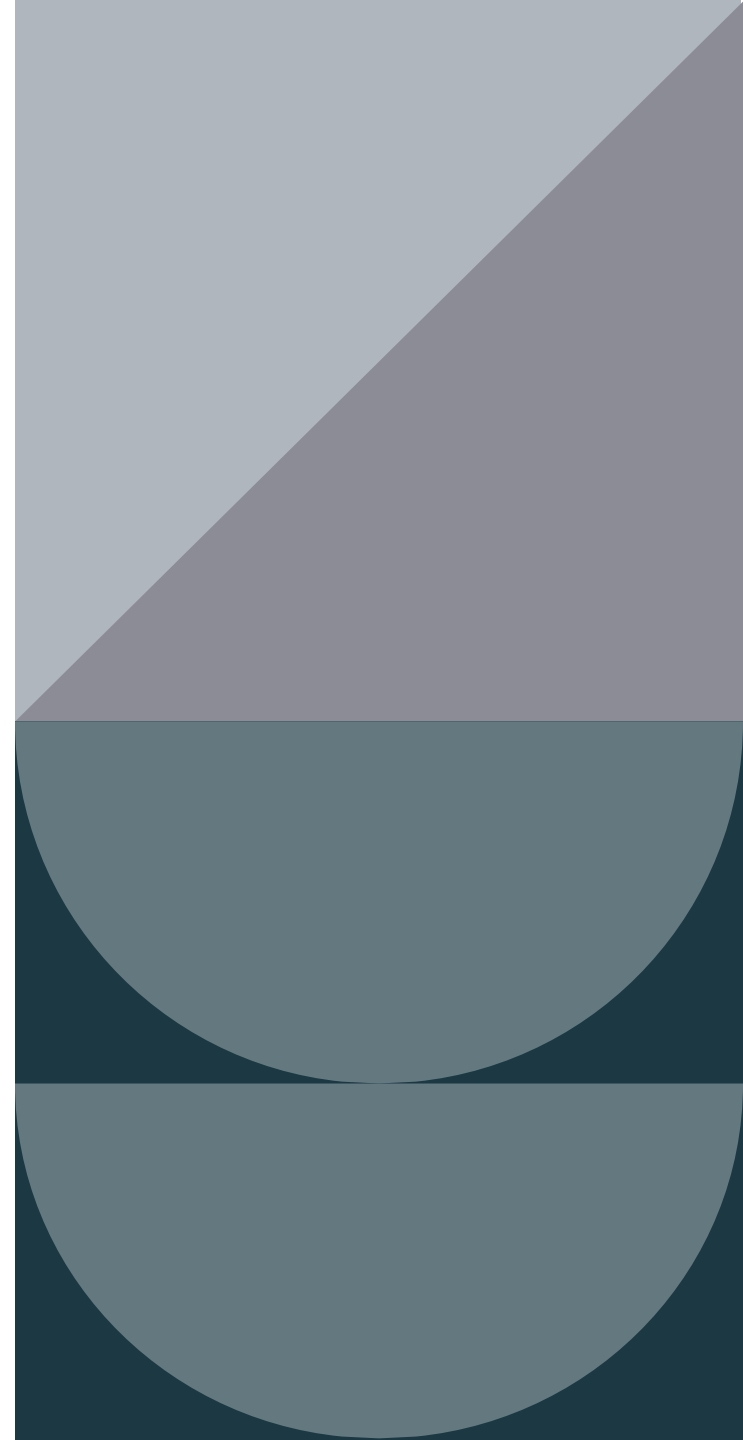
Conditions to Produce Change

*"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, **the best interests of the child** shall be a primary consideration."*

~UN Convention on the Rights of the Child, Article 3.1

Conditions Needed to Produce Change

- Children's best interests NOW

- Contextually appropriate practices
  - Challenge cultural bias of curriculum (e.g., DAP) as imported rather than locally responsive

- Contextually appropriate practices + culturally appropriate practices

- Insist on mother tongue and local languages as medium of instruction (and imagination)

- Use local resources
  - Elders (custodians of the culture)
  - Peer group (child-to-child teachers)
  - Materials in the environment (e.g., natural materials, stories, poem, proverbs, games)

- Generative approaches to content development

What's happened with the IECCE in Nigeria?

- Meetings with stakeholders
  - Wide sensitization with national partners
  - Faced resistance to give up imported models; push-back on recognizing local expertise
  - Compromise – embed elements of IECCE in pre-existing curriculum

- Inclusion in university education programs
  - Part of syllabus in teacher education
  - Graduate student research programs
    - Students: Idowu O. Majebi and Peter K. Olowe

- Government is open to pedagogical transformation
  - Wants to increase active learning
  - Points of connection between IECCE and the Reggio Emilia approach

Final thoughts

- Aim for a holistic approach
  - Not everything can be measured to indicate success

- Model schools as research site
  - Dream of time and space to implement the IECCE fully

- Capacitate Indigenous knowledges
  - Mainstream approaches can be assimilative; there will be gaps for Indigenous peoples
  - Education is more than school, education is to contribute to the world