



Council for the Development of Social Science Research in Africa  
Conseil pour le développement de la recherche en sciences sociales en Afrique  
Conselho para o Desenvolvimento da Pesquisa em Ciências Sociais em África

اي قيرفأ يف ةيعامتج إلالا ثوحبالا ةيمنت سلجم

Training, Grants and Fellowships Programme  
Programme Formation, bourses et subventions

**Child and Youth Institute / Institut sur l'enfance et la jeunesse**

**African Perspectives of Early Childhood Care and  
Education: Theory, Discourse, Policy and Practice for  
Children from Birth to Three Years**

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**Perspectives africaines en matière d'éducation et de  
protection de l'enfant de la naissance à l'âge de trois ans :  
théories, politiques, pratiques et discours**

**Dakar, Senegal, 14-25 September / Septembre 2015**

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**2015**

**CODESRIA**

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## Introduction

The Child and Youth Institute, one of the components of the Child and Youth Studies Programme, has been organized since 2002. It is aimed at strengthening the analytic capacities of young African researchers on issues affecting children and youth in Africa and elsewhere in the world. The 2015 session of the Institute will be held from 14 to 25 September in Dakar, Senegal, on the theme “*African Perspectives of Early Childhood Care and Education: Theory, Discourse, Policy and Practice for Children from Birth to Three Years*”.

Within this framework, the CODESRIA Documentation, Information and Communication Centre (CODICE) offers a number of services among which this bibliography which contains references of various documents collected from several information sources among which its bibliographic data base. The documents are mainly in English or in French and are presented alphabetically by the author's name.

The bibliography comprises three parts.

The first part lists materials in hardcopy form.

In the second part are indicated electronic full text documents which can be made available upon request.

In the third part “*Annexes*” is indicated the call for applications in English and French for the 2015 session of the Institute.

We hope that this bibliography will be useful for your research works and we will appreciate your comments and suggestions.

We wish you a successful and fruitful Institute.

**CODICE**

L'Institut sur l'enfance et la jeunesse, un des volets du Programme d'études sur l'enfance et la jeunesse, est organisé depuis 2002. Il a pour objectif de renforcer les capacités analytiques des jeunes chercheurs africains sur les questions relatives à l'enfance et à la jeunesse en Afrique et ailleurs dans le monde. La session 2015 de l'Institut aura lieu du 14 au 25 septembre à Dakar, Sénégal, sur le thème «*Perspectives africaines en matière d'éducation et de protection de l'enfant de la naissance à l'âge de trois ans : théories, politiques, pratiques et discours*».

Dans cette perspective, le Centre de documentation, d'information et de communication du CODESRIA (CODICE) offre de nombreux services parmi lesquels cette bibliographie qui signale des références de divers documents provenant de plusieurs sources d'information parmi lesquelles sa base de données bibliographiques. Les documents sont essentiellement en anglais et en français et sont présentés alphabétiquement au nom de l'auteur.

La bibliographie comprend trois parties.

La première partie signale des documents sur support papier. Dans la deuxième partie sont indiqués des documents électroniques qui peuvent être communiqués sur demande.

Dans la troisième partie «*Annexes*» figure l'appel à candidatures en anglais et en français pour la session 2015 de l'Institut.

Nous espérons que cette bibliographie sera utile pour vos travaux de recherche et nous vous remercions d'avance de vos remarques et suggestions.

Nous vous souhaitons plein succès à l'Institut.

**CODICE**

**Part I / Partie I**  
**Hard copy documents / Documents sur support papier**

**Part I / Partie I : Hard copy documents / Documents sur support papier**

**1. ABDI, Ali A.; PUPLAMPU, Korbla P.; DEI, George J. Sefa (Recommended)**

African Education and Globalization: Critical Perspectives

Lanham: Lexington Books, 2006. – ix-214 p.

ISBN: 978-0-7391-1041-6

(New acquisition / Nouvelle acquisition)

**2. ADJIBADE, Aboudou Karimon; NDAMOBISI, Robert; KOUAME, Aka; MOLOUA, Félix**

L'Enfant en Centrafrique : famille, santé, scolarité, travail

Paris: Karthala, 2004.- 194 p.

ISBN: 2-84586-472-8

*/ENFANTS/ /PAUVRETE/ /MALNUTRITION/ /SANTE/ /SEXUALITE/ /ADOLESCENTS/ /SIDA/ /CONTRACEPTION/ /TRAVAIL DES ENFANTS/ /CONDITIONS ECONOMIQUES/ /REPUBLIQUE CENTRAFRICAINE/*

Call No.: \*\*\* 14.02.02/ADJ/12849

**3. ALANEN, Leena; MAYALL, Berry, ed.**

Conceptualizing Child-Adult Relations

London: Routledge, 2001. - xii-157 p.

(Future of Childhood Series)

ISBN: 0-415-23159-0

*/CHILDHOOD/ /CHILDREN/ /ADULTS/ /GENERATIONS/ /CONFLICT OF GENERATIONS/ /CHILD-ADULT RELATIONS/*

Call No.: \*\*\* 14.02.02/ALA/14608

**4. ALBER, Erdmute; MARTIN, Jeannett; NOTERMANS, Catrien, ed.**

Child Fostering in West Africa New Perspectives on Theory and Practices

Boston: Brill, 2013. – xii-250 p.

(African-Europe Group for Interdisciplinary Studies Series, Vol. 9)

ISBN: 978-90-04-25057-4

(New acquisition / Nouvelle acquisition)

**5. ANPASSE. Toulouse**

Enfances et cultures: problématiques de la différence et pratiques de l'interculturel

Toulouse : Privat, 1986. – 328 p.

(Travail social)

ISBN : 2-7089-8906-5

(New acquisition / Nouvelle acquisition)

**6. ANPPCAN, Enugu**

Charter on the Rights and Welfare of the African Child

Enugu: Chuka Company Limited, [s.d.]. – 42 p.

ISBN: 978-2582-14-X

*/CHILDREN'S RIGHTS/ /SOCIAL WELFARE/ /CHILD CARE/ /AFRICA/ /AFRICAN CHARTER/*

Call No.: \*\*\* 04.02.01/ANP/04308

**7. ANSELL, Nicola**

Children, Youth and Development  
London: Routledge Taylor and Francis Group, 2005. - xviii-286 p.  
(Routledge Perspectives on Development)  
ISBN: 0-415-28769-3

*/CHILDREN/ /YOUTH/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /HEALTH/ /EDUCATION/ /CHILD  
LABOUR/ /UNEMPLOYMENT/ /STREET CHILDREN/ /AFRICA/ /DEVELOPMENT PARTICIPATION/  
/CHILD SOLDIER/ /DEVELOPMENT STUDIES/ /CHILDHOOD STUDIES/*

Call No.: \*\*\* 14.02.02/ANS/13382

**8. ARLEO, Andy; DELALANDE, Julie, dir.**

Cultures enfantines: universalité et diversité  
Rennes: Presses Universitaires de Rennes, 2010. - 464 p.  
(Le sens social, ISSN 1269-8644)  
ISBN 978-2-7535-1249-8  
(New acquisition / Nouvelle acquisition)

**9. ARTILES, Alfredo J.; KOZLESKI, Elizabeth B.; WAITOLLER, Federico R., ed.**

**(Recommended)**

Inclusive Education: Examining Equity on Five Continents  
Cambridge: Harvard Education Press, 2011. – vi-290 p.  
ISBN: 978-1-61250-116-1  
(New acquisition / Nouvelle acquisition)

**10. BAKER, Jean; MARTIN, Luann; PIWOZ, Ellen**

The Time to Act: Women's Nutrition and its Consequences for Child Survival and  
Reproductive Health in Africa : Le Moment d'agir: nutrition de la femme et ses conséquences  
pour la survie de l'enfant et la santé reproductive en Afrique  
Washington: HHRRA Project, Dec. 996. – 36 p.

*/NUTRITION/ /NUTRITION POLICY/ /WOMEN/ /MATERNAL AND CHILD HEALTH/ /HEALTH POLICY/  
/FOOD SECURITY/ /SOCIAL ASPECTS/ /CULTURAL FACTORS/ /AIDS/ /MALARIA/ /BREAST FEEDING/  
/INFECTIOUS DISEASES/ /FAMILY PLANNING/ /INFANT MORTALITY/ /MATERNAL MORTALITY/  
/CHILD SURVIVAL/ /AFRICA/ /REPRODUCTIVE HEALTH/ /WOMEN'S NUTRITION/*

Call No.: \*\*\* 15.03.02/BAK/10180

**11. BARBARIN, Oscar A.; RICHTER, Linda M. (Recommended)**

Mandela's Children: Growing Up in Post-Apartheid South Africa  
New York: Routledge, 2001. – x-318 p.  
ISBN: 0-415-92468-5  
(New acquisition / Nouvelle acquisition)

**12. BARTLETT, Sheridan; HART, Roger; SATTERTHWAITTE, David; BARRA,  
Ximena de la ; MISSAIR, Alfredo**

Cities for Children: Children's Rights, Poverty and Urban Management  
London: Earthscan, 1999. - xiii-305 p.

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/LOCAL GOVERNMENT/ /CONVENTIONS ON THE RIGHTS OF CHILD/*

Call No.: \*\*\* 14.04.03/BAR/14646

**13. BELL, Bill; CHETLEY, Andrew; EDWARDS, Mike; MACDONALD, Neil; PENROSE, Angela**

Towards a Children's Agenda: New Challenges for Social Development  
London: Save the Children, March 1995. – 72 p.

*/CHILD CARE/ /CHILDREN/ /SOCIAL DEVELOPMENT/ /POLICY MAKING/ /POVERTY/ /GENDER/*  
Call No.: \*\*\* 02.05.03/BEL/09880

**14. BELL, Nancy**

Ethics in Child Research: Rights, Reason and Responsibilities  
*Children's Geographies*, Vol. 6, No. 1, 2008, p. 7-20

**Abstract:** This paper explores the nature of the relationship between research ethics and children's rights by examining the historical origins of both concepts and then analysing several contemporary research ethics guidelines from a rights-based perspective. The analysis demonstrates that while many research ethics guidelines may contain references to human rights principles, implicit or otherwise, there is often a lack definition about what is meant by 'rights' and about the correlation between human rights principles and research ethics in practice. Within social sciences research, in particular, research ethics guidelines, including those guidelines specific to child research, noticeably lack direct reference to human rights principles such as those articulated within the UN Convention on the Rights of the Child (UNCRC). The paper argues that as child researchers do not stand apart from their obligations to protect and promote children's rights, research ethics guidelines relied upon by child researchers need to be informed by human rights principles and that those researchers may draw upon the UNCRC, in particular, to inform their consideration of inevitable ethical dilemmas arising within child research.

**15. BIRUKA, Innocent**

La Protection de la femme et de l'enfant dans les conflits armés en Afrique  
Dakar: Université Cheikh Anta Diop de Dakar, 30 juillet 2005.- ix-489 p.  
Thèse, Doctorat d'Etat, Droit, Université Cheikh Anta Diop de Dakar, Faculté des sciences juridiques et politiques

*/PROTECTION DE L'ENFANCE/ /PROTECTION DE LA MERE/ /CONFLITS/ /PROTECTION LEGALE/ /CRIMINALITE/ /GUERRE/ /AFRIQUE/ /INSTRUMENTALISATION/ /VIOL/ /ENFANTS SOLDATS/ /MECANISMES DE PROTECTION/ /PROTECTION JURIDICTIONNELLE/*  
Call No.: \*\*\* 02.05.03/BIR/13114

**16. BLACK, Maggie**

Taking Children Seriously: The Rise of the Children's Cause  
*Development: Journal of the Society for International Development*, No. 1, 1995, p. 23 - 26

*/CHILDREN'S RIGHTS/ /CONVENTIONS/ /UN/ /CHILD CARE/ /UNICEF/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /SOCIAL PROBLEMS/ /POVERTY CONVENTIONS/*

**17. BLOCH, Marianne N.; HOLMLUND, Kerstin; MOQVIST, Ingeborg; POPKEWITZ, Thomas S., ed.**

Governing Children, Families, and Education: Restructuring the Welfare State  
New York: Palgrave Macmillan, 2003. – viii-348 p.  
ISBN: 978-1-4039-6225-6  
(New acquisition / Nouvelle acquisition)

**18. BLOCH, Marianne N; SWADENER, Beth Blue.; CANNELLA, Gaile S, ed.**

**(Recommended)**

Reconceptualising Early Childhood Care and Education. Critical Questions, New Imaginaries and Social Activism: A Reader

New York: Peter Lang, 2014. – x-333 p.  
(Rethinking Childhood Series, Vol. 50)  
ISBN: 978-1-4331-2365-8  
(New acquisition / Nouvelle acquisition)

**19. BOGIN, Barry (Recommended)**

Evolutionary and Biological Aspects of Childhood  
In: *Biosocial Perspectives on Children* / Ed. by Catherine Panter-Brick  
New York: Cambridge University Press, 1998. – p. 10-44  
(Biosocial Society Symposium Series, 10)  
ISBN: 978-0-521-57297-2  
(New acquisition / Nouvelle acquisition)

**20. BONNET, Doris ; POURCHEZ, Laurence, dir.**

Du soin au rite dans l'enfance  
Paris: IRD E

/CHILDHOOD/ /CHILDREN'S RIGHTS/ /CHILDREN/ /CONVENTIONS/ /THEORY/ /SOCIAL NORMS/  
/CULTURAL IDENTITY/

**25. BRITTO, Rebello Pia; ENGLE, Patrice L.; SUPER, Charles M., ed. (Recommended)**

Handbook of Early Childhood Development Research and Its Impact on Global Policy

Oxford: Oxford University Press, 2013. – xxiv-536 p.

ISBN: 978-0-19-992299-4

(New acquisition / Nouvelle acquisition)

**26. BROCKERHOFF, Martin; DEROSE, Laurie F.**

Child Survival in East Africa: The Impact of Preventive Health Care

*World Development*, Vol. 24, No. 12, 1996, December, p.1841-1857

/CHILDREN/ /CHILD SURVIVAL/ /CHILD MORTALITY/ /PREVENTIVE MEDICINE/ /CHILD CARE/  
/HEALTH/ /EAST AFRICA/

**27. BUREAU**

*/TOWNS/ /URBANIZATION/ /HUMAN DEVELOPMENT/ /CHILDREN/ /CHILD DEVELOPMENT/ /YOUTH/ /ARGENTINA/ /AUSTRALIA/ /INDIA/ /NORWAY/ /POLAND/ /SOUTH AFRICA/ /UNITED KINGDOM/ /UNITED STATES/*

**Call No.: \*\*\* 14.04.03/CHA/14612**

**32. CHENEY, Kristen E.**

*Pillars of the Nation: Child Citizens and Ugandan National Development*

Chicago: The University of Chicago Press, 2007. - x-299 p.

ISBN: 978-0-226-10248-1

*/CHILDREN/ /YOUTH/ /NATION/ /NATIONALITY/ /CHILDREN'S RIGHTS/ / /UGANDA/ /NATIONAL DEVELOPMENT/*

**Call No.: \*\*\* 14.02.02/CHE/15955**

**33. CHRISTENSEN, Pia; ALLISON, James, ed.**

*Research with Children: Perspectives and Practices*

2<sup>nd</sup> Ed.

New York: Routledge Taylor and Francis Group, 2009. - xvi-295 p.

ISBN: 978-0-415-41684-9

*/RESEARCH/ /CHILDREN/ /CHILDHOOD/ /PSYCHOLOGY/ /GENERATIONS/ /METHODOLOGY/ /GENDER RELATIONS/ /RACE RELATIONS/ /STREET CHILDREN/ /DISABLED CHILDREN/ /WAR/ /ETHNOGRAPHY/ /RESEARCH METHODS//MACROANALYSIS/ /QUALITATIVE RESEARCH/ /QUANTITATIVE RESEARCH/ /PARTICIPATION RIGHTS/*

**Call No.: \*\*\* 18.01.01/CHR/15481**

**34. CHRISTIANSEN, Catrine; UTAS, Mats; VIGH, Henrik E., ed.**

*Navigating Youth Generating Adulthood: Social Becoming in an African Context*

Uppsala: Nordic Africa Institute, 2006. - 272 p.

ISBN: 91-7106-578-4

*/YOUTH/ /ADOLESCENTS/ /CHILDREN/ /ADULTHOOD/ /LIVING CONDITIONS/ /SOCIAL ENVIRONMENT/ /SOCIAL AND CULTURAL ANTHROPOLOGY/ /CASE STUDIES/ /AFRICA/*

**Call No.: \*\*\* 14.02.02/CHR/15680**

**35. CORSARO, William A.**

*The Sociology of Childhood*

3<sup>rd</sup> Ed.

Los Angeles: Sage, 2011. - xv-437 p.

(Sociology for a New Century Series)

ISBN: 978-1-4129-7943-6

*/CHILDHOOD/ /CHILDREN/ /SOCIOLOGY/ /SOCIAL THEORY/ /SOCIAL STRUCTURE/ /FAMILY/ /SOCIAL CHANGE/ /CULTURE/ /HUMAN RELATIONS/ /SOCIAL PROBLEMS/ /FAMILY DESINTEGRATION/ /POVERTY/ /QUALITY OF LIFE//PEER CULTURE/ /SOCIAL DIFFERENTIATION/ /DISPUTES/ /FRIENDSHIP/*

**Call No.: \*\*\* 14.02.02/COR/15474**

**36. D'HAeyer, Aurore**

*Enfants sorciers : entre magie et misère*

Bruxelles : Editions Labor, 2004. - 118 p.

(Collection La Noria, ISSN 1378-0387)

ISBN 2-8040-1870-9

(New acquisition / Nouvelle acquisition)

**37. DAHLBERG, Gunilla; MOSS, Peter; PENCE, Alan (Recommended)**

Beyond Quality in Early Childhood Education and Care: Languages of Evaluation

London: Routledge, 2013. – xxxii-214 p.

(Routledge Education Class Editions Series)

ISBN: 978-0-415-82022-6

(New acquisition / Nouvelle acquisition)

**38. DAWES, Andrew; DONALD, David, ed.**

Childhood and Adversity: Psychological Perspectives from South African Research

Claremont: David Philip, 1994. - 274 p.

ISBN: 0864862644

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/SOUTH AFRICA/ /POLITICAL VIOLENCE/ /SEXUAL ABUSE/ /PSYCHOLOGICAL DEVELOPMENT/*

Call No.: \*\*\* 14.02.02/DAW/11879

**39. DE WAAL, Alex; ARGENTI, Nicolas, ed.**

Young Africa: Realizing the Rights of Children and Youth

Trenton: Africa World Press, 2002. - xiv-284 p.

ISBN: 0-86543-842-0

*/CHILDREN'S RIGHTS/ /YOUTH/ /CHILD SURVIVAL/ /WAR/ /MILITARISM/ /AIDS/ /HIV/ /RELIGION/*

Call No.: \*\*\* 04.02.01/DEW/12707

**40. DEFENSE FOR CHILDREN INTERNATIONAL-USA, New York**

The Effects of Maternal Mortality on Children in Africa: An Exploratory Report on Kenya, Namibia, Tanzania, Zambia and Zimbabwe

New York: Defense for Children International-USA, 1991. – 143 p.

ISBN: 0-943965-16-0

*/MATERNAL MORTALITY/ /CHILD MORTALITY/ /CHILD SURVIVAL/ /CHILDREN'S RIGHTS/ /HEALTH CONTROL/ /AFRICA/ /NAMIBIA/ /TANZANIA/ /ZAMBIA/ /ZIMBABWE/*

Call No.: \*\*\* 14.06.00/DEF/04701

**41. DELAGRANGE, Gilbert**

Comment protéger l'enfant ? Protection, éducation, répression

Paris: Karthala, 2004.- 249 p.

(Questions d'enfances)

ISBN: 2-84586-435-3

*/PROTECTION DE L'ENFANCE/ /PARENTS/ /EDUCATION/ /IMMIGRATION/ /ABUS SEXUELS/ /SERVICES DE PRISE EN CHARGE DES ENFANTS/ /MAUVAIS TRAITEMENTS ENVERS LES ENFANTS/ /SERVICES SOCIAUX/ /FAMILLE/*

Call No.: \*\*\* 02.05.03/DEL/12844

**42. DENIS, Philippe, ed.**

Les enfants aussi ont une histoire : travail de mémoire et résilience au temps du sida

Paris: Karthala, 2007.- 218 p.

(Questions d'enfance)

ISBN: 978-978-2-84586-860-1

/ENFANTS/ /HISTOIRE/ /SIDA/ /ORPHELINS/ /CULTURE/ /AFRIQUE/ /RESILIENCE/

Call No.: \*\*\* 14.02.02/DEN/15460

**43. DENO, Myriam; MACLURE, Richard; CAPBELL, Kathryn, ed.**

Children's Rights and International Development: Lessons and Challenges from the Field  
New York: Palgrave Macmillan, 2011. - xi-306 p.  
ISBN: 978-0-230-60682-1

**44. DENZIN, Norman K.; LINCOLN, Yvonna S.; SMITH, Linda Tuhiwai, ed.**

**(Recommended)**

Handbook of Critical and Indigenous Methodologies  
Los Angeles: Sage, 2008. - xv-604 p.  
ISBN: 978-1-4129-1803-9  
(New acquisition / Nouvelle acquisition)

**45. DESAI, Sonalde**

Children at Risk: the Role of Family Structure in Latin America and West Africa  
*Population and Development Review*, Vol. 18, No. 4, December 1992, p. 689-717

/CHILDREN/ /FAMILY/ /HOUSEHOLD/ /NUTRITION/ /FAMILY SIZE/ /LATIN AMERICA/ /WEST AFRICA/  
/ALTRUISM/ /EMPIRICAL ANALYSIS/

**46. DIENG, Malick**

Politique sénégalaise de la protection sociale de l'enfance : problématiques et stratégies alternatives  
Paris : L'Harmattan, 2009. - 160 p.  
(Etudes africaines)  
ISBN : 978-2-296-09101-6  
(New acquisition / Nouvelle acquisition)

**47. DOEK, Jaap E.; KUMA, Shiva, A.K.; MUGAWA, David; TSEGAYE, ed.**

Child Poverty: African and International Perspectives  
Antwerp: Intersentia, 2009. - xx-310 p.  
ISBN: 978-90-5095-929-2  
(New acquisition / Nouvelle acquisition)

**48. DOISE, Willem; DESCHAMPS, Jean-Claude; MUGNY, Gabriel**

Psychologie sociale expérimentale  
3<sup>ème</sup> éd.  
Paris: A. Colin, 2010. - 300 p.  
(Collection U, 371. Série Sociologie)  
ISBN 978-2-200-01497-1

/PSYCHOLOGIE SOCIALE/ /EXPERIMENTATION/ /GROUPES SOCIAUX/ /RAPPORTS SOCIAUX/  
/IDENTITE SOCIALE/ /DEVIANCE/ /INFLUENCE SOCIALE/

Call No.: \*\*\* 05.01.01/DOI/15442

**49. DRISKELL, David**

Creating Better Cities with Children and Youth: A Manual for Participation  
Paris: UNESCO Publishing, 2002. - 208 p.  
ISBN: 978-1-85383-853-8

*/TOWNS/ /COMMUNITY DEVELOPMENT/ /SOCIAL PARTICIPATION/ /CHILDREN/ /YOUTH/ /YOUTH'S PARTICIPATION/*

Call No.: \*\*\* 14.04.03/DRI/14613

**50. EBRAHIM, Hasina Banu, Recommended)**

Emerging Models for Early Childhood Development from Birth to Four in South Africa  
In: *Debates on Early Childhood Policies and Practices: Global Snapshots of Pedagogical Thinking and Encounters* / Ed. by Theodora Papatheodorou  
New York, NY: Routledge, 2012. – p. 62-71  
ISBN: 978-0-415-69100-0  
(New acquisition / Nouvelle acquisition)

**51. EIDE, Asbjorn; KRAUSE, Catarina; ROSAS, Allan, ed.**

Economic, Social and Cultural Rights: a Textbook  
Dordrecht: Martinus Nijhoff Publishers, 1995. - 506 p.  
ISBN: 0-7923-3278-4

*/HUMAN RIGHTS/ /RIGHTS TO CULTURE/ /SOCIETY/ /SELF-DETERMINATION/ /STANDARD OF LIVING/ /FOOD/ /HOUSING/ /CIVIL RIGHTS/ /PROPERTY RIGHTS/ /HEALTH/ /SOCIAL SECURITY/ /RIGHT TO WORK/ /RIGHT TO EDUCATION/ /ENVIRONMENT/ /WOMEN/ /CHILDREN/ /INDIGENOUS POPULATION/ /MINORITY GROUPS/ /IMMIGRANTS/ /MIGRANT WORKERS/ /TECHNICAL COOPERATION/ /TEXTBOOKS/ /ECONOMIC RIGHTS/ /SOCIAL RIGHTS/ /CULTURAL RIGHTS/ /RIGHT TO FOOD/ /RIGHT TO DEVELOPMENT/ /ARMED CONFLICTS/*

Call No.: \*\*\* 04.02.01/EID/08724

**52. EINARSDOTTIR, Jónína**

Tired of Weeping: Mother Love, Child Death, and Poverty in Guinea-Bissau  
2<sup>nd</sup> Ed.  
Madison: The University of Wisconsin Press, 2004. – xiii-236 p.  
(Women in Africa and the Diaspora)  
ISBN 0-299-20134-1

**53. ENSOR, Marisa O., ed.**

African Childhoods: Education, Development, Peace Building, and the Youngest Continent  
New York: Palgrave Macmillan, 2012. - x-262 p.  
ISBN: 978-1-137-02469-5

*/CHILDREN/ /CHILDHOOD/ /YOUTH/ /EDUCATION/ /ECONOMIC DEVELOPMENT/ /SOCIAL CONDITIONS/ /WAR/ /POLITICS/ /SOCIAL CHANGE/ /AFRICA/*

Call No.: \*\*\* 14.02.02/ENS/15974

**54. ERIKSON, Erik H.**

Identity and the Life Cycle  
New York: W.W.Norton and Company, 1980. – 191 p.  
ISBN: 0-393-31132-5

*/YOUTH/ /PSYCHOLOGY/ /LIFE CYCLE/ /PSYCHOANALYSIS/ /ADOLESCENT CRISIS/*

Call No.: \*\*\* 14.02.02/ERI/13396

**55. ERNY, Pierre**

L'enfant dans la pensée traditionnelle de l'Afrique noire  
Paris: L'Harmattan, 1990.- 197 p.  
ISBN: 2-7384-0890-7

*/ENFANTS/ /ETHNOLOGIE/ /EDUCATION/ /ENFANCE/ /AFRIQUE/ /PENSEE TRADITIONNELLE/ /AFRIQUE NOIRE/*  
CALL NO.: \*\*\* 14.02.02/ERN/15456

**56. ERNY, Pierre**

L'enfant et son milieu en Afrique noire : essais sur l'éducation traditionnelle

Paris: L'Harmattan, 1987.- 310 p.

(Bibliothèque scientifique)

ISBN: 2-85802-966-0

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Call No.: \*\*\* 14.02.02/ERN/15457

**57. ERNY, Pierre**

Les premiers pas dans la vie de l'enfant d'Afrique noire : naissance et première enfance

Paris: L'Harmattan, 1999.- 358 p.

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Call No.: \*\*\* 14.02.02/MAY/15480

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/PSYCHOLOGIE//JEUNESSE//ENFANTS//PSYCHOLOGIE DE L'EDUCATION//APPRENTISSAGE//  
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MASSE//DISCRIMINATION RACIALE//PROBLEMES SOCIAUX//REPRESENTATIONS SOCIALES/

Call No.: \*\*\* 05.01.01/MOS/15443

**126. MOSS, Peter; PENCE, Alan, ed. (Recommended)**

Valuing Quality in Early Childhood Services: New Approaches to Defining Quality

London: Paul Chapman Publishing, 1994. - viii-183 p.

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ISBN: 1-85396-254-6

(New acquisition / Nouvelle acquisition)

**127. MUTUA, K Kagendo; SWADENER, Beth Blue (Recommended)**

Challenges to Inclusive Education in Kenya: Postcolonial Perspectives and Family Narratives.

In: *Inclusive Education: Examining Equity on Five Continents* / Ed. by Alfredo J. Artiles,

Elizabeth B. Kozleski, Federico R. Waitoller

Cambridge: Harvard Education Press, 2011. - p. 201-222

ISBN: 978-1-61250-116-1

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**128. NAPOLI, Claudia**

L'ONU face aux "pratiques traditionnelles néfastes" à l'égard de l'enfant africain

Paris: L'Harmattan, 2013. - 461 p.

(Logiques juridiques)

ISBN : 978-2-343-00337-5

(New acquisition / Nouvelle acquisition)

**129. NATHAN, Tobie et al.**

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Grenoble: Editions La Pensée sauvage, 2000. - 302 p.

(Bibliothèque d'ethnopsychiatrie)

ISBN 2-85919-156-9

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**130. NATIONS UNIES. DROITS DE L'HOMME, Genève**

Les droits de l'enfant

Geneva: Nations Unies, Décembre 1990.- 35 p.

(Fiche d'Information des Droits de l'Homme, No. 10)

*/DROITS DE L'HOMME/ /ENFANTS/ /CONVENTIONS/ /DEVELOPPEMENT DE L'ENFANT/ /AIDE A L'ENFANCE/ /DROITS DE L'ENFANT/*

Call No.: \*\*\* 04.02.01/NAT/02837

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The Rights of the Child and their Protection in Zambia

*Lesotho Law Journal*, Vol. 5, No. 2, 1989, p. 447-463

*/CHILDREN'S RIGHTS/ /LAW/ /SOCIAL WELFARE/ /CHILD LABOUR/ /ZAMBIA/*

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Les enfants de la transition. Une génération en danger ?

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ISBN: 978-2-296-56122-9

**133. NKOGHE, Stéphanie, dir.**

Anthropologie de la socialisation

Paris: L'Harmattan, 2013. - 372 p.

(Études africaines)

ISBN: 978-2-336-29910-5

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**134. NSAMENANG, A. Bame (Recommended)**

Childhood within Africa's Triple Heritage

In: *Childhoods: A Handbook* / Ed. by Gaile S. Cannella, Lourdes Diaz Soto

New York: Peter Lang, 2010. – p. 39-54

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ISBN: 978-1-4331-0450-3

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Children and Development in the 1990s: A Mid-decade Assessment

*Development Journal of the Society for International Development*, No. 1, 1996, p. 35-39

*/CHILDREN/ /CHILD DEVELOPMENT/ /ECONOMIC AND SOCIAL DEVELOPMENT/ /MATERNAL AND CHILD HEALTH/ /HEALTH PROGRAMMES/ /UNICEF/ /IMMUNIZATION/*

**136. O'RIORDAN, Jacqui; HORGAN, Deirdre; MARTIN, Shirley, ed.**

Early Childhoods in the Global South: Local and International Contexts

New York: Peter Lang, 2013. – viii-349 p.

ISBN: 978-3-0343-0879-3

(New acquisition / Nouvelle acquisition)

**137. OKWANY, Auma; NGUTUKU, Elizabeth; MUHANGI, Arthur**

**(Recommended)**

The Role of Knowledge and Culture in Child Care in Africa: a Sociological Study of Several Ethnic Groups in Kenya and Uganda

Lewiston: The Edwin Mellen Press, 2011.- vii-154 p.

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*/CHILD WELFARE/ /INDIGENOUS KNOWLEDGE/ /CHILD REARING/ /CHILD DEVELOPMENT/ /AFRICA/ /KENYA/ /UGANDA/*

Call No.: \*\*\* 02.05.03/OKW/15979

**138. PANTER-BRICK, Catherine, ed. (Recommended)**

Biosocial Perspectives on Children

New York: Cambridge University Press, 1998. – xi-160 p.

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**139. PAPATHEODOROU, Theodora; MOYLES, Janet R., ed. (Recommended)**

Cross-Cultural Perspectives on Early Childhood

London: Sage, 2012. – xvi-240 p.

ISBN: 978-1-4462-0755-0

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**140. PAPATHEODOROU, Theodora, ed. (Recommended)**

Debates on Early Childhood Policies and Practices: Global Snapshots of Pedagogical Thinking and Encounters

New York: Routledge, 2012. – xxv-230 p.

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**141. PELIZZARI, Elisa ; SYLLA, Omar, dir.**

Enfance et sacrifice au Sénégal, Mali, Gabon: écoles coraniques, pratiques d'initiation, abus et crimes rituels

Paris: L'Harmattan, 2014. - 198 p.

(Africultura)

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London: Paul Chapman Publishing, 1994. – p. 108-122

(Early Childhood Education Series)

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**143. PENCE, Alan (Recommended)**

Voices Less Heard: The Importance of Critical and “Indigenous” Perspectives

In: *Handbook of Early Childhood Development Research and Its Impact on Global Policy* /

Ed. by Pia Rebello Britto, Patrice L. Engle, Charles M. Super

Oxford: Oxford University Press, 2013. –p. 161-180

ISBN: 978-0-19-992299-4

(New acquisition / Nouvelle acquisition)

**144. PENN, Helen (Recommended)**

The Rhetoric and Realities of Early Childhood Programmes Promoted by the World Bank

In: *Childhoods at the Intersection of the Local and the Global* / Ed. by Afua Twum-Danso

Imoh, Robert Ame

Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2012. –p. 75-93

(Studies in Childhood and Youth)

ISBN: 978-0-230-34232-3

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**145. PENN, Helen (Recommended)**

Unequal Childhoods: Young Children's Lives in Poor Countries

London: Routledge, 2005. – xviii-219 p.

(Contesting Early Childhood)

ISBN: 0-415-32101-8

(New acquisition / Nouvelle acquisition)

**146. PERCY-SMITH, Barry; THOMAS, Nigel, ed.**

A Handbook of Children and Young People's Participation: Perspectives from Theory and Practice

London; New York: Routledge, 2010. - xxii-378 p.

ISBN: 978-0-415-46852-7

**147. PERRET-CLERMONT, Anne-Nelly**

La construction de l'intelligence dans l'interaction sociale

5<sup>ème</sup> éd. rév. et augm.

Bern: Peter Lang, 2000. - 305 p.

(Exploration, Série Recherches en sciences de l'éducation)

ISBN 3-906758-23-0

/PSYCHOLOGIE SOCIALE/ /METHODES DE RECHERCHE/ /DEVELOPPEMENT SOGNITIF/  
/INTERACTIONS SOCIALES/

Call No.: \*\*\* 05.01.01/PER/15497

**148. POURTOIS, Jean-Pierre ; DESMET, Huguette, dir.**

La bientraitance en situation difficile. Comment soutenir des enfants et des adolescents vulnérables

Paris : L'Harmattan, 2006.- 277 p.

(Savoir et formation)

ISBN: 2-296-00788-0

**149. PROUT, Alan; JAMES, Allison**

A New Paradigm for the Sociology of Childhood ? Provenance, Promise and Problems

In: *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* / Ed. by Allison James, Allan Prout

Second Edition

London: Routledge, 1997. - p. 7-33

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Call No.: \*\*\* 14.02.02/JAM/15466

**150. PROUT, Alan**

The Future of Childhood: Towards the Interdisciplinary Study of Children

London: Routledge, 2005. - ix-167 p.

ISBN: 978-0-415-25675-9

*/CHILDHOOD/ /CHILDREN/ /SOCIAL CONDITIONS/ /SOCIETY/*

Call No.: \*\*\* 14.02.02/PRO/15487

**151. QUENUM, Jean-Claude P.**

Interactions des systèmes éducatifs traditionnels et modernes en Afrique

Paris : L'Harmattan, 1998. - 195 p.

Thèse de doctorat, Sociologie de l'éducation, Université Paris I, Panthéon Sorbone (Études africaines)

ISBN 2-7384-6214-6

(New acquisition / Nouvelle acquisition)

**152. QVORTRUP, Jens**

Childhood in Post-Industrial World

*Development Journal of the Society for International Development*, 1996, p. 64 - 68

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**153. QVORTRUP, Jens; BARDY, Marjatta; SGRITTA, Giovanni; WINTERSBERGER, Helmut, ed.**

Childhood Matters: Social Theory, Practice and Politics

Aldershot: Avebury, 1994. - xiv-395 p.

ISBN: 1-85628-856-0

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Call No.: \*\*\* 14.02.02/QVO/09157

**154. RABAIN, Jacqueline**

L'enfant du lignage: du sevrage à la classe d'âge chez les Wolof du Sénégal

Paris : Payot, 1994. - 242 p.

(Bibliothèque scientifique Payot, ISSN 0768-0112 ; 1994)

ISBN 2-228-88167-8

(New acquisition / Nouvelle acquisition)

**155. RAZY, Élodie**

Naître et devenir: anthropologie de la petite enfance en pays soninké (Mali)

Nanterre : Société d'ethnologie, 2007. - 423 p.

(Sociétés africaines, ISSN 0293-9118 ; 19)

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**156. RIVIERE, Claude**

Union et procréation en Afrique. Rites de la vie chez les Evé du Togo

Paris: L'Harmattan, 1990. - 223 p.

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ISBN : 2-7384-0694-7

(New acquisition / Nouvelle acquisition)

**157. ROGER-PETITJEAN, Myriam**

Soins et nutrition des enfants en milieu urbain africain : paroles de mères

Paris: L'Harmattan, 1999.- 319 p.

(Etudes africaines)

ISBN: 2-7384-8257-0

*/MALNUTRITION/ /ENFANTS/ /SOINS DE SANTE PRIMAIRES/ /NUTRITION/ /ALIMENTATION/ /ZONES URBAINES/ /AFRIQUE/*

Call No.: \*\*\* 15.03.02/ROG/14070

**158. ROGERS, Sue, ed. (Recommended)**

Rethinking Play and Pedagogy in Early Childhood Education: Concepts, Contexts and Cultures

London: Routledge, 2011. - viii-170 p.

ISBN: 978-0-415-48075-8

(New acquisition / Nouvelle acquisition)

**159. RUTGERS, Catherine, ed.**

Creating a World Fit for Children: Understanding the UN Convention on the Rights of the Child

New York: International Debate Education Association, 2011. - ix-277 p.

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**160. SALL, Astou**

La prise en charge des enfants handicapés mentaux traités à Keur Xaley, Centre national hospitalier universitaire de Fann

Dakar: Université Cheikh Anta Diop de Dakar, 2008.- 67 p.

Mémoire, DEA, Université Cheikh Anta Diop de Dakar, Faculté des lettres et sciences humaines, Département de sociologie

*/HANDICAPES MENTAUX/ /PSYCHIATRIE/ /SOINS MEDICAUX/ /HOPITAUX/ /SENEGAL/ - /COMPORTEMENT PARENTAL/*

Call No.: \*\*\* 15.04.05/SAL/14507

**161. SAVE THE CHILDREN, Bangkok**

How to Research the Physical and Emotional Punishment of Children: Resource Handbook

Bangkok: The International Save the Children Alliance Southeast, East Asia and Pacific Region, 2004.- xiv-304 p.  
ISBN: 974-92428-6-6

*/CHILD ABUSE/ /CHILDREN/ /RESEARCH/ /SOCIAL RESEARCH/ /CHILDREN'S RIGHTS/ /CHILD PUNISHMENT/ /CORPORAL PUNISHMENT/*

Call No.: \*\*\* 02.04.02/SAV/13581

**162. SINGHAL, Arvind; HOWARD, Sepsen W., ed.**

The Children of Africa Confront Aids: from Vulnerability to Possibility  
Athens: Ohio University Press, 2003. - xvii-265 p.  
(Ohio University Research in International Studies. Africa Series, No. 80)  
ISBN: 0-89680-232-9

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Call No.: \*\*\* 15.04.02/SIN/14625

**163. SLOTH-NIELSEN, Julia, ed.**

Children's Rights in Africa: A Legal Perspective  
London: Routledge, 2005.- x-352 p.  
ISBN 978-0-7546-4887-1

*/CHILDREN'S RIGHTS/ /LAW/ /LEGAL STATUS/ /CHILD WELFARE/ /LEGAL PROTECTION/ /VIOLENCE/ /HUNGER/ /REFUGEES/ /AIDS/ /CHILD LABOUR/ /AFRICA/ /CHILD SOLDIER/*

Call No.: \*\*\* 04.02.01/SLO/15492

**164. SMITH, Anne B., TAYLOR, Nicola J.; ed.**

Children as Citizens? : International Voices  
Dunedin: Otago University Press, 2009. - 221 p.  
ISBN: 978-1-877-37262-9

**165. SSENYONJO, Manisuli, ed.**

The African Regional Human Rights System 30 Years after the African Charter on Human and Peoples' Rights  
Leiden: BRILL, 2012. – xlv-583 p.  
(International Studies in Human Rights, Vol. 107)  
ISBN: 978-90-04-21814-7

**166. SWADENER, Beth Blue; MUTUA, Kagendo (Recommended)**

Decolonizing Performances: Deconstructing the Global Postcolonial  
In: *Handbook of Critical and Indigenous Methodologies* / Ed. by Norman K. Denzin, Yvonna S. Lincoln, Linda Tuhiwai Smith  
Los Angeles: Sage, 2008. – p. 31-43  
ISBN: 978-1-4129-1803-9  
(New acquisition / Nouvelle acquisition)

**167. TAFERE, Yisak**

Understanding Children's Well-being and Transitions through the Life Course: A Case from Ethiopia  
In: *Not Just a Victim: The Child as a Catalyst and Witness of Contemporary Africa* / Ed. by Sandra Evers J.T.M., Carrien Notermans, Erik van Ommering  
Leiden: Brill, 2011. - p. 69-93

(Afrika-Studiecentrum Series, Vol. 20)

ISBN: 978-90-04-20400-3

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**168. TAG, Miriam (Recommended)**

Universalizing Early Childhood: History, Forms and Logics

In: *Childhoods at the Intersection of the Local and the Global* / Ed. by Afua Twum-Danso

Imoh, Robert Ame

Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2012. – p. 34-55

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ISBN: 978-0-230-34232-3

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**169. THOMAS, Nigel (Recommended)**

Interpreting Children's Needs: Contested Assumption in the Provision of Welfare

In: *The Politics of Childhood: International Perspectives, Contemporary Developments* / Ed.

by Jim Goddard, Sally McNamee, Adrian James, Allison James

New York: Palgrave Macmillan, 2005. –p. 13-31

ISBN: 978-1-4039-3551-9

Proceedings of the third international conference held by the Centre for the Social Study of Childhood at the University of Hull in 2002

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**170. THUKRAL, Enakshi Ganguly, ed.**

Every Right for Every Child: Governance and Accountability

London: Routledge, 2011. - xxvi-284 p.

ISBN: 978-0-415-678377

**171. TILLARD, Bernadette**

ISBN: 978-0-521-87513-4

**174. UNITED NATIONS, New York**

World Summit for Children: World Declaration on the Survival, Protection and Development of Children

*Development: Journal of the Society for International Development (SID)*, No. 3/4, 1990, p.174-177

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**175. VAN GENNEP, Arnold**

Les rites de passage: étude systématique des rites. De la porte et du seuil, de l'hospitalité, de l'adoption, de la grossesse et de l'accouchement, de la naissance, de l'enfance, de la puberté, de l'initiation, de l'ordination, du couronnement, des fiançailles et du mariage, des funérailles, des saisons etc.

Paris : Picard, 2011. - 285 p.

ISBN 978-2-7084-0900-2

(New acquisition / Nouvelle acquisition)

**176. VASTA, Ross, ed. (Recommended)**

Six Theories of Child Development: Revised Formulations and Current Issues

London: Jessica. Kingsley Publishers, 1992. – xii-285 p.

ISBN: 1-85302-137-7

(New acquisition / Nouvelle acquisition)

**177. VYGOTSKY, Lev (Recommended)**

Thought and Language

Revised and Expanded Edition

Cambridge: The MIT Press. – 2012. – lxxvii-307 p

ISBN: 978-0-262-51771-3

(New acquisition / Nouvelle acquisition)

**178. WILSON, Shawn (Recommended)**

Research Is Ceremony: Indigenous Research Methods

Black Point, Nova Scotia: Fernwood Publishing, 2008. – 144 p.

ISBN: 978-1-5526-6281-6

(New acquisition / Nouvelle acquisition)

**179. ZIMBA, Roderick Fulata; OTAALA, Barnabas**

Child Care and Development in Uukwaluudhi, Northern Namibia

Windhoek: University of Namibia, March 1992. - 31p.

Conference: Workshop on Social Science Research Priorities for Namibia, Windhoek Namibia, 30 March-1 April 1992

*/CHILD CARE//CHILD DEVELOPMENT//CHILD SURVIVAL//SURVEYS//NAMIBIA//UUKWALUUDHI/*  
Call No.: \*\*\* 5289

**Part II / Partie II**  
**Electronic documents / Documents électroniques**

## Part II / Partie II : Electronic documents / Documents électroniques

### 1. ACHILIHU, Stephen Nmeragini

Do African Children have Rights? : A Comparative and Legal Analysis of the United Nations Convention on the Rights of the Child

Boca Raton: Universal Publishers, 2010. - 280 p.

ISBN: 1599428539 / ISBN: 9781599428536

Source: <http://www.bookpump.com/upb/pdf-b/9428539b.pdf>

File: Achilihu\_Stephan\_Nmeragini.pdf

### 2. ACKAH, F.R. JNR; APPIAH, J.

Early Intervention as a Catalyst for Effective Early Childhood Education in Ghana- how can this Work?

*Ife Psychologia*, Vol. 19, No. 1, 2011, 13 p.

**Abstract:** Early childhood intervention is an essential contributor and catalyst for the development of a culture of positive attitudes towards children with disabilities in a country like Ghana. Intervention could begin at the early years or early childhood education level. Does early intervention make a difference in the lives of children whose development is delayed or abnormal in Ghana? How would we respond if our children required early intervention to fare well at the early childhood centre? The urgency or disconcerting feeling is that something is wrong and something responsive must be done! As Ghana strides towards mainstreaming early childhood education in the quest to attain Education For All (EFA) and Millennium Development Goals (MDGs), an integrated, inclusive and effective early intervention programme becomes inevitable for children with disabilities. This would provide mutual benefits for children with disabilities, parents and families, educators and professionals and the society at large. How can this work in Ghana?

Source: <http://dx.doi.org/10.4314/ifep.v19i1.64599>

File: 64599-126933-1-PB.pdf

### 3. AGBENYEGA, Joseph (Recommended)

Development of Early Years Policy and Practice in Ghana: Can Outcomes be Improved for Marginalized Children?

*Contemporary Issues in Early Childhood*, Vol. 9, No. 4, 2008, p. 400-404

**Abstract:** Even though several attempts have been made by the government of Ghana towards its goal of eradicating child labour, poverty, and marginalisation in educational outcomes for all children, the condition of disadvantaged children remain terribly devastating compared with those of more advantaged children. This article discusses the extent to which two new major Ghanaian education policy initiatives impact on this situation – namely, the introduction of early childhood care and development (ECCD) and the capitation grant (CG) policies. The article raises concerns regarding corruption, mismanagement and lack of proper monitoring of the policy implementation process and argues that the current trend seems unlikely to deliver the type of outcomes necessary to end marginalisation and suffering of children in Ghana. It proposes inclusion of parents and community participation in all aspects of the policy production and implementation processes.

Source: [http://www.wwords.co.uk/pdf/validate.asp?j=ciec&vol=9&issue=4&year=2008&article=14\\_Agbenyega\\_CIEC\\_9\\_4\\_web](http://www.wwords.co.uk/pdf/validate.asp?j=ciec&vol=9&issue=4&year=2008&article=14_Agbenyega_CIEC_9_4_web)

<http://dx.doi.org/10.2304/ciec.2008.9.4.400>

File: Agbenyega\_Joseph.pdf

### 4. AGRAWAL, Arun (Recommended)

Indigenous and Scientific Knowledge: Some Critical Comments

*IK Monitor*, Vol. 3, No.3, 1995

Washington DC: World Bank, 1995

Source: <http://app.iss.nl/ikdm/ikdm/ikdm/3-3/articles/agrawal.html>

File: Agrawal\_Arun.docx

### 5. AKINDELE, Ige (Recommended)

Poverty in Early Childhood Care, Development, and Education: The Nigeria Case  
*International Journal of Early Childhood Education Research*, Vol. 1, No. 3, 2012, p. 20-36

**Abstract:** Early childhood is a unique stage in the life of an individual. Attention needs to be paid to it because of the pillar it serves for other stages. Education at this stage is crucial for a child being the foundation stage. Anything that affects the foundation of a building would affect the structure on it. In Nigeria, Early Childhood Education is ravaged by poverty. This paper is an examination of how poverty, in terms of inadequate and weak infrastructural facilities; limited access to school; inadequate and low quality teachers; lack of/inadequate policy thrust; and inadequate fund are plaguing Early Childhood Education in Nigeria. The paper suggests ways out of the poverty such as: the formulation of policies on Early Childhood Education and their implementation; adequate funding by government and private sector; provision of infrastructural facilities in the crèche, kindergarten, and nursery schools; increased enrolment in Early Childhood education; as well as orientation and re-orientation of parents/guardians towards enrolling their children for such education.

**Source:** <http://ijecer.net/pfi-depo/v1n3/akindele.pdf>

**File:** Akindele\_Ige.pdf

**6. ALABI, A.T.; IJAIYA, N.Y.S.**

Management Strategies for Funding and Sustaining Early Childhood Education in Nigeria  
*Journal of Science & Sustainable Development*, Vol. 4, November 2011, p. 53-61

**Abstract:** This paper examined the existing management strategies for funding Early Childhood Education (ECE) in Nigeria with a view towards its better funding and sustenance. It recognised the commitment of the Nigerian Governments and the support of the community, individuals and foreign sponsors in funding ECE programmes. It argued that, nevertheless, much more needs to be done towards providing adequate funds for quality teachers/ caregivers, supply of appropriate facilities and stimulating learning materials as well as supervision of ECE programmes. Towards this end, increased government allocations, sustained international support, financial allocation to ECE teacher training institutions, equity funding and cost-sharing strategies were recommended.

**Source :** DOI: <http://dx.doi.org/10.4314/jssd.v4i1.5>

**File:** 89535-223941-1-PB.pdf

**7. ANKUT, Priscilla Yachat**

The African Charter on the Rights and Welfare of the Child: Linking Principles with Practice  
Dakar: Open Society Initiative for West Africa (OSIWA), 2008. - 10 p.

**Source:** [www.fairplayforchildren.org/pdf/1299577504.pdf](http://www.fairplayforchildren.org/pdf/1299577504.pdf)

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**8. BALLET, Jérôme; BHUKUTH, Augendra**

Introduction : penser la société, penser l'enfance dans les pays en développement  
*Mondes en Développement*, Vol. 37, No. 146, 2009/2, p. 7-10

**Source:** <http://www.cairn.info/revue-mondes-en-developpement-2009-2-page-7.htm>

**File:** Ballet\_Jerome&Bhukuth\_Augendra.pdf

**9. BASSETT, L.; ADATTO, M.**

Social Protection to Support Vulnerable Children and Families: The Potential of Cash Transfers to Promote Education

*Health and Nutrition AIDS Care*, Vol. 21, No. 1, August 2009, p. 60-75

**Abstract:** Investing in social protection in sub-Saharan Africa has taken on a new urgency as HIV and AIDS interact with other drivers of poverty to simultaneously destabilise livelihoods systems and family and community safety nets. Cash transfer programmes already reach millions of people in South Africa, and in other countries in southern and East Africa plans are underway to reach tens and eventually hundreds of thousands more. Cash transfers worldwide have demonstrated large impacts on the education, health and nutrition of children. While the strongest evidence is from conditional cash transfer evaluations in Latin America and Asia, important results are emerging in the newer African programmes. Cash transfers can be implemented in

conjunction with other services involving education, health, nutrition, social welfare and others, including those related to HIV and AIDS. HIV/ AIDS-affected families are diverse with respect to household structure, ability to work and access to assets, arguing for a mix of approaches, including food assistance and income-generation programmes. However, cash transfers appear to offer the best strategy for scaling up to a national system of social protection, by reaching families who are the most capacity constrained, in large numbers, relatively quickly. These are important considerations for communities hard-hit by HIV and AIDS, given the extent and nature of deprivation, the long term risk to human capital and the current political willingness to act.

**Source:** <http://dx.doi.org/10.1080/09540120903112351>

**File:** BASSETT\_L.&DATTO\_M.pdf

## **10. BERNARD VAN LEER FOUNDATION, The Hague**

A Guide to General Comment 7: Implementing Child Rights in Early Childhood

The Hague: Bernard van Leer Foundation, 2006. – 208 p.

ISBN: 90-6195-089-9

**Abstract:** This purpose of this volume is to illuminate the drafting process that led to the publication of General Comment No. 7, on 'Implementing Child Rights in Early Childhood', by the United Nations Committee on the Rights of the Child. Following the Introduction, Section I describes the Day of General Discussion 2004 on 'Implementing Child Rights in Early Childhood'. Section II contains the text of General Comment No. 7, along with a brief analysis. Section III offers, in extracted form, the texts submitted by various organizations and other interested parties to the Committee during the Day of General Discussion; it is expected that these may assist the reader in acquiring a better understanding of the General Comment. Section IV provides texts that supply additional insights into the background to the General Comment. Section V reproduces the Convention on the Rights of the Child. Section VI, the final one, lists the members of the Committee on the Rights of the Child as of the 40th session, 12-30 September 2005, when General Comment No. 7 was adopted, as well as the members of the Committee as of the 37th session, 13 September–8 October 2004, during which the Day of General Discussion was held (17 September).

**Source:** [http://www.bernardvanleer.org/a\\_guide\\_to\\_general\\_comment\\_7\\_implementing\\_child\\_rights\\_in\\_early\\_childhood](http://www.bernardvanleer.org/a_guide_to_general_comment_7_implementing_child_rights_in_early_childhood)

**File:** a\_guide\_to\_general\_comment\_7\_implementing\_child\_rights\_in\_early\_childhood.pdf

## **11. BOSE, Kabita (Recommended)**

Gaps and Remedies of Early Childhood Care and Education (ECCE) Programs of Botswana  
*Educational Research and Reviews*, Vol. 3, No.3, March 2008, p. 77-82

**Abstract:** Five years after the release of the Early Childhood Care and Education (ECCE) Policy in Botswana in 2001, it was felt necessary to review the current status of the ECCE programmes with special reference to achievement of standards of quality of education with reference to the recommendations in the ECCE policy. This effort has been supported by the Office of Research and Development (ORD), University of Botswana for conducting a review of ECCE programmes of Botswana. The study included the heads of the ECCE centres of Gaborone, Botswana. A survey research design was adopted for the study. The study used both quantitative and qualitative approaches. A structured questionnaire was used for data collection. The findings showed that the ECCE service providers are trying to adhere to the ECCE Policy document; however a major groundwork needs to be done to provide more trained teachers and a standard, prescribed curriculum. This would enable one to maintain the standard recommended by the ECCE policy document and raise the quality of ECCE programmes in Gaborone, Botswana.

**Source:** [http://www.academicjournals.org/article/article1379585818\\_Kabita.pdf](http://www.academicjournals.org/article/article1379585818_Kabita.pdf)

**File:** Bose\_Kabita.pdf

## **12. BRIGGS, John; SHARP, Joanne (Recommended)**

Indigenous Knowledge and Development: A Postcolonial Caution

*Third World Quarterly*, Vol. 25. No. 4, 2004, p. 661-676

**Abstract:** As a result of the failure of formal top-down development, there has recently been increased interest in the possibilities of drawing upon the indigenous knowledges of those in the communities involved, in an attempt to produce more effective development strategies. The concept of indigenous knowledge calls for the inclusion of local voices and priorities, and promises empowerment through ownership of the process. However,

there has been little critical examination of the ways in which indigenous knowledges have been included in the development process. Drawing upon postcolonial theory, this article suggests that indigenous knowledges are often drawn into development by both theorists and development institutions in a very limited way, failing to engage with other ways of perceiving development, and thus missing the possibility of devising more challenging alternatives.

**Source:** <http://www.jstor.org/stable/3993739>

**File:** 3993739.pdf

### 13. BRYANT, John H.

Kenya's Cash Transfer Program: Protecting the Health and Human Rights of Orphans and Vulnerable Children

*Health and Human Rights: An International Journal*, Vol. 11, No. 2, 2009, p. 65-76, 12 p.

**Abstract:** In Kenya, as in other countries of sub-Saharan Africa heavily burdened by HIV/ AIDS, orphans and vulnerable children (OVC) face poverty and despair. There is an urgent need to provide a comprehensive response that supports families and communities in their efforts to care for children and safeguard their rights. The government of Kenya has established a cash transfer program that delivers financial and social support directly to the poorest households containing OVC, with special concern for those children with or affected by HIV/AIDS. The Kenyan effort builds on lessons drawn from research and program development on cash transfers in Latin America, Asia, and Africa, and the Kenyan program offers an opportunity to examine the challenges faced by Kenya, and its responses in the context of international experiences. This paper — based on observation of and interviews with key actors involved in the origins, development, evaluation, and continued strengthening of Kenya's cash transfer program and on the analysis of technical program documents obtained from those key actors — describes the Kenyan cash transfer program in light of human rights issues as they relate to children's health. It offers one example of how caring for society's most vulnerable members is a collective responsibility to be shared by a country's government, local citizens, and the international community. [ABSTRACT FROM AUTHOR]

**Source:** <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=7ac41684-3b68-4f61-9039-52c22cf694b2%40sessionmgr13&vid=10&hid=1>

**File:** BRYANT\_ John\_H.pdf

### 14. CAIRNS, Liam

Investing in Children: Learning how to Promote the Rights of all Children

*Children & Society*, Vol. 15, No. 5, November 2001, p. 347-360

**Abstract:** Investing in Children is a County Durham initiative, which seeks to create opportunities for children and young people to become genuine participants in decision-making processes. This paper provides an inside account of how the initiative was developed. It describes how a model of practice has evolved through which young people have been able to achieve a measure of genuine participation, leading to real change in policy. The paper explores some of the issues which have frustrated the translation of the rhetoric of the United Nations Convention on the Rights of the Child into a reality recognised by young people in the United Kingdom. It is proposed that an approach based upon the universal rights of all children, pursuing an agenda identified by children and young people themselves, has more potential for political change than separate debates about the plight of particular groups of young people. The paper also suggests that participation (or more often consultation) is not an end in itself, but a means by which young people can achieve political change.

**Source :** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=12063791&site=ehost-live>

**File:** Cairns\_Liam.pdf

### 15. CHIRWA, Wiseman Chijere (Recommended)

Social Exclusion and Inclusion: Challenges to Orphan Care in Malawi

*Nordic Journal of African Studies*, Vol. 11, No. 1, 2002, p. 93–103

**Abstract:** One of the major effects of the HIV/AIDS pandemic in Malawi as in sub-Saharan African in general is the rising number of orphans. Development practitioners and scholars interested in the topic argue that there is a total breakdown in family structures and social support systems. Safety nets are collapsing and increasing numbers of orphaned children are becoming destitute. This paper argues that granted the social strains caused by

the effects of the HIV/AIDS pandemic, families and social support systems are developing adaptive capabilities with varying degrees of success and failure. New strategies are adopted while others are abandoned. There are many conceptions of orphanhood depending on an individual's social and economic position. The size of the family in which the orphans are found, the ages and gender of the orphaned children, the number(s) of losses of the family members, and the economic status of the care givers all have a bearing on the success or failure of the orphan care system.

**Source:** <http://www.njas.helsinki.fi/>

**File:** Chirwa\_Wiseman\_Chijere.pdf

#### **16. CHOI, Soo-Hyang**

Bite off only as Much as You Can Chew: Gambia's Policy for Early Childhood Development  
Paris: UNESCO, 2006. – 2 p.

UNESCO Policy Brief on Early Childhood Development No. 34, September-October, 2006

**Source:** <http://unesdoc.unesco.org/images/0014/001470/147041e.pdf>

**File:** CHOI\_Soo-Hyang.pdf

#### **17. CLARK, Alison**

Ways of Seeing: Using the Mosaic Approach to Listen to Young Children's Perspectives

In: *Beyond Listening: Children's Perspectives on Early Childhood Services* / Ed. by Alison

Clark, P. Moss and A.T. Kjørholt

Bristol: Policy Press, 2005, p. 29-49

**Source:** [http://www.sagepub.com/upm-data/43997\\_9781446207529.pdf](http://www.sagepub.com/upm-data/43997_9781446207529.pdf)

**File:** Clark\_Alison.pdf

#### **18. COHEN, Ruth, et al.**

Building on People's Strengths: Early Childhood in Africa

The Hague: Bernard van Leer Foundation, 1994. – 71 p.

ED381257

ISBN: ISBN-90-6195-030-9

**Abstract:** This report describes early childhood development (ECD) in Africa and the Bernard van Leer Foundation's strategies for early childhood programs in African nations. Chapter 1 examines the context in which Africa's children are growing up, focusing on the hardships that many children face, as well as the efforts made by families, communities, and international groups to alleviate the effects of economic decline, inadequate services, war, and civil strife. Chapter 2 reviews the importance of the early years on children's development and discusses the kinds of outcomes that ECD programs should be seeking. Chapter 3 discusses the roles of individuals and groups who come into contact with children, including primary caregivers, secondary caregivers, community organizations, policymakers, and governments. Chapter 4 examines what roles these same individuals and organizations should play in ECD programs. Chapter 5 deals with the costs and effects of ECD programs. Chapter 6 serves as a conclusion and discusses the key issues of the ECD debate in Africa, including the holistic development of children, multisectoral programs, and the needs of women and girls. (MDM)

**Source:** <http://files.eric.ed.gov/fulltext/ED381257.pdf>

**File:** ED381257.pdf

#### **19. COULTON, Claudia J.; KORBIN, Jill E.**

Indicators of Child Well-being through a Neighborhood Lens

*Social Indicators Research*, Vol. 84, No. 3, December 2007, p. 349-361

**Abstract:** Adverse child outcomes tend to be concentrated in neighborhoods with constellations of adverse conditions and risk factors. This paper examines the challenges of developing meaningful and useful indicators of child well-being at the level of the neighborhood. Recent technological advances have made it more feasible for communities to develop neighborhood indicators, but there are a number of practical, conceptual and methodological challenges that are involved in this work. In this article, we discuss the potential usefulness of neighborhood indicators, several of the conceptual and methodological challenges and offer some illustrations of

neighborhood indicators that are pertinent to the well-being of children. In addition to administrative data, we discuss indicators of child well-being rooted in both child and adult perceptions of neighborhood.

**Source:** <http://www.jstor.org/stable/20734525.pdf>

**File:** Coulton\_Claudia\_J&Korbin\_Jill\_E.pdf

**20. CRIST, Angela R. (Recommended)**

South African Ubuntu Theory in Cross Cultural Community Development Practice: An Autoethnographic Exploration

Bowling Green, Ohio: Bowling Green State University, 2009. – vi-140 p.

Thesis, Master of Arts, Bowling Green State University

**Abstract:** As researchers and development workers frequently work in communities that are not their own, it becomes necessary to prepare for doing cross cultural work. Even communities that are in close physical proximity can require a cross cultural approach to doing work that is meaningful for the practitioner and the community. Ubuntu theory can help guide transitions into cross cultural work and help practitioners assess themselves in order to avoid behaviors and attitudes that, knowingly or not, reestablish systems of privilege and hierarchy. This is an exploration of autoethnographic writing, using personal experiences with cross cultural community development in Cape Town, South Africa.

**Source:** [https://etd.ohiolink.edu/rws\\_etd/document/get/bgsu1244121998/inline](https://etd.ohiolink.edu/rws_etd/document/get/bgsu1244121998/inline)

**File:** Crist\_Angela\_R.pdf

**21. DAVIS, Rebecca; MCCAFFERY, Jim; CONTICINI, Alessandro**

Strengthening Child Protection Systems in Sub-Saharan Africa

A Working Paper

Prepared by: Training Resources Group and Play Therapy Africa

For the: Inter-agency Group on Child Protection Systems in sub-Saharan Africa

August 2012, 79 p.

**Source:** [http://www.unicef.org/wcaro/english/strengthening\\_child\\_protection\\_systems\\_in\\_sub-Saharan\\_Africa\\_-\\_August\\_2012\\_.pdf](http://www.unicef.org/wcaro/english/strengthening_child_protection_systems_in_sub-Saharan_Africa_-_August_2012_.pdf)

**File:** strengthening\_child\_protection\_systems\_in\_sub-Saharan\_Africa\_-\_August\_2012\_.pdf

**22. DAWES, Andrew; BRAY, Rachel; VAN DER MERWE, Amelia, ed.**

Monitoring Child Well-Being: A South African Rights-Based Approach

Cape Town: HSRC Publishers, 2007. – 688 p.

ISBN: 978-0-7969-2177-2

**Source:** <http://resourcecentre.savethechildren.se/sites/default/files/documents/6046.pdf>

**File:** 6046.pdf

**23. DE CONINCK, John; DRANI, Emily**

Social Protection is Centuries Old! Culture and Social Protection for the Very Poor in

Uganda: Evidence and Policy Implications

Manchester: Chronic Poverty Research Centre, March 2009. – 28 p.

(Chronic poverty working paper, No. 140)

ISBN: 978-1-906433-41-3

**Source:** [http://www.chronicpoverty.org/uploads/publication\\_files/WP140\\_deConinck-Drani.pdf](http://www.chronicpoverty.org/uploads/publication_files/WP140_deConinck-Drani.pdf)

**File:** DE\_CONINCK\_John&DRANI\_Emily.pdf

**24. DEVEREUX, Stephen, et al.,**

Making Cash Count: Lessons from Cash Transfer Schemes in East and Southern Africa for Supporting the Most Vulnerable Children and Households

London: HelpAge International: Save the Children UK; Brighton: Institute for Development Studies, 2005. – 76 p.

Source: <http://www.ids.ac.uk/files/MakingCashCountfinal.pdf>

File: DEVEREUX\_Stephen\_Making Cash Count.pdf

## 25. DOMIKE, G.C.; ODEY, E.O.

The Critique of the Implementation of Early Childhood Education in Cross River State – Nigeria

*Global Journal of Educational Research*, Vol. 11, No. 2, 2012, p. 79-86

**Abstract:** It is a truism that the importance and value of education in the early years of life have been acknowledged for more than 2000 years ago. Relatively, recent factors have brought early childhood education to the forefront of public awareness. Fundamental changes in the economy, family life, public awareness, and public support have had a profound effect on early childhood education. How we approach the education and care of young children depends, to a great extent, on what we believe children are like. Programmes for preschoolers are often structured around some underlying assumptions about the nature of children. Undoubtedly, the implementation of the early Childhood Education in Cross River State as stipulated in the National Policy on Education has been marred with certain implementation problems ranging from lack of infrastructural facilities, prohibitive cost and commercialization, lack of qualified staff, overcrowded classrooms, lack of supervision, neglect of mother tongue amongst others. This paper therefore, takes a cursory look at the critique of the implementation of Early Childhood Education in Cross River State and the way forward.

Source : <http://dx.doi.org/10.4314/gjedr.v11i2.2>

File: 84625-206283-1-PB.pdf

## 26. DUMONT, Michelle ; MOSS, Ellen

Influence de l'affectivité sur l'activité cognitive des enfants

*Enfance*, Tome 45, No.4, 1995, p. 375-404

**Résumé :** Cette recension des écrits s'insère dans un courant de recherches qui traite de la construction sociale de l'intelligence. Malgré l'abondance des travaux des quinze dernières années nous connaissons mal le rôle que pourrait jouer la qualité d'une relation sur l'activité cognitive des participants ainsi que sur les modalités d'interaction observées autour d'une tâche de résolution de problèmes. Etant donné la nouveauté de cette problématique, nous introduirons ce domaine en présentant les mécanismes de régulation sociale cognitive typiques des relations apparemment « neutres » puis nous identifierons les modalités d'interaction ainsi que les capacités cognitives susceptibles d'être - affectées par la proximité ou la distance socio-affective partagée entre deux personnes. Le degré de proximité interpersonnelle sera examiné ici à partir de relations hautement significatives dans le développement soit l'attachement mère-enfant durant la petite et la moyenne enfance ainsi que l'amitié entre pairs durant les années d'école.

**Abstract:** In this literature review, the social construction of intelligence is examined. In spite of the strong empirical investigations in this field over the last fifteen years, the effect of the quality of a relationship on participants' cognition is still unknown, as are the interactive modalities of problem solving. A review of the typical mechanisms of the cognitive social regulation of « neutral » relationships will be presented first, followed by a description of the interactive modalities likely to be affected by the shared socio-affective proximity or distance between two persons. The degree of interpersonal proximity will be examined for highly significant relationships, that is, the mother-child attachment during the first and the middle of the infancy and friendships between peers during the school years.

Source: [http://www.persee.fr/web/revues/home/prescript/article/enfan\\_0013-7545\\_1992\\_num\\_45\\_4\\_2032](http://www.persee.fr/web/revues/home/prescript/article/enfan_0013-7545_1992_num_45_4_2032)

File: Dumont\_Michelle&Moss\_Ellen.pdf

## 27. EBRAHIM, Hasina (Recommended)

Children as Agents in Early Childhood Education

*Education as Change*, Vol. 15, No. 1, 2011, p. 121-131

**Abstract:** The aim of this article is to foreground the concept of young children as agents through an exploration of the strategies they use to gain control and produce social life in early childhood centres. In order to be sensitive to the subjective contents of young children's lives, a qualitative approach with observation as the key method of data production was used. Children between the ages of three and four years in two early childhood centres in KwaZulu-Natal participated in the study. The findings suggest that young children are knowledgeable,

intentional and skilled actors who deploy influential strategies to assert autonomy and contribute to life at the centres. The strategies of resistance, avoidance, ignoring and collaboration are discussed to illuminate the resources the children actively used. In the context of valuing young children as agents, the concluding remarks highlight the need for practice and research to be informed by an empowerment approach in early childhood education.

**Source:** <http://www.tandfonline.com/doi/pdf/10.1080/16823206.2011.568947>

**File:** Ebrahim\_Hasina.pdf

### 28. EJUJ, Godfrey (Recommended)

Cultural and Parental Standards as the Benchmark for Early Learning and Development Standards in Africa

*International Journal of Current Research*, Vol. 4, No. 4, April, 2012, p. 282-288

**Abstract:** Recognition and inclusion of cultural parental expectations of their children at different stages of development is critical in formulating comprehensive early learning and development standards. While there has been significant research on 'best practices' from the west that are largely school based expectations of children at different stages in Uganda, there is a lack of research into traditional parental expectations of their children at different stages of development. This study explores cultural parental expectations of 160 parents of pre-schoolers that they wish to see inculcated into their children. Structured interview was used to collect data which was later analyzed descriptively. Result from this study may inform the process of developing a comprehensive early learning and development standard that is sensitive to both parental and school based standards so as to cater for a whole child.

**Source:** <http://www.journalcra.com/sites/default/files/1907.pdf>

**File:** Ejju\_Godfrey.pdf

### 29. EL SSEMUKASA, J Kearney

Health and Food Safety Concerns of Early Dietary Introduction of Unmodified Cow Milk to Infants in Developing Countries

*African Journal of Food, Agriculture, Nutrition and Development*, Vol. 14, No 1, 2014

**Abstract:** The timing of introduction of unmodified cow milk is critical in infant feeding. The objective of this review is to explore the underlying reasons for the early dietary introduction of unmodified cow milk to infant diets in the sub-Saharan African countries and also to assess the health and food safety concerns for its early introduction. Public health organisations including the American Academy of Paediatrics recommend that unmodified cow milk should not become part of infant diet before 12 months. Despite the recommendations and the evidence for an increased risk of multiple adverse health outcomes, the prevalence of early weaning and the early introduction of unmodified cow milk remain high in sub-Saharan African countries such as Uganda, Kenya and Ethiopia. Return to paid employment, inconsistent infant feeding advice from clinical professionals and maternal sickness are often the registered reasons by the mothers for the early introduction of breast milk substitutes. Therefore, parents should be educated on the health and food safety concerns of early introduction of unmodified cow milk. Unlike breast milk, unmodified cow milk does not provide a balanced diet for infants aged below 12 months. It contains excessive levels of protein, sodium, potassium, phosphorus, and calcium and insufficient levels of iron, vitamin C, and linoleic acid for human infant requirements. Consequently, the early introduction of unmodified cow milk is associated with risks of iron deficiency anaemia, protein-induced enterocolitis syndrome and increased renal solute load. Moreover, the introduction of unmodified cow milk into the infant diets should be delayed as long as possible to prevent the nutritional, health and food safety risks associated with its earlier introduction. It is also important that exclusive breastfeeding for 6 months in sub-Saharan African countries is promoted as it will extend breastfeeding benefits of prevention of iron deficiency anaemia and provide protection against infant nutritional childhood infections. Mothers should also be taught about proper infant feeding practices.

**Source:** <http://www.ajol.info/index.php/ajfand/article/view/102054/92099>

**File:** 102054-272916-1-PB.pdf

### 30. ENGLE, Patrice L.

National Plans of Action for Orphans and Vulnerable Children in Sub-Saharan Africa: Where Are the Youngest Children?

The Hague, Netherlands: Bernard van Leer Foundation, 2008. – vii-70 p.

(Working papers in early childhood development, 50)

ISBN: 9789061951070 / ISBN: 9061951070

Source: [http://www.bernardvanleer.org/National\\_plans\\_of\\_action\\_for\\_orphans\\_and\\_vulnerable\\_children\\_in\\_sub-Saharan\\_Africa\\_Where\\_are\\_the\\_youngest\\_children](http://www.bernardvanleer.org/National_plans_of_action_for_orphans_and_vulnerable_children_in_sub-Saharan_Africa_Where_are_the_youngest_children)

File: ENGLE\_Patrice.pdf

**31. EVANS, Judith L.; MATOLA, Chalizamudzi Elizabeth; NYEKO, Jolly P. T.**

**(Recommended)**

Parenting Challenges for the Changing African Family: Chapter 14

In: *Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa* / Ed. by Marito Garcia, Alan Pence, Judith L. Evans

Washington: World Bank, 2008. – p. 265-285

(Directions in Development. Human Development)

ISBN: 9780821368862

Source:

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[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf](http://wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf)

<https://openknowledge.worldbank.org/handle/10986/6365>

File: 427000PUB0Afri1sclosed0Feb025020081.pdf

**32. FASHINA, Nelson O. (Recommended)**

Post-Colonial Reading Strategies and the Problem of Cultural Meaning in African/Black Literary Discourse

*The Journal of Pan African Studies*, Vol. 2, No. 5, July, 2008, 18 p.

**Abstract:** This paper is part of the author's research into the possibility of carving a distinct critical canon for the reading of African/Black literature. It has been observed that postcolonial theory is fraught with many assumptionist errors, one of which is to read all postcolonial discourses as if they are products of the same cultural, aesthetic and historical consequences.

Another problem is the shallow application of Western induced meanings on the rather cryptic semiotic and semantic cultural meanings of African writings, arts and aesthetics, which often lead to misinterpretations of the emotions and signatures of 'Africanness' and blackness in the works. Thus, the prefixes 'pre' and 'post' to which Western critical theories attach base-morphemes like 'colonial', 'modernism', 'structuralism', etc are no African categories of reading and signifying meaning. The paper argues and illustrates that African names of humans, flora and fauna, and objects as used in African literary and cultural discourses are ritualistic and historical. They carry some dense sacred meanings. Drawing examples of colonial misconceptions, the paper interrogates Jean Copans' claim on the eve of the 21st century that "there is nothing like African studies ..." and conflates this with Biodun Jeyifo's Soyinka Nobel Anniversary lecture (2006) to interrogate his ideological construction that present generation of African scholars are "Unfortunate children of fortunate parents" of the second and third generations. It draws practical examples and concludes that there is a domain of cultural meaning requiring the services of active bearers of the tradition to decode.

Source: [http://www.jpanafrican.com/docs/vol2no5/2.5\\_Post\\_Colonial.pdf](http://www.jpanafrican.com/docs/vol2no5/2.5_Post_Colonial.pdf)

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**33. FATTORE, Toby; MASON, Jan; WATSON, Elizabeth**

Children's Conceptualisation(s) of Their Well-Being

*Social Indicators Research*, Vol. 80, No. 1, January, 200, p. 5-29

**Abstract:** This paper describes the process and some findings of a collaborative project between the New South Wales Commission for Children and Young People and researchers at the Social Justice and Social Change Research Centre, at the University of Western Sydney. The project was designed to inform the Commission in

implementing its legislative mandate to develop a set of well-being indicators to monitor children's well-being over time. Placing children centrally as research participants was fundamental to the methodological approach of the project in which children's understandings of what contributes to their well-being were explored through qualitative methods. We discuss the epistemological and methodological approaches used in the project, in the context of other, earlier research towards the development of children's well-being indicators. Some of the early findings from the collaborative project are outlined and an example given of the way in which knowledge produced by a research approach which places children centrally, differs from and is similar to knowledge produced by more traditional child social indicator research. The paper ends with a discussion of some of the implications and challenges posed by reflecting on the research process and early findings from the research.

Source: <http://www.jstor.org/stable/27734524>

File: Fattore\_Toby&Mason\_Jan&Watson\_Elisabeth.pdf

**34. FERNALD, Lia. C.H.; KARIGER, Patricia; ENGLE, Patrice; RAIKES, Abbie**  
**(Recommended)**

Examining Early Childhood Development in Low-income Countries: a Toolkit for the Assessment of Children in the First Five Years of Life

Washington: The International Bank for Reconstruction and Development, The World Bank, 2009. – 221 p.

Source: [http://siteresources.worldbank.org/INTCY/Resources/395766-1187899515414/Examining\\_ECD\\_Toolkit\\_FULL.pdf](http://siteresources.worldbank.org/INTCY/Resources/395766-1187899515414/Examining_ECD_Toolkit_FULL.pdf)

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**35. FERNANDO, Jude L.**

Children's Rights: Beyond the Impasse

*Annals of the American Academy of Political and Social Science*, Vol. 575, *Children's Rights*, May, 2001, p. 8-24

Source: <http://www.jstor.org/stable/1049177.pdf>

File: Fernando\_Jude\_L.pdf

**36. FOSTER, Geoff**

Safety Nets for Children Affected By HIV/Aids in Southern Africa: Chapter 4

In: *A Generation at Risk? HIV/Aids, Vulnerable Children and Security in Southern Africa* /

Robyn Pharoah, Linda Richter, Beverly Killian

Institute of Security Studies, 2004. – p. 73-101

(Monograph No. 109)

Source: <http://dspace.cigilibrary.org/jspui/bitstream/123456789/31449/1/Mono109.pdf?1>

File: PHAROAH\_Robyn&RICHTER\_Linda&KILLIAN\_Beverly.pdf

**37. GARCIA, Marito; PENCE, Alan R.; EVANS, Judith L. (Recommended)**

Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa

Washington: World Bank, 2008. – 558 p.

(Directions in Development. Human Development)

ISBN: 9780821368862

**Abstract:** This book seeks to achieve a balance, describing challenges that are being faced as well as developments that are underway. It seeks a balance in terms of the voices heard, including not just voices of the North commenting on the South, but voices from the South, and in concert with the North. It seeks to provide the voices of specialists and generalists, of those from international and local organizations, from academia and the field. It seeks a diversity of views and values. Such diversity and complexity are the reality of Sub-Saharan Africa (SSA) today. The major focus of this book is on SSA from the Sahel south. Approximately 130 million children between birth and age 6 live in SSA. Every year 27 million children are born, and every year 4.7 million children under age 5 die. Rates of birth and of child deaths are consistently higher in SSA than in any other part

of the world; the under-5 mortality rate of 163 per 1,000 is twice that of the rest of the developing world and 30 times that of industrialized countries (UNICEF 2006). Of the children who are born, 65 percent will experience poverty, 14 million will be orphans affected by HIV/AIDS directly and within their families and one-third will experience exclusion because of their gender or ethnicity.

**Source:**

<http://www->

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/R](https://openknowledge.worldbank.org/handle/10986/6365)

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<https://openknowledge.worldbank.org/handle/10986/6365>

**File:** 427000PUB0Afri1sclosed0Feb025020081.pdf

**38. GARCIA, Marito ; PENCE, Alan ; EVANS, Judith L. (Recommended)**

L'Avenir de l'Afrique, Le Défi de l'Afrique. Soins et développement de la petite enfance en Afrique subsaharienne

Washington : Banque Mondiale, 2008. – 588 p.

**Source :** <https://openknowledge.worldbank.org/bitstream/handle/10986/6365/427000PUB0FRENCH00public00BOX361539B.pdf?sequence=5>

**File:** 427000PUB0FRENCH00public00BOX361539B.pdf

**39. GATOBU, Patrick Kirera**

Implications of Cash Transfer Programmes for Social Relations: Kenya's Cash Transfer for Orphans and Vulnerable Children (CT-OVC)

The Hague: Erasmus University of Rotterdam, International Institute of Social Studies, December, 2012. - viii-57 p.

Master of Arts, Development Studies, Public Policy and Management (PPM), Erasmus University of Rotterdam, International Institute of Social Studies, Graduate School of Development Studies

**Abstract:** With the perceived failure of economic growth to tackle persistent income inequality and poverty around the world, social protection has increasingly become a preferred complementary model for addressing these challenges. Cash transfer programmes are therefore an essential constituent of social policy and seen as an important mechanism to tackle poverty, vulnerability and social exclusion. However, the multi-dimensionality of cash transfer programme impacts beyond direct economic and material benefits is under appreciated. Drawing on document analysis and qualitative field research, this study considers the impacts of Kenya's Cash Transfer for Orphans and Vulnerable Children (CT-OVC) programme on social relations. While the programme has resulted in social capital gains within beneficiary communities, it has also had perverse effects that have simultaneously engendered threats to social cohesion. The negative outcomes are largely seen to emanate from programme processes, particularly the small percentage of households targeted. Ultimately the study highlights the necessity for directing focus towards a comprehensive social protection system with a universal orientation to maximise benefits of transfer programmes. Meanwhile, there is need to expand the evaluative space to take cognizance of the range of impacts engendered by such programmes, including relational outcomes.

**Source:** <http://thesis.eur.nl/pub/13070/>

**File:** GATOBU\_Patrick\_Kirera.pdf

**40. GRANTHAM-MCGREGOR, Sally; CHEUNG, Yin Bun; CUETO, Santiago; GLEWWE, Paul; RICHTER, Linda; STRUPP, Barbara (Recommended)**

Developmental Potential in the First 5 years for Children in Developing Countries

*Lancet*, No. 369, 2007, p. 60-70

**Abstract:** Many children younger than 5 years in developing countries are exposed to multiple risks, including poverty, malnutrition, poor health, and unstimulating home environments, which detrimentally affect their cognitive, motor, and social emotional development. There are few national statistics on the development of young children in developing countries. We therefore identified two factors with available worldwide data—the prevalence of early childhood stunting and the number of people living in absolute poverty—to use as indicators of poor development. We show that both indicators are closely associated with poor cognitive and educational performance in children and use them to estimate that over 200 million children under 5 years are not fulfilling

their developmental potential. Most of these children live in south Asia and sub-Saharan Africa. These disadvantaged children are likely to do poorly in school and subsequently have low incomes, high fertility, and provide poor care for their children, thus contributing to the intergenerational transmission of poverty.

**Source:** <http://download.thelancet.com/pdfs/journals/lancet/PIIS0140673607600324.pdf?id=jaaA9adnPUC9fbKCrwPDu>

**File:** Grantham-McGregor\_Sally.pdf

**41. HAVERMANS, Jos; BALCH, Jeff**

African-European Parliamentary Consultation on Children Orphaned and Made Vulnerable by Aids in Africa: Reprioritising International Agendas, Cape Town, South Africa, 23-24 September 2004

Amsterdam: AWEPA, 2005. – 80 p.

ISBN: 9072458001 / ISBN: 9789072458001

**Source:**

<http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp076492.pdf>

**File:** HAVERMANS\_Jos\_BALCH\_Jeff.pdf

**42. HOLMES, R; BRAUNHOLTZ-SPEIGHT, T.**

Strengthening Social Protection for Children in West and Central Africa

London: Overseas Development Institute; Dakar: UNICEF West and Central Africa Regional Office, 2009. – 56 p.

**Source:** [http://www.unicef.org/wcaro/wcaro\\_UNICEF\\_ODI\\_1\\_Strengthening\\_Social\\_Protection.pdf](http://www.unicef.org/wcaro/wcaro_UNICEF_ODI_1_Strengthening_Social_Protection.pdf)

**File:** wcaro\_UNICEF\_ODI\_1\_Strengthening\_Social\_Protection.pdf

**43. HYDE, Karin A. L.; KABIRU, Margaret N. (Recommended)**

Early Childhood Development as an Important Strategy to Improve Learning Outcomes

Paris: ADEA (Association for the Development of Education in Africa), 2006. – 116 p. Doc. 5D

**Source:** [http://www.adeanet.org/adeaPortal/adea/biennial2003/papers/5D\\_ECD\\_%20ENG\\_final.pdf](http://www.adeanet.org/adeaPortal/adea/biennial2003/papers/5D_ECD_%20ENG_final.pdf)

**File:** 5D\_ECD\_ENG\_final.pdf

**44. IFAKACHUKWU, Obielumani (Recommended)**

Early Childhood Education: An Overview

*International NGO Journal*, Vol. 6, No. 1, p. 30-34

**Abstract:** This paper x-rayed pre-primary education as one of the sub systems and policies in the National Policy on Education (2004) that has been neglected and is failing in Nigeria. Several years after its publication (1977) and revised four times, there is still a very yawning gap between policy formulation and implementation. Pre-primary education, which ordinarily is supposed to be the foundation stone of our education system, is wholly left in the hands of private operators to manage with no supervisory authority over them, a situation that has led to poor standards and quality. The policy on the use of the mother tongue or language of the immediate community as medium of instruction; the writing of orthography of Nigerian languages for use at this level as a way of perpetuating the culture among others have all been neglected to the background. The paper observed that a policy could be good but if it is not carefully and religiously implemented, it will become a mere paper work. It was emphasized

that if pre-primary education is to serve its stated purposes of making the children to have an effective smooth transition from the home to the school; prepare the child for the primary level of education; inculcate social norms; inculcate in the child the spirit of enquiry and creativity; develop a sense of cooperation and team-spirit and really teach the children the rudiments of numbers, letters, colours, shapes, among others. It should be well supervised, staffed, equipped, financed and coordinated. To achieve this, this policy like others in the NPE requires political will, determination, transparency, accountability and steadfastness and a close interface between policy formulation and implementation. These are benchmarks to achieve these goals.

**Source:** <http://www.academicjournals.org/article/article1381913725>Ifakachukwu%20PDF.pdf>

**File:** Ifakachukwu\_Obielumani.pdf

**45. JAMES, Allison; JAMES, Adrian L.**

Childhood: Toward a Theory of Continuity and Change

*Annals of the American Academy of Political and Social Science*, Vol. 575, Children's Rights, May, 2001, p. 25-37

**Abstract:** The socially constructed character of childhood is, by now, recognized as an important factor in shaping children's everyday experiences. It is no longer possible to see childhood simply as a common and universal biological phase in the life course. However, at the same time, it is being increasingly recognized that although acknowledgment of the social and cultural diversity of children's lives is important, there remain many things that children do share as occupants of the conceptual space of childhood. Although contemporary sociological theorizing about childhood has highlighted this tension, it has, as yet, offered few solutions. In this article, it is proposed that by examining the role of law and social policy over time from an interdisciplinary perspective, it is possible to account for both change and continuity in childhood as a structural space and, in turn, to see this as being the source of the diversities and commonalities that pattern children's everyday lives.

**Source:** <http://www.jstor.org/stable/1049178.pdf>

**File:** James\_Allison&James\_Adrian\_L.pdf

**46. JARAMILLO, Adriana; TIETJEN, Karen**

Early Childhood Development in Africa, Can We Do More or Less? A Look at the Impact and Implications of Preschools in Cape Verde and Guinea

Washington, D.C.: The World Bank, 2001. – 56 p.

(Africa Region Human Development Working Paper Series)

**Source:** <http://datatopics.worldbank.org/hnp/files/edstats/CPVwp01.pdf>

**File:** CPVwp01.pdf

**47. JLICA (Joint Learning Initiative on Children and HIV/AIDS)**

Home Truths: Facing the facts on Children, AIDS, and Poverty. Final Report of the Joint Learning Initiative on Children and HIV/AIDS

Joint Learning Initiative on Children and HIV/AIDS (JLICA), 2009. – 84 p.

**Source:** [http://www.unicef.org/aids/files/JLICAFinalReport\\_Feb2009.pdf](http://www.unicef.org/aids/files/JLICAFinalReport_Feb2009.pdf)

**File:** JLICAFinalReport\_Feb2009.pdf

**48. KAMAU-THUITA, F.; OMWEGA, A. M. ; MUITA, J. W.G.**

Child Care Practices and Nutritional Status of Children Aged 0-2 Years in Thika, Kenya  
*East African Medical Journal*, Vol. 79, No. 10, October 2002, p. 524-529

**Abstract: Objective:** To assess time allocation for child care and the nutritional status of children aged 0-2 years.

**Design:** Cross sectional descriptive survey using a structured questionnaire and taking of anthropometric measurements to determine the nutritional status of children aged 0 to 2 years. In addition, two day (10 hour) observations were conducted in a subsample of households to assess time allocation for the main child care activities.

**Setting:** A low-income peri-urban section of Thika town (in Makongeni estate), Kenya.

**Subjects:** A random sample of 150 mothers and their 0-2 year old children.

**Results:** Mother's knowledge about child care influences the amount and type of care that is given to children.

Time taken to perform various activities was also found to vary with the mother's education level, her occupation, number of children less than five years in the house and the child's age and birth order.

Comparatively, children who were malnourished (stunted) had less time devoted to them for breastfeeding, food preparation and feeding. Although mothers were the primary caregivers, the responsibility of care giving was shared with other household members as well as with neighbours.

**Conclusion:** The amount and type of care that a child receives is determined to a large extent by the mother and caregivers knowledge.

**Source :** <http://dx.doi.org/10.4314/eamj.v79i10.8814>

<http://www.ajol.info/index.php/eamj/article/view/8814>

File: 8814-12768-1-PB.pdf

**49. KIYIMBA, Abasi (Recommended)**

Gendering Social Destiny in the Proverbs of the Baganda; Reflections on Boys and Girls Becoming Men and Women

*Journal of African Cultural Studies*, Vol. 17, No. 2, December 2005, p. 235-270

**Abstract:** This article examines the portrayal of boys and girls in the oral literature of the Baganda. It assesses the near-indelible impressions that oral literature creates, and how they impact on gender relations. In particular, it looks at the way these impressions lay down rules of social behaviour that determine how boys and girls eventually view each other as wives, husbands, parents, political leaders and owners of resources. It therefore underscores the vital role played by oral literature, and particularly the proverbs, in the social and psychological construction of communities. The main argument of this article is that the unequally gendered relationships among the Baganda have their foundation in early childhood and even infancy. Children begin in these early stages of life, to develop life-long attitudes towards themselves and each other, which attaches socially ascribed - and prejudicial - meaning to gender. Predominant amongst these prejudices is the idea that it is more socially rewarding to give birth to a baby boy than a baby girl. The proverbs consistently depict the boy and his mother in privileged positions. The girl, on the other hand, is looked at as material property to be acquired and disposed of; and her mother is considered as socially worthless. A related idea is that the beautiful girl has many social advantages over a woman who is less beautiful - the 'ugly' one. Major among these advantages is that her beauty constitutes a social passport to the resources automatically held by men. The proverbs in this category firmly suggest that a woman's worth is measured by her beauty, while that of a man is measured by his lineage and abilities. These interrelated ideas run through all the oral literature of the Baganda, but it is proverbs that are used to illustrate the discussion in this article.

**Source:** <http://www.jstor.org/stable/4141313>

**File:** 4141313.pdf

**50. LALLEMAND, Suzanne**

Esquisse de la courte histoire de l'anthropologie de l'enfance

*Journal des africanistes*, tome 72 fascicule 1, 2002, p. 9-18

**Source :** [http://www.persee.fr/web/revues/home/prescript/article/jafr\\_0399-0346\\_2002\\_num\\_72\\_1\\_1284](http://www.persee.fr/web/revues/home/prescript/article/jafr_0399-0346_2002_num_72_1_1284)

doi: 10.3406/jafr.2002.1284

**File :** article\_jafr\_0399-0346\_2002\_num\_72\_1\_1284.pdf

**51. LANDIS, Robin C.**

**Abstract:** Among state and international actors there is consensus that early childhood education (ECE) is important for future well-being of the child and that parent participation in various school activities is relevant. The willingness of actors in formal education to encourage parents to participate in their school activities varies. There remains a challenge of how to take the will of parents and mobilize it into participation in the field of ECE. In this paper we focus on parents' participation in ECE in Madagascar, placing that participation within an existing complex context of poverty, former colonialism, contemporary political instability, and international cooperation. We report on data gathered in Anatanarivo, Sakaraha, Toliera, and Betioky to show that there is suspicion between the state and parents in general and that unless current actors (parents, teachers, administrators, NGOs, and government) value parents' resources and create new ways for parent participation in the extractive model of schooling in place, the ECE cannot be enhanced and advanced.

**Source:** <http://www.codesria.org/spip.php?article1721&lang=en>

**File:** 6-AD\_Vol\_37\_3\_2012\_Loomis\_Akkari.pdf

**54. MARFO, Kofi; BIERSTEKER, Linda; SAGNIA, Jenieri; KABIRU Margaret**  
**(Recommended)**

Responding to the Challenge of Meeting the Needs of Children Under 3 in Africa: Chapter 11  
In: *Africa's Future, Africa's Challenges: Early Childhood Development in Sub Saharan Africa* / Ed. by Alan Pence, Marito Garcia, Alan Pence, Judith L. Evans

Washington, DC: World Bank, 2008. – p. 201-225

(Directions in Development. Human Development)

ISBN: 9780821368862

**Source:** <http://www->

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf](http://wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf)

**File:** 427000PUB0Afri1sclosed0Feb025020081.pdf

**55. MARFO, Kofi; PENCE, Alan R.**

Strengthening Africa's Contributions to Child Development Research. Overview and Ways Forward

Selected papers from an invitational conference resulting in an action plan and strategies to support capacity building for interdisciplinary research on children's development, health, and welfare in Africa

Society for Research in Child Development, 2009. - 75 p.

**Abstract:** The papers in this special section were initially prepared for an invitational conference funded by the Society for Research in Child Development (SRCD) and held in Victoria, Canada, in February 2009, with joint sponsorship by the University of Victoria's *Investigating Quality* project. In this lead article, we establish the rationale for focusing on Africa as part of the broader objective of advancing an inclusive global science of child development, provide a brief overview of the thrust of the other papers, describe two research capacity-building initiatives culminating from our strategic planning sessions, and conclude with reflections on conceptual and methodological considerations for advancing an African field.

**Source:** [http://web.uvic.ca/~eyrd/images/pdfs/cdp\\_2011.pdf](http://web.uvic.ca/~eyrd/images/pdfs/cdp_2011.pdf)

**File:** MARFO\_Kofi&PENCE\_Alan\_R.pdf

**56. MARSHALL, Jenni**

Children and Poverty - Some Questions Answered CHIP Briefing 1, 2003. – 4 p.

**Abstract:** This short paper explores the meaning of childhood poverty through examining its causes and identifying groups vulnerable to extreme poverty. This accessible paper demystifies terms and definitions and also highlights the importance of specific policy measures to adequately address the devastating effects of poverty suffered by children and young people.

**Source:** <http://www.childhoodpoverty.org/index.php/action=documentfeed/doctype=pdf/id=46/>

**File:** MARSHALL\_Jenni.pdf

**57. MARSHALL, Jenni ; OFEI-ABOAGYE, Esther**

Donors and Childhood Poverty in sub-Saharan Africa: Approaches and Aid Mechanisms in Ghana and Tanzania

London: Childhood Poverty Research and Policy Centre, 2004.-viii-85 p.

(CHIP report; 12)

ISBN: 1904922120

Source: <http://www.eldis.org/go/topics&id=16692&type=Document#.UfZg7hXLTIU>

File: JENNI\_Marshall\_OFEI-ABOAGYE\_Esther.pdf

**58. MINUJIN, Alberto; ENRIQUE, Delamónica; DAVIDZIUK, Alejandra; GONZALEZ, Edward D.**

The Definition of Child Poverty: a Discussion of Concepts and Measurements

*Environment and Urbanization*, Vol. 18, No. 2, October, p.481- 500

**Abstract:** This paper presents and discusses different concepts of child poverty, alternative definitions of children living in poverty, and measurement efforts in this regard. It addresses such questions as: who are the children living in poverty? Is the issue of children living in poverty recognized by and incorporated into anti-poverty strategies? Have governments, civil society organizations and international organizations identified and adopted policies to reduce child poverty? And is the situation of girls living in poverty taken into account? Several organizations have recently adopted human rights-based approaches to defining children living in poverty, and these definitions are included here. In general, however, the assessment finds that there is a lack of consideration of children's issues in the debate on poverty. The lack of visibility has negative implications for anti-poverty strategies, which seldom consider that children and their rights are central to their design and implementation. In this paper, we argue that the lack of conceptualization and debate on the specificities of child poverty has enormous consequences for policy and, vice versa, that the income generation and sectoral focus of poverty reduction policies discourages a holistic response to children and families.

Source: <http://eau.sagepub.com/content/18/2/481.full.pdf+html>

File: MINUJIN\_Alberto.pdf

**59. MISHRA, Vinod K.; BIGNAMI-VAN ASSCHE, Simona**

Orphans and Vulnerable Children in High HIV-Prevalence Countries in Sub-Sahara Africa

Calverton, Maryland: Marco International, 2008. xvii-92 p.

(DHS Analytical Studies, No. 15)

Source: <http://www.measuredhs.com/pubs/pdf/AS15/AS15.pdf>

File: MISHRA\_Vinod K&BIGNAMI-VAN ASSCHE\_Simona.pdf

**60. MORROW, Virginia; RICHARDS, Martin**

The Ethics of Social Research with Children: An Overview

*Children & Society*, Vol. 10, No. 2, June, 1996, p. 90-105

**Abstract:** This paper attempts to provide an overview of ethical issues related to social research with children. It sets the discussion in the context of current debates about researching children in the UK, and explores the extent to which children should be regarded as similar to, or different from, adults in social research, focusing on how children are positioned as vulnerable, incompetent and relatively powerless in society in general, and how this conceptualisation of children needs to be taken into account in social research. The paper concludes with some practical and methodological suggestions.

Source: <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=14142597&site=ehost-live>

File: Morrow\_Virginia&Richards\_Martin.pdf

**61. MOSS, Peter; DAHLBERG, Gunilla (Recommended)**

Beyond Quality in Early Childhood Education and Care –Languages of Evaluation

*New Zealand Journal of Teachers' Work*, Volume 5, Issue 1, 2008, p. 3-12

Source: [http://www.teacherswork.ac.nz/journal/volume5\\_issue1/moss.pdf](http://www.teacherswork.ac.nz/journal/volume5_issue1/moss.pdf)

File: moss.pdf

**62. MOYO, J.; WADESANGO, N.; KUREBWA, M. (Recommended)**

Factors that Affect the Implementation of Early Childhood Development Programmes in Zimbabwe

*Studies of Tribes and Tribals*, Vol. 10, No.2, 2012, p. 141-149

**Abstract:** This study investigates the factors that affect the implementation of Early Childhood Development Programmes (ECD). The random sample consisted of 12 primary school heads and 12 Early Childhood Development teachers in the Chiwundura Circuit. The research used a descriptive survey design. Random sampling was used to select respondents. Data was collected through questionnaires and semi-structured interviews. Frequency tables and descriptive statistics were used to present, analyse and interpret data. The results of the study indicated that the qualifications of teachers affected their ability to deliver effective lessons. Large classes reduced teacher-pupil interaction. The study also revealed that teachers and parents had positive attitudes towards Early Childhood Development programmes. This benefited learners when they received support from teachers and parents. Furthermore, the study revealed that lack of resources affected teaching and learning processes. Lack of qualified teachers affected professional conduct of Early Childhood Development programmes. The children were vulnerable to deprivation of appropriate experiences because ECD centres were not well equipped. Major recommendations were that para-professionals engaged in ECD programmes should have 5 "O" level passes. Furthermore para professionals should be paid salaries similar to those of temporary teachers.

**Source:** <http://www.krepublishers.com/02-Journals/T%20&%20T/T%20&%20T-10-0-000-12-Web/T%20&%20T-10-02-000-12-Abst-PDF/S-T&T-10-2-141-12-273-Moyo-J/S-T&T-10-2-141-12-273-Moyo-J-Tt.pdf>

**File:** MOYO\_J.pdf

**63. MURIUKI, Andrew M.**

Developing a Framework for Protection for the African Child: the Basic Rights

*Vulnerable Children & Youth Studies*, Vol. 3, No. 1, April 2008, p. 52-64

**Abstract:** Over the last 15 years, the Great Lakes Region in Africa has become characterized increasingly by small, internal armed conflicts. Many of these conflicts begin in one country but spill over to neighbouring countries as a result of their interwoven history, socio-economic conditions and cultural factors. Grounded in complex disagreements, these internal wars create a culture of sustained violence, putting children at high risk for abduction, rape and slavery, as well as recruitment into the military. All children, even those in areas of armed conflict, should have equal rights. This paper will consider the rights of children in the Great Lakes Region of Africa in light of United Nations laws on the rights of children and the responsibilities of the international community to ensure human rights for all citizens.

**Source:** <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=8c7bc506-b63d-454f-a71c-2974dc446adb%40sessionmgr12&vid=17&hid=24>

**File:** MURIUKI\_Andrew\_M.pdf

**64. MUSOKE, M.**

Maternal Health Care in Rural Uganda: Leveraging Traditional Systems and Modern Knowledge Systems.

Washington, D.C: World Bank, January 2002. – 4 p.

(Indigenous Knowledge Notes, No. 40)

**Source:** [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/01/18/000094946\\_02010904093064/R/endered/PDF/multi0page.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/01/18/000094946_02010904093064/R/endered/PDF/multi0page.pdf)

**File:** Musoke\_M.pdf

**65. MYERS, Robert G. (Recommended)**

Thematic Studies. Early Childhood Care and Development

Paris: UNESCO, 2001. - 39 p.

World Education Forum, Dakar, Senegal, 26-28 April 2000 ; Education for all 2000 Assessment.

Source: <http://unesdoc.unesco.org/images/0012/001233/123329e.pdf>

File: 123329e.pdf

**66. NAGASAWA, Mark; SWADNER, Beth Blue (Recommended)**

Glocalization, Neoliberal Policies, and Early Childhood in Kenya and Indigenous Communities in the United States,

*He Kupu. The Word*, Volume 3, Issue 2, 2013, p.43-57

**Abstract:** This article explores complexities, (un)intended consequences, and possibilities within globalized, neoliberal, and neocolonial early care and education discourses and practices. Roland Robertson's notion of globalisations acts as a unifying construct to connect abstract discourses with early childhood education policy mechanisms in the seemingly disparate locales of Kenya and the U.S. state of Arizona, in particular that state's relationship with the 22 sovereign Indigenous communities that it surrounds. Applying Antonio Gramsci's notion of common and good sense as a lens for uncovering and bringing to light tensions and contradictions contained in these respective policies in practice, we analyze persistent issues and common sense discourse, with "bad sense" impacts, of pervasive neoliberal policies. We close by considering spaces of possibility in the hope that we can join with others who are committed to social justice and building stronger alliances to raise questions, shed light on opportunities for action, and engage in sustained work with teachers and young children.

Source: <http://www.hekupu.ac.nz/Journal%20files/Issue2%20April%202013/Glocalization%20Neoliberal%20Policies%20and%20Early%20Childhood%20in%20Kenya%20and%20Indigenous%20Communities%20in%20the%20United%20States.pdf>

File: Glocalization Neoliberal Policies and Early Childhood in Kenya and Indigenous Communities in the United States.pdf

**67. NAIDOO, S**

Oral Health and Nutrition for Children under Five Years of Age: A Paediatric Food-based Dietary Guideline

*South African Journal of Clinical Nutrition*, Vol. 26, No. 3, 2013, p. 150-155

**Abstract:** Good nutrition is essential for good health and the development and integrity of the oral cavity. Oral health is integral to general health and essential to well-being. Dental caries is the most common oral disease in children under five years of age, and although preventable, still affects many children, particularly those from disadvantaged socio-economic backgrounds. High consumption levels of sugary food and drinks have been implicated as an important dietary cause of obesity, diabetes, coronary heart disease and dental caries. The global obesity epidemic has attracted policy-makers' attention to the relationship between diets that are rich in added sugars (particularly glucose, sucrose and high-fructose corn syrup) and obesity, diabetes, metabolic syndrome and cardiovascular disease risk factors. The aim of this paper is to review the literature and summarise the evidence that relates to diet and nutrition as a cause of oral diseases, such as dental caries, and early childhood caries. The Common Risk Factor Approach will be described as a way in which health promotion and preventive initiatives that advance oral health and nutrition in children under five years of age can be achieved. Recommendations are provided on public health strategies with regard to nutrition education, food policies, diet counselling and the promotion of adequate fluoride exposure via appropriate vehicles.

Source: <http://www.ajol.info/index.php/sajcn/article/view/97848>

File: 97848-255908-1-PB.pdf

**68. NAKPODIA, E. D.**

Early Childhood Education: Its Policy Formulation and Implementation in Nigerian Educational System

*African Journal of Political Science and International Relations*, Vol. 5, No.3, March 2011, p. 159-163

**Abstract:** This paper dealt with childhood education as a preparatory step for primary education, a starting point for the child's general development and the foundation of Nigerian education system, using the mother tongue as

a means of communication and as medium of instruction. The paper emphasized that if preprimary education is to serve its purposes as stated in the National Policy of Education in Nigeria amongst others for making the children to have an effective smooth transition from the home to the school and prepare the child for the primary level of education, then it should be well supervised, staffed, equipped, financed and coordinated. To achieve this, this policy requires political will, determination, transparency, accountability and steadfastness and a close interface between policy formulation and implementation.

**Source:** [http://www.academicjournals.org/article/article1381824699\\_Nakpodia.pdf](http://www.academicjournals.org/article/article1381824699_Nakpodia.pdf)

**File:** Nakpodia\_ED.pdf

#### **69. NAKPODIA, E. D.; ACHUGBE, M. D.**

Problems Encountered in the Management of Nursery and Primary Schools in Delta State, Nigeria

*African Journal of Political Science and International Relations*, Vol. 4, No. 6, December 2012, p. 140-148

**Abstract:** The study examined the problems encountered in the administration of nursery and primary schools in Delta State. The research findings were collected through the use of questionnaire which was distributed to the proprietors and proprietresses of the five selected schools. These nursery and primary schools are owned by the government and private individuals. Findings show that these schools are confronted with such problems as shortage of funds, inadequacy of some school facilities, shortage of teaching staffs and lack of cooperation by the parents. It was therefore recommended that the administrators should present their problems to the government in terms of finance so as to meet the objectives of nursery and primary education. Parents also should cooperate with administrators to take care of their children at home and also help in providing adequate materials for the children.

**Source:** [http://www.academicjournals.org/article/article1380555116\\_Nakpodia%20and%20Achugbue.pdf](http://www.academicjournals.org/article/article1380555116_Nakpodia%20and%20Achugbue.pdf)

**File:** Nakpodia\_ED&Achugbe\_MD.pdf

#### **70. NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD; Center on the Developing Child (Recommended)**

A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children

Harvard University: National Scientific Council on the Developing Child and Center on the Developing Child, 2007. – 36 p.

**Source:** [http://developingchild.harvard.edu/files/8712/8466/2778/Policy\\_Framework.pdf](http://developingchild.harvard.edu/files/8712/8466/2778/Policy_Framework.pdf)

**File:** [http://developingchild.harvard.edu/files/8712/8466/2778/Policy\\_Framework.pdf](http://developingchild.harvard.edu/files/8712/8466/2778/Policy_Framework.pdf)

#### **71. NAUDEAU, Sophie, et al... (Recommended)**

Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation

Washington: World Bank, 2010. – 320 p.

ISBN: 978-0-8213-8526-5

**Abstract:** Investing in young children is the responsible thing to do. All children deserve a chance to grow into healthy, educated, and competent people, no matter where and when they were born. While parents bear most of the responsibility for raising their children, especially in the early years of life, governments also have an important role during this critical time of human capital accumulation. For example, governments can ensure that all expectant mothers and young children have access to quality health services and nutrition. They can support parents and other caregivers in providing a positive and stimulating environment for children from birth on by promoting parenting information programs, investing in direct services such as home-based visits, funding daycare centers and preschools, or providing financial incentives to access good quality programs for infants and children. This Early Childhood Development (ECD) guide presents lessons and experiences that have been useful in informing the policy debate about ECD interventions and the design of such programs across the world. Whether the user of this guide is at the initial stage of deciding whether to expand an ECD portfolio or already in the program design stage, the content offers a range of evidence-based options to inform policy and investment choices.

**Source:**

[http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/05/24/000333038\\_20120524234213/Rendered/PDF/578760REPLACEM053783B09780821385265.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/05/24/000333038_20120524234213/Rendered/PDF/578760REPLACEM053783B09780821385265.pdf)  
**File:** 578760REPLACEM053783B09780821385265.pdf

**72. NAUDEAU, Sophie, et al. (Recommended)**

Investir dans la petite enfance: un guide de développement de la petite enfance pour le dialogue de politique et préparation de projets.

Washington : Banque Mondiale, 2012. – 320 p.

ISBN : 978-0-8213-9482-3

**Source :**

[http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/10/03/000333038\\_20121003023337/Rendered/PDF/578760PUB0FREN020100110080EPI018526.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/10/03/000333038_20121003023337/Rendered/PDF/578760PUB0FREN020100110080EPI018526.pdf)

**File:** 578760PUB0FREN020100110080EPI018526.pdf

**73. NEUMAN, M. (Recommended)**

Strong Foundations: Early Childhood Care and Education

Toronto: Consultative Group on Early Childhood Development, 2007. – 405 p.

Education for All Global Monitoring Report

Coordinator's Notebook no. 29

**Source:** <http://unesdoc.unesco.org/images/0014/001477/147794e.pdf>

**File:** 147794e.pdf

**74. NGOKWEY, Ndolamb**

Children's Rights in the Central Africa Sub-Region: Poverty, Conflicts and HIV/AIDS as Context

*International Journal of Children's Rights*, Vol. 12, No; 3, September2004, p. 183-216

**Abstract:** This article discusses the constraints to the realization of child rights, such as poverty, AIDS and HIV, and armed conflicts, in association with the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). The CRC, adopted in November 1989 by the General Assembly of the United Nations, came into force in September 1990, less than one year after its adoption. The ACRWC was adopted by the Organization of African Unity in 1990 and came into force only in 2000. While African enthusiasm in ratifying the CRC is commendable, it is striking that it took ten years for the ACRWC to come into force, given the difficulty in obtaining the 15 State ratifications required by Article 47 of the ACRWC. Fourteen years after the coming into force of the Convention on the Rights of the Child ratified by all countries of the Central African Sub-region, the results are sobering. One does not need to be particularly afro-pessimistic to note that, while some progress has been made, Africa in general and the Central Africa sub-region in particular have experienced either stagnation or reversals in trends when it comes to realizing the rights of children to survival, development, protection and participation and to meeting the needs of children.

**Source :** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=15715331&site=ehost-live>

**File:** Ngokwey\_Ndolamb.pdf

**75. NGUTUKU MULONGO, Elizabeth**

Re-Imagining Development: Working within and against the Metanarrative

*DevIssues*, Vol. 12, No. 1, April 2010, p. 7-8

The Hague; International Institute of Social Studies. Erasmus University Rotterdam

**Source:** [http://www.iss.nl/fileadmin/ASSETS/iss/Documents/DevISSues/DevISSues12\\_1\\_mar\\_10\\_web.pdf](http://www.iss.nl/fileadmin/ASSETS/iss/Documents/DevISSues/DevISSues12_1_mar_10_web.pdf)

**File:** DevISSues12\_1\_mar\_10\_web.pdf

**76. NSAMENANG, A. Bame; TCHOMBE, Therese M.A.S (Recommended)**

Handbook of African Educational Theories and Practices. A Generative Teacher Education Curriculum

Bamenda: Presses Universitaires d'Afrique (PUA), 2011. – 596 p.

ISBN: 978-9956-444-64-2

Source: <http://www.thehrc.org/Handbook%20of%20African%20Educational%20Theories%20and%20Practices.pdf>

File: Handbook of African Educational Theories and Practices.pdf

### 77. NSAMENANG, A.B.

Human Ontogenesis: An indigenous African View on Development and Intelligence

*International Journal of Psychology*, Vol. 41, No. 4, 2006, p. 293–297

**Abstract:** Views on development and intelligence mirror mainstream Euro-American ethnocentrism and are presented as being applicable to all of human diversity. In contrast, an African worldview visualizes phases of human cyclical ontogenesis of systematic socialization of responsible intelligence in participatory curricula that assign stage-appropriate developmental tasks. In these curricula, knowledge is not separated into discrete disciplines, but all strands of it are interwoven into a common tapestry, which is learned by children at different developmental stages, who participate in the cultural and economic life of the family and society. This line of thought permits the integration of diverse ethnocultural realities and disparate theoretical threads into a common conceptual system—social ontogenesis. A theory of social ontogenesis addresses how, throughout ontogeny, children are co-participants in social and cultural life. The theory anchors human development as partly determined by the social ecology in which the development occurs and by how the human being learns and develops. Its seminal concept is sociogenesis, defined as individual development that is perceived and explained as a function of social, not biological, factors. But social ontogenetic thinking does not exclude nature; it assumes that biology underpins social ontogenesis. The biological commonality that the human species shares in the genetic code plays out into a bewildering diversity of specific individuality across ecocultures. Thus, contextualist theorists stress how different ontogenetic pathways and intelligences are situated in the socio-ecological contexts and cultural systems in which children are nurtured. The empirical grounding of this theory is based on impressionistic data from the Nso people of Cameroon, with supportive evidence in other parts of Africa. The universality of social ontogenesis offers an innovative impetus to conceptualize and generate developmental knowledge that empowers. It is a learning paradigm that permits the study of human development in the context of children's engagement of cognition when they are participants in cultural communities. This can expand visions and databases beyond restrictive Eurocentric grids.

**Résumé:** Les points de vue sur le développement et l'intelligence reflètent l'ethnocentrisme euro-américain dominant et sont présentés comme étant applicables à toute la diversité humaine. En contrepartie, une vision du monde africaine se représente les phases de l'ontogenèse humaine cyclique de la socialisation systématique de l'intelligence responsable dans les programmes participatifs qui assignent des tâches appropriées aux stades de développement. Dans ces programmes, la connaissance n'est pas séparée en disciplines distinctes, mais tous ses enchaînements sont entrelacés dans une tapisserie commune. Cette dernière est apprise à des stades de développement différents par les enfants qui participent à la vie culturelle et économique de la famille et de la société. Cette ligne de pensée permet d'intégrer diverses réalités ethnoculturelles et des discours théoriques disparates dans un système conceptuel commun—l'ontogenèse sociale. Une théorie de l'ontogenèse sociale aborde la façon dont, à travers l'ontogénie, les enfants collaborent à la vie sociale et culturelle. La théorie s'enracine dans le développement humain comme étant partiellement déterminé par l'écologie sociale dans laquelle il apparaît et dans la façon dont l'être humain apprend et se développe. Son concept séminal fait référence à la sociogenèse, laquelle est définie comme le développement individuel qui est perçu et expliqué en fonction de facteurs sociaux et non biologiques. Mais la pensée ontogénétique sociale n'exclut pas la nature; elle suppose que la biologie sous-tend l'ontogenèse sociale. Les aspects biologiques communs partagés par l'espèce humaine dans le code génétique se manifestent dans une diversité déconcertante de l'individualité spécifique d'une culture à l'autre. Ainsi, les théoriciens contextualistes insistent sur la façon dont les trajectoires ontogénétiques différentes et les intelligences sont situées dans les contextes et les systèmes culturels dans lesquels les enfants sont éduqués. La base empirique de cette théorie est appuyée sur des données impressionnantes du peuple Nso du Cameroun, avec des appuis en provenance des autres parties d'Afrique. L'universalité de l'ontogenèse sociale offre un élan innovateur pour conceptualiser et générer une connaissance du développement qui prend de la puissance. Il s'agit d'un paradigme d'apprentissage qui permet l'étude du développement humain dans le contexte dans lequel les enfants s'engagent à la cognition en tant que participants dans les communautés culturelles. Ceci peut étendre les visions et les bases de données au-delà des grilles restrictives eurocentriques.

Source: <http://www.unige.ch/fapse/SSE/teachers/dasen/Nsamenang2006.pdf>

File: NSAMENANG\_A\_Bame.pdf

**78. NSAMENANG, A. Bame (Recommended)**

(Mis)Understanding ECD in Africa: The Force of Local and Imposed Motives: Chapter 7  
In: *Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa* / Ed. by Marito Garcia, Alan Pence, Judith L. Evans  
Washington: World Bank, 2008. – p. 135-149  
(Directions in Development. Human Development)  
ISBN: 9780821368862

Source:

<http://www->

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf](http://wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf)

<https://openknowledge.worldbank.org/handle/10986/6365>

File: 427000PUB0Afri1sclosed0Feb025020081.pdf

**79. NWANEKEZI, A.U.; ONYEKURU, Bruno**

Need for Specialist Teachers in Early Childhood Education (ECE) Delivery for Sustainable Development in Nigeria

*African Research Review. An International Multidisciplinary Journal, Ethiopia*, Vol. 8, No. 2, April 2014, p. 294-304

**Abstract:** The paper examined the need to engage specialist teachers in Early Childhood Education (ECE) delivery in Nigeria. To effectively do this, the researchers discussed the concept of early childhood/pre-primary education, its objectives were outlined, and the importance of qualified teachers who specialized in childhood education was discussed. Professional ethics for early childhood/pre-primary education were looked into; early childhood/pre-primary education for sustainable development was addressed. Consequently, the paper concluded that every nation of the world ascribes for quality education. The quality of education of any country depends on the quality of her teachers. Early childhood education being the foundation of all levels of education should be handled by teachers who are specialists in the area, well trained and certificated by recognized higher institutions (national or international). It was recommended among others that regular workshops, conferences and other teacher-development programmes be organized for the serving teachers to update them with the latest research findings.

Source: DOI: <http://dx.doi.org/10.4314/afrev.v8i2.17>

File: 104281-281332-1-PB.pdf

**80. NYAMUKAPA, Hilton**

Cash Transfers and Human Development Outcomes: Tackling Child Poverty in Zimbabwe  
The Hague: International Institute of Social Studies, Erasmus University of Rotterdam,  
November 2011. – viii-52 p.

Master of Arts, Development Studies, Children and Youth Studies (CYS), Erasmus  
University of Rotterdam, International Institute of Social Studies, Graduate School of  
Development Studies,

**Abstract:** Child poverty is a phenomenon of concern in Zimbabwe. Exacerbated by an escalating population of orphans and other vulnerable children, child poverty has been a major blow to the development of children. Its effect manifests in deprivation of basic necessities among children. There are several efforts being made by the government and other independent civil bodies to improve the general welfare and development of children countrywide. Among the recent programmes to alleviate child poverty are the household income support interventions in form of Cash Transfers. This research paper is an inquiry into the effectiveness of cash transfers in improving children human development outcomes in the context of fighting child poverty in Zimbabwe. Access to food, health and education services is the dimensions of analysis. Two cash pilot projects are being focused on: the NAP 2 and the Manicaland OVC Pilot Cash Transfer Programmes. An analysis of the Information drawn from the programmes formulation and implementation documents together with semi-

structured interviews from children and caregiver beneficiaries suggests the potential for income support to be instrumental in child poverty alleviation. However, there are inherent design and practical limitations to the approach. Coupled by socio-economic household resource allocation challenges, the amount of disbursements were generally smaller to cater for the often gendered and aged based requirements of children. This makes cash transfers inadequate to be used as a stand-alone intervention to improving the general welfare of children. A more comprehensive approach focusing more on the ends and flexible to use several means is required in order to have an impact on the development of children.

Source: <http://thesis.eur.nl/pub/10845/>

File: NYAMUKAPA\_Hilton.pdf

### **81. OCHOLLA, Dennis (Recommended)**

Marginalized Knowledge: An Agenda for Indigenous Knowledge Development and Integration with Other Forms of Knowledge

*International Review of Information Ethics*, Vol.7, No. 9, 2007, p. 236-245

Source: [http://www.i-r-i-e.net/inhalt/007/irie\\_007\\_full.pdf](http://www.i-r-i-e.net/inhalt/007/irie_007_full.pdf)

File: irie\_007\_full.pdf

### **82. ODORA-HOPPERS, Catherine (Recommended)**

Renegotiating Agency in Knowledge Production, Innovation, and Africa's Development in the Context of Triage society

*Critical Literacy: Theories and Practices*, Vol. 4, No. 1, 2010, p. 78-94

Source: <http://criticalliteracy.freehostia.com/index.php?journal=criticalliteracy&page=article&op=view&path%5B%5D=55&path%5B%5D=41>

File: 55-172-1-PB.pdf

### **83. OKUMU, Mical Auma Eve**

How Do Cash Transfers Address the Multidimensionality of Child Poverty and Vulnerability in Kenya?

Rotterdam: Erasmus University Rotterdam, International Institute of Social Studies, Child and Youth Studies (CYS)

2010

Source: <http://thesis.eur.nl/pub/8662/>

File: OKUMU\_Mical\_Auma\_Eve\_Final\_Correct\_Thesis\_November\_2010.pdf

### **84. OLATOSI, OO; INEM, V; SOFOLA, OO; PRAKASH, P ; SOTE, EO**

The Prevalence of Early Childhood Caries and its Associated Risk Factors among Preschool Children Referred to a Tertiary Care Institution

*Nigerian Journal of Clinical Practice*, Vol. 18, No. 4, 2015, 9 p.

**Abstract:** Objective: The aim was to determine the prevalence of early childhood caries (ECC) and its association with infant feeding and oral health-related behavior among preschool children aged 6–71 months in Lagos.

**Materials and Methods:** This was a descriptive cross-sectional study in which 302 children aged 6–71 months were selected from four pediatric outpatient clinics in Lagos, Nigeria. A structured questionnaire was used to obtain information regarding oral hygiene practices, dietary habits, breast and bottle feeding, birth weight of child and socioeconomic status of the family, from mothers of the children. The status of dental caries was recorded according to the World Health Organization criteria.

**Results:** The prevalence of ECC among 302 children aged 6–71 months was 21.2% while the mean deft was 0.735. Multivariate logistic regression analysis showed the correlation of ECC with the associated risk factors. ECC was significantly higher in children who were bottle-fed at night. Method of tooth cleaning other than using fluoridated toothpaste significantly increased the prevalence of ECC. Breastfeeding for duration of 3–6 months showed significantly lesser caries prevalence. Caries significantly increased with age.

**Conclusion:** Early childhood caries is a multifactorial disease in which prolonged duration of breastfeeding, nocturnal bottle feeding, and use of cleaning methods other than fluoridated toothpaste are risk factors for ECC. Oral health promotion programs should be targeted at mothers, pediatricians, nurses, caretakers at day care centers and primary care health workers.

**Keywords:** Early childhood caries, Lagos, prevalence, risk factors

**Source:** <http://www.ajol.info/index.php/njcp/article/view/117731/107359>

**File:** 117731-326281-1-SM.pdf

**85. ONIYE, Abdulrasaq Olayinka ; DUROSARO, Irene Abiodun**

Guidance and Behaviour Management in Early Childhood: Need for Reform in Child Care Development Education

*Edo Journal of Counselling*, Vol. 2, No. 2, 2009, 8 p.

**Abstract:** Education is a life time experience acquired right from birth till the time of death. It is a life long journey which ought to start from the moment a child is born till his/she breaths his/her last. Guidance is a generic term for all the helping services provided (ideally) by the counsellor to the individual in need of direction, instruction, guide or information to enable him or her understand himself, his world, his challenges/or opportunities as a way of leading meaningful life. Behaviour management is the act of guiding both the process of behaviour development and the general behaviour manifestation of children under the childcare development programme of the Federal Government. This paper examines the concept of guidance and behaviour management with particular reference to the issue of childcare development. A critical appraisal of the concept and current practice reveals a dare need for reformation of our education system to ensure inculcation of purposive, responsible and culturally relevant behaviour in the children for whom early child care development centres are established. It was observed that there is still room for great improvement in the process of delivering child care development education and thus, the need for educational reform to be extended to this area.

**Source:** <http://dx.doi.org/10.4314/ejc.v2i2.60848>

**File:** 60848-113125-1-PB.pdf

**86. OTTERSTAD, Ann Merete**

Different “Reading” of the Multicultural within Early Childhood (con)Texts

*Barn*, nr. 3, 2005, 27-50. Norsk Senter for Barneforskning

**Source:** <https://www.ntnu.no/documents/10458/19132562/otterstad3.pdf>

**File:** otterstad3.pdf

**87. PENCE, Alan. R.; NSAMENANG, A. Bame**

A Case for Early Childhood Development in Sub-Sahara Africa

The Hague, Bernard van Leer Foundation, 2008. – 68 p.

Working paper 51

ISBN: 978-90-6195-109-4

**Source:** [http://www.web.uvic.ca/~eyrd/pubs/Pence\\_Nsamenang\\_BvL\\_WP\\_51\\_2008.pdf](http://www.web.uvic.ca/~eyrd/pubs/Pence_Nsamenang_BvL_WP_51_2008.pdf)

**File:** Pence\_Nsamenang\_BvL\_WP\_51\_2008.pdf

**88. PENN, Helen**

Early Childhood Education and Care in Southern Africa: A Perspective Report

Reading Berkshire: CfBT Education Trust, 2008. – 38 p.

**Source:** <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2008/r-early-childhood-education-south-africa-2008.pdf>

**File:** r-early-childhood-education-south-africa-2008.pdf

**89. PEPFAR (The U.S. President’s Emergency Plan for AIDS Relief)**

Guidance for Orphans and Vulnerable Children Programming

PEPFAR, July 2012. – 89 p.

**Source:** <http://www.pepfar.gov/documents/organization/195702.pdf>

**File:** PEPFAR.pdf

**90. PHAROAH, Robyn; RICHTER, Linda; KILLIAN, Beverly**

A Generation at Risk? HIV/Aids, Vulnerable Children and Security in Southern Africa.

Institute of Security Studies, 2004. – 131 p.

(Monograph No. 109)

**Abstract:** The aim of this monograph is to examine such assumptions by exploring both the context in which HIV/AIDS orphaning is occurring and the likely developmental implications of both HIV/AIDS and AIDS-related orphanhood. In so doing it seeks to better understand both what it means to be a child in Southern Africa and the factors affecting the interplay between HIV/AIDS, poverty and vulnerability."

**Source:** <http://dspace.cigilibrary.org/jspui/bitstream/123456789/31449/1/Mono109.pdf?1>

<http://www.africaportal.org/dspace/articles/generation-risk-hivaids-vulnerable-children-and-security-southern-africa>

**File:** PHAROAH\_Robyn&RICHTER\_Linda&KILLIAN\_Beverly.pdf

**91. PISON, Gilles; DOUILLOT, Laetitia; DUTHE, Géraldine; KANTE, Malick; SOKHNA, Cheick; TRAPE, Jean-François**

Successes and Failures in the Fight against Child Mortality in Sub-Saharan Africa: Lessons from Senegal

Paris : Institut national d'études démographiques, 2013. - 44 p.

(Documents de travail / Institut national d'études démographiques ; 195)

**Abstract:** Child mortality has declined in Sub-Saharan Africa over the last 60 years but the decrease has not been regular: it has accelerated over some periods, as during the last decade, and slowed down in others. This is not solely attributable to HIV/AIDS. This paper examines in detail the trends observed in Senegal, an example of a country with low HIV prevalence but where trends in mortality have resembled those of the whole region. Both national and local level data are used, in particular the data on mortality and causes of deaths produced by the demographic surveillance systems (DSS) in the three rural areas of Bandafassi, Mlomp and Niakhar. Although Senegal experienced an appreciable fall in under-five mortality from the end of World War II, the country experienced a fifteen year stagnation in child mortality in the late 1980s and 1990s. This halt was due to a slowdown in vaccination efforts and a resurgence of malaria mortality linked to the spread of chloroquine resistance. The decrease in

malaria and other infectious diseases thanks to renewed vaccination efforts and investment in anti-malaria programmes appears to be the main factor responsible for the return to a very rapid decline in under-five mortality observed during the 2000s.

**Source:** [http://www.ined.fr/fichier/t\\_publication/1646/publi\\_pdf1\\_working\\_paper\\_2013\\_195\\_child.mortality\\_senegal.pdf](http://www.ined.fr/fichier/t_publication/1646/publi_pdf1_working_paper_2013_195_child.mortality_senegal.pdf)

**File:** publi\_pdf1\_working\_paper\_2013\_195\_child.mortality\_senegal.pdf

**92. PROCHNER, Larry; KABIRU, Margaret (Recommended)**

ECD in Africa: A Historical Perspective: Chapter 6

In: *Africa's Future, Africa's Challenges: Early Childhood Development in Sub Saharan*

*Africa* / Ed. by Marito Garcia, Alan Pence, Judith L. Evans

Washington, DC: World Bank, 2008. – p. 117-133

(Directions in Development. Human Development)

ISBN: 9780821368862

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[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afr1sclosed0Feb025020081.pdf)

**File:** 427000PUB0Afr1sclosed0Feb025020081.pdf

**93. RAVINDER, Kathuria; ROBERT, Serpell (Recommended)**

Standardization of Panga Munthu Test: A Non-verbal Cognitive Test Developed in Zambia

*Journal of Negro Education* Vol. 67, No. 3, Summer 1998, Assessment in the Context of Culture and Pedagogy, p. 228-241

**Abstract:** The relationship between intelligence measurement and culture has received growing recognition in Zambia since political independence. The Panga Munthu Test (PMT) was developed to provide a more accurate and culturally appropriate assessment of intelligence for children in a non-Western society. This article describes the test's rationale, its administration and scoring procedures, and progress toward its standardization in Zambia.

Scores of a large, nationwide sample of children are presented and their variations analyzed by age, grade, gender, and residence (urban versus rural). Two complementary approaches are offered for arriving at reference norms to guide the interpretation of individual scores. The implications for future test development and individual assessment of intellectual functioning in primary school-aged children in Africa are discussed.

**Source:** <http://www.jstor.org/stable/2668192>

**File:** 2668192.pdf

#### **94. RICHTER, Linda**

An Introduction to Family-centred Services for Children Affected by HIV and AIDS

*Journal of the International AIDS Society*, Vol. 13, Suppl. 2, 2010, 6 p.

**Abstract:** Family-centred services in the context of HIV/AIDS acknowledge a broad view of a “family system” and ideally include comprehensive treatment and care, community agencies and coordinated case management. The importance of family-centred care for children affected by HIV/AIDS has been recognized for some time. There is a clear confluence of changing social realities and the needs of children in families affected by HIV and AIDS, but a change of paradigm in rendering services to children through families, in both high-prevalence and concentrated epidemic settings, has been slow to emerge. Despite a wide variety of model approaches, interventions, whether medical or psychosocial, still tend to target individuals rather than families. It has become clear that an individualistic approach to children affected by HIV and AIDS leads to confusion and misdirection of the global, national and local response. The almost exclusive focus on orphans, defined initially as a child who had lost one or both parents to AIDS, has occluded appreciation of the broader impact on children exposed to risk in other ways and the impact of the epidemic on families, communities and services for children. In addition, it led to narrowly focused, small-scale social welfare and case management approaches with little impact on government action, global and national policy, integration with health and education interventions, and increased funding. National social protection programmes that strengthen families are now established in several countries hard hit by AIDS, and large-scale pilots are underway in others. These efforts are supported by international and national development agencies, increasingly by governments and, more recently, by UNAIDS and the global AIDS community. There is no doubt that this is the beginning of a road and that there is still a long way to go, including basic research on families, family interventions, and effectiveness and costs of family-centred approaches. It is also clear that many of the institutions that are intended to serve families sometimes fail and frequently even combat non-traditional families.

**Source:** <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2890970/pdf/1758-2652-13-S2-S1.pdf>

**File:** RICHTER\_Linda.pdf

#### **95. RICHTER, Linda M.; MORREL, Robert (Recommended)**

Fathering: The Role of Men in Raising Children in Africa. Holding Up the Other Half of the Sky: Chapter 8

*In Africa's Future, Africa's Challenges: Early Childhood Development in Sub Saharan Africa*

/ Ed. by Marito Garcia, Alan Pence, Judith L. Evans

Washington, DC: World Bank, 2008. – p. 151-166

(Directions in Development. Human Development)

ISBN: 9780821368862

**Source:** [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf)

**File:** 427000PUB0Afri1sclosed0Feb025020081.pdf

#### **96. RUKANTABULA, Augustine A.**

Delivery of Early Childhood Education in Urban Areas of Tanzania: A Case of Ilala Municipality in Dar es Salaam

*Huria : Journal of the Open University of Tanzania*, Vol. 15, No. 1, 2013, p. 118-127

**Abstract:** The work reported here is a case study analysis on provision of early childhood education, its challenges and suggestions for improvement in Tanzania; basing on experience of Dar es Salaam. It was thought to be appropriate to conduct a study in institutionalized childcare settings like nursery and pre-primary schools and groups; in order to assess the degree of child care provision in Tanzania. This study

was therefore conducted with the overall objective to investigate the delivery system of early childhood education at all levels in urban areas, and develop suggestions for better harmonization and coordination of this important education sub-sector in Tanzania. The study was conducted in four wards: Kitunda, Ukonga, Kinyerezi, and Tabata in Ilala Municipality, in urban Dar es Salaam. Five registered schools offering preschool education in each of the four wards were selected, using both stratified and purposive sampling techniques; making a total of twenty schools. Schools were classified whether they are public, private faith-based or private non-faith based. Research issues pursued were: educational programmes, curriculum issues, cocurriculum aspects, parent and community participation, childcare aspects and expert opinion. Respondents were school heads/managers, ward education coordinators, Ilala District Education Officer, parents/guardians as well as selected education experts. Study results show that, apart from nursery classes at public primary schools, there is neither harmonized naming of pre-school programmes nor common age group brackets of same programmes among private schools. The study revealed that public schools contribution to pre-primary education is 55%, whereas private schools' contribution is 45%. Public schools do not offer preschool education below pre-primary level. Religious organizations play a leading role in offering early childhood education in Dar es Salaam. Privately owned preschool institutions are better organized, engage more trained teachers and offer over and above learning and child care activities than what is recommended in the National Pre-Primary Curriculum. Due to pathetic conditions in nursery classes at public schools, there must be a remarkable discrepancy between intended, given and received curricula in these classes. The study recommends that pre-primary education at all levels should be harmonized and coordinated by the ministry responsible for education with increased participation of all stakeholders. The current National Pre-Primary Curriculum should be revised to include necessary non-educational activities. In order to improve the situation in public schools, more involvement and participation of all stakeholders has to be encouraged and intensified.

**Source:** <http://www.ajol.info/index.php/huria/article/view/110836/110856>

**File:** 110836-333752-1-PB.pdf

**97. RUPPEL, Oliver Christian, ed.**

Children's Rights in Namibia

Windhoek: Macmillan Education Namibia, 2009. –xvi-435 p.

ISBN: 9789991608914 / ISBN: 9991608915

Also available online from Konrad Adenauer Foundation website

**Source:** <http://www.unam.na/faculties/law/documents/childrensrightsbook.pdf>

**File:** RUPPEL\_Oliver\_Christian.pdf

**98. SAWADOGO, Natewinde**

The Professional Constructions of Childhood and Youth in Africa

Dakar, CODESRIA, 2009. - 22 p.

Conference: New Frontiers of Child and Youth Research in Africa, Douala, Cameroun, 25 – 26 August 2009

**Abstract:** This paper aims at contributing to the exploration of new areas of research on childhood and youth in Africa. The idea results from two previous academic researches.

The first was concerned with the processes through which sociological discourse on the professions in modern States has formed and transformed over time. In this case, it is found that in the modern States the role of the professions has been ambivalent, revolving around collectivity-orientation and self-interest. Yet, the scientific basis of their knowledge makes them the State's privileged mediators for social control. The second study took scientific knowledge, the basis of professional power, as its object. Almost all the different theoretical orientations reviewed, in the sociology of sciences, share the view about the socially constructed character of scientific knowledge. In relating these two perspectives, the questions of critical importance in future research might be: as objects of scientific knowledge, have African children and young people been subject to distinctive constructions, which are sensitive to their historicity, by professionals of childhood and youth in Africa? Since the collectivity-orientation of professions cannot be taken for granted, how professions' own processes impact on the understanding of, and acting upon, childhood and youth in Africa?

**Source:** [http://www.codesria.org/IMG/pdf/Natewinde\\_Sawadogo\\_Burkina.pdf](http://www.codesria.org/IMG/pdf/Natewinde_Sawadogo_Burkina.pdf)

**File:** Sawadogo\_Natewinde.pdf

**99. SCHUBERT, Bernd**

Child-Sensitive Social Protection in Zimbabwe

Harare: UNICEF Humanitarian Policy Group, May 2010. - 72 p.

**Abstract:** The study provides an analysis of the social protection needs of children, of other vulnerable groups and of the households in which they live. It assesses to what extent ongoing interventions meet social protection needs and gives recommendations on how to improve social protection.

**Source:** [http://www.unicef.org/zimbabwe/ZIM\\_resources\\_childsensitivesocprotection.pdf](http://www.unicef.org/zimbabwe/ZIM_resources_childsensitivesocprotection.pdf)

**File:** SCHUBERT\_Bernd.pdf

**100. STEYN, MG; HARRIS, Teresa; HARTELL, CG**

Institutional Factors that Affect Black South African Students' Perceptions of Early Childhood Teacher Education

*South African Journal of Education*, Vol. 34, No. 3, August 2014, 7 p.

**Abstract:** Black students account for over 72% of enrolments in higher education, but only a small percentage of them choose Early Childhood Education (ECE) as a field of study and complete the qualification. The purpose of this study was to examine, from the perspective of black ECE students, why so few of them enrol in this particular programme at a historically white university. Through a qualitative, case study approach the reasons for the low enrolment and completion rates were investigated. Participants mentioned that recruitment for this programme, particularly in rural areas should be improved. They also pointed out the higher prestige of other career options, the linguistic challenges they face, the cost of university education and early teacher education in particular, as well as access to transport and resources as barriers to recruitment and retention. Their recommendations for higher enrolment rates included the use of black students to recruit in rural and in township areas, increased funding for bursaries, and more culturally sensitive pedagogies in early childhood teacher education.

**Source :** <http://www.ajol.info/index.php/saje/article/view/107464/97333>

**File:** 107464-293087-1-PB.pdf

**101. SUBBARAO, K., MATTIMORE, Angel; PLANGEMANN, Kathrin**

Social Protection of Africa's Orphans and Other Vulnerable Children: Issues and Good Practice Program Options

Washington: World Bank, Africa Region, 2001. – ix-43 p.

(Africa Region Human Development Working Paper Series)

**Source:** [http://siteresources.worldbank.org/AFRICAEXT/Resources/African\\_Orphans.pdf](http://siteresources.worldbank.org/AFRICAEXT/Resources/African_Orphans.pdf)

**File:** SUBBARAO\_K MATTIMORE\_Angel PLANGEMANN\_Kathrin.pdf

**102. SUBBARAO, Kalanidhi ; COURY, Diane**

Reaching out to Africa's Orphans: A Framework for Public Action

Washington: World Bank, 2004. -xvi-164 p.

(Africa Region Human Development Series)

ISBN 0-8213-5857-X

**Source:** <http://siteresources.worldbank.org/INTHIVAIDS/Resources/375798-1103037153392/ReachingOuttoAfricasOrphans.pdf>

**File:** SUBBARAO\_Kalanidhi&COURY\_Diane.pdf

**103. STANELY, Christine A. (Recommended)**

When Counter Narratives Meet Master Narratives in the Journal Editorial-Review Process.  
*Educational Researcher*, Vol. 36, No. 1, January-February 2007, p. 14–24

**Abstract:** The author shares her experiences with the editorial-review process while publishing a qualitative research study on the teaching experiences of African American faculty members at two predominantly White research universities. She likens the experiences of African American faculty members to counter narratives, troubles master narratives in the editorial-review process, draws implications, and makes recommendations for researchers invested in non-mainstream educational research in higher education. This is a call to journal editors and reviewers to examine their roles as disciplinary gatekeepers and to break the cycle of master narratives in educational research and the editorial-review process.

**Source:** <http://www.jstor.org/stable/4621064>

**File :** 4621064.pdf

**104. SWADENER, Elizabeth; WACHIRA, Patrick; KABIRU, Margaret; NJENGA, Anne (Recommended)**

Linking Policy Discourse to Everyday Life in Kenya: Impacts of Neoliberal Policies on Early Education and Childrearing: Chapter 21

In: *Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa* / Ed. by Marito Garcia, Alan Pence, Judith L. Evans

Washington: World Bank, 2008. – p. 407-426

(Directions in Development. Human Development)

ISBN: 9780821368862

**Source:**

<http://www->

[wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038\\_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf](http://wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/03/05/000333038_20080305054902/Rendered/PDF/427000PUB0Afri1sclosed0Feb025020081.pdf)

<https://openknowledge.worldbank.org/handle/10986/6365>

**File:** 427000PUB0Afri1sclosed0Feb025020081.pdf

**105. SWIFT, Anthony; MAHER Stan (Recommended)**

Growing Pains: How Poverty and AIDS are Challenging Childhood

London: Panos, 2008. – 260 p.

**Source:** [http://panos.org.uk/wp-content/files/2011/03/Growing\\_Pains\\_final\\_low\\_resSjtazb.pdf](http://panos.org.uk/wp-content/files/2011/03/Growing_Pains_final_low_resSjtazb.pdf)

**File:** Growing\_Pains\_final\_low\_resSjtazb.pdf

**106. TAFFA, Negussie ; CHEPNGENO, G. (Recommended)**

Determinants of Health Care Seeking for Childhood Illnesses in Nairobi Slums

*Tropical Medicine and International Health*, Vol 10, No. 3, March 2005, p. 240-245

**Abstract:** The practice of appropriate health seeking has a great potential to reduce the occurrence of severe and life-threatening child illnesses. We assessed the influence of socio-demographic, economic and disease-related factors in health care seeking for child illnesses among slum dwellers of Nairobi, Kenya. A survey round of the Nairobi Urban Demographic Surveillance System (NUDSS) generated information on 2-week child morbidity, illness symptoms, perceived illness severity and use of modern health services.

During this round of data collection, interviewers visited a total of 15 174 households, where 3015 children younger than 5 years lived. Of the 999 (33.1%) children who were reported to have been sick, medical care of some sort was sought for 604 (60.5%). Lack of finances (49.6%) and a perception that the illness was not serious (28.1%) were the main reasons given for failure to seek health care outside the home. Health care seeking was most common for sick children in the youngest age group (0–11 months).

Caretakers sought medical care more frequently for diarrhoea symptoms than for coughing and even more so when the diarrhoea was associated with fever. Perception of illness severity was strongly associated with health care seeking. Household income was significantly associated with health care seeking up to certain threshold levels, above which its effects stabilized. Improving caretaker skills to recognize danger signs in child illnesses may enhance health-seeking behaviour. Integrated Management of Child Illnesses (IMCI) programmes must be accessible free of charge to the urban poor in order to increase health care seeking and bring about improvements in child survival.

**Source:** <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-3156.2004.01381.x/pdf>

**File:** j.1365-3156.2004.01381.x.pdf

**107. THOMAS, Philippa**

Ending Child Poverty and Securing Child Rights: The Role of Social Protection. A Briefing Paper

London, Plan International, 2005. – 20 p.

Source: [http://www.crin.org/docs/Plan\\_Ending\\_Child\\_Poverty.pdf](http://www.crin.org/docs/Plan_Ending_Child_Poverty.pdf)

File: THOMAS\_Philippa.pdf

**108. TREVARTHEN, Colwyn; AITKEN, Kenneth J. (Recommended)**

Infant Intersubjectivity: Research, Theory and Clinical Applications

*Journal of Child Psychology and Psychiatry and Allied Disciplines*, Vol.42, No.1, 2001, p.3-48

Source: <http://onlinelibrary.wiley.com/doi/10.1111/1469-7610.00701/pdf>

File: 1469-7610.00701.pdf

**109. UNESCO. Paris (Recommended)**

Draft Concept Note: Indigenous Early Childhood Care and Education (IECCE) for Africa Pilot Workshop on the Delivery Modules

UNESCO Big Push Initiative, 2013. – 5 p.

Source: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/ConceptNotePilotWorkshopIECCEBigPushCountries.pdf>

File: ConceptNotePilotWorkshopIECCEBigPushCountries.pdf

**110. UNESCO. Paris (Recommended)**

Education for All. EFA Global Monitoring Report, 2007. Strong Foundations: Early Childhood Care and Education

Paris: UNESCO, 2006. – 408 p.

ISBN 978-92-3-104041-2

Source: [http://www.unesco.org/education/GMR/2007/Full\\_report.pdf](http://www.unesco.org/education/GMR/2007/Full_report.pdf)

File: Full\_report.pdf

**111. UNESCO. Paris (Recommended)**

Education pour tous. Rapport mondial de suivi sur l'EPT, 2007. Un bon départ : Education et protection de la petite enfance

Deuxième version révisée

Paris: UNESCO, 2006. – 429 p.

ISBN: 978-92-3-204041-1

Source: <http://unesdoc.unesco.org/images/0015/001500/150022f.pdf>

File: 150022f.pdf

**112. UNESCO. Paris (Recommended)**

Education for all by 2015: Will we make it? EFA Global Monitoring Report, 2008

Paris: UNESCO, 2008. - 448 p.

ISBN: 978-92-3-104058-0

Source: [http://www.unicef.org/easterncaribbean/spmapping/Implementation/ECD/2008\\_EFA\\_Global\\_Report.pdf](http://www.unicef.org/easterncaribbean/spmapping/Implementation/ECD/2008_EFA_Global_Report.pdf)

File: 2008\_EFA\_Global\_Report.pdf

**113. UNESCO. Paris (Recommended)**

L'éducation pour tous en 2015 : Un objectif accessible ? Rapport mondial de suivi sur l'EPT, 2008

Paris: UNESCO, 2008. – 476 p.

ISBN: 978-92-3-204058-9

Source: <http://www.unesco.org/education/gmr2008/rapportcomplet.pdf>

File: rapportcomplet.pdf

**114. UNESCO. Paris (Recommended)**

Education for All. EFA Global Monitoring Report 2010: Reaching the marginalized

Paris: UNESCO, 2010. – 525 p.

ISBN: 9789231041297

Source: <http://unesdoc.unesco.org/images/0018/001866/186606e.pdf>

File: 186606e.pdf

**115. UNESCO. Paris (Recommended)**

Education for All. EFA Global Monitoring Report 2010: Reaching the marginalized  
Summary

Paris: UNESCO, 2010. – 42 p.

Source: <http://unesdoc.unesco.org/images/0018/001865/186525e.pdf>

File: 186525e.pdf

**116. UNESCO. Paris (Recommended)**

Education pour tous. Rapport mondial de suivi sur l'EPT 2010 : Atteindre les marginalisés  
Résumé

Paris: UNESCO, 2010. – 48 p.

Source: <http://unesdoc.unesco.org/images/0018/001865/186525f.pdf>

File: 186525f.pdf

**117. UNESCO. Paris (Recommended)**

Education pour tous. Rapport mondial de suivi sur l'EPT 2010 : Atteindre les marginalisés

Paris: UNESCO, 2010. – 554 p.

ISBN: 978-92-3-204129-6

Source: <http://unesdoc.unesco.org/images/0018/001875/187513f.pdf>

File: 187513f.pdf

**118. UNESCO BRED A. Dakar (Recommended)**

Designing the EFA Acceleration Framework for the “Big Push”. Initiative for EFA  
Acceleration 2013-2015 Guidelines

2<sup>nd</sup> version

Dakar: UNESCO BRED A, 2013. – 60 p.

ISBN: 978 92 9091 115 9

Source: <http://unesdoc.unesco.org/images/0022/002247/224726e.pdf>

File: 224726e.pdf

**119. UNESCO BRED A. Dakar (Recommended)**

Elaborer le cadre d'accélération de l'EPT pour « La grande poussée ». Initiative pour  
l'accélération de l'EPT 2013-2014. Lignes directrices

2<sup>nd</sup> version

Dakar: UNESCO BRED A, 2013. – 60 p.

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

File: 224727f.pdf

**120. UNESCO BRED A. Dakar (Recommended)**

Early Childhood Care and Education Regional Report: Africa

Dakar: UNESCO, 2012. – 91 p.

*The report drew heavily from preliminary work done by the Fourth African International  
Conference on Early Childhood Development, Dakar, September 2009*

Source: <http://unesdoc.unesco.org/images/0018/001894/189420e.pdf>

File: 189420e.pdf

**121. UNESCO BRED. Dakar (Recommended)**

Education et protection de la petite enfance. Rapport régional : Afrique

Dakar : UNESCO BRED, 2012. – 91 p.

ISBN: 978 92 9091 103 6

Source: <http://unesdoc.unesco.org/images/0018/001894/189420f.pdf>

File: 189420f.pdf

**122. UNICEF, New York**

Africa's Orphaned and Vulnerable Generations: Children Affected by AIDS

New York: United Nations Children's Fund, 2006. – 52 p.

ISBN: 9789280640359 / ISBN: 9280640356

Source: [http://www.unicef.org/publications/index\\_35645.html#](http://www.unicef.org/publications/index_35645.html#)

File: Africas\_Orphaned\_and\_Vulnerable\_Generations\_Children\_Affected\_by\_AIDS.pdf

**123. UNICEF. New York (Recommended)**

La situation des enfants dans le monde 2004

New York: UNICEF, 2004. – 156 p.

ISBN: 92-806-3792-2

Source: [http://www.unicef.org/french/sowc04/files/SOWC\\_04\\_FR.pdf](http://www.unicef.org/french/sowc04/files/SOWC_04_FR.pdf)

File: SOWC\_04\_FR.pdf

**124. UNICEF. New York (Recommended)**

The State of the World's Children 2004

New York: UNICEF, 2004. – 156 p.

ISBN: 92-806-3784-5

Source: [http://www.unicef.org/sowc04/files/SOWC\\_O4\\_eng.pdf](http://www.unicef.org/sowc04/files/SOWC_O4_eng.pdf)

File: SOWC\_O4\_eng.pdf

**125. UNICEF. New York (Recommended)**

State of the World's Children 2012. Children in an Urban World

New York: UNICEF, 2012. – 156 p.

ISBN: 978-92-806-4603-0

Source: [http://www.unicef.org/sowc2012/pdfs/SOWC-2012-Main-Report\\_EN\\_21Dec2011.pdf](http://www.unicef.org/sowc2012/pdfs/SOWC-2012-Main-Report_EN_21Dec2011.pdf)

File: SOWC-2012-Main-Report\_EN\_21Dec2011.pdf

**126. UNICEF. New York (Recommended)**

Situation des enfants dans le monde 2012. Les enfants dans un monde urbain.

New York: UNICEF, 2012. – 156 p.

ISBN: 978-92-806-4598-9

Source: [http://www.unicef.org/french/publications/files/SOWC\\_2012-Main\\_Report\\_FR.pdf](http://www.unicef.org/french/publications/files/SOWC_2012-Main_Report_FR.pdf)

File: SOWC\_2012-Main\_Report\_FR.pdf

**127. UNITED NATIONS, Geneva**

Convention on the Rights of the Child

Geneva: United Nations, 1989. – 11 p.

Source: <http://www2.ohchr.org/english/law/pdf/crc.pdf>

File: UN\_Convention\_Rights\_Child.pdf

**128. UPRICHARD, Emma**

Children as 'Being and Becomings': Children, Childhood and Temporality  
*Children and Society*, Vol. 22, No. 4, July 2008, p. 303-313

**Abstract:** Notions of 'being' and 'becoming' are intrinsic to childhood research. Whilst the 'being' child is seen as a social actor actively constructing 'childhood', the 'becoming' child is seen as an 'adult in the making', lacking competencies of the 'adult' that he or she will 'become'. However, I argue that both approaches are in themselves problematic. Instead, theorising children as 'being and becomings' not only addresses the temporality of childhood that children themselves voice, but presents a conceptually realistic construction suitable to both childhood researchers and practitioners.

**Source:** <http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=32575886&site=ehost-live>

**File:** Uprichard\_Emma.pdf

**129. WALENTOWITZ, Saskia**

'Enfant de Soi, enfant de l'Autre'. La construction symbolique et sociale des identités à travers une étude anthropologique de la naissance chez les Touaregs (Kel Eghlal et Aytawari de l'Azawagh, Niger)

Paris : Ecole des Hautes Etudes en Sciences Sociales (EHESS), 2003. – 581 p.

Thèse, Doctorat, Anthropologie sociale et ethnologie, EHESS

**Source :** [http://www.santeallaitementmaternel.com/se\\_former/histoires\\_allaitement/documents/TheseSaskiaWalentowitz.pdf](http://www.santeallaitementmaternel.com/se_former/histoires_allaitement/documents/TheseSaskiaWalentowitz.pdf)

**File:** TheseSaskiaWalentowitz.pdf

**Part III / Partie III :Annexes  
Call for applications / Appel à candidatures**

**Part III / Partie III : Annexes : Call for applications/Appel à candidatures**



## **2014 Child and Youth Institute**

**Theme: African Perspectives of Early Childhood Care and Education: Theory, Discourse, Policy and Practice for Children from Birth to Three Years**

Date: 15 – 26 September, 2014

Venue: Dakar, Senegal

### **CALL FOR APPLICATIONS**

The Council for the Development of Social Science Research in Africa (CODESRIA) is pleased to announce the 2014 session of its Child and Youth Institute that will be held over two (2) weeks, from 15 to 26 September 2014. The Institute is one of the components of the Child and Youth Studies Programme and is aimed at strengthening the analytic capacities of young African researchers on issues affecting children and youth in Africa and elsewhere in the world. The institute is designed as an annual interdisciplinary forum in which participants can reflect together on a specific aspect of the conditions of children and youth, especially in Africa.

#### **Objectives**

The main objectives of the Child and Youth Institute are to:

1. Encourage the sharing of experiences among researchers, civil society activists and policy makers from different disciplines, methodological and conceptual orientations and geographical/linguistic areas;
2. Promote and enhance a culture of democratic values that allows to effectively identify issues facing children and youth on the African continent; and
3. Foster the participation of scholars and researchers in discussions and debates on the processes of child and youth development in Africa.

#### **Organization**

The activities of all CODESRIA Institutes centre on presentations made by African researchers from the continent and the Diaspora and participants whose applications for admission as laureates have been successful. The sessions are led by a scientific director who, with the support of resource persons, ensures that the laureates are exposed to a wide range of research and policy issues. Each laureate is required to prepare a research paper to be presented during the session. The revised versions of such papers will undergo a peer review to ensure that they meet the required standard for publication by CODESRIA. The CODESRIA Documentation and Information Centre (CODICE) will provide participants with a comprehensive bibliography on the theme of the Institute. Access to a number of documentation centers in and around Dakar will also be facilitated. The CODESRIA Child and Youth Institute will be held in French and English through simultaneous translation.

#### **Theme for the 2014 Child and Youth Institute**

The theme for the 2014 edition of the Child and Youth Institute is *African Perspectives of Early Childhood Care and Education: Theory, Discourse, Policy and Practice for Children from Birth to Three Years*. This is the first and crucial step to laying a sound foundation from which a child can grow, develop and learn. Holistic care and stimulation in education, health, nutrition, psycho-social and emotional development is critical in these formative years of life and influences wellbeing throughout the life course.

The range of developmental activities takes place at home and in care centers and providers range from government, non-governmental organizations, private providers and communities to families. Despite the critical role of this foundational stage in child development, this phase has received marginal attention in discourse, policy and research.

There are three issues of marginalisation that necessitate a research focus on early childhood care and education practices for children from birth to 3 in Africa. Firstly, taking into account the importance of early intervention in the lives of very young children, birth to 3 is now gaining increasing attention from national policy makers and international agenda setters. There is growing global awareness of the persistent lack of knowledge supporting diverse perspectives on birth to 3. The limited knowledge stems from well-resourced countries which privilege mostly Western perspectives. Powerful constructs such as *The Child, Childhood, Motherhood and Family* create normative understandings and are used to shape best practice. When those in resource-poor countries take up thoughts, ideas and practices from dominant framings they enter into an assimilation mode which casts differences as fault lines that need to be corrected. The differences stem from local ideas and practices embedded in family traditions, daily routines, socio-cultural community life with particular economic conditions. It is important for research to continue to address the assumptions of dominant discourses, to de-privilege them and to open up new perspectives through studies that foreground contextually relevant insights that have a bearing on early childhood care and education policy, practice and research in Africa.

Secondly, there is a knowledge gap in practice with and for children informed by history, traditions and contemporary dynamics leading to hybrid practices in Africa. Limited literature from Africa sheds light on practices which contest dominant perspectives on caring for and educating children from birth to 3. Most children in this cohort are cared for in the home environment. In Africa it is not uncommon to find babies and young children immersed in daily activities where they observe and learn from siblings, peers and adults. Opportunities are created for the development of situated intelligences and skills in flexible settings which might lead to agentic behaviour without planned adult support. This is in contrast to some western practices where young children are isolated from the realities of day to day living. In Africa young children are also cared for through shared caretaking and socially distributed support. Early socialisation is informed by multiple caregivers.

The consistency in caregiving is fragmentary but not necessarily disruptive to children. Young children are exposed to multiple generational perspectives and support. It is important for research to expand empirical evidence to open up the incredibly rich window which offers greater perspectives on relations and interactions; space and time; materials and objects informing early childhood care and education in Africa. This evidence is needed to inform more contextually responsive early childhood practice, policy and services.

Thirdly, there is a need to develop the capacities of African researchers to conduct Africentric research in early childhood care and education. This is because, childhood studies as well as policy and practice are dominated by scholarship that is rooted in the dominant narrative and discourses of childhood and child care. This is counter-productive to the need for expanding a line of inquiry that is contextually sensitive. Local knowledge has been relegated to the periphery of the dominant child development narrative and investigative methodologies fail to capture the nuances of child care contexts. It is critical for researchers to question the power relations that are embedded in ways of knowing in early childhood development research.

The 2014 Child and Youth Institute will focus on *African Perspectives of Early Childhood Care and Education: Theory, Discourse, Policy and Practice for Children from Birth to Three Years*. The institute seeks to bring together high achieving African scholars who are interested in growing the evidence base on this early phase of childhood. Researchers will push knowledge boundaries by producing research that interrogates disabling dominant discourses, and frames developmental stimulation and care within appropriate socio-cultural contexts.

Through reflexive and responsive research which is traditionally at the margins, the Institute will provide a space for young scholars to interrogate, investigate and innovate. In so doing, participants will have opportunities to be vocal about perspectives, issues and questions related to early childhood care and education practices in Africa. They will engage in theoretical, methodological, ethical and substantive issue discussions. This multidimensional focus is aimed at providing foundations for young scholars to be change agents in the early years and engage in reflexive research, which is contextually sensitive and responsive to the aspirations, values and wishes of local communities.

#### **Coordination**

The 2014 Child and Youth Institute will be directed by **Prof. Auma Okwany of Erasmus University Rotterdam (Netherlands)** and **Prof. Hasina Banu Ebrahim of the University of Free State of South Africa**. As Directors of the Institute they will:

- Assist with the identification of the resource persons who will lead discussions and debates during the Institute;
- Participate in the selection of laureates;
- Design the courses for the session, including specific sub-themes;
- Deliver a set of lectures and conduct a critical analysis of the papers presented by the resource persons and the laureates;
- Submit a written scientific report on the session.

The Directors will (co) edit the revised versions of the papers presented by the resource persons and assess the papers presented by laureates during the Institute with a view to submitting them for publication by CODESRIA.

#### **Resource Persons**

Lectures to be delivered at the Institute are to offer laureates the opportunity to advance their reflections on the theme of the Institute. Resource persons should therefore be senior scholars or mid-career researchers who have published extensively on the topic of the Institute, and who have significant contributions to make. They will be expected to produce lecture materials, which will stimulate laureates to engage in discussions and debates around the lectures and the general body of literature available on the theme.

3

Once selected, resource persons must:

- Interact with the director of the institute and laureates to help the latter readjust their research questions and their methodological approach;
- Submit a copy of their course materials for reproduction and distribution to participants, not later than one week before they deliver their lectures;
- Deliver their lectures, participate in debates and comment on the research proposals of the laureates;
- Review and submit the revised version of their lecture notes or research papers for publication by CODESRIA not later than two months following their presentation at the Institute.

#### **Laureates**

Candidates should be PhD students or scholars in their early childhood careers with a proven capacity to conduct research on the theme of the Institute. Intellectuals active in the policy process and/or social movements and civil society organizations are also encouraged to apply. The number of places available for laureates of this Institute, to be selected across the entire African continent is fifteen (15) scholars who are able to raise funds for their participation may also apply for a limited number of places.

#### **Methods of Application**

Applications for the position of **resource person** must include:

- An application letter;

## Institut sur l'enfance et la jeunesse, 2015

### *Perspectives africaines en matière d'éducation et de protection de l'enfant de la naissance à l'âge de trois ans : théories, politiques, pratiques et discours*

- A curriculum vitae;
- Two (2) published papers;
- A proposal of not more than five (5) pages in length, outlining the issues to be covered in their **three (3) proposed lectures**, including one on methodological issues.

Applications for consideration as **laureates** must include:

- One duly completed application form;
- An application letter;
- A letter indicating institutional or organizational affiliation;
- A curriculum vitae;
- A research proposal of not more than ten (10) pages including a descriptive analysis of the work the applicant intends to undertake, an outline of the theoretical interest of the topic chosen by the applicant, and the relationship of the topic to the problematic and concerns of the theme of the Institute;
- Two (2) reference letters from scholars or researchers known for their competence and expertise in the candidate's research area (geographic and disciplinary), including their names, addresses, telephone and/or fax numbers and email addresses.

NB: **Incomplete applications will not be examined by the selection committee.**

#### **Application Deadline**

The deadline for the submission of applications is **30th June 2014**. Successful applicants will be notified during the **second week of July 2014**. All selected applicants should imperatively carry out their field work, collect their data and draft papers for the Institute during the period from July to 4

August 2014. The draft papers should be submitted to CODESRIA not later than **29th August, 2014**. The Institute will be held from **15 to 26 September, 2014** in Dakar, Senegal.

#### **Submission of Applications**

All applications or requests for additional information should be sent to:

#### **CODESRIA Child and Youth Institute CODESRIA**

Avenue Cheikh Anta Diop x Canal IV  
BP 3304, CP 18524, Dakar, Senegal  
Tel: (+221) 33 825 98 21/22/23  
Fax: (+221) 33 824 12 89.

Email: [child.institute@codesria.sn](mailto:child.institute@codesria.sn)

Website: <http://www.codesria.org>

Twitter: <http://twitter.com/codesria>

Facebook: <http://www.facebook.com/pages/CODESRIA/181817969495>



## **Institut sur l'Enfance et la Jeunesse 2014**

**Thème : *Perspectives africaines en matière d'éducation et de protection de l'enfant de la naissance à l'âge de trois ans : théories, politiques, pratiques et discours***

Date : 15 – 26 septembre 2014

**CODICE, September / Septembre 2015**

Lieu : Dakar, Sénégal

### APPEL A CANDIDATURES

Le Conseil pour le développement de la recherche en sciences sociales en Afrique (CODESRIA) a le plaisir d'annoncer la session 2014 de son Institut sur l'Enfance et la Jeunesse qui se déroulera pendant deux (2) semaines, du 15 au 26 septembre 2014. L'Institut est un volet du Programme d'études sur l'enfance et la jeunesse et a pour objectif de renforcer les capacités analytiques des jeunes chercheurs africains sur les questions relatives à l'enfance et à la jeunesse en Afrique et ailleurs dans le monde. L'institut est conçu comme un forum interdisciplinaire annuel au cours duquel les participants peuvent réfléchir ensemble sur un aspect spécifique des conditions des enfants et des jeunes en Afrique.

#### **Objectifs**

Les principaux objectifs de l'Institut sur l'Enfance et la Jeunesse sont les suivants :

1. encourager le partage d'expériences entre chercheurs, acteurs de la société civile et décideurs de différentes disciplines, orientations méthodologiques et conceptuelles, et provenant de zones géographiques/linguistiques différentes;
2. promouvoir et améliorer la culture de valeurs démocratiques qui permet d'identifier et d'aborder efficacement les problèmes auxquels les enfants et les jeunes sont confrontés sur le continent africain ;
3. encourager la participation des enseignants et des chercheurs dans les discussions et les débats portant sur les processus de développement des enfants et des jeunes en Afrique.

#### **Organisation**

Les activités de tous les instituts du CODESRIA sont basées sur des présentations faites par des chercheurs africains du continent et de la diaspora ainsi que des participants dont les candidatures ont été sélectionnées. Les sessions sont dirigées par un directeur scientifique qui, avec le soutien de personnes ressources, s'assure qu'un large éventail de recherches et de questions politiques sont exposés aux lauréats. Chaque lauréat doit rédiger un article découlant d'un travail de recherche devant être présenté au cours de la session. La version révisée de l'article fera l'objet d'une évaluation par les pairs en vue d'une publication par le CODESRIA. Le Centre de documentation et d'information du CODESRIA (CODICE) mettra à la disposition des participants une bibliographie aussi complète que possible se rapportant au thème de l'institut. Les participants auront également la possibilité d'accéder à un certain nombre de centres de documentation situés à Dakar et dans ses environs. L'Institut sur l'Enfance et la Jeunesse du CODESRIA se tiendra en français et en anglais par le biais d'un système de traduction simultanée.

#### **Thème de l'édition 2014 de l'Institut sur l'Enfance et la Jeunesse**

L'édition 2014 de l'Institut sur la l'Enfance et la Jeunesse s'articulera autour du thème suivant : **Perspectives africaines en matière d'éducation et de protection de l'enfant de la naissance à l'âge de trois ans : théories, politiques, pratiques et discours.** C'est la première étape cruciale à la création d'une base solide à partir de laquelle un enfant grandit, se développe et apprend. Des soins et une stimulation holistique en matière d'éducation, de santé, de nutrition, de développement psychosocial et affectif sont essentiels dans ses années de formation et ont, tout au long de la vie, une influence sur le bien-être.

L'ensemble des activités de développement se déroule à la maison et dans les centres de soins. Les donneurs de soins vont des organisations gouvernementales et non gouvernementales, aux donneurs de soins privés, aux membres des communautés et aux familles. Malgré le rôle essentiel de cette étape fondamentale dans le développement de l'enfant, cette phase a suscité peu d'attention dans les discours, les politiques et dans la recherche.

Il existe trois questions relatives à la marginalisation qui exigent une attention particulière de la recherche sur les pratiques de soins et d'éducation des enfants, de la naissance à l'âge de trois ans en Afrique. Tout d'abord, compte tenu de l'importance de l'intervention précoce dans la vie des très jeunes enfants, la classe d'âge comprise entre la naissance et trois ans suscite de plus en plus d'attention de la part des décideurs nationaux et des acteurs internationaux. A l'échelle mondiale, l'on se rend de plus en plus compte du manque persistant de connaissances qui auraient permis d'éclairer diverses perspectives sur la protection de l'enfant de la naissance à l'âge de 3 ans. Le peu de connaissances qui existe provient de pays riches qui privilégient des perspectives essentiellement occidentales. Les puissants construits que sont *l'enfant, enfance, maternité et famille* créent des compréhensions normatives et servent à façonner les meilleures pratiques. Lorsque les habitants des pays pauvres adoptent des pensées, des idées et des pratiques conçues par des courants dominants, ils s'abandonnent à un mode d'assimilation qui considère les différences comme étant des imperfections à corriger. Les différences proviennent d'idées et de pratiques locales enracinées dans les traditions familiales, les routines quotidiennes, la vie socio-culturelle communautaire, et une situation économique particulière. Il est important que la recherche continue à répondre aux hypothèses des discours dominants, à les battre en brèche et à ouvrir de nouvelles perspectives grâce à des études qui avancent des idées nouvelles et pertinentes qui mettent en lumière des idées adaptées au contexte et qui influencent la politique de protection et d'éducation, la pratique et la recherche sur la petite enfance en Afrique..

Deuxièmement, les connaissances nourries par l'histoire, les traditions et les dynamiques contemporaines et menant à la formation de pratiques hybrides en Afrique manquent. Une littérature limitée provenant d'Afrique met en lumière des pratiques qui pourfendent les points de vue dominants sur la protection et l'éducation des enfants de la naissance à l'âge de trois ans. La plupart des enfants de cette classe d'âge sont pris en charge dans l'environnement familial. En Afrique, il n'est pas rare de trouver des bébés et des jeunes enfants immergés dans les activités quotidiennes où ils observent et apprennent auprès de leurs frères et soeurs, de leurs pairs et des adultes. Des opportunités de développement d'intelligences et de

compétentes contextualisées sont créées à travers des mécanismes flexibles qui, sans soutien adulte planifié, pourraient conduire à des comportements de personnes ayant une capacité d'agir. Ceci contraste avec certaines pratiques occidentales où les jeunes enfants sont isolés des réalités de la vie de tous les jours. En Afrique, les jeunes enfants sont également pris en charge, grâce à la garde partagée et au soutien socialement distribué. La socialisation des jeunes enfants est assurée par plusieurs donneurs de soins. La cohérence dans la fourniture de soins aux enfants est fragmentaire, mais pas nécessairement déstabilisatrice pour ceux-ci. Les jeunes enfants sont exposés à de multiples points de vue et soutiens générationnels. Il est important que la recherche développe des preuves empiriques qui ouvrent les perspectives incroyablement riches sur les relations et les interactions, l'espace et le temps, les matériaux et les objets qui renseignent la protection et l'éducation de la petite enfance en Afrique. Ces preuves sont nécessaires pour renseigner des pratiques, des politiques et des services relatifs à la petite enfance plus adaptés au contexte.

Troisièmement, il est nécessaire de renforcer les capacités des chercheurs africains à mener des recherches afrocentriques sur la protection et l'éducation de la petite enfance. La raison en est que les études, la politique et les pratiques relatives à l'enfance sont dominées par des activités de recherche enracinées dans les récits et discours dominants sur l'enfance et la protection de la petite enfance. Cela va à contre-courant de la nécessité de développer un champ de recherche qui tienne compte du contexte. Le savoir endogène a été relégué à la périphérie des discours dominants sur le développement de l'enfant et les méthodologies de recherche ne parviennent pas à cerner les nuances de contextes en matière de protection de la petite enfance. Il est essentiel que les chercheurs remettent en question les relations de pouvoir inhérentes à la quête du savoir et à la recherche sur le développement de la petite enfance.

L'édition 2014 de l'Institut sur l'Enfance et la Jeunesse s'articulera autour du thème suivant : *Perspectives africaines en matière d'éducation et de protection de l'enfant de la naissance à l'âge de trois ans: théories, discours, politiques et pratiques*. L'institut réunira des chercheurs africains de très haut niveau intéressés à accroître la base d'informations sur qui s'intéressent à la mise en place d'une base de données sur cette première phase de développement de l'enfance. Les chercheurs s'emploieront à repousser les limites de la connaissance avec des recherches qui interrogent les discours dominants, et recadre la stimulation développementale et la protection de la petite enfance dans des contextes socioculturels appropriés.

A travers une recherche réflexive et sensible, traditionnellement marginalisée, l'Institut permettra aux jeunes chercheurs de s'interroger, d'enquêter et d'innover. Ce faisant, les participants auront l'occasion de s'exprimer sur les perspectives, les enjeux, les questions et pratiques liés à la fourniture de soins et l'éducation de la petite enfance en Afrique. L'institut donnera lieu à des discussions théoriques, méthodologiques, et éthiques de fond sur la question. Cette orientation multidimensionnelle vise à jeter les bases d'une transformation des jeunes chercheurs en agents de changement dès les premières heures de leurs carrières et à engager une recherche réflexive adaptée au contexte et qui réponde aux aspirations, valeurs et souhaits des communautés locales.

### **Coordination**

La session 2014 de l'Institut sur l'Enfance et la Jeunesse sera dirigée par professeur **Auma Okwany de l'Université Erasme de Rotterdam aux Pays-Bas** et professeur **Hasina Banu Ebrahim de l'Université du Free State of South Africa**. En tant que Directrices de l'Institut, elles assureront les tâches suivantes:

- Aider à l'identification des personnes ressources chargées de faciliter les discussions et les débats durant l'institut;
- Participer à la sélection des lauréats;
- Concevoir le cours de la session, notamment les sous-thèmes spécifiques;
- Faire une série de présentations et mener une analyse critique des articles présentés par les personnes ressources et les lauréats;
- Rédiger et soumettre un rapport scientifique sur la session.

Les Directrices devront également (co)-éditer les versions révisées des articles présentés par les personnes ressources et évaluer les articles présentés par les lauréats lors de l'institut en vue de les soumettre pour une publication par le CODESRIA.

### **Les personnes ressources**

Les exposés à présenter dans le cadre de l'Institut sont sensés offrir aux lauréats l'occasion d'approfondir leurs réflexions sur le thème de l'institut. Les personnes ressources doivent, par conséquent, être des universitaires confirmés ou des chercheurs en milieu de carrière qui ont beaucoup publié sur le sujet, et qui ont une contribution importante à apporter aux débats. Elles devront produire des supports écrits qui inciteront les lauréats à engager la discussion et le débat sur leurs exposés ainsi que toute la documentation disponible sur le thème.

Une fois sélectionnées, les personnes ressources doivent :

- Interagir avec le directeur de l'Institut et les lauréats afin d'aider ces derniers à réajuster leurs questions de recherche et leur approche méthodologique;
- Soumettre un exemplaire de leurs supports de cours pour reproduction et distribution aux participants, au plus tard une semaine avant la présentation de leurs exposés;
- Présenter leurs exposés, participer aux débats et commenter les propositions de recherche et les articles des lauréats ;
- Revoir et soumettre la version révisée de leurs notes de cours ou de leurs articles de recherche pour publication par le CODESRIA au plus

tard deux mois après leur présentation dans le cadre de l'institut.

### **Les lauréats**

Les candidats doivent être des étudiants en année de thèse ou des universitaires en début de carrière, ayant une capacité avérée à faire de la recherche sur le thème de l'Institut. Les intellectuels actifs dans le processus politique et/ou les mouvements sociaux et les organisations de la société civile sont également encouragés à se porter candidats. Le nombre de places offertes par le CODESRIA pour chaque session est limité à quinze (15). Les chercheurs qui peuvent financer leur participation peuvent également faire acte de candidature sous réserve des places disponibles.

#### **Les dossiers de candidatures**

Les dossiers de candidatures des **personnes-ressources** doivent comprendre:

- Une demande de candidature;
- Un curriculum vitae;
- Deux (2) articles publiés;
- Une proposition de cinq (5) pages au maximum, décrivant les questions qui seront couvertes dans leurs **trois (3) exposés** dont un portant sur les questions de méthodologie.

Les dossiers de candidatures des **lauréats** doivent comprendre:

- Un formulaire dûment rempli;
- Une demande de candidature;
- Une lettre attestant de l'affiliation institutionnelle ou organisationnelle;
- Un curriculum vitae;
- Une proposition de recherche de dix (10) pages au maximum comprenant une analyse descriptive du travail que le candidat veut entreprendre, un résumé exposant l'intérêt théorique du thème choisi par le candidat, ainsi que les relations entre le sujet, la problématique et les centres d'intérêt pris en compte par le thème de l'Institut;
- Deux (2) lettres de référence provenant d'universitaires ou de chercheurs connus pour leur compétence et leur expertise dans le domaine de recherche du candidat (du point de vue géographique et concernant la discipline), avec leurs noms, adresses, numéros de téléphone et/ou de fax et adresses électroniques.

**NB : Les dossiers incomplets ne seront pas soumis au comité de sélection.**

#### **Date limite de soumission des candidatures**

La date limite de soumission des candidatures est fixée au **30 juin 2014**. Les candidats sélectionnés seront informés du résultat de la sélection au plus tard dans la **deuxième semaine du mois de juillet 2014**. Tous les candidats sélectionnés devront impérativement procéder à la collecte de données sur le terrain et la rédaction d'articles pour l'Institut pendant la période allant de juillet à août 2014. Les propositions d'article devront être soumises au CODESRIA au plus tard le **29 août 2014**. L'Institut se déroulera du **15 au 26 septembre 2014** à Dakar (Sénégal).

#### **Soumission des candidatures**

Toutes les candidatures ou demandes de renseignements complémentaires devront être envoyées à l'adresse suivante:

#### **CODESRIA**

**Institut sur l'Enfance et la Jeunesse  
Avenue Cheikh Anta Diop x Canal IV  
BP 3304, CP 18524, Dakar, Sénégal.**

Tél: (221) 33 825 98 21/22/23

Fax: (221) 33 824 12 89.

Courriel : [child.institute@codesria.sn](mailto:child.institute@codesria.sn)

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