Early Childhood Care and Education

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Workshop Programme

• Welcome and orientation *Prof John Siraj-Blatchford*

• ESD in ECCE: What is involved and what it looks like in practice – Prof Ingrid Pramling Samuelsson UNESCO Chair in ESD in ECCE

• Proposed inspirational presentation from a Government ESD in ECCE champion – we request UNESCO to invite Ellen Johnson-Sirleaf of Liberia

• Groups will identify key target initiatives facilitated initially from a card sort activity. The cards will identify the target statements drawn from the discussion forum contributions of each region. ‘Blank’ cards will also be provided for delegates to add their own. Each group will have an invited leader and group rapporteur.

• Group rapporteurs will report back to the workshop using a proforma identifying concrete actions and commitments

• Open discussion and further suggestions from delegates
Workshop Programme

“From long standing hazards to emerging ones, environmental factors are estimated to contribute up to 25% of death and disease globally reaching nearly 35% in some African regions. Children are most vulnerable to the impact of harmful conditions and account for 66% of the victims of environment-induced illnesses." (UNEP, 2014)
Early childhood care and education

• Should be based on a holistic perspective, including:
  – Safety, nutrition, hygiene, attachment, stimulation, and communicative interaction from birth to starting school

• Pre-primary school of high quality should be available, at the latest from 3 years of age, since it supports:
  – The individual child, his/her family and the society
Two ways of looking at ESD in ECCE

• To give all children access to ECCE is by itself a sustainable action
• To create ECCE programs framed within ESD – curricula and pedagogy
  – Content related to, environment, social/cultural and economic questions
  – To develop self confidence, collaboration, critical thinking, problem solving and creativity, 3Rs
  – A pedagogy based on interaction, communication and relationship
The UN Convention of the Right of the Child

• Leads the way in ESD for young children, by:
  – Taking a child perspective – what is the best for each child, and
  – Listen to each child’s own perspective and creation of meaning

• View children as active, competent agents in their own every-day life
  – Since they have the greatest stake as citizens in the future
Large scale international initiatives

Part 3
Intergenerational Dialogues for ESD

OMEP Project about ESD

- respect ....... the rights of the child
- reflect ....... on the cultural differences in the world
- rethink ....... people today value other things
- reuse ......... make more use of old things
- reduce ....... we can do more with less
- recycle ...... someone else can use it again
- redistribute ... resources can be used more equally

equality for sustainability
WASH in Schools

Drinking Water + Sanitation + Hygiene

WASH from the Start
ESD certified schools/ECCE

• FEE environmental educ. - Forest school - ‘Enviro schools’ - Green Flag - ECO schools etc
• Action oriented school empowering children for sustainability acting
• August 2013, the programme was implemented in 55 countries, involving 46 000 schools – it may be a lot more that is not registered!
Large scale projects

• **Leuchpol in Germany;** cooperation between the energy concern E. ON., Lüneburg university and an NGO

• Focus on energy

• 4000 preschool teachers (10%)
Some examples of ESD in ECCE:

- (Sweden)
- (Australia)
- (Kenya)
- (Greece)
- (New Zealand)
- (England)
- (Portugal)
- (Korea)
Children’s questions

About every-day life:
Can they go out-side?
Can they fly?
How much do they eat?
Do they like bathing?
How do they find worms?

Sweden
Very different conditions

Scratch hens indoors

Farm hens with narrow coops

Free going ecological indoors and outdoors
Where do our eggs come from?

- THEY COME FROM FARM HENS
- PROTEST – PROTEST
- Changing the purchase routines
- For all preschools, teachers, families, relatives...
Children’s ideas about how to reduce inequality: ‘share is fair’
Gender Equality at Ng'ondu Preschool

Wangari Matti

Positive role models for girls

Socio-dramatic play

Tree Planting

“...making everybody sensitive to the protection of the environment is the ultimate duty of the people of the 21st century. Today, our preschoolers show the way. They deserve our congratulations, our attention and love because they are the architects of the building of a new world of dreams, hope and imagination!”

(from the Mayor’s speech)
Dolphins in New Zealand

Bat Conservation in the UK

Making bats and bat habitats

Observing bats at night in flight

Miles, Z. (2014) UK
“It's my street”

Children occupy a street in Evora in Portugal on European Car Free Day.
Ecological Footprint

Korea
Conclusions

• As almost all countries have agreed, children have the right to education!
• As you hopefully have been convinced about from our presentation – children have agency from early years
• Let us use their rights and their agency to give the next generation a solid ground for meeting future challenges of un-sustainability.
• A central pre-condition is educated ECCE teachers!