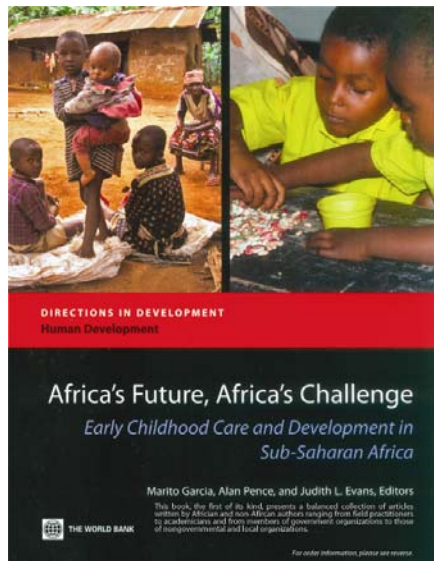


CONTEXT MATTERS: SUPPORTING LOCAL CAPACITY DEVELOPMENT ACROSS CULTURES

Most professionals who work internationally and across cultures appreciate the fundamental importance of culture and context. Finding child, youth and family publications, however, that specifically address context and the importance of diverse perspectives is difficult. These four recent publications (2006-2008) provide insights into ways in which child and family professionals can appreciate and engage issues of context, diversity and social equity.

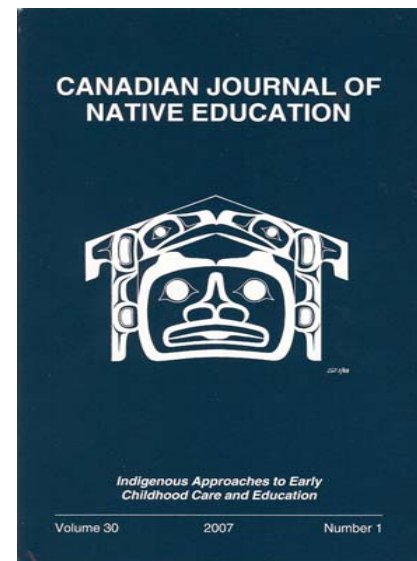


This book, the first of its kind, presents a balanced collection of chapters written by African and non-African authors ranging from field practitioners to academicians and from members of government organizations to those of nongovernmental and local organizations. *Africa's Future, Africa's Challenge* presents diverse perspectives on the state of Sub-Saharan Africa's children. Topics covered include a rationale for investing in early childhood development (ECD), historical perspectives of ECD in Sub-Saharan Africa, including Indigenous approaches, new threats from HIV/AIDS, and the importance of fathers in children's lives. The book also addresses policy development and ECD implementation issues; presents the ECD programming experience in several countries, highlighting effective practices and challenges; and evaluates the impact of ECD programs in a number of countries.



From the Preface by Carlina Rinaldi: "There are many reasons why Reggio Children, which usually publishes only explorations and experience from Reggio Emilia's own early childhood services, should have translated and published this book... We feel the book to be an expression of our identity too."

Working with a range of critical perspectives and theories, and an analysis of the world we live in today, the book challenges many of the basic assumptions and assertions of mainstream early childhood policy and practice, showing that there are other possibilities – and therefore choices to be made. In particular, the book challenges a strong tendency in the early childhood field, indeed throughout public services, to reduce philosophical issues of value and meaning to purely technical and managerial issues: the process whereby judgements of value become statements of fact.



This journal special issue, *Indigenous Approaches to ECCE*, represents a unique contribution to the field of early childhood care, education and development and to Indigenous education more broadly. The issue presents experiences of Indigenous communities from around the world that are working to address the development needs and potentials of their young children. The voices heard are from Aotearoa/New Zealand, Australia, Canada, Hawaii, and the mainland United States. The impetus for this volume was the School of Child and Youth Care's Investigating Quality project hosting of an *International Perspectives on Indigenous Quality Early Childhood Care and Development Forum* in February 2006. Most of the authors who have contributed to this volume participated in that forum and agreed that the sharing spirit of the symposium should be reflected in a special issue of an Indigenous journal.



This book tells the story of an "unexpected partnership" initiated by an Indigenous tribal council with the University of Victoria's School of Child and Youth Care, Canada. The partnership produced a new approach to professional education in which community leaders are co-constructors of the curriculum. Word of this "generative curriculum" spread to numerous First Nations communities and over 60 communities participated in the First Nations Partnership Program (FNPP). Completion rates and community development indicators demonstrate the remarkable capacity built across diverse Indigenous communities.

The program honours the knowledges residing within communities, and works with and upon diversity. Evaluations have shown how the program supports each community's unique characteristics while promoting their vision of promoting healthy children and healthy social structures.

Book order information on reverse. →

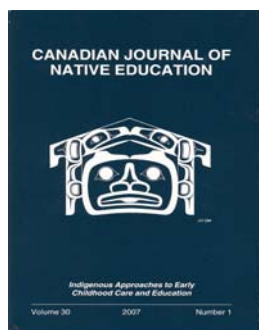
BOOK ORDERING INFORMATION



**AFRICA'S FUTURE, AFRICA'S CHALLENGE:
Early Childhood Care and Development in Sub-Saharan Africa
(2008)**

Editors: Marito Garcia, Alan Pence and Judith L. Evans
ISBN: 978-0-8213-6886-2 (pbk)

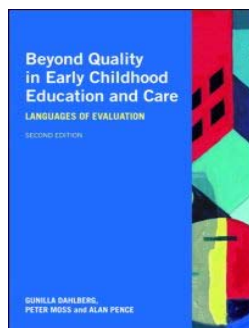
Available through www.amazon.com and www.amazon.ca at approx. \$25 each.



**CANADIAN JOURNAL OF NATIVE EDUCATION:
Indigenous Approaches to Early Childhood Care and Education
(2007)**

Editors: Carmen Rodriguez de France, Alan Pence & Margo Greenwood
ISSN: 0710-1481 Volume 30, 2007, Number 1

A limited number of these special issue journals are available at \$25 each (sales are in support of free distribution in Indigenous communities internationally)
For order information email dblakely@uvic.ca



**BEYOND QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE:
Languages of Evaluation
(2007, 2nd Edition)**

Authors: Gunilla Dahlberg, Peter Moss and Alan Pence
ISBN: 978-0-415-41849-2 (pbk)

Available through www.amazon.com and www.amazon.ca at approx. \$38 each
(*Beyond Quality* is available in Spanish, Portuguese, Italian, German, Swedish & Chinese)



**SUPPORTING INDIGENOUS CHILDREN'S DEVELOPMENT:
Community-University Partnerships
(2006)**

Authors: Jessica Ball & Alan Pence
ISBN: 978-0-7748-1231-3 (pbk)

Available through www.amazon.ca at approx. \$22 each

All of these books (except the Canadian Journal of Native Education) are available from www.amazon.ca, www.amazon.com, and the University of Victoria Bookstore.

If you have difficulty locating any of these publications, please contact Debbie Blakely at the Unit for Child Care Research and Professional Development (UCCR), University of Victoria: dblakely@uvic.ca or at 250-721-6299.