

Expanding the International Development Focus of an Early Childhood Studies Degree (BA ECS, UCC)

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**Dr. Jacqui O’Riordan, Dr. Shirley Martin and Dr. Deirdre Horgan.
School of Applied Social Studies, UCC.**



Note from DICE

- The photographs in this presentation had to be extracted as the total file size could not be supported on our website – apologies for this but trusting you understand!



Overview of presentation

- Developing the global connections and international development dimensions of the BA Early Childhood Studies, UCC.
- Networks of association in informing the development of curriculum and the expansion of overseas placement opportunities in the programme.
- Staff interaction with NGOs and higher level institutions during 2009.
 - publication of learning materials based on case studies of children in India
 - a staff visit to Kolkata in December 2009;
 - co-operation in the organisation of a photographic exhibition
 - development of placements in Lesotho and Kolkata.



Project rationale

- While the more traditional focus of the BAECS has been within a national context,
 - this national context is becoming increasingly multicultural
 - it is now imperative that students have a greater understanding of global development issues and connections in developing their roles within the diverse fields of social policy and childcare practice.
- The reality now is that work in childhood areas such as social support, policy, education and analysis areas is no longer restricted to the domains of geographical boundaries.



Project rationale

- There has been a marginal increase worldwide in enrolment in early childhood programmes with higher rates of participation for urban children (Penn (2007)
- Such programmes can be important steps in reaching both the first UN Millennium Development Goal, to eradicate extreme poverty and hunger, and the second, to ensure that all children complete primary schooling (Grantham-McGregor, 2007).



Project rationale

- We want to equip our students to understand the localised context of childhood and challenge the euro-centric perspective which current research and practice offers.
- To develop students' understanding and awareness of early childhood development in the majority world and the importance of including local traditions, culture and knowledge in their professional practice.



Project outcomes to date

- Funding – CACSS (UCC); Irish Aid; NAIRTL
- Conference on Child Trafficking and Child Labour, UCC, May 2008
- Staff Conference Presentations – OMEP, ESAI, NAIRTL, BAPSCAN,
- Student Poster Presentations – OMEP 09
- Visit to Lesotho (April 09)
- Visit to Ireland by India partner (March 09)
- Publication of Learning Materials (Nov 09)
- Visit to India by UCC
- Ongoing research and development of Journal articles

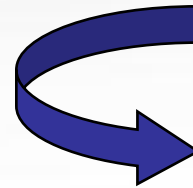


Children and Global Diversity Project

Develop and pilot teaching and learning materials and incorporate mutual learning experiences into the BA ECS curriculum

– Case Study material on

- HIV/AIDS
- Child Trafficking
- **Child Labour**
- Child Abuse
- **Childhood, Race and Ethnicity**



Gender



Staff visit to India December 2009

- Delivered lecture on 'Child Trafficking in Ireland' at the Jayaprakash Institute of Social Change, Kolkata
- Meetings with Indian researchers and field visits
- Student Placement site visits (Hope crèche in Kolkata)

Issues emerging from visit to school/case study

- Different ethnic minority groups in India; Dalits, Adivasis (tribal people who are outside of caste system) and Muslims.
- How are religious beliefs normalising social hierarchies in the case studies?
- What social markers are developed in order to maintain social inequality?
- Do all children in the case study access their human rights? In what ways are the children being encouraged to accept the inequalities they face in their everyday lives?



Work with Centre for Global Development through Education (CGDE)

- Background to CGDE
- UCC representation on SEN Project with Lesotho College of Education (LCE)
- Mapping capacity for inclusion of children with disabilities in education in Lesotho
 - From pre-school to secondary levels
 - Including teacher education
 - Including household/community



Breaking the Barriers Exhibition: September 2009

- Global Citizenship
- BA ECS Connecting to issues arising for children in Lesotho
- UCC Development Strategy
- UCC Community
- Wider public



Conclusion

- Pre-service and in-service pedagogists need to transfer the knowledge base about social justice and global interdependence' (Huber-Warring and Warring 2006, p39).
- In order to promote such ideals of social justice and global interdependence within education, critical reflection should be a central part of the curriculum.



Contact details

Childhood and Global Diversity Group,
School of Applied Social Studies,
University College Cork

- Dr Deirdre Horgan d.horgan@ucc.ie
- Dr Jacqui O'Riordan jacquiior@ucc.ie
- Dr Shirley Martin s.martin@ucc.ie

