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3 African Early Childhood Development Curriculum and Pedagogy for Turkana Nomadic Pastoralist Communities of Kenya Overview of Western Models of Early Childhood Education in Africa; Context and Curriculum Activities in Rural ECD Centers in Nomadic Pastoralist Communities; Theoretical Support for Consideration of Turkana Cultural Knowledge and Practices; Turkana Pastoralists' Children Everyday Cultural Knowledge and Learning Styles; Understanding Turkana Calendar in Early Childhood Curriculum; Pedagogical Value of Turkana Children's Indigenous Knowledge in ECD; Conclusion; References

4 Promoting Children's Sustainable Access to Early Schooling in Africa: Reflections on the Roles of Parents in Their Children's Early Childhood Care and Education Background to the Reflections; Home and School Literacy Practices Interface in Rural Zimbabwe Study; East Africa Quality in Early Learning (EAQEL) Study; Parent-Teacher Empowerment and Early Literacy Development Study; The Need to Invest in Parents' Empowerment; Recognizing Family Funds of Knowledge; Parents Creating Literacy-Rich Environments; Promoting Literacy Practices in Local Environments; Policy Recommendations; Conclusion

References 5 Design and Validation of Assessment Tests for Young Children in Zambia; Cross-Cultural Issues in Child Assessment; Common Approaches to Assessment Test Adaptation; Analysis of Instrument Design and Validation in Zambia; Panga Munthu Test (PMT); Zambia Child Assessment Tool (ZamCAT); Conclusions; References; 6 Some Growth Points in African Child Development Research; Responding to the Challenges of Generating an African Child Development Field; The Challenge of African Reflexivity; The Challenge of Contextual Diversity, Relevance, and Practical Importance The Challenge of Intelligibility to African Audiences

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Sommario/riassunto

In this volume, African scholars engaged in research on the continent reflect on their recent and ongoing empirical studies. They discuss the strengths and limitations of research methods, theories, and interventions designed outside Africa to spur innovative research on the continent. And they explore how insights from African philosophical, theoretical, and empirical work can be combined with exogenous forms of knowledge to generate understanding of the processes of African children's development in ways that are responsive to local contexts and meaningful for indigenous stakeholders. A ne

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