EARLY CHILDHOOD EDUCATION: A RIGHTS APPROACH TO MAKING IT HAPPEN

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EDUCATION IN THE CONTEXT OF SOCIAL JUSTICE

- Education as a human rights entitlement
- Addressing:
  - the overbearing technological and pedagogical theory
  - Evidence-based educational theory
  - Public attitudes of education as maker of productive labour force
  - Privatizing of schools
  - Difference as sorting principle
INFLUENCES ON EDUCATION

- Social
- Economic
- Environment

- NOT JUST Access to School
Less than grade 9 education is broadly accepted as a measure of basic literacy. All provinces and territories experienced a decrease in the percentage of people with less than grade 9 education between 1996 and 2001. This can be explained in part by the change in the age of the population measured from 15 & older in 1996 to 20 & older in 2001. Nunavut’s rate of low basic literacy was much greater than the rest of the country. As in 1996, Newfoundland & Labrador, Quebec, & New Brunswick had a large proportion of the population with low basic literacy.

Less than grade 9 = 10.5%
The largest percentage of the population with low literacy in all four categories was found in Nunavut. In general, a smaller percentage of people had low literacy in the western provinces and territories than in the east, specifically in Yukon Territory, British Columbia, and Alberta. Across Canada, the percentage of people with low problem solving literacy skills was much greater than the percentage with low skill levels for the other types of literacy.
In all provinces, the rate at which people with disabilities had less than a grade 9 education was nearly triple the rate for people without disabilities.
RIGHTS-BASED APPROACH

- Uses human rights as framework for:
  - pedagogical theory
  - access to places of learning
  - testing capacity
  - measuring success

- Makes h. r. principles integral to:
  - design
  - implementation and
  - evaluation of policies and programmes
EFFECTIVE INTERVENTIONS

- Commitment to Inclusion
- Involving the Whole Community
- Emphasis on Accessibility
- Capacity Building and Training of Inclusive Staff
- Deprofessionalization
SIX SITES

- Jawahar Nagar, Khar
- PMGP, Dharvi
- Mukund Nagar, Dharavi
- Mahim
- Nargis Dutt, Bandra
- Murti Nagar, Colaba
Jawahar Nagar Class
PMGP Class
PMGP Class
Mukund Nagar Site
Mukund Nagar Class
Mukund Nagar Class
Mahim
Mahim Class
Nargis Dutt Nagar Site
Murti Nagar Slum (Colaba)
Murti Nagar Class
Murti Nagar Class
THE WHOLE COMMUNITY APPROACH

- Grounded in the community
  - Sensitive community about disability and workers about community
  - Ecological curriculum based on unique identity of communities
- Capacity building and training
  - Anganwadi Multipurpose workers
- Outreach and awareness
  - Support and ownership in family and community - engagement in process
- Emphasis on accessibility (physically and pedagogically)
THE SPECIALIST’S ROLE

- Moving from special education to education
- Shifting from therapy to learning support as intervention techniques
- Implementing an inclusive team approach
THE COMMUNITY

- Strategy for parents
- Strategy for neighbourhoods
- Strategy for policy implementers & decision-makers