



Safe, Inclusive
Participative Pedagogy:
Improving Early
Childhood Education

Methodology for Safe, Inclusive, Participative Pedagogies of Early Education (2020-24)

The Safe, Inclusive Participative Pedagogy (SIPP): Improving Early Childhood Education research project aims to identify and develop safe, inclusive, and participative pedagogy, which is implementable and sustainable for communities where children experience particular stress and trauma. SIPP is a partnership project, working with research teams in each of the fieldwork countries (Brazil, Eswatini, Palestine and South Africa) and led by the University of Edinburgh, Scotland.

This briefing paper outlines the methodology of the project. It supports other briefings in the SIPP series that explore key concepts and findings.

In summary, the research involved:

- Community engagement and participation in each fieldwork country
- Policy and systems analysis in each fieldwork country
- Community case studies in each fieldwork country, involving young children, their families and other key community members
- Analytical synthesis and cross-country learning
- Estimating the total lifetime economic burden of early childhood violence through systematic review of the global evidence base
- Knowledge exchange, collaborative learning and capacity building

Authors: Malcolm Bush, Linda Biersteker, Xiangming Fang, Juliet Hancock, Marlies Kustatscher, Maria Lamond, Mengyao Lu, Christina McMellon, Marsha Orgill, Irene Rizzini, Fortunate Shabalala, Rabab Tamish, Kay Tisdall.



THE UNIVERSITY
of EDINBURGH



Economic
and Social
Research Council



BETHLEHEM
UNIVERSITY



children's
institute
child rights in focus
Research • Advocacy • Education



Safe, Inclusive, Participatory Pedagogies of Early Years Education (2020-2024)

Early childhood experiences significantly influence children's later educational and health outcomes. Ultimately, if children flourish in the present and in their futures, this benefits children and their families, communities, and societies.

One of the biggest challenges is to 'reach the poorest, most remote and marginalised children' (United Nations, 2015) and to ensure high quality, inclusive early childhood provision even in the most challenging settings. Young children face deep inequalities and are often deprived of their rights, especially in challenging contexts where there are risks to their safety. Early intervention and prevention have become key international drivers for shaping early childhood policies and practices to address inequalities.

In particular, high quality early childhood education (ECE) can be a protective factor for children against the negative effects of poverty and other inequalities and can improve long-term developmental and employment outcomes. However, significant implementation questions arise, including:

- quality of learning experiences and professional support.
- culturally meaningful and appropriate learning opportunities.
- affordability, inclusivity, accessibility, and sustainability of ECE provision.
- pressures of, and responses to, the COVID-19 pandemic.

The Safe, Inclusive Participative Pedagogy (SIPP): Improving Early Childhood Education research project aims to identify and develop safe, inclusive, and participative pedagogy, which is implementable and sustainable for communities where children experience particular stress and trauma. SIPP is a partnership project, working with research teams in each of the fieldwork countries (Brazil, Eswatini, Palestine and South Africa) and led by the University of Edinburgh, Scotland. The project focuses on children and their families under the age of 5 because children below compulsory school age are the least likely to be provided with education and learning opportunities.

SIPP is a mixed-methods research project. Early years education policy analysis and international systematic literature reviews exploring prevalence and burden of early childhood violence are complemented by in-depth community case studies in the four fieldwork countries.

This briefing paper outlines the methodology of the project. It provides an overview of the project's research aim and questions, partners and workstreams. It discusses the ethics and data management for the project, and concludes with additional details of the community case study undertaken in each of the fieldwork countries.

Overview of the SIPP project

SIPP weaves together rich contextual knowledge gained from deep dives into specific local communities, with national and international data and literature, to explore the connections and differences between these contexts that stimulate shared learning. The project includes formal ECE settings and the intersecting and vital contributions of households, extended families and more informal sources of childcare and community resources.

What were our research questions?

1. In what ways and how do current policies, systems and organisations support safe, inclusive participative pedagogy in challenging contexts? What are the tensions and how can they be resolved?
2. What information, knowledge, support, partnerships and expertise can be mobilised to understand challenging contexts and the threats, assets and opportunities for early childhood learning, young children and their families? What are the findings from such mobilisation and their implications for developing and supporting safe, inclusive participative pedagogy?
3. How can safe, inclusive participative pedagogy become imbedded and sustainable in communities, their formal and informal contexts, to support children's early learning?
4. Is there an economic case for safe, inclusive participative pedagogy? If so, what are the relevant components and what are the short and long-term costs and benefits?

The project is underpinned by a belief in the importance of listening to children, families and communities in order to understand the specificities of the cultural and political contexts in which families live.

Who was involved?

Fieldwork was conducted in Brazil, Eswatini, Palestine and South Africa. While differing in socio-economic and cultural contexts, all four countries represent contexts where there is particular stress and trauma for children, families and communities due to violence, inequalities and/or poverty.

Academic teams from each of the following partner organisations led research in their own countries: The International Centre for Research and Policy on Childhood at the Pontifical Catholic University of Rio de Janeiro (CIESPI at PUC-Rio), Brazil; University of Eswatini, Eswatini; Bethlehem University, Palestine; and The Children's Institute, University of Cape Town, South Africa.

What did we do?

1. Community engagement and participation

Community engagement and participation were at the heart of the SIPP project. Each country established approaches to community engagement in their local context to address local issues of power, hierarchies and inequalities and facilitate intergenerational dialogue.

2. Policy and systems analysis

Each country undertook an analysis of national and local policies related to ECE, with particular reference to the consideration and understandings of the three key concepts of safety, inclusion and participation within these policies. Document analyses were supplemented by interviews with key informants who were involved in policy development and/or implementation. A set of framework questions for these interviews were developed by SIPP's research team, who also considered common issues emerging from across the four analyses.

The analyses were responsive to the specific country policy contexts and included a consideration of the process of policy development, content analysis and implementation at different levels of jurisdiction.

3. Community case studies

Each of the four country partners conducted a case study in a local community. This included mapping ECE and related services, policies and practices in the community, and gathering the perspectives of young children, their families and other key community members. A set of framework questions were developed by the SIPP research team, to be addressed in each community study, with the possibility to add questions and/or adapt to take account of the unique context. Data collection included observation, local mapping, semi-structured interviews and focus groups using 'playful' participatory methods.

As a minimum, the case studies included:

- Mapping services, policies and practices at a community level.
- Contributions from 30 children (aged 4-6) and family members.
- Interviews or focus group discussions with 20 local ECE stakeholders.

A description of each case study community can be found below.

4. Analytical synthesis and cross-country learning

In addition to in-country analysis, the project explored emerging themes across countries for conceptual and practical learning. Linking to the knowledge exchange workstream below, cross-country analysis fed directly into this series of briefing papers and a growing collection of academic papers.

5. Developing the economic case for ECE

The SIPP team conducted two systematic literature reviews to identify studies reporting on the prevalence and consequences of early childhood violence against children globally. This provided the basis to estimate the average lifetime cost per victim of early childhood violence and the total lifetime economic burden of early childhood violence.

Prevalence of violence

This systematic review identified and analysed studies that reported on the prevalence of any form of violence perpetrated against children aged 5 and below, including but not limited to, child physical abuse, corporal punishment, intentional injury, child harm, bullying, gender-based violence, and child sexual abuse. A total of 53 studies were included.

For detailed information on the methods, visit:

https://www.crd.york.ac.uk/Prospero/display_record.php?RecordID=289062

Consequences of violence

This systematic review focused on the consequences of violence against children aged 5 years and below. The outcomes were presented in four predominant types of consequences, namely physical health consequences, mental health consequences, sexual behavioural consequences, and other consequences.

For detailed information on the methods, visit:

https://www.crd.york.ac.uk/Prospero/display_record.php?RecordID=289060

Burden of violence

Building on the two systematic reviews reporting on the prevalence and consequences of violence against children in the early years, three steps were undertaken to estimate the economic burden of violence against children in the early years concerning selected health outcomes:

a) Meta-Analyses for Relative Risk

Utilising random-effects meta-analyses, we estimated the associations (relative risk) between violence against children/violence against pregnant women and the related maternal and child health consequences.

b) Population Attributable Fraction (PAF) Estimation

The proportion of health consequences attributable to violence against children/violence against pregnant women, denoted as the population attributable fraction (PAF), was determined for each selected maternal and child health consequence.

c) Calculation of Economic Burden

The economic burden of violence against children/violence against pregnant women for various health outcomes was computed based on the PAFs derived in step 2. All PAFs

were multiplied by the corresponding disability-adjusted life year (DALY) loss attributed to specific health outcomes, estimating DALYs lost to violence against children/violence against pregnant women-attributable health outcomes. Following a methodology employed by the World Health Organization (WHO, 2001; Brown, 2008), DALY losses were converted into a monetary value by assuming that one DALY is equivalent to the global per-capita gross domestic product (GDP).

The selection of health outcomes in this study was informed by a systematic review of the consequences of violence against children/violence against pregnant women, aligning with available Global Burden of Disease categories. Specifically, for violence against children, the identified health outcomes encompassed diarrhoea and injuries for ages 1-4, as well as infant death for those under 1 year. In the case of violence against pregnant women, the health outcomes considered comprised preterm birth, low birth weight, neonatal death, antepartum haemorrhage, and early-pregnancy loss. Since the most recent DALY estimates from the GBD study are for the year 2019, this study projects the global economic burden of violence against children/violence against pregnant women for the same year.

6. Knowledge exchange, collaborative learning and capacity building

Knowledge exchange and resource development was embedded across the project, including both capacity building within the team and sharing our learning more widely.

Country teams dedicated considerable effort to knowledge exchange within the community case studies and the national contexts in Brazil, Eswatini, Palestine and South Africa.

Cross-country exchange activities included:

Public webinars

- Sharing 'Creative' Methodologies September 2021
- Children's Images Online: Exploring ethical issues in participatory research projects September 2021
- Enabling Participation in Early Childhood Education: Learning from policy interventions in different cultural contexts December 2021
- Engaging with Participatory Methodologies to Decolonise Research with Children and Young People May 2023
- Women, Young Children and COVID-19: Stories from Brazil, Eswatini, Palestine and South Africa June 2023
- The Prevalence of Violence against Children in the Early Years: Findings from a systematic review September 2023
- Working with Low-Income Communities to Improve Early Childhood Education: Lessons from an international action research project June 2024

To note that several of these events were jointly organised with other projects and

organisations.

For further information on all of the above, visit <https://www.sipp.education.ed.ac.uk>

Team dialogue spaces.

Team members proposed and facilitated flexible dialogue spaces where other interested colleagues could come together to explore the nuances of specific findings across the contexts.

Presentations at international conferences.

- 30th European Early Childhood Educational Research Association Conference, Scotland UK (2022)
- 8th International Society of Child Indicators Conference, Brazil (2022)
- International Conference on Child Development and Family Studies, Taiwan (2022)
- International Society for the Prevention of Child Abuse and Neglect Congress, Scotland UK (2023)

Team members further engaged at national and local conferences in Brazil, Eswatini, Palestine and South Africa as well as opportunities to share learning with other countries such as Canada, Chile, China, and India.

Peer reviewed papers as of June 2024:

- Biersteker, L., Berry, L., & Gwele, M. (2022). In whose best interests? The ECD regulatory framework, understandings of the best interests of the young child and access to quality early education. *South African Journal on Human Rights*, 38(3-4), 215–239.
- McNair, L., Ravenscroft, J., Rizzini, I., Tisdall, K., Biersteker, L., Shabalala, F., Thwala, S. K., Dlamini, C. N., Bush, M., Gwele, M., & Berry, L. (2022). The impact of the Covid-19 global health pandemic in Early Childhood Education within four countries. *Social Inclusion*, 10(2). <https://doi.org/10.17645/si.v10i2.5009>.
- Wright, L. H. V., Rizzini, I., Gwele, M., McNair, L., Porto, C. L., Orgill, M., Tisdall, E. K. M., Bush, M., & Biersteker, L. (2023). Conceptualising quality early childhood education: Learning from young children in Brazil and South Africa through creative and play-based methods. *British Educational Research Journal*. <https://doi.org/10.1002/berj.3940>.

Special Issue of *Children & Society Journal*

Team members form the editorial group for a Special Issue of *Children & Society* exploring the theme: Bringing young children into conversations about their lives, due to be published in 2025.

A series of SIPP Briefing papers.

A series of short films sharing learning from the project.

Further information and updated publications are available at the SIPP website.
<https://www.sipp.education.ed.ac.uk/>

Ethics

A detailed ethics protocol was developed to identify issues and ensure an ethical approach across the project. Key considerations included: methodological rigour; informed consent; voluntary participation; anonymity and confidentiality; cultural sensitivity; involving young children; audio-visual data; working with advisory groups; safeguarding and child protection; researcher safety; sensitive issues and discriminatory experiences; research benefits; feedback to participants; knowledge exchange and outputs; data management; project leadership and responsibilities. The ethics protocol included templates for informed consent documentation that could be adapted and translated in partner country contexts.

Our project received ethical approval from institutional review boards in all participating academic institutions: initially from the University of Edinburgh, followed by Bethlehem University, University of Cape Town, University of Eswatini and the Pontifical Catholic University of Rio de Janeiro. Where applicable, approval from local government was also obtained.

Ethical issues were an ongoing item at project meetings. Certain amendments were sought to ethical approvals, due to changes in the project: for example, adapting to public health guidelines and online research methodologies over the course of the COVID-19 pandemic.

The project provided a range of opportunities for learning from ethical issues, such as the use of children's images online and the complexities of working across different institutions and contexts.

<https://www.sipp.education.ed.ac.uk/event/childrens-images-online-exploring-ethical-issues-in-participatory-research-projects/>

Data management

A Data Management Plan (DMP) was developed and agreed by the team using DMPonline, an online tool assisting with the development of data management plans in accordance with the requirements of UKRI and University of Edinburgh. The DMP covered areas such as: assessment of existing data; information on new data (including methodological and ethical considerations); quality assurance, storage, security, and back-up of data; data sharing and archiving; and data

ownership and key responsibilities in relation to data management.

Key considerations included:

Data sharing within the research team

A system was established to share anonymised data and metadata in a format that provided all the necessary information for data analysis and archiving. Documentation was developed to streamline this process across the team and support all project partners to meet these requirements.

Data storing

Anonymised data was stored in a Microsoft Teams site linked to the University of Edinburgh's secure SharePoint site. All SIPP team members had access to this site.

Data using

Although all team members have access to anonymised data, it was agreed that no team member will use data from a country other than their own without agreeing this explicitly with the team members of the country concerned. Ideally there will be representation from all five countries in any cross-project outputs.

Data archiving

In line with funder requirements, the project is committed to submit all eligible data to the UK Data Archive. With an awareness of the sensitivities of some of our research communities, there are additional limitations put on access to some data within the rules of the UK Data Archive and UKRI.

Translation

Fieldwork was conducted in local languages and summaries of transcripts translated into English to share with the wider team. Team meetings were conducted in English. Interpretation in Arabic, English and Portuguese was available at the public webinars. Cross-project knowledge exchange outputs are translated into Arabic, English and Portuguese.

Case Study Communities

The community-based case studies were a central part of SIPP, in order to understand core issues within their local environments and how differing aspects around safety, inclusion and participation were perceived. A set of framework questions were addressed in each community study, with the methods to answer them adapted to reflect the specific cultural, political, and structural contexts. Information about the communities and the research undertaken in each can be

seen below.

Rocinha, Brazil

In Rio de Janeiro's favelas, violence is endemic with fighting between drug trafficking gangs and militias (mainly off duty policemen) and shootouts with the police. These communities are not only dangerous but also overcrowded, noisy, and unhealthy. Parents with jobs can have difficulty finding ECE provision and sometimes are forced to lock their children in their homes or rely on older siblings' care. A major challenge for young children is the almost complete absence of safe places for them to play. Open spaces are rare and those that exist are often litter-strewn and dominated by drug traffickers. While there is a national plan for early childhood and a Rio municipal plan, these plans are widely ignored.

The site for the community case study was Rocinha, a steep mountainside, low-income community in the southern zone of the city of Rio de Janeiro. Population estimates vary but reach as high as 150,000 inhabitants in less than one square mile. The dense population combined with multi-story homes with small floor plans is fertile ground for respiratory diseases. Rocinha has very high rates of leprosy and tuberculosis. The community has, however, a very active small business life, a modern public library, an array of religious organisations and three public health care clinics. There are also several very active resident advocacy groups in the community that tackle a number of community issues.

Rocinha has about 30 formal early childhood learning centres, public, private and non-profit. They are a critical resource for parents and safe and caring places for children, but struggle with poor infrastructure, the difficulty of recruiting and retaining trained teachers, slow payments from the municipality and overcrowding.

Since the beginning of the SIPP project, the International Centre for Research and Policy on Childhood (CIESPI) staff at the Pontifical Catholic University of Rio de Janeiro have been working on research and action on improving the educational context of young children in a way that benefits the children and families in the community of Rocinha. In total, 60 semi-structured interviews have been conducted with parents and responsible adults, key actors in the community, teachers, and other educational staff. In addition, 30 interviews were organised with municipal and national stakeholders. Research team members used special child-friendly methods to listen to the views of 30 children between the ages of three to seven years. At the same time, a group of six young people in the community were trained to hold sessions with the children in their schools for storytelling and games suitable for young children. Approximately 200 young children attended the various "Play Troop" sessions in local schools where they engaged in games, conversation and reading with project staff which fed into the project data. Another aspect of the work in Brazil was constructing a short course for training teachers in the schools about listening to and eliciting the views of young children, which included staff

writing a handbook on the topic. Researchers also took part in a local campaign to promote the uptake of COVID-19 vaccinations for young children.

At the beginning of the project, the team recruited a community advisory committee to give advice on many aspects of the project. The committee met formally several times at the beginning of the project and then staff consulted with individual members of the group about once a month throughout the project.

Throughout, CIESPI provided material back to the community about what they were finding, in the form of CIESPI project bulletins which can be found on the SIPP website.

In the last year of the project, five community-wide conversation circles were organised over a number of months to discuss key issues and to discover what the community's priorities were for early childhood education. The circles held in a local gym were advertised throughout the community in various ways and a staff member who lives in the community was the moderator. These were the first ever community-wide discussions on early childhood and were attended by parents, other community residents, and community educational, health and social service professionals. They resulted in a written statement of demands that community members are taking to key municipal departments.

CIESPI produced a number of publications to discuss and disseminate the research and action process, including 10 SIPP Project Bulletins (see: <https://www.sipp.education.ed.ac.uk/papers-publications/>), two public policy briefs, a research and policy report, a guide for practitioners about methodology for listening to and dialoguing with young children (Porto et al., 2023), and a video highlighting key steps in the research process (Terra et al., 2024), available at <https://www.ciespi.org.br/>

In parallel action, CIESPI at PUC-Rio has taken a very active role in the National Coalition on Early Childhood allowing a dialogue with key municipal, state and federal actors with the goal of improving the educational environment and the rights of small children. Conversations were held with about 30 public officials including municipal department staff, members of the Rio Children's Rights Council, city council members, and state legislators. The Coalition has about 250 organisational members who are themselves in constant contact with the "Children's Bench" in the Federal House and Senate.

Msunduzi, Eswatini

The Kingdom of Eswatini (formerly named Swaziland) is a landlocked country in Southern Africa. Eswatini is a low middle-income country facing major social challenges, such as high poverty and inequality, high unemployment, especially amongst youth, and a high rate of HIV/AIDS which has led to one of Africa's largest

numbers of orphans and vulnerable children (Eswatini Central Statistical Office, 2017). Only 21.6 % of preschool age children (age 3 to 5 years) have access to Early Childhood Education.

The site for the community case study was Msunduzi, with a population of approximately 25,000. Msunduzi grew out of people flocking to the capital Mbabane in search of employment but, with little work available, settling in the slum to make a living in one way or the other. Msunduzi has a high crime rate, high poverty levels (95%), and unemployment is much higher than the national rate (79% against 23.4% national), and 42% of inhabitants are living in unsanitary living conditions (Heikkilä, 2013). Despite these many challenges, Msunduzi has a strong sense of community. Community members prioritise education as a means to improve their children's lives and there are eleven ECE centres (preschools) of varying standards in Msunduzi. Most of these centres are owned and run by religious groups or as private businesses. The government has set up Neighbourhood Care Points run by community volunteers, that focus on young children's nutrition but also provide a minimal level of education. Recent figures suggest that enrolment in ECE centres varies from 30 to 65 children.

The team in Eswatini adopted a case study research design for their study. Purposive sampling was used to recruit participants. This resulted in the participation of: 28 teachers; 87 parents; 273 children; and 11 key informants. Key informants were specifically involved in early childhood education and included individuals from government agencies, civil society organisations and development partners. Data were collected by trained research assistants who possessed a basic degree in social work, social science, and nursing. Using in-depth individual interviews, data were collected from children, parents, teachers, and key informants. In addition, 6 focus group discussions were held: 4 with teachers (n=20) and two with parents (n=20). A semi-structured individual interview and focus group discussion topic guide were used during the data collection process.

Aida Camp, Palestine

As a result of the political context at the time of writing, our Palestinian colleagues were unable to contribute further text for this briefing.

Vrygrond, South Africa

The site for the South African community case study was Vrygrond in the Western Cape Province. Enrolment rates in group learning programmes (including centre-based programmes, playgroups, and primary schools) in the Western Cape province is 66% (Hall et al. 2024). Vrygrond community is close to Muizenberg in the Cape Peninsula. This community was one of South Africa's very first informal settlements and bears the legacy of many decades of inequality. According to Census 2011, 61% of the population live in formal dwellings, the rest in shacks. It is estimated to have 42,000 people and approximately 5,000 children under the age of 6. In

2011, 24% of households did not have any individual who was earning an income. Violence, crime, substance abuse, malnutrition and poverty are prevalent. In terms of Early Childhood Development (ECD) provision, in 2014, 70% of 0-5 year-old children did not have access to an early learning programme and about 20% attended home based crèches and childminders. Only 10% of children attended a registered ECD centre. In 2021, True North (an ECD non-profit) was supporting 29 pre-schools which employ 140 staff, who serve 1560 children and their families. They support ECD centres to improve their programmes and infrastructure and enable them to register and be eligible for a state per child subsidy.

A Community Advisory Committee was established to guide and inform the research and to identify local priorities. When the SIPP project started, the research team approached the leading ECD Resource and Training Organisation in the area, True North, to partner on the case study. They in turn contacted the Vrygrond ECD Forum which represents early childhood centres in the area, to establish their interest and support. Together, other key stakeholders for early childhood in the area were approached. The advisory board comprised 9 members including representatives of the ECD Forum, the Vrygrond Community Development Trust ECD representative, the ECD RTO and other local non-government and faith-based groups whose interventions included services to young children.

Meetings of the Committee over several months explored local understandings of safety, inclusion, and participation, the three underpinning concepts of the SIPP project. This informed the framing of questions and testing of methods for interviews and focus groups and helped identify and connect with relevant stakeholders for participatory discussions. Young children were a stakeholder group and members of the Committee helped fine tune the methods and questions for conversations with them. After data gathering, the Committee reviewed and commented on all emerging findings across the project and the research team facilitated the co-development of a Community Action Plan based on these.

A variety of data collection methods were used to gather information from a variety of stakeholders, including: 4 meetings and 4 focus groups with the Community Advisory Committee exploring the key concepts of the SIPP project; semi-structured interviews with Provincial representatives at the Department of Social Development and the Western Cape Education Department; in-depth interviews exploring child safety mapping with local stakeholders including a ward councillor, 2 faith-based social service organisations, 2 ECD principals; 3 focus groups, including child safety mapping with ECD principals and practitioners; 3 focus groups with parents and other care givers; and 5 meetings per group with children (4-6 year-olds) involving 4 small groups attending ECD centres and 2 groups attending parent and child programmes.

For the children's groups, persona doll stories on the key concepts were the main

stimulus to promote conversations. Persona dolls are large, life-like dolls made with careful attention to skin tone, hair and facial features and dressed like children. Each doll is given a name and 'persona' describing their: family circumstances; culture; likes and dislikes; and concerns with which children can identify. Together with the facilitator, the dolls visited the children and shared a story, which provided a springboard for conversations, supplemented by children discussing pictures. The stimulus stories and pictures posed situations related to the SIPP key concepts and the doll asked the children for advice and about their experiences. Children also drew and discussed pictures about what had been important to them in the sessions. Children were from diverse language and cultural backgrounds. After getting to know each other and securing assent in a first session, the three concepts were explored in different sessions and the final session involved drawing a picture for the persona doll.

Interviews and focus group schedules for parents and local stakeholders were based on the common questions developed by the SIPP team for use across country partners. These included general contextual information, eliciting understandings of the core concepts and the priorities of the different stakeholders. Questions around safety were supplemented by a process of drawing maps of places in Vrygrond which were safe or unsafe for young children. Visualisations and other activities were used in the focus groups to encourage participation and keep stakeholders engaged.

In terms of impact, a Community Action Plan has been developed for activities to support safe, inclusive, participatory early learning in Vrygrond, based on the key issues identified in the data collected. An example of another activity, that came about as a direct result of creating this space for engagement, was the identification of two safe places for children to play (at the community centre and the community library), and the first has already been transformed into a play area where ECD centres can now book a play time session for children.

How can you find out more?

SIPP has produced a series of briefings on Safety, Inclusion, Participation and the Global Challenge of Violence against Children. For these and other information, visit: **www.sipp.education.ed.ac.uk**

Suggested citation

Bush, M., Biersteker, L., Fang, X., Hancock, J., Kustatscher, M., Lamond, M., Lu, M., McMellon, C., Orgill, M., Rizzini, I., Shabalala, F., Tamish, R., Tisdall, E. K. M. (2024). 'Methodology for Safe, Inclusive, Participative Pedagogies of Early Education' Safe, Inclusive Participative Pedagogy Briefing. Available at: www.sipp.education.ed.ac.uk

Acknowledgements

We would like to thank the children, young people and adult professionals who participated in the research. The support of UK Research and Innovation (UKRI), and the Economic and Social Research Council (UK) is gratefully acknowledged. The project was undertaken by scholars and practitioners from the University of Edinburgh, Scotland (Mohammed Al-Rozzi, Patricio Cuevas-Parra, Debi Fry, Kristina Konstantoni, Marlies Kustatscher, Mengyao Lu, Christina McMellon, Lynn McNair, John Ravenscroft, Kay Tisdall and Laura Wright), Bethlehem University, Bethlehem, Palestine (Rabab Tamish, Ahmed Fafous and Nader Wahbeh), the International Center for Research and Policy on Childhood at the Pontifical Catholic University of Rio de Janeiro (CIESPI at PUC/Rio) (Irene Rizzini, Malcolm Bush, Cristina Bó, Renata Mena Brasil do Couto, Cristina Lacleite Porto, Carolina Terra, Eliane Gomes e Leandro Castro), the University of Eswatini, Eswatini (Fortunate Shabalala, Clement Dlamini, S'lungile Thwala, Jabulani Shabalala, Dudu Hlope, Siyabonga Phakathi, Cebisile Ndlela, Bhekisisa Mdziniso and Bonsile Nsibandze), and the Children's Institute, University of Cape Town, South Africa (Marsha Orgill, Malibongwe Gwele, Linda Biersteker and Lizette Berry).

References

- Brown, D. W. (2008). Economic value of disability-adjusted life years lost to violence: estimates for WHO Member States. *Revista Panamericana de Salud Pública*, 24(3), 203-209.
- Eswatini Central Statistical Office (2017). 2017 National population and housing census final report. Government of Swaziland (Eswatini).
- Hall, K. Almeleh, C., Giese, S., Mphaphuli, E., Slemming, W., Mathys, R., Droomer, L., Proundlock, P., Kotze, J. & Sadan, M. (2024). *The South African Early Childhood Review 2024*. Cape Town: Children's Institute University of Cape Town and Ilifa Labantwana.
- Heikkilä, J. (Ed.) (2013). *Dry sanitation projects in Swaziland and Zambia, Final review of experiences from Msunduzi, Kaloko and Madimba*. Turku University of Applied Sciences. <https://www.theseus.fi/handle/10024/819674>
- Porto, C. L., Lacerda, N., & Rizzini, I. (2023). *Dialogando com as crianças: olhar sensível e escuta atenta*. Rio de Janeiro: CIESPI. <https://www.ciespi.org.br/media/files/fcea049a8ec4d511ecbe6e5141d3afd01c/f7977f568728511ee976d71393b4c16ff/ciespi-dialogando-com-as-criancas.pdf>
- Terra, C., at al. (2024). CIESPI Video about research and action in Rocinha, Brazil. SIPP project. <https://www.ciespi.org.br/>
- United Nations (2015). *The millennium development goals report*. [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)
- World Health Organization (WHO) (2001). *Macroeconomics and Health: Investing in health for economic development*. Report of the Commission on Macroeconomics and Health. Geneva: World Health Organization. <http://whqlibdoc.who.int/publications/2001/924154550x.pdf>