

# Raising a new generation in a postcolonial era through decolonised early childhood development and care services <sup>[1]</sup>

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## AVAILABILITY

Access online via paid subscription/ academic institution

## Abstract

This article draws on the literature in development economics, psychology and sociology to explicate how decolonised early childhood education and care services can reverse the metacolonial cognition lingering in the postcolonial era. In particular, the author shows that colonial institutions persist even after formal colonisation has ended through the application of de facto power. Self-knowledge developed during early childhood impacts adult socio-economic life outcomes. Thus, decolonising early childhood development and care by ensuring positive representations of self will improve self-perceptions and self-awareness. The implications for practice and policy are discussed within the context of deploying decolonised early childhood development and care services to raise a new generation of confident Africans to accelerate the development of the continent and regions with similar histories of colonisation.

**Region:** Africa <sup>[2]</sup>

**Tags:** colonialism <sup>[3]</sup>

pedagogy <sup>[4]</sup>

decolonization <sup>[5]</sup>

economics <sup>[6]</sup>

policy <sup>[7]</sup>

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