

**THE ROLE OF EARLY CHILDHOOD EDUCATION IN THE
IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS IN
PUBLIC PRIMARY SCHOOLS IN AKOKO EDO LOCAL GOVERNMENT
AREA**

**BY
PEACE OMOMEJE DADA**

**MAT NUMBER:
EDU1602883**

**INSTITUTION OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY**

JULY, 2021

**THE ROLE OF EARLY CHILDHOOD EDUCATION IN THE
IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS IN
PUBLIC PRIMARY SCHOOLS IN AKOKO EDO LOCAL GOVERNMENT
AREA**

**BY
PEACE OMOMEJE DADA**

**MAT NUMBER:
EDU1602883**

**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF
EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY- IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF BACHELOR OF EDUCATION (B.Ed.) DEGREE IN
EARLY CHILDHOOD EDUCATION**

JULY 2021

DEDICATION

This work is dedicated to my parents Mr. and Mrs. Dada for their selfless love and care towards the completion of this study

CERTIFICATION

This is to certify that this research work, “The Role of Early Childhood Education in the Implementation of Sustainable Development Goals in public primary schools in Akoko Edo Local Government, Edo state”, was carried out by **Peace Omomeje Dada** and has been approved and accepted in fulfillment of the requirements for the award of Bachelor of Education (B.Ed) degree in Early Childhood Education of the Faculty of Education in conjunction with the Institute of Education, University of Benin, Benin City, Nigeria.

Dr.(Mrs.) M.P Aibinuomo.

Date

(Project Supervisor)

Dr. (Mrs.) F. Adeyanju.

Date

(Project Coordinator)

Dr. (Mrs.) I.F Iyamu.

Date

(Director of Institute)

Prof. E.O.S. Iyamu

Date

(Dean of Faculty)

ACKNOWLEDGEMENT

I appreciate God Almighty for his infinite and steadfast love and enabling strength so far in my life and in writing this project work.

Special appreciation to my project supervisor, Dr.(Mrs.) M.P Aibinuomo, for her support and patience with me in the course of my project. To my lectures, words cannot express my level of appreciation. Thank you all for your guidance and knowledge inculcated in me to be what I am today.

I sincerely appreciate each member of my family starting from my Daddy and mummy, and to my siblings; Augusta, Victor, Lucky and Timothy for their care and support throughout my life and my stay in school. I also want to appreciate my cousins; Winner, Beatrice and Juliet who always inspire me to go on and never loose hope in the course of my project work. My sincere appreciation goes to my aunt; Mrs. Agbaje Ruth for her motherly love and care throughout my stay in school.

In the course of my schooling, I met some angels in form of friends who made my journey in school worthwhile- Vanessa, Mercy, Rosemary, Victory, Debby, Mummy Jason and my roommate Peace. Seriously, you guys are the best. I couldn't have done this without you.

Lastly, to my friend Famous thanks for your support and care. You are amazing.

TABLE OF CONTENT

Title	Page.
Certification.	ii
Dedication.	iii
Acknowledgement.	iv
Table of contents.	v
Abstract	vii

CHAPTER ONE: Introduction

Background of the study.	1
Statement of the problem	5
Research Questions	6
Purpose of the study.	6
Significance of the study.	7
Scope and delimitation of the Study	8

Definition of Terms.

8

CHAPTER TWO: Literature Review

Concept of Sustainable Development

9

Sustainable Development Goals and Early Childhood Development in primary school.

11

Importance of Sustainable Development in public primary schools.

14

Factors responsible for the implementation of Sustainable Development Goals in public primary schools.

15

Solutions to the problems confronting Sustainable Development Goals implementation

16

Summary of Literature Review.

17

CHAPTER THREE: Research Methodology

Research Design.

18

Population of Study.

18

Sampling and Sampling techniques

18

Research Instrument.	18
Validity of the instrument.	19
Administration of the instrument	19
Method of Data collection	19

CHAPTER FOUR: Presentation of Results and Discussion of Findings

Presentation of results.	20
Discussion of Findings.	27

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary.	29
Conclusion.	30
Recommendations.	31
References.	33
Appendix	35

ABSTRACT

This study was carried out to ascertain the role of Early Childhood Education in the Implementation of Sustainable Development Goals in Akoko Edo Local Government Area. The purpose of the study was to help stake holders understand the concept of Early Childhood Education and Sustainable Development Goals. The descriptive research Design was used in gathering data in the subject. The major findings from this study revealed that Early Childhood Education is important to Children and plays a major role in the implementation of Sustainable Development Goals. The findings further shows that funding, resources, school enrollment are important for the successful implementation of the Sustainable Development Goals and that Sustainable Development eradicates gender inequality. Based on the findings, it was recommended that parents, teachers and caregivers should understand the Concept of Sustainable Development Goals and Early Childhood Education so they can create a meaningful learning environment for the child to gain worthwhile knowledge. It was also recommended that government should take adequate measures to make Sustainable Development Goals and Early Childhood Education a success.

CHAPTER ONE

INTRODUCTION

Background of the Study

In every modern society, it is believed that education is the key to national development and there is need to maintain every level of education especially Early Childhood Education because it is the bedrock upon which all other educational levels are built. Once a child misses that early education, learning becomes difficult. Early Childhood Education is a common practice in most societies. It is an educational program for children below age Eight. Some research evidence showed that Early Childhood Education have a positive influence in children's affective, conceptual and social development in later years. Most societies make provision for Early Childhood Education programs by implementing it into their policy of education. The importance and need for Early Childhood Education is seen and inculcated into the Sustainable Development Goals.

The Sustainable Development Goals was born at the United Nations conference for Sustainable Development in Rio de Janeiro in 2013. The objective was to produce a set of universal goals that met the urgent environmental, political and economic changes around the world. Sustainable Development Goals has been an integral part of the educational system since its invention in 2013. It is a set of 17 goals by the United Nations which is to be achieved before the year 2030 around all the nations of the world with Nigeria not left out. While each goals has separate

targets, they are interconnected and stake holders across many sectors must work together to achieve such goals. Sustainable Development Goals has become a trademark in numerous areas including the educational sector worldwide. However, it is not easy to introduce Sustainable Development Goals into educational activities since Sustainable issues lack shared meaning and stemming concerning future issues the will be faced on the planet. So far, implementation of education for sustainable development in Nigeria needs to be strengthened in order to achieve the Sustainable Development Goals that are declared. Huckle(2006) stated that sustainable development is a concept which refers to the way humans should behave on earth. It covers the development of economic welfare coupled with social justice for all humans now and in the future within ecological limits of the earth. It is believed that sustainable development education has capacity to share concern for future of the planet and local communities all over the world (Jucker,Reiner and Mathar, 2015).

The Sustainable Development Goals otherwise known as the global goals, are a set of objectives within a universal agreement to end poverty, protect all that makes the planet inhabitable and to ensure that people enjoy peace and prosperity now and in the future

Early Childhood Education is the foundation for the growth and development of all children. Therefore, introducing and including education for Sustainable Development into Early Childhood Education in public primary schools can be seen

as an effective strategy for children to become a part of sustainable society, and children education.

The Sustainable Development Goals advocated for education for all. It stresses majorly on early education for all gender and Early Childhood Education is a major way of achieving that. Early Childhood Education is the education given to children from birth to age Eight.

The importance of early childhood education cannot be over emphasized because it has increasingly been viewed by policy makers as a way of strengthening the foundations of lifelong learning for children and supporting education and social needs of the families.

Early Childhood Development (ECD) is where the pupils first learns to interact with the world around. A positive education at this stage should include the successful development of social and emotional skills. The importance of a child's early years is often taken for granted, and yet childhood have consistently been shown as the cornerstone of development for all human beings. According to UNESCO, "Early childhood care and education (ECCE) are more than preparation for primary school. It aims consist the holistic development of a child's social, emotional, cognitive, and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.

The aims of Early Childhood Education includes fostering proper development of children, identifying and addressing their problems, harnessing their

potentials, molding their characters, enhancing their learning and equipping them for life so that their actions are channeled towards positive personal, communal and global development (Mahula, 2007).

Education for Sustainable Development (ESD) 2005–2014 (UNESCO 2005) and Early Childhood Education is with the goal to strengthen formal, informal and non-formal education and learning processes for sustainability. The purpose of education for Sustainable Development and Early Childhood Education to reorient education in order to contribute to the common good of the present and future generation. But this is partially achieved in public primary schools as a result of some problems such as; lack of qualified staffs, Curriculum and teachers to child ratio. Also, some people fail to see the importance of this early education especially parents in rural areas thereby limiting the population of children sent to school. This is majorly common in public primary schools in rural areas. Some parents prefer their children to seat at home and help them with chores instead of going to school. This hinders the implementation of Early Childhood Education as advocated in the sustainable Development Goals. These problems can be resolved by taking adequate measures to make Early Childhood Education available for all and also available at its best. Government should allocate funds to the Childhood sector and ensure recruitment of teachers is strictly based on competence. Parents/caregivers should be enlightened on the importance of Early Childhood Education.

A major relationship between Early Childhood Education and The Sustainable Development Goals is that they are both interconnected. That is, one cannot achieve one without the other. Sustainable Development advocates for education to all children around the world. Children's health, learning and behavior are also incorporated into the Sustainable Development Goals.

The contribution of Early Childhood Education towards broader social, economic and education goals is being recognized. The Early Childhood sector in public primary schools remains under developed in a Nigeria due to lack of investments, as well as the diversity of bodies and personnel in its administration, for well co-ordination and regulation .

Sustainable development could otherwise be called" equitable and balanced", meaning that in order for development to continue indefinitely, it should balance the interest of different groups of people, within the same generations, simultaneously in the three major interrelated areas such as; economic, social and environmental.

Statement of Problems

The major problem that need to be addressed in studying the role of Early Childhood Education in the implementation of Sustainable Development Goals in public primary schools in Akoko Edo Local Government Area is financial problem. In developing countries such as Nigeria, there is no money in circulation and to achieve the Sustainable Development in primary schools would be difficult .

The Corruption in the government sector makes it very hard to measure Economic progress and accountability in Edo State . This is because of the different tiers and division of government. This study is carried out to assess the role of Early Childhood Education in the implementation of Sustainable Development Goals

Research Questions

The following research questions were stated to guide this study:

1. What is the importance of Early Childhood Education in the implementation of Sustainable Development Goals?
2. What are the problems affecting the implementation of Sustainable Development Goals?
3. What are the relationship between Early Childhood Education and Sustainable Development Goals with consideration to teacher's perspective.
4. What are the solutions to the problems confronting Sustainable Development Goals implementation?

Purpose of the Study.

The purpose of this study is to examine the role of Early Childhood Education in the implementation of Sustainable Development Goals in public primary schools in Akoko Edo Local Government Area. This study will give a clear insight on the concept of Sustainable Development Goals and Early Childhood Education.

Specially, the objective of this study is to;

1. To examine the role of early childhood education in the implementation of sustainable development Goals in public primary schools.
2. To examine the problems confronting early childhood education implementation.
3. To examine the relationship between Early Childhood Education and Sustainable Development Goals
4. To proffer solutions to problems confronting Early Childhood Education implementation using useful recommendations based on research findings.

Significance of the Study

The findings of the study will be beneficial to teachers, pupils and government. The findings will be great benefit to the public.

The findings will assist primarily school teachers in Akoko Edo Local Government Area to understand the concept of Sustainable Development Goals.

Furthermore, the findings will enable the government and curriculum planners to introduce Sustainable Development education into the school syllabus and may lead to greater educational development.

This research will also serve as a point of inquiry and reference for both students and members of the public who want to carry out related study and research in this area.

Scope and Delimitation of the Study.

This study focuses on the role of Early Childhood Education in the implementation of Sustainable Development Goals (SDGS) in public schools. It is restricted to public schools in Akoko Edo local government area Benin City, Edo state.

Definition of Terms

Implementation: The process of putting a decision or plan into effect; execution.

Role: The function assumed by a part or played by a particular person.

Sustainable: Able to be maintained at a certain rate or level.

Development: An event constituting a new stage in a changing situation.

CHAPTER TWO

Literature Review

This chapter presents a review of literature under the following sub- headings;

- Concept of Sustainable Development Goals.
- Sustainable Development and Early Childhood Development (ECD) in primary school.
- Importance of Sustainable Development Goals.
- Factors responsible for the implementation of Sustainable Development Goals in public primary schools.
- Solutions to the problem confronting Sustainable Development Goals implementation.
- Summary of Literature Review.

Concept of Sustainable Development

Sustainable Development (SD) is defined as the development that meets the needs of the current generations without compromising the needs of the future generations (United Nations 1989). The Sustainable Development Goals define the world we want. It applies to all nations. In a world where billions of people have different organizational views and beliefs, wants and demands, the United Nations has the power to convene these needs and demands leading to the creation of the Sustainable Development Goals.

The global issues that we face today might seem overwhelming for one organization or any one government to handle. Therefore, by looking at these global challenges around the world, the concept of Sustainable Development Goals was established by the United Nations in the year 2013 to solve global challenges around the world. The United Nations (UN) created a set of seventeen (17) distinct but interrelated goals to guide global development from year 2013 to 2030. A total of 193 countries are part of this agreement. Each goal has a set of targets (116 all together) with subset of indicators (232 in total). These targets and indicators help funders, investors, organizations and the United Nations have access to the progress of the accomplishment of Sustainable Development Goals around the world. The SDGs are the global goals that succeed the Millennium Development Goals (MDGs), which were formulated in year 2001. In our development toward industrialization, we did not look after the environment very well, and the problems that this caused have now caught up with us. The fast-changing climate has become a threat to the gains that have been made. Creating a world free from global issues will lead to the achievement of sustainable development.

Today, public primary schools face threats to sustainability, including overpopulation, aging populations, limited food supplies, and natural disasters. Achieving sustainable development requires a partnership effort from the government and private enterprises.

The Sustainable Development Goals (SDGs), other-wise known as the Global Goals, are a set of objectives within a universal agreement to end poverty, protect all that makes the planet habitable, and to ensure that people enjoy peace and prosperity, now and in the future. They recognize that ending poverty and other deprivations must go hand in hand with strategies that improve health and education, reduce inequality and spur economic growth and development while tackling climatic changes and working to preserve our oceans and forests.

There is an increasing understanding that sustainable development needs a paradigm shift in our understanding of the interaction between the real economy and quality of life. The goals represent a framework that is scientifically robust, and widely intuitive. There is a need to improve Sustainability in primary schools with the plan to integrate the economic, social and environmental actions.

The Sustainable Development Goals are very ambitious goals and may seem too distant to achieve as individuals, however, it should be considered as a personal matter and not a government issue. The Sustainable Development Goals are a universal language. They are something that can generate new knowledge that can be used to solve problems for everyone on earth.

Sustainable Development Goals and Early Childhood Development in Primary School.

Early Childhood Education in Nigeria is targeted at advancing integrated and holistic development in young children. Early childhood education consist of a group

of programs designed to promote children's intellectual social, emotional, language, physical development and learning from birth to the age of eight (Olowe, Kutelu, and Majebi, 2014).

According to the World Health Organization, Child's health, learning and behavior during the early years are the basis for increasing importance of the Sustainable Development Goals. Besides, the growth and development of young children are profoundly influenced by the learning opportunities, education, economic resources and interactions provided by teachers; whether at home, in services or in schools.

The Sustainable Development Goals recognizes that children are the agent of change for a better world if they are guided properly. Early Childhood Development (ECD) is included in Goal 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." It is specifically mentioned in target 4.2: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education).

Young Children especially those in primary schools needs multiple inputs to function properly such as health, nurturing care, protection, enrichment. These inputs are needed for their optimum productivity and growth. Early Childhood Development has multiple effects on many global goals which include;

Eradicate Poverty

Early Childhood Development has been documented to be one of the most cost-effective strategies for poverty alleviation. Early in life, when the brain has the maximum capacity to develop in the fullness of its complexity, children learn the skills that will help them flourish in a 21st-century economy.

End Hunger and Improve Nutrition.

Children who receive early stimulation with nutrition supplements have better outcomes than children who only receive nutrition supplements, thereby amplifying the impact of nutrition.

Ensure Healthy Lives

ECD interventions early in life set the basis for good lifelong health. It can lead to lower incidence of cardiovascular and non-communicable diseases and can increase well-being. With ECD, not only do children survive, they thrive in all areas of their lives.

Ensure Lifelong Learning

Learning begins at birth. ECD interventions have proved to be the foundation for later learning, academic success and productivity. Early Childhood Education ensures educational success in all areas and phases of academics.

Ensure Gender Equality.

The nexus between early childhood development and women's economic empowerment is clear. Greater investment in high-quality and affordable childcare is

linked to greater opportunities for women's economic advancement and empowerment.

Importance of Sustainable Development Goals in Public Primary Schools.

The importance of the Sustainable Development Goals are;

1. Sustainable Development goals serves as a guide on how public primary schools should be managed; Sustainable Development Goals explains how humans should behave on earth including how different primary schools can be administered properly. With Sustainable Development Goals implementation, the government and other stakeholders handling primary education will know what to do and how to do it so as to make learning in primary schools worth-while
2. Sustainable Development Goals encourage partnerships in primary education; Sustainable Development Goals encourage partnership, therefore community leaders, politicians, government ministries, academics, nongovernmental organizations, religious groups, international organizations, donor organizations, and foundations can come together to generate funds and resources for primary schools if the resources available is not sufficient enough.
3. Sustainable Development Goals measures progress and improve results in public primary schools; Having clear goals, targets, and indicators will help government measure the amount of progress and to know when to improve their efforts in making primary education functional in public schools.

4. Sustainable Development Goals create awareness and pressure on the government and stakeholders; Sustainable Development Goals empower communities to put pressure on governments and businesses to act in improving primary school education. By knowing the progress of other countries, it will force leaders to put more effort in solving educational problems in their country.

5. Sustainable Development Goals helps create world peace and ensure a healthy environment thereby enabling primary school pupils go to school in a peaceful and conducive environment.

6. Sustainable Development Goals reduces gender inequality. This can in turn increase the number of primary school enrollment.

Factors Responsible For the Implementation of Sustainable Development Goals in Public Primary Schools.

Some of the factors responsible for the implementation of Sustainable Development Goals include;

1. **Funding:** Although the government plays a dominant role in financing the Sustainable Development Goals in public primary schools, public funds remain inadequate. They are not sufficient to support the implementation. To a large extent, it is presumed that adequate funding of education at all levels determines the quality of the educational system. Without funding, the much needed education cannot take place.

2. Educational Resources/ infrastructure: Availability of resources and infrastructures is a criteria for the success or failure of the implementation of Sustainable Development. Resources and infrastructure are needed for the smooth running of any organization. Educational resources is needed for the successful implementation of the Sustainable Development Goals in public primary schools.
3. School Enrollment: School enrollment is important for the implementation of the Sustainable Development Goals in public primary schools . It stated that the key challenge facing public primary schools is Out-Of-School-Children. The problem is more pronounced in the rural areas than urban areas.

Solutions to the Problem Confronting Sustainable Development Goals Implementation.

Below are some of the solutions to Sustainable Development Goals implementation:

1. Government should ensure resources are adequately available in public primary schools for the successful implementation of the Sustainable Development Goals.
2. Appropriate allocation of funds should be allocated to the educational sector to make learning conducive and easy for learners
3. Individuals should be enlightened on the importance of Sustainable Development Goals so they can work towards achieving its implementation.

4. Partnership effort should be made by government and other private sector and Sustainable Development Goals should not just be seen as a government issue but should be addressed as a personal matter.

Summary of literature review.

Early Childhood Education plays a basic role in the implementation of The Sustainable Development Goals. Although Early Childhood Education faces a lot of challenges in Sustainable Development Goals implementation. The literature reviewed shows that when Early Childhood Education is functional, achieving Sustainable Development will be made possible with ease.

Among some importance that Early Childhood Education helps achieve is to help the child understand the world around him, ensure smooth transition from home to school, helps in child development that is age appropriate. The Early years of a child forms the basis for his development. Therefore, Early Childhood Education should be made compulsory for all children around the world.

The reviewed Literature also reveals that there are a lot of problems hindering the implementation of Sustainable Development Goals, some of which include; funding, availability of resources and School enrollment. Therefore, a lot of attention should be directed to the educational sector especially public primary schools in achieving Sustainable Education for all at the Early Childhood level.

CHAPTER THREE

Research Methodology

This chapter focuses on the method and procedures that were used for this study. It is explained under the following headings; Research design, population of the study, sampling techniques and sampling size, Research instrument, Validity of the instrument, Administration of the instrument, Method of data collection.

Research Design

The descriptive survey design was considered the best approach to investigate the role of Early Childhood Education in the Implementation of Sustainable Development Goals in Akoko Edo Local Government Area.

Population of Study

The target population comprised of all teachers in public primary schools in Akoko Edo Local Government Area.

Sampling and Sampling Techniques

The simple random sampling technique was used in selecting teachers from the selected public primary schools in Akoko Edo Local Government Area . The sample for the study consist of 50 teachers from the selected schools in Akoko Edo.

Research Instrument

The research instrument used for the collection of data is the questionnaire. The Questionnaire was designed into two sections; Section A and Section B. Section A, to collect information on demographic details of the teachers. Section B contains the items developed to cover the research questions raised in the study. It was scored using four points Likert-type namely;

Strongly Agree (SA)	4
Agree (A)	3
Strongly Disagree(SD)	2
Disagree (D)	1

Validity of the Instrument

The validity of the instrument was determined by the project supervisor and a lecturer in Institute of education, University of Benin in order to determine the item's appropriateness, Validity, inadequate and irrelevant items on the questionnaire. Corrections were effected before the questionnaire was administered

Administration of the Instrument

The instrument was administered by the researcher to primary school teachers. The researcher educated the respondents about the purpose of the research before responding to the items. The Questionnaires were collected immediately.

Method of Data Collection

The questionnaire was analyzed using frequency count. Simple percentage and table were used to represent the data.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion from this study under the following sub headings;

- Presentation of Results
- Discussion of Findings

Presentation of Demographic Data (Section A)

Table 1: Distribution of participants by gender

Male	Female
24	26

The table above showed that the 50 questionnaires was shared among both gender with males getting 24 questionnaires each and 26 questionnaires each for the females.

Table 2: Distribution of participants based on teaching experience.

Years of Experience	Number of Participants	Percentage (%)
0-5 years	22	44
6-10 years	23	46
11-15 years	5	10
Over 16 years	0	0
Total	50	100

Table 2 above showed the distribution of participants based on their teaching experience. Respondents with 0-5 years of experience made up 44% of the total

population study while 46% were those with 6-10 years of teaching experience. The minority were those with 11-15 years of experience making 10% of the population leaving 0% of those who have over 16 years of teaching experience.

Table 3: Distribution of participants based on qualification.

Qualification	Number of participants	Percentage (%)
NCE	15	30
OND	4	8
HND	14	28
B. Sc / B. Ed	13	26
PGDE	0	0
M. Sc/M. Ed	4	8
Total	50	100

Table 3 showed the distribution of participants based on their individual qualification. 30% of the respondents were NCE holders, 8% were OND holders, 28% were HND holders, 26% were B. Sc/B. Ed holders and 8% being M. Sc/M. Ed holders leaving 0% as PGDE holders.

Analysis of Research Questions

Research Question 1

What is the importance of Early Childhood Education in the implementation of Sustainable Development Goals?

Table 4:

S/N	QUESTIONNAIRE STATEMENT	A	%	SA	%	D	%	SD	%	Total
1	Early Childhood Education provides a strong educational foundation for all.	33	66	14	28	1	2	2	4	100
2	Early Childhood Education does not promote literacy at a young age.	4	8	1	2	24	48	21	42	100
3	Early Childhood Education provides an holistic environment for child's development.	34	68	6	12	5	10	5	10	100
4	Early Childhood Education is for all gender.	34	68	15	30	1	2	0	0	100

Table 4 showed that most respondents strongly agreed to the fact that early childhood education is important in the implementation of sustainable development. 66% strongly agreed that early childhood education provides a strong educational foundation for all, while 28% agreed to this statement, leaving only 4% of the respondents who strongly disagree and 2% who disagree. 48% of the population disagreed to the questionnaire statement that early childhood education does not promote literacy at a young age, 42% strongly disagreed while 8% strongly agreed and 2% agreed to the statement. Question 3 of the questionnaire statement showed that 68% of the research population strongly agreed to the fact that early childhood education provides an holistic environment for child's development. 30% agreed to

the statement while 2% disagreed and 0% of the population strongly disagreed. Questionnaire statement 4 showed that 68% respondents strongly agreed to the statement that early childhood is for gender. 30% also agreed to this statement while 1% disagreed leaving none of the respondents who strongly disagreed.

Research Question 2

What are the problems affecting the implementation of the Sustainable Development Goals?

Table 5:

S/N	QUESTIONNAIRE STATEMENT	SA	%	A	%	D	%	SD	%	Total %
5	Sending children to school is waste of money.	4	8	0	0	9	18	37	74	50
6	Funding is not important in the implementation of sustainable development goals.	7	14	0	0	19	38	24	48	50
7	School enrollment affects the implementation of sustainable development goals.	44	88	5	10	0	0	1	2	50
8	Economic growth affects Sustainable Development Goals.	45	90		8	1	2	0	0	50

The result on table five showed the response of the research population on the problems affecting the implementation of the sustainable development goals. 74% of the population strongly disagreed with the questionnaire statement 5 that sending children to school is a waste of money. 18% disagreed while 8% of the research population strongly agreed and 0% of the population agreed with the statement. Questionnaire statement 6 showed that 48% of the research population strongly

disagreed with the statement; funding is not important in the implementation of sustainable development goals. 38% disagreed and 14% strongly agreed while 0% of the research population agreed with the questionnaire statement. 88% of the research population strongly agreed with the questionnaire statement 7 that school enrollment affects the implementation of sustainable development goals. 10% of the population agreed and 2% strongly disagreed while 0% of the population disagreed. 90% strongly agreed that economic growth affects sustainable development goals, 8% agreed and 2% disagreed while 0% strongly disagreed.

Research question 3;

What are the relationship between Early Childhood Education and the Sustainable Development Goals with consideration to teacher's perspective.

Table 6

S/N	QUESTIONNAIRE STATEMENT	SA	%	A	%	D	%	SD	%	Total %
9.	Sustainable Development Goals advocates for Early Childhood Education	43	86	6	12	0	0	1	2	100
10.	Early Childhood Education does not play any role in the implementation of Sustainable Development Goals	4	8	0	0	14	28	32	64	100
11.	Child's health, learning and behavior are the basis for increasing awareness of the Sustainable Development Goals	48	96	2	4	0	0	0	0	100

Table 6 showed that there exist relationships between Early Childhood Education and Sustainable Development Goals. 86% of the research population strongly agreed that Sustainable Development Goals advocates for Early Childhood Education, 12% agreed, 2% strongly disagreed and 0% disagreed. 64% of respondents strongly disagree that Early Childhood Education does not play any role in the implementation of the Sustainable Development Goals, 28% disagreed, 8% strongly agreed and 0% agreed. 96% strongly agreed that child's health, learning and behavior are the basis for the increasing awareness of the Sustainable Development Goals, 4% agreed, 0% disagreed and 0% strongly disagreed.

Research Question 4

What are the solutions to problems confronting the implementation of Sustainable Development Goals?

Table 7

S/N	QUESTIONNAIRE STATEMENT	SA	%	A	%	D	%	SD	%	Total %
12.	Ensuring child's nutritional need are met will hinder Sustainable Development.	3	6	0	0	12	24	35	70	100
13.	Appropriate allocation of resources will promote Sustainable Development Goals implementation.	44	88	5	10	1	2	0	0	100
14.	Enlightenment of the masses on Sustainable Development will not promote its implementation.	8	16	0	0	17	34	25	50	100
15.	Promoting equality among genders fosters Sustainable Development Goals.	48	96	2	4	0	0	0	0	100

Table 7 showed the responses of teachers on the problems confronting Sustainable Development Goals. 70% strongly disagreed that ensuring child's nutritional needs are met will hinder Sustainable Development, 24% disagreed, 6% strongly agreed and 0% agreed. Questionnaire statement 13 showed that 88% agreed to the statement that appropriate allocation of resources will promote Sustainable Development Goals, 10% agreed, 2% disagreed 0% strongly disagreed. 50%

disagreed with the statement; enlightenment of the masses on Sustainable Development will not promote its implementation. 34% disagreed,16% strongly agree and 0% agree. 96% strongly agreed with the questionnaire statement; promoting equality among genders fosters Sustainable Development Goals, 4% agreed, 0% disagree and 0% strongly disagree.

From the above analysis, it is clear that majority of the population supported the fact that Early Childhood is important and plays a major role in the implementation of the Sustainable Development Goals.

Discussion of Findings

The study was carried out to examine the role of Early Childhood Education in the implementation of Sustainable Development Goals in public primary schools in Akoko Edo Local Government Area. The findings are discussed as follows;

The finding showed that Early Childhood Education is important in the Implementation of Sustainable Development Goals. It plays a major role in Sustainable Development Goals implementation . It showed that Early Childhood Education forms a strong educational foundation for all and for all gender.

The study revealed that there are some problems affecting Sustainable Development Goals implementation in relation to Early Childhood Education. It also showed that funding and Economic growth affects Sustainable Development Goals implementation

The study showed that there are relationships between Early Childhood Education and Sustainable Development Goals. The Research question also showed that by Ensuring Early Childhood Education, Sustainable Development Goals becomes a success because child's health, learning and behavior are the basis for the increasing awareness of the Sustainable Development Goals.

The study reviewed that there are some solutions to the problems confronting the implementation of Sustainable Development Goals implementation. Majority of the respondents agreed that provision of resources and ensuring gender equality will make Sustainable Development Goals a success.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

Summary

This study was designed to investigate the role of Early Childhood Education in the Implementation of Sustainable Development Goals in public primary schools in Akoko Edo Local Government Area. To carry out this study, four research questions were raised;

1. What is the importance of Early Childhood Education in the implementation of Sustainable Development Goals?
2. What are the problems affecting the implementation of Sustainable Development Goals?
3. What are the relationship between Early Childhood Education and Sustainable Development Goals with consideration to teachers perspective.
4. What are the solutions to the problems confronting Sustainable Development Goals implementation?

The study was descriptive research design. The population of the study comprised of public primary school teachers in Akoko Edo Local Government Area. The sample for this study was 50 teachers. They were selected using the simple random procedure.

Based on the analysis of data; the following findings were made;

1. It was stated that Early Childhood Education is important in the implementation of Sustainable Development Goals
2. The Early Childhood Education forms a strong educational foundation for all and its for all gender.
3. Funding, Economic growth and parents attitude to education affects Sustainable Development Goals implementation.
4. There are relationship between Early Childhood Education and Sustainable Development Goals.
5. Child's health, learning and behavior behavior are the basis for the increasing awareness of the Sustainable Development Goals.
6. Provision of resources and educating the masses on the importance of Sustainable Development Goals will solve its problems.

Conclusion

Based on the findings of the study, it was concluded that the Sustainable Development Goals and Early Childhood Education was very poor. The poor state in primary schools could not build a solid foundation for learners. Early Childhood Education and Sustainable Development Goals are important concepts in the educational system of Nigeria. Hence, the study of the role Early Childhood Education plays in the implementation of Sustainable Development Goals becomes important. Sustainable Development Goals describes the world we want. It caters for

education for all children across the globe, gender inequality, poverty and hunger, nutrition, cleaner environment; this will enable a strong educational foundation for young learners in Nigeria and across the world.

The study reviewed that children who go through Early Childhood Education performs better in school than children who did not have access to early education.

Recommendations

Based on the findings of the study, the following recommendations was made;

1. Parents, teachers, guardians and care givers, especially in rural areas like Akoko Edo Local Government Area should ensure that their children are sent to school at a very young age to ensure proper education for the child and the successful implementation of the Sustainable Development Goals.
2. Parents should make effort to ensure their Children are feed properly to achieve the Sustainable Development Goals concerning Nutrition so pupils can function properly in class.
3. Enlightenment should be created by government and other non governmental agencies in form of campaign, sharing of pamphlets, to teach and educate Care givers and parents on the importance of sending their children to school at a young age.
4. Also, government should ensure funds are allocated to the educational sector for proper resources and infrastructures to ensure the implementation of

Sustainable Development Goals in public primary schools . The classroom environment should be conducive for learning.

5. Parent, Guardians and Caregivers should ensure children are assigned less duties at home such as house chores, hawking and any form of hard domestic work to reduce learning difficulties and ensure learning takes place at optimal speed.

REFERENCES

- United Nations 1989:11. Convention on the right of a child: United Nations Treaty.
- Jucker, Rolf, Margaret, Reiner(2015). Schooling for Sustainable Development in Europe: Concepts, Policies and Educational Experiences at the End of the UN Decade of Education for Sustainable Development.
- Elango, S., Garcia, J., Heckman, J. and Hojman, A. (2014). Early Childhood Education: <https://heckmanequation.org/www/assets/2017/01/FINALMoffitt-ECE-Paper2015.pdf> accessed 16 July 2019.
- Eldering, L., & Vedder, P. (1999). The Dutch experience with the home intervention programme for preschool youngsters (HIPPI). *Effective early education: Cross-cultural perspectives*, 235-258.
- Olowe, Kutelu, and Majebi, 2014. Teaching social ethics in Early Childhood classrooms: A panacea for promoting peaceful Nigeria society.
- <https://ecdpeace.org>. 2030 Sustainable Development Goals: Early Childhood peace consortium.
- Olowe, Kutelu, and Majebi,2014. Challenges in the implementation of Early Childhood Education in Nigeria: The way forward.
- UNICEF/BANA2015-00065/khan. <https://blogs.unicef.org>: Why Early Childhood Development is the foundation for Sustainable Development Goals.
- UN chronicle 2017. <https://www.un.org>: what does Sustainable Development Goals mean.
- Rachel Emas, Florida international University cited 389. Concept of Sustainable Development: definition and defining principles.
- J Mensah 2019. The debate about Sustainable Development Goals: meaning, principles and pillars.
- Cecilia Kwaghmimi Amough. Early Childhood Education and Sustainable Development Goals in Nigeria: world educators Forum, vol 9 no 1, July 2017 ISSN:2350-2401.

<https://sustainabledevelopment.un.org>: what are the indicators of the target on early Childhood Education.

Mahula, 2007. Early Childhood Education and the implementation of Sustainable Development Goals in Nigeria: world educators forum, vol 9 No 1, July 2017 ISSN:2350-2401.

UNESCO 2005. Sub- education policy report: Education for Sustainable Development Goals.

Huckle, J. 2006. Education for Sustainable Development - Research gate: A briefing paper of the concept of Sustainable Development Goals.

Merida R Serrano 2020. Sustainable Development Goals in Early Childhood Education: empowering young girls to bridge the gender gap in science.

Firstcry parenting. Parenting.firstcry.com: importance and benefits of Early Childhood Education.

Rotimi Jaiyesimi. Challenges of implementing Sustainable Development Goals in Africa: The way forward.

Mohammad Garba, Aliyu B. Shehu, Yakubu Bala. The relevance of Early Childhood Education in achieving Sustainable Development Goals in Nigeria: Federal University of Gashuwa Nigeria

Allen, C., Metternicht, G. & Wiedmann, T. (2018). Initial Progress in Implementing the Sustainable Development Goals (SDGs): A Review of Evidence from Countries. Sustainability Science, 13, 1453-1467.

Ekankumo, B., & Kemebaradikumo, N. (2014). Quality Financing of Higher Education in Nigeria: A Nostrum for the Provision of Quality Education. Journal of Education and Practice, 5, 78-90.

Schiefer, U., & Dobel, R. (2001). MAPA—PROJECT. A Practical Guide to Integrated Project Planning and Evaluation. Budapest: OSI.

APPENDIX

Questionnaire

Department of Educational Management
Faculty of Education,
University of Benin.

Dear Respondent,

REQUEST FOR COMPLETION OF QUESTIONNAIRE.

My name is **Dada Peace Omomeje**, I'm a final year student of Department of educational management.

I am conducting a research on the '**THE ROLE OF EARLY CHILDHOOD EDUCATION IN THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS IN PUBLIC PRIMARY SCHOOLS IN AKOKO EDO LOCAL GOVERNMENT**'. The purpose is to collect appropriate data to achieve the objectives of the investigation. You are required to respond to the questions correctly by choosing the appropriate answers.

The information given would be used purely for academic work and will be treated confidentially.

Thank you for your anticipated cooperation.

Yours faithfully,

Dada Peace Omomeje.

SECTION A

Demographic Data.

1. Gender? Male () Female ()
2. How long have you been teaching? 0-5 years () 6-10 years () 11-15years () over 16 years ()
3. Qualification? NCE () OND () HND () B.sc/B.Ed () PGDE () M.Sc/M.Ed ()

SECTION B

	ITEMS	SA	A	D	SD
1	Early Childhood Education provides a strong educational foundation for all				
2	Early Childhood Education does not promote literacy at a young age				
3	Early Childhood Education provides an holistic environment for child's development				
4	Early Childhood Education is for all gender				
5	Sending Children to school is waste of money				
6	Funding is not important in the implementation of Sustainable Development Goals				
7	School enrollment affects the implementation of sustainable development goals.				
8	Economic growth affects Sustainable Development Goals.				
9	Sustainable Development advocate for early child education				
10	Early Childhood Education does not play any role in the				

	implementation of Sustainable Development Goals.				
11	Child's health learning and behavior are basis for increasing awareness of Sustainability development goals.				
12	Ensuring children's Nutritional needs are met will hinder Sustainable Development.				
13	Appropriate allocation of resources will promote Sustainable Development Goals implementation.				
14	Enlightenment of the masses on Sustainable Development Goals will not promote its implementation.				
15	Promoting equality among genders fosters Sustainable Development Goals.				