

**ROLE OF FOREIGN AGENCIES IN THE DEVELOPMENT OF EARLY
CHILDHOOD EDUCATION PROGRAMMES IN RIVERS SOUTH EAST
EDUCATION ZONE**

By

Godfrey-Kalio, I. A

And

Owushi, J.N.

**Department of Early Childhood and Primary Education,
University of Port Harcourt, Choba P.M.B. 5323,
Port Harcourt, Nigeria**

ABSTRACT

This study examined the role of foreign agencies in the development of early childhood education programmes in River South East Education zone. The study adopted the descriptive survey design. Two hundred and eighty-nine (289) teachers 189 Early Childhood Centres within the study area were purposively sampled. Three research questions and three hypotheses were formulated. The instrument for data collection was titled: “Foreign Agencies Role in Development of Early Childhood Education Programmes Questionnaire (FARDECEPQ)”. The reliability index of the instrument was 0.75. The mean and standard deviation were used to answer each research question. The independent sample t-test was used to test the three hypotheses at 0.05 level of significance. Findings from hypotheses one revealed a significant difference in the role of foreign agencies in the development of early childhood education programmes in urban and rural areas of the zone, depicting that these roles were not equally distributed across the zone. Hypotheses two and three revealed no significant difference in the development of early childhood education programmes in the areas. Based on these findings, it was recommended that the distribution of funds and infrastructural facilities from these agencies should be equitably distributed across the urban and rural areas of the zone. Furthermore, the role of the agencies in terms of supervision and training of teachers or caregivers should be improved across the zone. The agencies should also increase their roles and indigenous Government agencies should endeavor to pay their counterpart funds to attract these agencies implement these activities across this Education zone.

KEYWORDS: Foreign agencies, Development, Early childhood Education Programmes, River South East Education zone.

INTRODUCTION

Education is the bedrock to societal development and cornerstone of any significant progress in the life of an individual, be it the physical, emotional, social, psychological, or economic aspects of the individual's life (Griffin et al., 2012). It is a tool for growth, not just for the individual but for the society at large. It is an essential social service which the government gives to its citizens because it is the major instrument for the development of the nation. Education starts at birth from when a child is born, it is progressive all through life until death. Hence, the earlier children are given quality

educational attention in early childhood education centres, the better they become as they grow up impacting their world positively thereby, making the society a better place. As documented by the Federal Government of Nigeria (FRN, 2012), early childhood education (ECE) also known as pre-primary education is the instruction provided in educational settings for children of ages 3 to 5 years old in order to prepare them for enrolment into primary school. Early childhood education is a program designed to support a child's learning from birth to age 8, as well as their intellectual, socio-emotional, linguistic and physical development. Early childhood education serves as the basis for primary education and subsequent higher levels of education (Olowe et al., 2014).

Early childhood education programs are programs that offer care and education to children from a variety of ethnic and socioeconomic backgrounds. It is generally aimed at promoting a child's complete development in schools, day-care centres, nursery schools and private homes. These programs have become more common in recent years, given the importance of learning throughout early life when brain development has been found to be particularly rapid. Early childhood education programs come in a variety of forms and includes those that are publicly or privately financed and supported. Although preschool curriculum and methods may differ, there are generally accepted requirements for the kinds of learning that are covered in early childhood education settings (Melhuish, et al., 2015). The British colonial masters started early childhood education in Nigeria and it spread to their Nigerian employees who tried to replicate the model though only the wealthy class and high income-earners at that time could afford to send their children to such schools. The value and necessity of Early Childhood Education was first given formal recognition and connected to the child's academic achievement in primary school in 1977 with the launching of the National Policy on Education by Nigeria's then-military administration. This was updated in 1981, 1998, and again in 2004, 2007, and 2013 under the democratically-elected civilian governments (Obiweluozor, 2015). The objectives of the Federal Republic of Nigeria on her National Policy on Education document (2013) include effecting a smooth transition from the home to the school, preparing the child for primary level of education, providing adequate care and supervision for the children while their parents are at work, inculcating in the child, the spirit of enquiry and creativity through the exploration of nature and the environment, art, music and playing with toys etc, developing a sense of co-operation and team spirit, inculcating social norms, learning good habits especially good health habits and teaching the rudiments of numbers, letters, colours, shapes, forms etc through play. Based on this, there is need for the collective effort of members of the public, government, agencies to participate in the implementation of Early Childhood Educational Programme. However, poor implementation has always been the major problem facing the early childhood educational programme. To support the efforts of the Nigerian government, many foreign agencies have provided funds, resources, and technical assistance to contribute to the development of early childhood education programmes in Nigeria. These regulatory bodies are responsible for measures aimed at achieving the objectives of several conventions. They help in negotiations and implement agreements and treaties, dispute resolution as well as offer technical and monetary assistance and develop rules. This regulatory bodies include the World Bank, United Nations Children's Fund

(UNICEF) and United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Education Sector Support Programme in Nigeria (ESSPIN) under the Department of International Development (DFID), among others (Alabi and Ijaiya, 2012). Owing to the fact that early childhood education is held in high esteem by the Nigerian Government, foreign agencies and non-governmental organizations, the National Policy on Education appears to face great challenges in its implementation which has always been the case. These challenges are related to funding of projects, professional development training of caregivers in terms of granting of scholarships and sponsoring caregivers abroad for teaching reorientation, staff-to-child ratio, ineffective supervision of ECE institutions and quality curriculum development among others. The Nigerian government's contribution to the financing of pre-primary education has been quite minimal. Only 2% of Universal Basic Education Consolidated Revenue Fund (CRF) was dispensed to Early Childhood Education and this is grossly inadequate for fundamental instruction conveyance (Ogunyinka, 2013). No economic sector can achieve its aims and objectives if not well funded. The Early Childhood Education Programme is not left out as it requires a huge sum in the provision of its facilities and carrying out its activities. Funding comes in different forms such as financing capital projects like building schools, renovating dilapidated school blocks, equipping administrative blocks, classrooms, libraries, provision of computers, laboratories and provision of writing materials, text books, instructional materials etc. These crucial inputs are essential for the development of human and material resources.

The adequate provision of these facilities could be the foundation on which the early childhood education programme can stand to operate smoothly and render quality educational services to the pupils. The pupils being fully equipped will do better in their primary, secondary and even in tertiary education and will be useful to themselves and to the society at large thereby creating a path that leads to a brighter future. In view of this, it is clear that, there are many areas in which foreign agencies can intervene to effect quality education which will yield quality result that will in turn better the society. It is against this background, this study was undertaken to determine the role of foreign agencies in the development of early childhood education programmes in the Rivers South East Education zone.

OBJECTIVE OF THE STUDY

The study examined the role of foreign agencies in the development of early childhood education programmes in Rivers South East Education zone. The specific objectives of the study are to:

- i. Assess the role of foreign agencies such as UNESCO, UNICEF and World Bank in the provision of funds for development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone.
- ii. Determine the role of foreign agencies such as UNESCO, UNICEF and World Bank in the supervision of ECE centres for the development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone.
- iii. Assess the role of foreign agencies such as UNESCO, UNICEF and World Bank in the training of caregivers for the development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone.

Research questions

The following research questions guided this study:

- i. What are the roles of foreign agencies such as UNESCO, UNICEF and World Bank in the provision of funds for development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone?
- ii. What are the roles of foreign agencies such as UNESCO, UNICEF and World Bank in the supervision of ECE centres for the development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone?
- iii. What are the roles of foreign agencies such as UNESCO, UNICEF and World Bank in the training of caregivers for the development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone?

Hypotheses

The following null hypotheses were stated to further guide the study:

- i. There is no significant difference in the roles of foreign agencies such as UNESCO, UNICEF and World Bank in the provision of funds for development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone.
- ii. There is no significant difference in the roles of foreign agencies such as UNESCO, UNICEF and World Bank in the supervision of ECE centres for the development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone?
- iii. There is no significant difference in the roles of foreign agencies such as UNESCO, UNICEF and World Bank in the training of caregivers for the development of early childhood education programmes in Urban and Rural areas of Rivers South East Educational zone.

RESEARCH METHODOLOGY

Research Design

The design of the study was a descriptive survey design. It is a method that involves observing and describing the behaviour of a subject without influencing it in any way. The descriptive survey design makes use of questionnaires, interview schedules, observation schedules or checklist, tests, amongst others to generate data from respondents who participate in a study. This design was considered appropriate as it measured and describe accurately the variables under study.

Area of the Study

The study was carried out in Rivers State South East Educational zone. Rivers State is one of the thirty-six states in Nigeria. The State is located in the Niger Delta between 4°45'N and 6°50'E with a total area of 11.077km² and a population of 6,689,087.

The Rivers South East Educational zone is located in the Rivers South East senatorial district, which is one of the three senatorial districts in Rivers State and comprises of

seven (7) Local Government Areas which are: Andoni, Eleme, Gokana, Khana, Opobo-Nkoro, Oyigbo and Tai. It is located at the Eastern part of Rivers State. It is bounded by Imo and Abia States to the North, Rivers East senatorial district to the West, the Atlantic Ocean to the South and Akwa Ibom State to the East. The National Population Commission, 2010 puts its population to be 1,720,790.

The district is host to numerous National and Multinational companies/industries and government facilities. These include Port Harcourt Refinery, Indorama, Daewoo, Total Oil Company (Onne), Nigerian Ports Authority, Eleme petrochemical company, Notore Fertilizer Company, Onne sea port, Shell Petroleum Development Company, among others.

The district has 189 pre-primary schools, 279 Government primary schools and one tertiary institution (Ken Saro-Wiwa Polytechnic Bori).

Population of the study

The population of the study comprised of Two hundred and eighty-nine (289) caregivers found in One hundred eighty-nine (189) early childhood centres in Rivers South East senatorial district constitute the population of the study (RSUBEB, 2023).

Sample and sampling technique

Two hundred and eighty-nine (289) caregivers found in One hundred eighty-nine (189) childhood centres in Rivers South East Educational zone of Rivers State all formed the sample size for the study due to the small size of the population. This covered the 7 Local Government Areas in the Rivers South-East Senatorial District. Purposive sampling technique was used to gather information for the study.

Instrumentation

An instrument titled “Foreign Agencies Role in Development of Early Childhood Education Programmes Questionnaire (FARDECEPQ)” was used for data collection. The instrument was divided into two sections, Section A, elicited information on the socio-demographic data of the respondents such as age, gender, educational qualification, marital status, and years of experience. Section B contained 12 test items that elicited response from the respondents on funds from Government and Foreign NGOs; information on instructional materials available in the school, information on Infrastructural facilities available in the school, information on teachers/caregivers training and information on the curriculum utilized by the school. The items were structured using a four-point Likert scale of Always (A-4), Often (O-3), Sometimes (S-2) and Never (N-1). The instrument was designed with both open and close-ended questions.

Validation of the instrument

The face and content validity of the instrument was established by two experts in the Department of Early Childhood and Primary Education Studies, Faculty of Education, Ignatius Ajuru University of Education. This was necessary to ascertain their language level and appropriateness.

Reliability of the instrument

In order to establish the instrument’s reliability, 30 copies of the validated questionnaire were administered among early childhood caregivers in Rivers South West Educational zone in the Rivers South West Senatorial District, a population which is homogenous to the Rivers South East Educational zone in the Rivers South East Senatorial District. After two weeks, the same instruments were re-administered to the same respondents and the data collected were analyzed to determine the reliability of the instrument using Pearson Moment Correlation (PPMC). The correlation coefficient of 0.75 was obtained. This instrument was deemed reliable and used for the study.

Administration of the instrument

To commence the administration of the copies of the questionnaire a letter of permission was obtained from the head teachers of the sampled schools before proceeding to distribute the 289 copies of questionnaires to the respondents on an agreed date and time. The questionnaires were administered in the company of trained research assistants. The instrument was distributed to all 289 caregivers in all the 189 early childhood education centres. All 289 questionnaires administered were retrieved showing a 100% retrieval rate.

Method of data analysis

The research questions were answered using Mean and Standard Deviation while the hypotheses were tested using the independent sample t-test a 0.05 level of significance.

PRESENTATION OF RESULTS

Research questions one: What is the role of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programme in Urban and Rural areas of Rivers South East Education zone?

Table 1: Mean and standard deviation on the role of UNESCO, UNICEF and World Bank on funding of early childhood education programme in Urban and Rural areas of Rivers South East Education zone

S/N	Role of Foreign agencies in the Funding of early childhood education programme	Urban, N = 148		Rural, N = 141	
		Mean	SD	Mean	SD
1	There is financial assistance from World Bank to our school.	3.06	0.93	3.24	0.88
2	There is no financial assistance from United Nations Children's Fund (UNICEF) to our school.	2.93	0.95	3.03	0.93
3	There is financial assistance from United Nations Educational, Scientific, and Cultural Organization (UNESCO) to our school.	2.24	1.11	2.61	1.20
4	Our school receives financial assistance from international agencies annually.	2.87	1.02	3.13	1.02
	Mean	2.78	0.74	3.00	0.74

Table 1 reveals the overall mean and standard deviation on the role of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programmes in Urban and Rural. The results obtained in these areas were 2.78, SD=0.74 and 3.00, SD=0.74 for Urban and Rural areas respectively. The key finding for urban and rural was that there was financial assistance from these foreign agencies.

Research questions two: What is the level of participation of UNESCO, UNICEF and World Bank in the supervision of early childhood education programme in Urban and Rural areas of Rivers South East Education zone?

Table 2: Mean and standard deviation on the role of UNESCO, UNICEF and World Bank and supervision of early childhood education programme in Urban and Rural areas of Rivers South East Education zone

S/N	Role of Foreign agencies in the supervision of early childhood education programme	Urban, N = 148		Rural, N = 141	
		Mean	SD	Mean	SD
1	Foreign agencies like World Bank send supervisors to our school.	2.48	1.11	2.51	1.24
2	Foreign agencies like United Nations Educational, Scientific, and Cultural Organization (UNESCO) does not send supervisors to our school.	3.35	0.91	3.40	0.94
3	Foreign agencies like United Nations Children's Fund (UNICEF) sends supervisors to supervise our school.	3.22	0.93	3.20	1.01
4	There is no close supervision on our school by international agencies.	3.20	1.00	3.29	1.01
	Grand mean	3.06	0.68	3.10	0.69

Table 2 represents the overall mean and standard deviation on the role of UNESCO, UNICEF and World Bank in the supervision of early childhood education programmes in Urban and Rural areas. The mean values were 3.06, SD=0.68 and 3.10, SD=0.69 for Urban and Rural respectively. The key role in supervision for urban and rural areas was that these foreign agencies send supervisors to the schools.

Research questions three: What is the level of participation of UNESCO, UNICEF and World Bank in the training of teachers/caregivers for implementation of early childhood education in Urban and Rural areas of Rivers South East Education zone?

Table 3: Mean and standard deviation on the role of UNESCO, UNICEF and World Bank and training of teachers/caregivers in early childhood education programme in Urban and Rural areas of Rivers South East Education zone

S/N	Role of Foreign agencies in the training of caregivers in early childhood education programme	Urban, N = 148		Rural, N = 141	
		Mean	SD	Mean	SD
1	World Bank usually organize training programs for caregivers in our school.	3.35	0.93	3.36	1.00
2	United Nations Educational, Scientific and Cultural Organization (UNESCO) does not organize training programs for caregivers in my school.	3.07	1.05	3.18	0.98
3	United Nations Children’s Fund (UNICEF) usually sponsor care givers in my school abroad for training and reorientation.	2.62	0.97	2.77	0.94
4	I participate in training and retraining programs organized by foreign agencies to improve my teaching skills in early childhood education.	3.04	0.94	3.14	0.89
Grand mean		3.02	0.67	3.11	0.63

Table 3 represents the overall mean and standard deviation on the role of UNESCO, UNICEF and World Bank in the training of teachers/caregivers of early childhood education programme in Urban and Rural areas. The mean values obtained were 3.02, SD=0.67 and 3.11, SD=0.63 for Urban and Rural areas respectively. It revealed that these foreign agencies play the key roles of organizing training programme for urban and rural areas.

Hypotheses

Ho₁: There is no significant difference in the role of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programmes in Rivers South East Education zone based on location.

Table 4: Summary of independent sample t-test on the level of participation of UNESCO, UNICEF and World Bank and provision of funds for early childhood education programme in Rivers South East Education zone based on location

Variable	Location	N	Mean	SD	Std. Error Mean	T	df	p-value	Remark/Decision
Financial Resources	Urban	141	2.78	0.74	0.06	2.563	279	0.01	Significant/Rejected
	Rural	140	3.00	0.74	0.06				

Table 4 represents the summary of independent sample t-test on the difference in the level of participation of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programmes in Rivers South Education zone based on location. The result showed that there is a significant difference in the role of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programme in Rivers South East Education zone based on location ($t=2.563$, $df=279$, $p<.05$). The null hypothesis was rejected at 0.05 alpha level.

Ho₂: There is no significant difference in the role of UNESCO, UNICEF and World Bank in the supervision of early childhood education programme in Rivers South East Educational zone based on location.

Table 5: Summary of independent sample t-test on the difference in the role of UNESCO, UNICEF and World Bank and supervision of early childhood education programmes in Rivers South East Education zone based on location

Variable	Location	N	Mean	SD	Std. Error Mean	T	df	p-value	Remark/Decision
Supervision	Urban	141	3.06	0.68	0.06	-0.44	279	0.66	Not Significant/Retained
	Rural	140	3.10	0.69	0.06				

Table 5 represents the summary of independent sample t-test on the difference in the role of UNESCO, UNICEF and World Bank in the supervision of early childhood education programme in Rivers South East Education zone based on location. The result showed that there is no significant difference in the role of UNESCO, UNICEF and World Bank in the supervision of early childhood education programmes in Rivers South East Education zone based on location ($t= - 0.44$, $df = 279$, $p>.05$). The null hypothesis was retained at 0.05 alpha level.

Ho₃: There is no significant difference in the role of UNESCO, UNICEF and World Bank in the training of caregivers of early childhood education programme in Rivers South East Education zone based on location.

Table 6: Summary of independent sample t-test on the difference in the role of UNESCO, UNICEF and World Bank in the training of caregivers of early childhood education programme in Rivers South East Education zone based on location

Variable	Location	N	Mean	SD	Std. Error Mean	T	df	p-value	Remark/Decision
Training	Urban	141	3.02	0.67	0.06	-1.15	279	0.25	Not Significant/Retained
	Rural	140	3.11	0.63	0.05				

Table 6 represents the summary of independent sample t-test on the difference in the role of UNESCO, UNICEF and World Bank in the training of caregivers of early childhood education programmes in Rivers South East Educational zone based on location. The result showed that there is no significant difference in the level of participation of UNESCO, UNICEF and World Bank in the training of caregivers of early childhood education programmes in Rivers South East Education zone based on location ($t = -1.15, df = 279, p > .05$). The null hypothesis was retained at 0.05 alpha level.

DISCUSSION OF FINDINGS

The role of UNESCO, UNICEF and World Bank and provision of funds for early childhood education programme in Urban and Rural areas of Rivers South East Education zone

Results in Table1, revealed that, foreign agencies, provided funds to support Early childhood Education programmes in urban and rural areas of Rivers South East Education zone. However, results in Table 4 based on the independent sample t-test on the difference in the role of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programmes based on location, revealed that, there was a significant difference in the role of UNESCO, UNICEF and World Bank in the provision of funds for early childhood education programmes in rural and urban areas in these educational zones. The findings of this study are in agreement with the reports of Alabi and Ijaiya (2012), who documented that, various international organizations such as UNICEF, UNESCO, ESSPIN and World Bank have contributed funds, materials and technical support to get Early Childhood Education to its present level/status in Nigeria. They explained that, for instance, World Bank, UNICEF and UNESCO had provided grants for Early Childhood Education model centres and training of teachers, caregivers and stimulating materials through school grants. The findings of this study corroborate the reports of Idiabana and Somieari-Pepple (2025), who also identified unequal funding for Early Childhood Education (ECE) programmes in Nigeria between

urban and rural areas. According to these authors significant disparities exist, with urban centers generally receiving better resources, infrastructure, and funding, leading to higher quality programs, while rural areas suffer from severe underfunding, poor facilities, and limited access, creating significant educational inequalities.

The role of UNESCO, UNICEF and World Bank and supervision of early childhood education programme in Urban and Rural areas of Rivers South East Education zone

Results in Table 2, revealed that, foreign agencies, carried out some roles in the supervision of early childhood education programme in Urban and Rural areas of Rivers South East Educational zone. The independent sample t-test results in Table 5 on the difference in the supervisory role of UNESCO, UNICEF and World Bank of early childhood education programme in Rivers South East Senatorial District based on location, revealed that there was no significant difference in the supervisory role of UNESCO, UNICEF and World Bank in the development of early childhood education programme in urban and rural areas in Rivers South East Education zone. The findings of this study corroborate the reports of Idiabana and Somieari-Pepple (2025), who explains that, while international agencies (UNESCO, UNICEF and World Bank) offer substantial backing, direct operational supervision (e.g., school visits, teacher evaluation) is generally managed by Nigerian education boards, such as the Universal Basic Education Commission (UBEC) and the State Universal Basic Education Board (SUBEB) and insisting on rigorous monitoring and accountability from these local bodies to ensure effective use of support and improved outcomes from the education programmes.

The role of UNESCO, UNICEF and World Bank and training of teachers/caregivers of early childhood education programmes in Urban and Rural areas of Rivers South East Education zone

Results in Table 3 represents the roles of UNESCO, UNICEF and World Bank in the training of teachers/caregivers in early childhood education programme in Urban and Rural areas in Rivers South East Education zone. It revealed that, these foreign agencies usually organize training programs for caregivers in schools. Similarly, Table 6 showed the summary of independent sample t-test on the role of UNESCO, UNICEF and World Bank in the training of caregivers of early childhood education programmes in Rivers South East Senatorial Education zone based on location and revealed no significant difference in the role of UNESCO, UNICEF and World Bank in the training of caregivers of early childhood education programmes in Rivers South East Education zone based on location. The findings of this study is in support of the reports of Idiabana and Somieari-Pepple (2025), who explains that, international agencies like UNESCO, UNICEF and the WHO actively train caregivers in Early Childhood Education (ECCE) programs. This they do often by developing global frameworks, supporting local implementation, and providing resources for diverse needs, including disabilities, while private institutions and organizations also offer certified international training for caregivers in ECCE. They do this in partnership with governments, local NGOs, and private sectors to expand the

reach to potential trainees. Consequently, research indicates that well-trained teachers are better equipped to deliver high-quality instruction that is responsive to children's developmental needs (Briggs et al., 2012) and that children taught by teachers with specialized training in early childhood education exhibit better academic and social outcomes (Ololube et al., 2009).

CONCLUSION AND RECOMMENDATIONS

Foreign agencies such as UNESCO, UNICEF and World Bank have played very remarkable roles in the development of Early childhood programmes in the Rivers East Education zones in Rivers State. These they have done through the provision of funds, supervision, training of teachers and caregivers. These services are effectively carried out in collaboration with indigenous Government agencies such as UBEC, SUBEC, NERDC, etc. In as much as these roles are carried out, there implementations in the urban and rural areas are unevenly and inequitably distributed, often showing a bias towards the urban areas. This disparity has been widely acknowledged as a challenge that can affect the development and planning of early childhood education programmes in the rural areas and in Rivers State generally. Based on this the following recommendations are proffered:

- i. The distribution of funds from agencies should be equitably made across urban and rural areas of the senatorial district.
- ii. Participation of agencies in supervision for implementation of ECE should be improved or enhanced across the Education zones.
- iii. The Agencies should increase their roles in curriculum development for the development of ECE across the senatorial district.
- iv. Collaborating State Governments should be intentional in the payment of their counterpart funds to attract the foreign agencies to partner with them to develop the ECE programmes across the Rivers South East Education zone and across the entire Rivers State.

REFERENCES

- Alabi, A. T., & Ijaiya, N. Y. S. (2011). Management strategies for funding and sustaining early childhood education in Nigeria. *Journal of Science & Sustainable Development*, 4(1), 53-61.
- Alabi, A.T., & Ijaiya, N.Y.S. (2012). Funding strategies and Sustenance of Early Childhood Education in Nigeria: the way forward. *European Scientific Journal*, 8 (1), 1 – 21.
- Briggs, T., Ololube, N. P., Kpolovie, P. J., Amaele, S., & Amanchukwu, R. N. (2012). Evaluating the quality of public early childhood education and vision 20: 20:20: The role of government. *African Journal of Economic and Sustainable Development*, 1(3), 243-264.
- Bulus, J. S., & Adefila, J. O. (2014). The Study of Rural Infrastructural Facilities in Kajuru Area, Kaduna State of Nigeria: A Spatial Analysis for Planning. *International Journal of Humanities and Social Science*, 4 (2), 286 -295.
- Federal Republic of Nigeria (2012). *National Policy on Education* (4th Ed.) NERCDC
- Griffin, P., Care, E., & McGaw, B. (2012). *The changing role of education and schools. In: assessment and teaching of 21st century skills*. Springer.
- Idiabana, G., & Somieari-Pepple, E. S. (2025). Strategies for improving early childhood education programme for long term benefits of pupils in primary schools in Rivers State. *International Journal of Economics, Environmental Development and Society*, 6(3), 542-560.
- Melhuish, E., Ereky-Stevens, K., Petrogiannis, K., Ariescu, P. E., Rentzou, K., Tawell, A., Slot, Broekhuizen, M., & Leseman, P. (2015). A review of research on the effects of early childhood Education and Care (ECEC) upon child development. CARE project. Curriculum Quality Analysis and Impact Review of European Early Childhood Education and Care (ECEC).
- Obiweluozor, N. (2015). Early childhood education in Nigeria, policy implementation: Critique and a way forward. *African Journal of Teacher Education*, 4(4), 1-8.
- Ogunyinka, E. K. (1013). Analysis on Cost and Financing of Preschool Education in Nigeria. *International Journal of Innovative Education Research*, 1 (2), 55-63.
- Ololube, N. P., Kpolovie, P. J., & Egbezor, D. E. (2009). Education policy analysis: the need to accelerate and redesign early childhood education preparation programs. *International Journal of Education Economics and Development*, 1(2), 118-141.

Olowe, P.K., Kutelu, B.O., & Majebi, O.I. (2014). Teaching social ethics in early childhood classrooms: A panacea for promoting peaceful Nigerian society. *International Journal of Humanities and Social Science*, 4(6.1), 263-268.

UNESCO. (2019). *Right from the Start: Build Inclusive Societies through Inclusive Early Childhood Education*. UNESCO.

UNICEF (2022). *Early childhood education*. <https://www.unicef.org/education/early-childhood-education>.

UNICEF. (2021). *Early Learning and School Readiness: Investing in the Early Years*. UNICEF.

World Bank. (2020). *the Promise of Early Childhood Development in Sub-Saharan Africa: Investing in the Early Years for Growth and Productivity*. World Bank Group.