

## NIGERIAN EARLY CHILDHOOD EDUCATION POLICIES AND PRACTICES FOR SUSTAINABILITY

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### ABSTRACT

As a result of the importance of education to the individual as well as societal and national development, there is the need to guide its practices, not only to ensure uniformity, but also to tailor the practices to the achievement of the stated aims, goals and objectives. This explains the formulation and production of educational policies for childhood education in Nigeria and the review of some of these policies frequently. The formulation and production of educational policies are important but the achievement of the educational goals depends, most of the time, on the implementation of the policies. The last set of national policies for ECE in Nigeria has been in existence since the year 2007. This implies that the evaluation of the implementation as well as the extent of achievement of the goals of ECE in the country is long overdue. This paper examines the policies, the implementation and the achievement of the educational goals with a view to gaining insight into the sustainability of this level of education for the development of the Nigerian societies. Five educational policy documents relating to Early Childhood Education were reviewed. It was found out that there are policy statements on types of ECE and the respective age cohorts, methodology and learning resources, language of instruction and minimum standard for ECE centres. It was also found out that almost all the policy statements are not being implemented in government owned ECE centres as well as those owned by private individuals among other findings. It was recommended that government has to be more committed to the implementation of all ECE policy statements in order to achieve the stated goals.

**Keywords:** Educational policy, policy implementation, educational goals, early childhood educational practices, early childhood educational quality.