



Early Childhood Education Effect on Sustainable Development and Developmental Education

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ABSTRACT

Early Childhood Education (PAUD) plays an important role in achieving sustainable development at a young age. In other words, Education for Sustainable Development can be considered as educational development to utilize education and achieve sustainability in PAUD. **The aim of this research** is to find out children from low-income families about their interest in going to school. **This research method** uses literacy studies. **The results of this research** are that the low interest of children in developing countries, especially children whose parents have low incomes, to continue their studies is a challenge for the education system. Therefore, the education system as the main component should be able to meet special needs to empower individuals not only to acquire knowledge but also to develop awareness of values and virtues, in making decisions, and exploiting their potential in all areas of life. and work for individuals and society. The overall impact of the studies in these SDGs is attention to the role of Education in Sustainable Development among young children and developmental education with a focus on taking a child-oriented perspective, which can be extended to all young learners around the world.

KEYWORDS

Early Childhood Education; Sustainable Development;
Developmental Education

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INTRODUCTION

The development of a new education system must keep up with the changes. Educational thinkers have various definitions of education as either a processor or a social institution. As a process, education would gain every time we

detect changes in physical or mental behavior. Furthermore, education is the combination of the classroom and the individual interaction with each other in diverse ways within the school, which is known as a social institution and transformational process in socio-economic life (Hägglund, 1999).

Based on educational principles, to solve sustainable development issues, the United Nations introduced the concept of SD in 1972, which means integrating a range of economic, social, cultural, and political goals to maximize the well-being of human (ESCAP, 2015). Regarding the vision of ESD in 2002 everyone in this world has the right to access quality education and learns the values, behavior and lifestyles, required for a sustainable future and positive societal transformation (Wals, 2012). Young children learn the fundamental fact that their thoughts and actions matter which learning embedded as an ingredient in the all-other knowledge that children learn later on. Without that scaffolding learning, sustainable development is powerless. In early childhood, education is an essential tool to get access to and move society towards sustainability (McKeown et al., 2002), significant experiments on one's possibilities for participation, and social education (Reunamo & Suomela, 2013). Therefore, it is clear that knowledge plays a role within internalizing the concept of development within and even between the generations of society.

RESEARCH METHOD

Regards the role of education clarified in almost all societies, governments spend much of their material years over the years, and less attention paying to the question of how to encourage them to a sustainable community. It can influence their participation in early childhood education and affirm the difference between developed and developing countries in producing their knowledge.

Lack of engagement during teaching sessions may consider instructional methods to make children active in three subjects; Mathematics, Science, and Arts. In this case, it requires paying attention technically to innovative teaching methods such as; integrator, storytelling, business

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games (Kovaleva & Dekina, 2021), and to potential human resources in teaching and learning activities (cooperative learning by using an online learning platform) either to modify the role of the preschool teachers. Integrating new technology into the educational system with the economic issues, which directs education toward children's needs, is an essential concern in ECE research.

The primary purpose of education is to give people knowledge to make a positive difference in society. But while it is an aim for higher education, it is hard to apply in the early years. The 2030 Agenda for Sustainable Development extends the focus to levels of education outside the traditional framework of compulsory education, including early childhood education (Sharma, 2020). In this context, free Open Online Teaching Tools offer the opportunity to implement a quality education timetable access to contribute to all children from different parts of the world to the development of the communities and achieve sustainable development goals (Sosa-Diaz et al., 2020). Nevertheless, developing countries are starting to grow and implement e-learning training, especially during the Covid-19 pandemic; therefore, since access to technology is increasing, virtual training may become an alternative for children who cannot participate in class lessons.

Learning environments based on new technologies provide learners with more opportunities than traditional content training (Voinohovska, 2012 cited in Doncheva, 2020). Hence, as technology and culture change, the role of education evolves in Figure 1. With all this, the main goal of education will always be the same name to empower people with information and skills. So, they succeed in the future with the hope of contributing to the betterment of society (Little & Green, 2009).

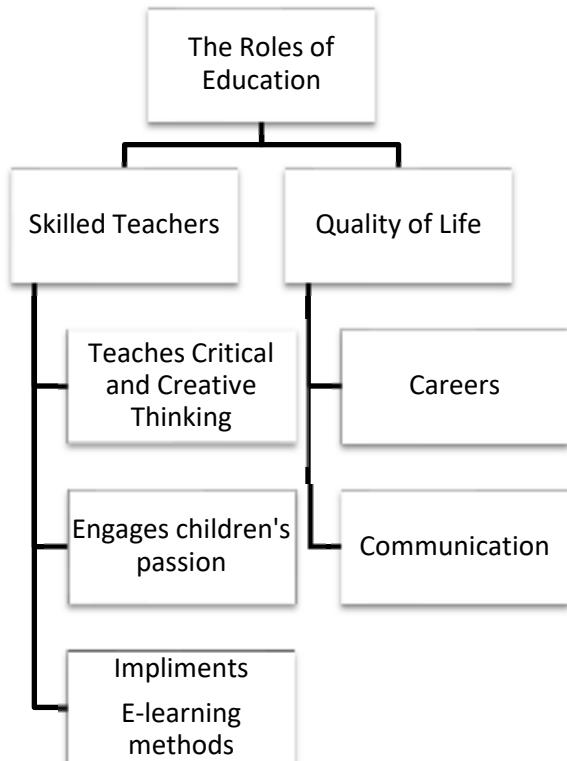


Figure 1. Roles of education

Although internet access is not yet widespread in developing countries or among low-income parents, there are many Non-Governmental Organizations to provide these services. In line with this, the collaboration between preschools and non-governmental organizations for development can promote sustainable development and developmental education (Figure 2), and helping these organizations and implementing of online learning platform can be expected preschools' commitment to sustainable education in the educational context for growing SDGs.

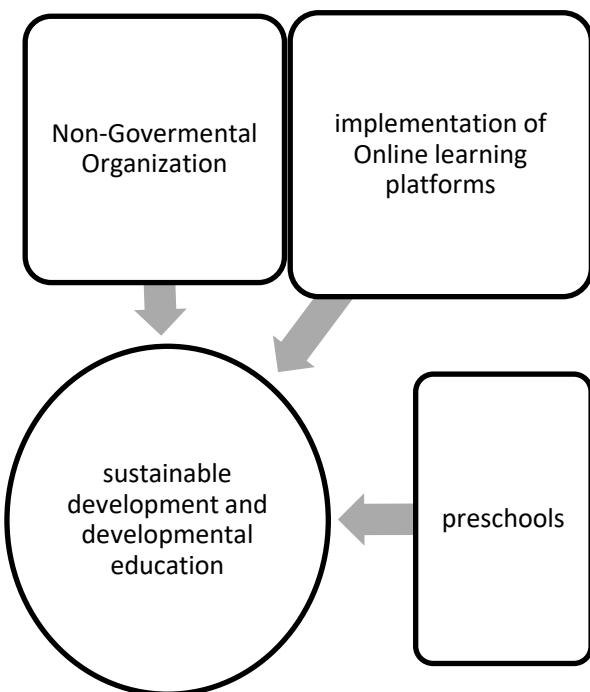


Figure 2. Roles of education

RESULTS AND DISCUSSION

The essence of SD is to solve this question; how to balance opportunities and needs in the human-nature-society system. There are seventeen Sustainable Development Goals assembled by United Nations in 2015 to protect and ensure everyone receives prosperity. Specifically, the sustainable development goal target 4.2 is to promote lifelong learning opportunities, which implement through the development and improvement of e-learning effectiveness directly by providing inclusive and equitable quality education for all children (United Nations, 2015; Krishnaratne, White, 2013; Sosa-Díaz & Fernández-Sánchez, 2020).

As the World Development Report 2018 (Weltbank, 2017) and the World Education Monitoring Report (UNESCO, 2016), education as an independent variable is a precondition for development. The contribution of education to SD is that it prepares for dealing with complex processes of globalization (Stukenberg, 2016), and

above all, it widens the focus on participation in education levels outside compulsory education (OECD, 2018).

In line with the socio-economic status of children, the Sustainable Development Goals agenda ensure access to all levels of education and eliminate the inequalities in education, including participation in early childhood education by United Nations General Assembly in 2009. However, the ECE is fundamental for sustainable development (Reunamo & Suomela, 2013). Therefore, all children need to gain sustainable ways as guidance and pedagogical approach for their necessary life skills (thinking, working, and living) by implementing Sustainable development in Early Childhood Education as education policy (Fröbel & Herford 1894). In this regard, sustainable development is a multi-dimensional concept (Paul & Mehera, 2016) that can summarize the integration of content, the process of knowledge construction, the reduction of prejudice, equitable pedagogy, the strengthening of school culture, as well as social structure (Banks, 1993). For instance, participatory education is one of the core educational principles and the guidelines for sustainability (Gough, 2005).

1.1 Sustainable Development Goals (SDGs)

Sustainable Development generally believes in three fundamental pillars; “environmental protection”, “social development”, and “economic development”, and the factors within them that are known as interdependent and mutually reinforcing pillars. It is possible to recognize three pillars of sustainable development connected with education.

The review of table 1 assisted in comprehending the factors that education requires focusing on them while addressing sustainability. Early childhood is a time when the foundations of many of children’s fundamental attitudes and values are first put into place (Siraj-Blatchford et al., 2010). To support the development of children with a better understanding of the economic, social, and environmental contexts, need to look for opportunities for dialogues between children

and their educators; parents and careers in this culture; and economic and linguistic contexts.

Table 1. Dimensions of Sustainable Development in ECE (Declaration, 1992)

	Educational System	Early Childhood Education
Environmental protection	Protection of ecosystems and natural resources. Nature conservation and balance of interests.	Exploring and enjoy the nature. Encouraging young children by teaching environmentally-friendly habits at school and home
Social development	Promoting instructional leadership and school reform (Owens, 2001). Communities of interest, social justice, and satisfaction of needs	encouraging children's participation in all settings (included family and school)
Economic development	Integrating the modern educational system with the global economy (Hägglund & Samuelsson, 2009). Supply of commodities, employment, and income Market forces, economic growth, and profit optimization	Developing productive life skills and entrepreneurial thinking (Mbebeb, 2009). Lifestyle is a democratic process in which they influence something in their own lives

2.2 Sustainable development in ECE

All children must access educational programs (children’s right) to prosper, realize their full potential, and live in a sustainable world before formal training begins. At this point, studies indicated that attending preschool depends on success in primary school achievement. Since the main barrier to preschool enrolment among low-income parents is tuition fees; therefore, making pre-primary education available for the early learner with free-tuition education will be critical

to reducing educational and economic inequalities (Earle et al., 2018).

Based on information on WORLD Policy Analysis Center (WORLD) website about early childhood education from 124 countries using data from 2015-2018, the free study is not available even in many high-income countries. Accordingly, 40% of high-income countries and 57% of middle-income countries is unavailable free pre-primary education. In compared to the level of income in 193 member countries of the UN (18% low-income, 29% lower-middle, 27% upper-middle, and 26% high-income) and only 9% of countries in sub-Saharan Africa, 19% of countries in East Asia and the Pacific, and 20% of countries in the Middle East and North Africa offer at least one tuition-free preschool year. Only 25% of countries provide the recommended two years of tuition-free pre-primary education, most of which are middle-income and high-income countries (92%) located in Europe and Central Asia or Latin America and the Caribbean (UCLA & WORLD, 2022). Therefore, regards these researches, few governments provide benefits of study with the elimination of at least two years of tuition fees in early childhood education, particularly for low-income parents.

Hence, Sustainable Development is a new perspective for the early childhood education curriculum (Engdahl, 2008). There are several important topics in the Education for Sustainable Development (ESD), and the dominant approach is on environmental concerns that resolved these problems adapted by UNESCO (Little & Green, 2009). A stable environment is the core of every government's attention to make opportunities for early learning. According to the Sustainable Development Goals, 43% (approximately 6 million) of children less than five years old who live in low-income and middle-income countries are at risk of not achieving sustainable development (Britto et al., 2017). Every country needs to invest in education to develop the human infrastructure essential to the new world economy's capacity to access services, and education for quality early learning opportunities.

In this case, children need a comprehensive program to acquire higher-order skills in problem

solving and creative and critical thinking, in addition to the basics of reading and writing. Policies to support parents can relieve pressures on them in terms of the provision of free pre-primary education and enable parents to care for their young children in ways that promote developmental education (Richter et al., 2017). Developmental education is a successful program (Boylan, 1988) that provides collaborative learning by using new technologies in the standard classroom with experienced teachers that help the assessment of individual child needs is increasingly essential to the future generations. Based on evidence of the benefits of early childhood education, investing in early childhood education is seen as an integral part of sustainable development (White, 2011). Ideally, this investment in ECE will lead to better, healthier children and a more prosperous and peaceful future (Consultative Group on Early Childhood Care and Development, 2012). In all fields of education, it must be a priority to provide an adequate curriculum to prepare children for the challenges of their future life (Siraj-Blatchford et al., 2010). Additionally, we need educated children about sustainable development to keep moving forward in decades. Bascope and his colleagues reviewed articles from three different databases and designed the framework for educational systems to foster science-based citizenship education toward sustainable development in a particular way, bring up agency from an early stage to transform local context, create global awareness of the environmental, social and economic challenges of the 21st century (Bascope et al., 2019, Bjorneloo, 2007). In this regard, early childhood education is expanded in two ways within the framework of these Sustainable Development Goals (Chan, 2013):

1. How investment in early childhood education and young child development and learning translate into the SDGs;
2. What can be done in education to make future generations aware of the SDGs?

Therefore, this investment affects their health, learning, and behavior in their early years (Zimanyl, 2007). There is popular recognition of childhood as

shaping lifelong attitudes and behaviors (Samuelsson & Kaga, 2008) within the framework of education for sustainable education. Various point of views on ECE have been existed in a number of workshops and conferences around the world. They all agreed that all agreed that ECE has all the necessary foundation to contribute to education for sustainability.

CONCLUSION

Lifelong learning and professional development, as well as education that impart knowledge in all relevant areas, are becoming a necessity and a challenge. The concept of sustainable development is considered a concern of society and finding ways to meet the people's living needs that will not allow depriving future generations of the opportunity in accessing to education. According to Kaga (2007), the principles of ESD include; integrating the values inherent in sustainable development into all aspects and levels of learning (Waas et al., 2010), which promotes acceptance of processes of societal change and global responsibility.

as children learn under the guidance of teachers, they must acquire the tools and skills necessary to cope with the demands of a volatile world. Children have a stable attitude to the world; therefore, it is necessary to start education aimed at this goal from the first years. Ideally, preschools are places where young children live, learn, and explore boundaries in a safe and transparent world without hidden agendas (Wals, 2012). Teachers should repeatedly convey experiences to children in different spatial dimensions with alternative perspectives. Therefore, learning and teaching should integrate and demonstrate the relationship between the subject and the environment of person.

Therefore, it is taken very seriously in both; education and development. The aim of education in today's life is to equip learners to take part in the work competition in the future. The policies of the World Bank reflected this recognition that education is a productive investment in human capital. However, many developing countries

disillusioned with the economic value of education replaced the skills shortages with rising unemployment among the educated; despite spending on education, poverty and huge disparities in wealth and opportunity persist. Rather than cultivating a list of competencies or ideas, education should invite children to engage in thinking critically and identify circumstances that makes them succeed in their chosen path (King, 2009; King, 2020).

Numerous types of research indicated the importance of the chosen path in early childhood education, the positive development in their thinking activities, the effect of their personal qualities, and their effective socialization, for an independent way of life. In line with this, sustainable development as a form of development (Brundtland, 1987) and the development of environmental education as a crucial aspect of sustainable development can provide ways to avoid depriving future generations of meeting the needs of living people (Speth & Zinn, 2008). Although early childhood education has strong traditions of curriculum integration and child participation, the importance of modern education for sustainable development and the adoption of sustainable development ideas based on the complexities of learning are evident (Shutaleva et al., 2020). Therefore, ESD in ECE can give the young learners a voice and help them express themselves and make sense of the world parting which they live. This child has rights and a type of citizenship that recognizes them as a person, which requires a serious effort by responsible institutions to create an effective environment for learning in relation to sustainability requirements (Johansson, 2009).

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