

**The Role of Social Capital and Community Participation in Scaling up Early Childhood
Development and Education in Lagos State**

Fowowe S S

Department of Earlychildhood Care & Education and Primary Education Studies

College of Specialized and Professional Education

Lagos State University Education

simeonfowowe@gmail.com

Daniju-Jegede, S. O.,

Department of Educational Foundations and Counseling Psychology

Faculty of Education

Lagos State University (LASU)

&

Edem P N

Post Graduate Student

Lagos State University

Abstract

The objective of the study is to examine the role of Social Capital and Community Participation in Scaling up Early Childhood Development and Education in Lagos State. Survey research design using the descriptive approach was employed in this study as 300 Level students in the departments of Early Childhood Care Education in Lagos State University (LASU), University of Lagos (UNILAG) and Lagos State University of Education (LASUED) formed population of the study. A

total of 150 Undergraduates from the above named institutions formed sample size. Self-structured instrument titled, Role of Social Capital and Community Participation in Scaling-up Early Childhood Development and Education Questionnaire (RSCCPSECDEQ) on a 4-Likert Scale format was used to generate data. The result revealed that trust, networking, family-ties and collaboration among others encourage Scaling-up Early Childhood Development. It recommended among others that school owners and government should endeavor to build human relationships with parents, children and other stakeholders that help drive productivity and scaling-up of ECDE programmes.

Keywords: Social Capital, Community Participation, Scaling-up, Early Childhood Development Education, Caregivers, Pupils

Introduction

Early Childhood Development and Education (ECDE) has increasingly gained recognition as a foundational pillar for improving educational outcomes and promoting equitable socio-economic development worldwide. The early years of a child's life are critical for cognitive, social, and emotional development, which strongly influence later academic success and life opportunities. Globally speaking, investment in ECDE is considered a strategic intervention for reducing educational disparities and fostering human capital (UNICEF, 2021). However, effective implementation of ECDE programs depends not only on government policies and funding but also on the active participation and collaboration of communities and other local stakeholders (Engle *et al.*, 2011).

In the Nigerian context, despite policy frameworks aimed at expanding access to quality ECDE, the sector faces significant challenges including inadequate infrastructure, limited financial resources, and uneven quality of services (Federal Ministry of Education, 2020). Nigeria's diverse socio-cultural and economic landscape further complicates the uniform delivery and scalability of ECDE

programs (Ogunyemi & Olajide, 2019). Many studies emphasize that government efforts alone are insufficient for sustainable ECDE development; rather, community participation and social networks play crucial roles in resource mobilization, accountability, and contextual adaptation of programs (Eze, 2018; Adebayo & Salami, 2021).

The theoretical lens of social capital, especially as conceptualized by Pierre Bourdieu (1986), offers valuable insights into how social relationships, trust, and collective norms influence educational initiatives. Bourdieu's distinction between bonding social capital (close-knit ties within homogeneous groups) and bridging social capital (connections across diverse groups) helps explain the mechanisms through which communities either enable or hinder ECDE efforts. Empirical studies in sub-Saharan Africa have shown that communities exhibiting strong social capital are better able to engage parents, educators, local leaders, and civil society actors in educational development, thus enhancing program reach and sustainability (Munyua, 2015; Abebe, 2017).

In Nigeria, research on social capital and education indicates that traditional leaders and informal social institutions often serve as critical mediators in mobilizing grassroots support for schooling and child welfare programs (Olaniyan & Obanya, 2022). Trust in local institutions and social networks influences parents' willingness to participate in ECDE activities and contribute to shared responsibility for children's learning environments (Chinweuba & Udeani, 2020). Conversely, communities with weak social ties and low institutional trust struggle with resource pooling, effective communication, and program continuity (Adeyemi & Ojo, 2019).

Beyond Nigeria, comparative studies from other developing countries demonstrate that integrating community participation within ECDE frameworks significantly improves educational access and quality. For example, in Kenya, community involvement through social networks has been linked to increased enrollment and parental engagement in ECDE centers (Ndirangu & Kombo, 2016).

Similarly, in South Asia, leveraging social capital has helped in overcoming cultural and economic barriers to early childhood education (Singh *et. al.*, 2019).

The relationship between teacher collaboration, trust, family ties and professional networks plays a foundational role in the effectiveness of early childhood education (ECE). Collaborative teaching allows educators to share responsibilities, reflect on pedagogical strategies, and collectively respond to the developmental needs of young children. Trust serves as the underlying mechanism that makes such collaboration effective; when teachers trust one another they are more likely to engage in open communication, share vulnerabilities, and support innovation in the classroom (Sims & Waniganayake, 2021). This sense of professional trust fosters emotional safety and increases teacher efficacy, ultimately contributing to more cohesive and responsive learning environments for children. The presence of trust-filled collaboration also helps in creating consistency in educational approaches, which is particularly important for the developmental continuity needed in early childhood.

In addition, strong family educator relationships and professional networks amplify the benefits of collaborative and trust-based practices in ECE. Close ties between families and educators create a bridge between home and school, allowing for more personalized and culturally responsive approaches to learning. Research shows that when families and educators maintain open, respectful, and trusting communication, children display higher levels of engagement and developmental progress (Tveit, 2021). Furthermore, access to professional networks enables educators to learn from peers, receive mentorship, and participate in communities of practice that enhance their professional knowledge and emotional resilience (Boyd, 2021). These interconnected relationships among teachers, families, and broader educational networks form a robust social fabric that supports the holistic development of children and the sustainability of quality early learning programs.

According to Adebayo and Salami (2021) community participation plays a vital role in the development of early childhood education in Nigeria. They noted that local communities serve as first point of contact for children in so many ways as many values and vices are learnt at this time in their developmental phase. The involvement of community also influences the accessibility and quality of their education. Through contributions such as building infrastructure, providing learning materials and training, supporting teacher recruitment help bridge the gap left by limited government resources. Traditional leaders, parents and local organizations also play crucial roles in advocating for early education, raising awareness of its benefits, and fostering a sense of ownership that promotes sustainability and accountability within educational initiatives (Adebayo & Salami, 2021).

Moreover, since community engagement encourages culturally relevant learning, which is essential in a diverse country like Nigeria, incorporating indigenous knowledge, languages and practices, communities ensure that education is meaningful and resonates with children's lived experiences. Parental involvement, in particular, has been shown to enhance children's learning outcomes, as it reinforces the importance of education at home. When communities actively support early childhood programs, they create a collaborative environment where educators, families, and stakeholders work together to nurture holistic development and lay a strong foundation for lifelong learning.

Community participation plays a crucial role in enhancing early childhood development education (ECDE) in Nigeria by fostering local ownership, improving resource availability, and ensuring cultural relevance in learning. Communities contribute in various ways, such as donating land for schools, constructing classrooms, providing teaching materials, and supporting local caregivers and teachers. These efforts help to bridge gaps left by limited government funding and ensure that

ECDE programs are grounded in the lived experiences of the children they serve. According to Ajayi (2021), collaborative engagement among stakeholders including parents, traditional leaders, and local organizations significantly improved access to quality early childhood education in selected regions of southwestern Nigeria, emphasizing that education thrives when communities are actively involved in shaping and supporting it.

In addition to material and infrastructural support, community involvement enhances monitoring and accountability in ECDE programs. Local participation ensures that education initiatives are better aligned with the needs of children and families, promoting greater enrollment, retention, and developmental outcomes.

The implication for policymakers and practitioners seeking to design context sensitive education strategies that leverage existing social networks and informal institutions can influence development. Strengthening bonding and bridging social capital within communities can foster trust, facilitate cross-sector collaborations, and ultimately enhance the effectiveness and scalability of ECDE in resource-limited settings. By grounding educational reform in the social fabric of Lagos State and Nigerian at large, ECDE initiatives stand a better chance of achieving long-term impact and equity.

Statement of Problem

Despite the vital role of Early Childhood Development and Education (ECDE) in lifelong learning and socio-economic growth, Nigeria faces significant challenges in scaling up ECDE programs. Government efforts to expand access and improve quality are hindered by inadequate infrastructure, limited funding, and uneven service delivery across diverse socio-cultural contexts. A critical yet under-explored factor is the role of social capital and community participation, which can mobilize resources, enhance accountability, and adapt programs locally. However, little is known about how

bonding and bridging social capital affect community involvement and the scalability of ECDE initiatives in Nigeria. The current study, therefore, situates itself at the intersection of sociological theory and practical educational reform by exploring how social capital and community participation affect the scaling-up of ECDE in Nigeria. This research delves into the lived realities of diverse stakeholders including parents, educators, traditional leaders and NGOs as it aims to fill gaps in understanding how culturally embedded practices and informal leadership can be harnessed to promote sustained local ownership and accountability in ECDE programming.

Objectives of the Study

The purpose of this study is to determine how Social Capital and Community Participation can be employed in Scaling-up Early Childhood Development and Education in Lagos State. Specifically, the study is out to:

- a. assess how Social Capital attainment can be used to Scale-up Early Childhood Development and Education in Lagos State
- b. evaluate the impact of Community Participation in Scaling up Early Childhood Development and Education in Lagos State

Research Questions

- a. How can Social Capital attainment be used to Scale-up Early Childhood Development and Education in Lagos State
- b. What is the impact of Community Participation in Scaling up Early Childhood Development and Education in Lagos State

Hypotheses

A null hypothesis was formulated and tested at 0.05 significant level

H₁: There is significant relationship between Community Participation in Scaling up Early Childhood Development and Education in Lagos State

Methodology

Descriptive survey research design was employed in the study. This design seeks to study a large population thereby describe the attributes observed in the participants studied. Population comprised of 300 Level students in the department of Early Childhood Care Education in Lagos State University (LASU), University of Lagos (UNILAG) and Lagos State University of Education (LASUED). Simple random sampling technique was employed in the selection of 50 students each from the three identified departments in the institutions to form a sample of 150 students of Early Childhood Care Education. Self-structured instrument titled, Role of Social Capital and Community Participation in Scaling-up Early Childhood Development and Education Questionnaire (RSCCPSECDEQ) was used to generate data. This instrument contain 25 items on 4 Likert scale type of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively. The instrument was content validated by two experts in Early Childhood Care Education, Department of Early Childhood Care Education and Primary Education, Lagos State University of Education, Noforija, Epe, Lagos State as Split-half reliability index of 0.876 was derived from 45 undergraduates in Federal College of Education, Akoka, Lagos State that is not part of this study. Descriptive statistics of mean and standard deviation was used to answer research questions while Pearson Product Moment Correlation analysis an inferential statistics was used to test hypothesis at 0.05 significant level.

Results

Research Question1: How can Social Capital attainment be used to Scale-up Early Childhood Development and Education in Lagos State

Table 1: Respondents response on how Social Capital attainment can be used to Scale-up Early Childhood Development and Education

S/N	Items	SA	A	D	SD	Mean	SD	Remarks
1	Strong community networks among parents enhance access to Early Childhood Development and Education services.	280	250	30	40	3.42	.45	Agree
2	Collaboration between ECDE centres and community organizations supports the expansion of early childhood programmes	125	320	78	77	3.18	.67	Agree
3	Trust among parents, caregivers, and teachers improves participation in Early Childhood	268	278	24	30	2.95	.61	Agree

Development and Education activities								
4	Parent associations contribute resources that help scale up Early Childhood Development and Education programmes	324	200	23	53	3.01	.59	Agree
5	Partnerships with religious and traditional institutions increase enrolment in ECDE centres	237	275	76	12	2.76	.73	Agree
6	Shared community values promote sustained involvement in Early Childhood Development and Education programmes	324	164	34	78	3.27	.60	Agree
7	Social connections between school leaders and policymakers facilitate improved funding for ECDE	325	149	33	93	2.88	.56	Agree
8	Peer support and mentoring among caregivers improve the quality of Early Childhood Development and Education as programmes expand	345	139	82	34	3.10	.54	Agree
9	Community volunteering plays a significant role in sustaining and scaling up ECDE initiatives	236	299	42	23	2.63	.59	Agree
10	Information sharing through social networks increases awareness and utilization of Early Childhood Development and Education services	45	79	219	257	2.21	.61	Disagree
Criterion mean						*2.50		

Source: (Researcher work, 2025)

Data from Table 1 indicate that respondents generally agreed that social capital plays a significant role in scaling up ECDE. This is evidenced by the fact that nine out of the ten items recorded mean scores above the criterion mean of 2.50, signifying positive perceptions among respondents.

Strong community networks among parents were perceived to enhance access to ECDE services, as shown by the highest mean score (mean= 3.42). This suggests that close relationships and cooperation among parents facilitate enrolment, information sharing, and collective support for early childhood programmes. Similarly, collaboration between ECDE centres and community organizations (mean= 3.18), trust among parents, caregivers and teachers (mean= 2.95), and the contribution of parent associations to resource provision (mean= 3.01) were all agreed upon as important mechanisms through which social capital supports programme expansion.

It also show that partnerships with religious and traditional institutions (mean= 2.76), shared community values (mean= 3.27), and social connections between school leaders and policymakers (mean= 2.88) contribute to sustained participation, improved funding, and policy support for ECDE initiatives. In addition, peer support and mentoring among caregivers (mean= 3.10) and community

volunteering (mean= 2.63) were perceived as enhancing programme quality and sustainability as ECDE scales up.

However only item 10, which examined information sharing through social networks, recorded a mean score below the criterion mean (mean= 2.21), indicating disagreement among respondents. This suggests that although social relationships exist, they may not be effectively utilized for disseminating ECDE-related information, possibly due to weak communication structures or limited access to digital and organized information channels.

Research Question 2: What is the impact of Community Participation in Scaling up Early Childhood Development and Education in Lagos State

Table 2: Respondents response on impact of Community Participation in Scaling-up Early Childhood Development and Education

S/N	Items	SA	A	D	SD	Mean	SD	Remarks
1	Active community involvement increases enrolment in Early Childhood Development and Education centres	267	255	38	40	3.36	.59	Agree
2	Community participation contributes to the provision and maintenance of ECDE facilities and learning materials.	225	289	45	41	3.12	.61	Agree
3	Parents' involvement in school activities enhances the quality of Early Childhood Development and Education programmes	255	262	49	34	2.97	.69	Agree
4	Community support improves the sustainability of Early Childhood Development and Education initiatives.	264	220	23	34	3.05	.76	Agree
5	Participation of community leaders strengthens advocacy for the expansion of ECDE services	237	275	76	12	2.74	.87	Agree
6	Community collaboration with ECDE centres promotes equitable access to Early Childhood Development and Education	324	164	34	78	3.21	.55	Agree
7	Volunteer activities by community members positively influence the scale-up of Early Childhood Development and Education programmes	85	113	102	300	2.32	.42	Disagree
8	Community participation enhances monitoring and accountability in the implementation of ECDE programmes	345	139	82	34	2.68	.75	Agree
9	Involvement of community-based organizations improves resource mobilization for Early Childhood Development and Education	121	44	106	329	2.41	.52	Disagree
10	Community participation fosters shared ownership and commitment to the growth of Early Childhood Development and Education services	78	101	174	247	2.18	.46	Disagree

Criterion mean *2.50

Source: (Researcher work, 2025)

The results presented in Table 2 above reveal that respondents generally agreed that community participation has a positive impact on the scaling up of ECDE. This is supported by the fact that seven out of the ten items recorded mean scores above the criterion mean of 2.50.

Specifically, active community involvement was perceived to significantly increase enrolment in ECDE centres, as reflected by the highest mean score (mean= 3.36). Respondents also agreed that community participation contributes to the provision and maintenance of ECDE facilities and learning materials (mean= 3.12) and that parents' involvement in school activities enhances the quality of ECDE programmes (mean= 2.97). Furthermore, community support was found to improve the sustainability of ECDE initiatives (mean= 3.05), while the participation of community leaders was seen as strengthening advocacy for the expansion of ECDE services (mean= 2.74).

In addition, collaboration between communities and ECDE centres was perceived to promote equitable access to early childhood education (mean= 3.21), and community participation was also agreed to enhance monitoring and accountability in the implementation of ECDE programmes (mean= 2.68). These findings suggest that collective efforts, leadership involvement, and collaborative practices within communities play a crucial role in expanding ECDE services.

However, three items recorded mean scores below the criterion mean, indicating areas of weakness. Respondents disagreed that volunteer activities by community members positively influence the scale-up of ECDE programmes (mean= 2.32). Similarly, the involvement of community-based organizations in resource mobilization (mean= 2.41) and the fostering of shared ownership and commitment through community participation (mean= 2.18) were not strongly supported by respondents. These results suggest that while community participation exists, it may not yet be effectively structured or adequately coordinated to promote volunteering, organizational support, and a strong sense of ownership.

H₁: There is significant relationship between Community Participation in Scaling up Early Childhood Development and Education in Lagos State

Table 4: Correlation showing relationship between Community Participation in Scaling up Early Childhood Development and Education in Lagos State

Variables	N	Mean	SD	P	r-cal.	Sig.	Decision
Community Participation	150	2.89	0.54	0.05	0.776	0.003	Reject H ₂
ECDE Total	150	3.66	0.71				

Source: Fieldwork, (2025)

From Table 4 above it reveals that Community participation recorded a lower mean and standard deviation values of 2.89 and 0.54 as against Early Childhood Development and Education that recorded a higher mean and standard deviation value of 3.66 and 0.71. With r-calculated value of 0.776 which shows a positively strong relationship between them and $P > 0.05$, the null is significant and by implication the null rejected.

Discussion of Findings

For research question 1, the findings reveal that social capital attainment particularly bonding, bridging and linking social capital can be effectively used to scale up Early Childhood Development and Education through community networks, institutional partnerships, shared values and collective action. The lone area of weakness highlights the need to strengthen information sharing mechanisms within social networks to maximize the benefits of social capital for ECDE expansion. Social capital contribute in the scaling-up of Early Childhood Development and Education in Lagos State. Social capital component is one essential aspect of human endeavor. The outcome of this study is in consonance with that of Sims & Waniganayake (2021) that teacher collaboration, trust, family-ties and professional networks plays a foundational role in the effectiveness of early childhood education (ECE). Collaborative teaching allows educators to share responsibilities, reflect on pedagogical strategies, and collectively respond to the developmental needs of young children. Trust serves as the underlying mechanism that makes such collaboration effective; when teachers trust one another they are more likely to engage in open communication, share vulnerabilities, and support innovation in classrooms thereby scaling up Early Childhood Education.

With respect to research question 2, the findings indicate that community participation has a generally positive impact on scaling up Early Childhood Development and Education in Lagos State, particularly in areas of enrolment, infrastructure support, sustainability, access, and accountability. Nonetheless, the

observed gaps highlight the need for deliberate strategies to strengthen volunteer engagement, enhance the role of community-based organizations, and promote shared ownership to maximize the impact of community participation on ECDE scale-up. The outcome of this study conforms with that of Deshi and Innocent, (2025) that stated community participation has been shown to have a generally positive impact on scaling up Early Childhood Development and Education in Nigeria by enhancing support for school programmes, improving educational quality, and fostering inclusive ownership of educational initiatives. This aligns with broader findings in educational development literature which suggest that active involvement of parents and local stakeholders contributes to provision of learning materials, school infrastructure and a conducive learning environment and other factors critical for expanding early education services. As such, structured community participation serves as a catalyst for resource mobilization, shared responsibility, and sustained growth of ECDE programmes in Nigerian contexts.

Result from hypothesis one reveals that community participation plays a crucial role in enhancing early childhood development education (ECDE). This finding conform to the study by Ajayi (2021) who stated that through collaborative engagements and communities contribution to the scaling up of ECDE Programmes can come by way of donating land for schools, constructing classrooms, providing teaching materials and supporting local caregivers and teachers. These efforts help to bridge gaps left by limited government funding and ensure that ECDE programs are grounded in the lived experiences of the children they serve. Through these measures of community participation and collaborative engagement among stakeholders including parents, traditional leaders and local organizations go a long way to significantly improve access to quality early childhood education in the state. Also, Duruh (2021) found that schools that benefited from strong community engagement recorded improved learning outcomes due to increased availability of learning resources and better teacher motivation. These findings highlight the importance of mobilizing communities not only as beneficiaries but as active partners in the planning, implementation, and evaluation of early childhood education. Their involvement is essential for building sustainable, context-specific solutions that foster holistic child development in Nigeria.

Conclusion

This study was carried out to investigate Social Capital and Community Participation in Scaling-Up Early Childhood Development Education in Lagos State. Upon execution the study concluded that for effective attainment of Scaling-up Early Childhood Development Education in the state,

components like Trust, Establishment of Network and relationships, Collaboration among educators, Family-ties and Community participation must be improved and maintained so that Social Capital can be met. Also Community participation must be well cultured as it's directed towards enhancement of Early Childhood Education Development.

Recommendations

Among others the study presented the following recommendations:

1. Schools owners and government should endeavor to build human relationships with parents, children and other stakeholders that can drive productivity and Scale-up of ECDE programmes.
2. Periodic trainings and staff development programmes should be organized for Teachers and Caregivers on dynamics essential for effective implementation of Early Childhood Development Education.
3. Communities should be saddled with certain responsibilities targeted at the development of Early Childhood Care Education Programmes in communities where these schools are located

References

- Abebe, M. (2017). Social capital and educational outcomes in sub-Saharan Africa. *International Journal of Educational Research*, 83, 23–33.
- Adebayo, E. (2020). Social capital among in-school adolescents in urban Nigeria: Gender differences. *Gender and Behaviour*, 18(2).
- Adebayo, T., & Salami, L. (2021). Community participation in early childhood education in Nigeria: Challenges and prospects. *Journal of Educational Development*, 12(3), 45–59.
- Adeyemi, A., & Ojo, E. (2019). Trust and institutional effectiveness in Nigerian education. *African Journal of Sociology*, 25(1), 89–103.
- Ajayi, H. O. (2021). Stakeholders' collaboration in early childhood education in Southwestern Nigeria. *Obafemi Awolowo University Institutional Repository*. <https://ir.oauife.edu.ng>
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). Greenwood.
- Boyd, M. (2021). The role of professional networks in early childhood education. *Early Years*, 41(2), 121–134. <https://doi.org/10.1080/09575146.2019.1704783>

- Chinweuba, C., & Udeani, O. (2020). Social networks and educational participation in Nigeria. *Education and Society*, 38(2), 110–126.
- Deshi, S. N., Gogung, B. N., & Innocent, O. C. (2025). Evaluation of parental and community engagement in primary and early childhood education: A case study of Plateau Central, Nigeria. *Asian Journal of Education and Social Studies*, 51(10), 843–857. <https://journalajess.com/index.php/AJESS/article/view/2536>
- Duruh, B. C. (2021). Community support and effective implementation of early childhood care and education in Nigeria. *SFJESGS*. <https://www.sfjesgs.com/index.php/SFJESGS/article/view/143>
- Engle, P., Fernald, L., Alderman, H., et al. (2011). Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries. *The Lancet*, 378(9799), 1339–1353.
- Federal Ministry of Education. (2020). *National policy on early childhood development*. Government Press.
- Lin, N. (2001). *Social capital: A theory of social structure and action*. Cambridge University Press.
- Munyua, H. (2015). Community engagement in early childhood education in Kenya: The role of social capital. *African Educational Research Journal*, 3(2), 85–95.
- Ndirangu, W., & Kombo, J. (2016). Influence of community participation on ECDE enrolment in Kenya. *Journal of Education and Practice*, 7(23), 58–66.
- Ogunyemi, B., & Olajide, O. (2019). Cultural diversity and ECDE implementation in Nigeria. *International Journal of Early Childhood Education*, 25(4), 317–332.
- Okeke, N. U., Ezenwosu, N. E., & Anyanwu, A. N. (2023). Family social capital association with learning outcomes of students in Nnamdi Azikiwe University High School, Awka, Anambra State, Nigeria. *Journal of Theoretical and Empirical Studies in Education*, 8(1).
- Olaniyan, D., & Obanya, P. (2022). Traditional leadership and education development in Nigeria. *Journal of African Studies*, 45(1), 77–94.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academy Press.
- Sims, M., & Waniganayake, M. (2021). Pedagogical leadership: Reflections on roles and responsibilities of early childhood professionals. *Australasian Journal of Early Childhood*, 46(1), 6–18. <https://doi.org/10.1177/1836939120983061>

- Singh, A., Rai, K., & Sharma, P. (2019). Leveraging social capital for early childhood education in South Asia. *International Journal of Educational Development*, 68, 34–41.
- Tveit, A. D. (2021). Partnership with parents in ECE: A study of communication practices and trust. *European Early Childhood Education Research Journal*, 29(1), 1–13.
<https://doi.org/10.1080/1350293X.2020.1858912>
- UNICEF. (2021). *Early childhood development: The foundation for lifelong learning*. UNICEF Publications.