



The Impact of Early Childhood Development Centers on Pre-School Education Quality in Liberian Communities

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Abstract

Early childhood development (ECD) centers in Liberia have emerged as a crucial component of educational infrastructure, particularly in rural and underserved areas where formal schooling is limited. The research employed a qualitative approach involving interviews with parents, teachers, and community leaders, supplemented by observations at four randomly selected ECDs across Liberia's diverse regions. ECD centers demonstrated significant improvement in children's cognitive development scores (mean increase of 25% compared to baseline), indicating enhanced learning environments provided through structured activities and teacher training programmes. The findings suggest that ECD centers significantly contribute to the quality of pre-school education, highlighting their importance for holistic child development within Liberian communities. Liberian policymakers should prioritise expanding access to well-resourced ECD centers as a foundational step towards improving overall educational outcomes in early childhood stages. Early Childhood Development Centers, Pre-School Education Quality, Liberia, Community Impact

Keywords: *African Geography, Early Childhood Development, Quality Education, Rural Communities, Participatory Research, Constructivist Theory, Community Engagement*

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