



Psychosocial and Educational Impact Assessment of Early Childhood Development Programmes in Urban Ethiopian Communities

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Abstract

Early childhood development is crucial for cognitive and socio-emotional growth in urban Ethiopian communities. The study employed an action research approach involving surveys, interviews, and direct observations to assess programme effectiveness in enhancing parental knowledge and child development outcomes. Significant improvements were observed in parental involvement in children's education (75% increased participation), with a notable theme of enhanced communication between parents and educators regarding developmental milestones. Early childhood development programmes significantly improved both the educational and psychosocial well-being of urban Ethiopian children, highlighting the importance of community engagement for programme success. Continued support from urban communities and policymakers is recommended to sustain these positive impacts and expand access to early childhood education.

Keywords: *African, Developmental, Ethnographic, Participatory, Reflective, Socioemotional, Urban*

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