

Parental Involvement and Community Engagement Strategies in Early Childhood Education: A Systematic Review

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Abstract

This systematic review of literature examined parental involvement and community engagement strategies in early childhood. It also discussed the challenges and contributions to improve the positive relationship and shared accountability between families, schools, and communities. The researcher collected peer-reviewed, primary source studies. Data were analyzed using thematic analysis. The findings showed eight themes namely (1) Enhancing Parent-Teacher Partnerships through Effective Communication, (2) Maximizing Parents' Active Participation and its Effect on Student Outcomes, (3) Advancing Educational Practices through Parents Awareness and Collaborative Pedagogy, (4) Monitoring Culturally Appropriate Practices in the Community to Contextualize and Evaluate Educational Programs, (5) Deepening Community Integration for Sustainable Engagement, (6) Building Capacity by Including School Leaders and Youth to Address Educational Workforce Gaps, (7) External Factors and Barriers in Engagement, and (8) Communication Gaps and Technology Utilization Concerns. These findings underscored the importance of using strategies efficiently and breaking barriers, filling communication gaps, and utilizing technology effectively. However, future studies need to explore policy creation, guidelines formulation, and mechanisms evaluation for a seamless implementation of programs in home and school and the community.

Keywords: parental involvement, community engagement, early childhood education, strategies

Introduction

Early childhood education is an important foundation for a child's holistic growth, covering cognitive, social, emotional, and physical development (Sofwanudin et al., 2025). Parents play an essential role in shaping this foundation especially in the early stages (Cohen & Anders, 2019). Their involvement is influenced by factors such as socioeconomic status, education, cultural beliefs, and access to resources (Aina et al., 2022). Also, communities serve as vital support systems, enabling diverse stakeholders to contribute to education

through various forms of engagement and collaborative partnerships (Epstein, 2018). These communities can shape educational policies by advocating for children and families, participating in decision-making, and ensuring policymakers' accountability for effective and equitable implementation (Killen & Rutland, 2022). Children experience enhanced academic performance and social development when parents are involved in school activities, and community participation provides valuable resources and educational programs (Beas, 2024; Henderson, 2024). In recent years, the scope of research on parental involvement has widened to investigate its connection to student motivation, especially academic engagement (Ansong et al., 2017). Early childhood parent engagement practices supported kindergarten readiness by fostering more frequent home-based learning activities (Barnett et al., 2020). However, family involvement proved to be a more significant factor in the relationship than school or community-led partnerships (Ma et al., 2016).

Parental involvement means participating, setting expectations, assisting with children's schoolwork, and attending school events (Castro et al., 2015). Studies show that parental involvement enhances children's morale, attitude, academic success, behavior, and social skills (Sapungan & Sapungan, 2014). It also enhances classroom collaboration and increases teacher expectations, student-teacher relationships, and cultural skills regardless of students' age groups (Boberiene, 2013). In a study in Islam, parents were not just financial supporters but also participants, decision-makers, implementers, and school committee members (Amalia & Maryatun, 2024). Additionally, Asian parents prioritize creating a secure and supportive home environment conducive to academic learning (Rasool et al., 2021). In another study, East Asian parents use informal, non-academic, and out-of-school methods of parental involvement, including social networks, online groups, and affective support like observing their children's studies, irrespective of socioeconomic status (Kim, 2024). This shows that parental involvement practices boost parent confidence and satisfaction while enhancing educational programs, improving school climate, and helping teachers with their workload through shared responsibility (Hakyemez-Paul, 2020). Thus, a combination of desirability, practicality, and effectuality showed the "meaningfulness" of parental involvement (Zhang, 2015). In Epstein's (2010) typology of parental involvement, it discusses six dimensions namely parenting support, home-school communication, home learning activities, volunteering, decision-making, and community collaboration. In this framework, it further shows three areas about home-based involvement, encompassing activities like homework monitoring and enrichment; school-based involvement, such as attending meetings and volunteering; and academic socialization, which involves communicating expectations and providing encouragement (Garcia, 2018). These categorizations provide a comprehensive understanding of how parents can engage in their children's education, spanning from direct support at home to active participation in the school community and the fostering of academic values (Eccles & Harold, 1993).

Community engagement involves collaborative partnerships between families, early childhood programs, and community organizations to create a supportive network that enhances children's learning and development (Bromer & Weaver, 2014). Strong community partnerships can create supportive ecosystems, enrich learning and provide valuable resources for children and families. Furthermore, a community-based human resource management strategy enhances early childhood education quality by fostering active community participation in decision-making, collaborative training, and continuous mentorship for teachers and educators (Abubakar et al., 2024). With this, community programs can offer support after-school care, educational materials, and extra academic help, filling the gaps that schools or parents might struggle to address (Sofwanudin et al., 2025). However, some communities have preferences for some early childhood programs carried in centers especially if it focuses on inclusivity (Ejuu et al., 2022).

Some of the biggest challenges of parents when it comes to parental involvement were trouble getting to school, conflicting work schedules, and constant requests for donations over anything else (Ozmen et al., 2016). There were also potential barriers to parental involvement namely differing educational goals, contrasting attitudes towards school, and variations in educational terminology between parents and teachers (Wildmon et al., 2024). In addition, Turkish kindergarten teachers rarely use digital tools for parental involvement due to socioeconomic disparities and parental digital literacy limitations (Hakyemez-Paul et al., 2018). Research on parental involvement in the Philippines, especially among low-income families is scarce (Garcia, 2018). However, Filipino parents from middle and high-income backgrounds actively participate in their children's homework and school volunteer activities (Blair, 2014). In a study, Lareau (1987) argues that socioeconomic status significantly influences how families interact with schools, observing that lower-income parents often defer to teachers' expertise, which can lead to less visible participation in school activities as typically defined.

In summary, parental involvement and community engagement both need support to contribute to the learning, motivation, and development of children (Singh et al., 2023). These two concepts are recognized as crucial factors in fostering positive early childhood development and educational outcomes (Cordova Jr et al., 2024). In the initial stages of inquiry, several studies sufficiently provided the importance of parental involvement and community engagement but did not emphasize on strategies. In a literature review of Bartolome (2017), while the importance of parental involvement is established, studies reveal challenges, including the exclusion of children's viewpoints and linguistic and cultural limitations in research methods. Given this due significance, there is a need to examine literature focusing on strategies. This review thereby showed early childhood teachers,

school leaders, parents, and community members findings of effective strategies to deepen and foster positive relationships.

Purpose of the research

The systematic review explored the parental and community engagement strategies in early childhood education. It focused on the field of early childhood because it is the crucial years for growth and development of a child. Essentially, it investigated whether and how the strategies can contribute to improve the positive relationship and shared accountability between families, schools, and communities. Although parental involvement and community engagement were explored, there seemed to show challenges and lack of synthesis in practices and strategies in early childhood education. Thus, it sought to answer the following research questions: (1) What are the parental involvement and community engagement strategies in early childhood education? and (2) What are the challenges of parental involvement and community engagement in early childhood education?

Methodology

This systematic review utilized the Arksey and O'Malley framework, which involves five key stages namely specifying the research question, identifying relevant literature, selecting studies, mapping and charting the data, and reporting the results (Arksey & O'Malley, 2005). Keyword searches on parental involvement and community engagement strategies in early childhood education through various electronic databases were employed. The electronic databases used to take relevant studies were primary source research from Semantic Scholar, Elsevier, Taylor and Francis, and ScienceDirect. Studies included were peer-reviewed and were not flagged on Cabell's list of predatory journals. To gather the appropriate amount of relevant literature, the following inclusion criteria were followed:

1. peer-reviewed journals,
2. published between 2015 - 2025,
3. study focusing on parental involvement and community engagement practices and strategies,
4. study conducted in the field of early childhood education,
5. using quantitative and qualitative method; and
6. the language of publication is English.

Furthermore, it aimed to synthesize research on parental involvement and community engagement strategies in early childhood education. A comprehensive search of relevant databases was conducted using the term “parental involvement and community engagement in early childhood education”, with exclusions applied to filter out studies unrelated to early childhood education like health and sciences. The review focused on the perspectives of key stakeholders, including teachers, parents, caregivers, school leaders, government officials, youth leaders, and other community members, while excluding studies involving only students, student-teachers, and indigenous families. The initial search showed 457 publications. After the initial search, 89 articles were examined based on the published date. To minimize bias, a reviewer screened the initial results. Then, 27 studies with parental involvement and community involvement were considered, excluding the health and sciences area. Conference papers, book chapters, library studies, and essays were also excluded. Following rigorous screening based on title and full-text review and considering qualitative or quantitative studies, these were also excluded if they were deemed irrelevant, of poor methodological quality or lacked sufficient rigor. Additionally, the reference lists of included studies were examined to identify seminal works and critical references. A total of 19 studies from different countries were found relevant to the present study excluding systematic reviews and predatory journals. The final selection comprised studies conducted in eleven countries namely Finland, Indonesia, Kenya, Pakistan, Philippines, Portugal, Malaysia, Turkey, United Kingdom, United States of America, and Zimbabwe.

Thematic analysis was employed to synthesize the findings of the included studies (Clarke & Braun, 2017). First, familiarization of the data was done by reading through all the studies and organizing them according to location, participants, and type of involvement. Second, words and phrases were pulled out and tabulated according to the potential answer in the research questions. For example, keywords such as “partnership”, “involvement”, and how parents and teachers “communicate” were grouped together. Third, codes were attached to the data. Fourth, themes were generated from the code. The initial themes that emerged were (1) parent-teacher partnerships, (2) parents’ active participation, (3) educational practices through parents collaboration, (4) culturally appropriate practices, (5) community integration, and (6) capacity building of school leaders. Fifth, final themes were defined and named. Sixth, the report was written. Finally, eight themes were generated.

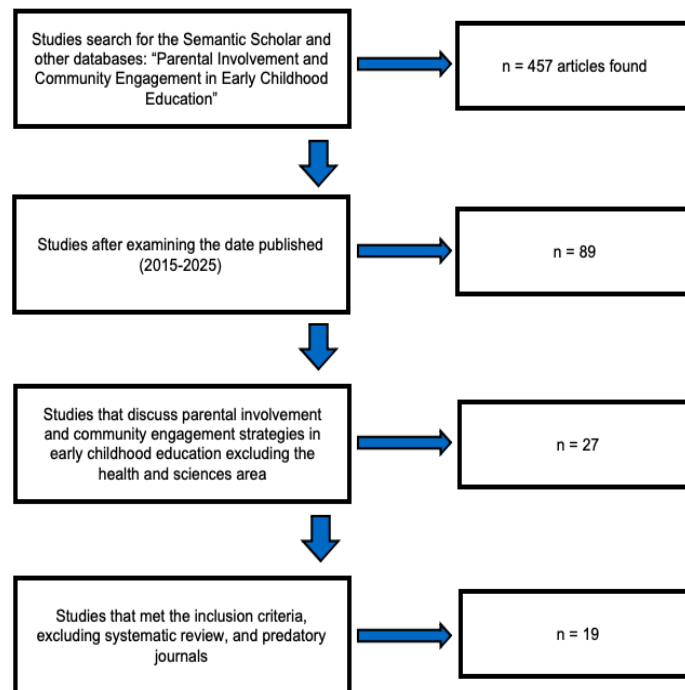


Figure 1. Data selection flowchart

Results and Discussion

Table 1 below summarizes the characteristics included in the studies. The two earliest studies were published in 2024. Four studies were published in 2023, one study in 2022, five in 2021, two in 2020, two in 2019, and three in 2018. Different contexts were included to show clarity of each study. Most of the studies used qualitative research to show participants' experiences, influences, practices, and strategies. In addition, most participants were early childhood educators, parents, and school and community leaders. The final column shows the type of involvement/engagement. Effective communication as a theme, has the greatest number of related studies followed by parents' active participation, external factors and barriers in community engagement, and communication gaps.

Table 1
Summary Characteristics of Included Studies

Authors	Country	Participants/Respondents	Type of Involvement/ Engagement
<i>Arnilla, A. K., Casimero, J. M., Biray, E. T., Navejas, A. T., & Israel, P. R. (2023)</i>	<i>Philippines</i>	<i>Mothers</i>	<i>Parental</i>
<i>Bartolome, M. T., & Mamat, N. bin. (2020)</i>	<i>Philippines</i>	<i>Kindergarten teachers Kindergarten parents School principals Government officials</i>	<i>Parental Community</i>
<i>Bentley, B., Hoang, T.M., Arroyo Sugg, G., Jenkins, K.V., Reinhart, C.A., Pouw, L., Accove, A.M., & Tabb, K.M. (2023)</i>	<i>United States of America</i>	<i>Parents Caregivers</i>	<i>Parental</i>
<i>Bhengu, T. T., & Svosve, E. (2018)</i>	<i>Zimbabwe</i>	<i>School heads School heads' deputies Teachers-in-charge</i>	<i>Community</i>
<i>Burbank, M. D., Goldsmith G.M., Eldredge K.P., and Spikner, J. (2021)</i>	<i>United States of America</i>	<i>Teachers Paraprofessional (caregivers) Administrators</i>	<i>Community</i>
<i>Demissie, F., & Pearse, S. (2024)</i>	<i>United Kingdom</i>	<i>Parents</i>	<i>Parental</i>

<i>Ekinçi-Vural, D. (2021)</i>	<i>Turkey</i>	<i>Teachers</i>	<i>Community</i>
<i>Formosinho, J., & Passos, F. (2019)</i>	<i>Portugal</i>	<i>Children Families</i>	<i>Parental</i>
<i>Franchett, E.E., Yousafzai, A.K., Rasheed, M.A., Siyal, S., Reyes, C.R., & Ponguta, L.A. (2019)</i>	<i>Pakistan</i>	<i>Youth leaders</i>	<i>Community</i>
<i>Hakyemez-Paul, S., Lähteenmäki, M., & Pihlaja, P. (2021)</i>	<i>Finland and Turkey</i>	<i>Early Childhood Educators</i>	<i>Community</i>
<i>Hakyemez-Paul, S., Pihlaja, P. , & Silvennoinen, H. (2018)</i>	<i>Finland</i>	<i>Early Childhood Educators</i>	<i>Community</i>
<i>Hakyemez-Paul, S., Pihlaja, P. , & Silvennoinen, H. (2018)</i>	<i>Finland</i>	<i>Early Childhood Educators</i>	<i>Community</i>
<i>Konca, A.S., & Hakyemez-Paul, S. (2021)</i>	<i>Turkey</i>	<i>Early Childhood Educators</i>	<i>Community</i>
<i>Kabue, M., et al. (2022)</i>	<i>Kenya</i>	<i>Ministry of Health leadership and related community health structures community-based service organization local leaders</i>	<i>Community</i>
<i>Purola, K., & Kuusisto, A. (2021)</i>	<i>Finland</i>	<i>Parents</i>	<i>Parental</i>

<i>Qadafi, M., Alfian Sidik, M., & Mukhtar, Z. (2024)</i>	<i>Indonesia</i>	<i>Students Teachers Community members</i>	<i>Community</i>
<i>Rahmat, U., Hufad, A., Ardiwinata, J. S., & Robandi, B. . (2023)</i>	<i>Indonesia</i>	<i>Parents</i>	<i>Parental</i>
<i>Rahmatullah, B., Yassin, S.B., & Omar, J. (2020)</i>	<i>Malaysia</i>	<i>Administrators Teachers and practitioner Academic experts Regulatory agencies Parents</i>	<i>Parental Community</i>
<i>Singh, G. K. S., Singh, R. K. P. G., Singh, H. K. G., & Masnan, A. H. (2023)</i>	<i>Malaysia</i>	<i>Administrators Teachers Parents</i>	<i>Parental Community</i>

Parental involvement and community engagement strategies

Enhancing parent-teacher partnerships through effective communication

The first research question asked the parental involvement and community engagement strategies in early childhood education. This theme focuses on communication strategies either two-way communication, transparency, or trust. Interestingly, seven studies focused on effective communication (Bentley et al., 2023; Bartolome et al., 2020; Ekinci-Vural, 2021; Hakyemez-Paul et al., 2018; Hakyemez-Paul et al., 2021; Rahmat et al., 2023; Singh et al., 2023). The findings consistently revealed that two-way, interactive communication is an indication of a positive parental involvement (Hakyemez-Paul et al., 2021). Educators who prioritized open and consistent communication channels cultivated stronger relationships with parents, fostering an environment of collaboration (Bartolome, 2020). This is further supported by research stating that educators' experience, educational background, and the age of the children they teach significantly influence their views and practices, with communication being a central component (Hakyemez-Paul et al., 2018). The successful implementation of Parental Relationship and Iterative Involvement Model (PRII-M) in Malaysia demonstrated that a continuous, early established, and robust communication framework between parents and schools is fundamental to a child's holistic growth and development (Singh et al., 2023). This highlighted that communication is not merely a transactional exchange of information, but a vital tool for building a supportive and cohesive educational community.

Maximizing parents' active participation and its effect on student outcomes

This theme explored volunteerism, classroom participation, and the link between positive parental views and students' success in school. Three studies focused on parents' active participation (Arnilla et al., 2023; Burbank et al., 2021; Singh et al., 2023). In the Philippines, Parent-Teacher Association (PTA) serve as platforms for discussing school-related issues, fostering parental cooperation, and ensuring community collaboration through various mechanisms like standing committees and regular forums with local stakeholders (DepEd Order no. 54, series of 2009). This aligned with global findings, where volunteering, encompassing activities like classroom participation and professional expertise sharing, emerged as a prevalent form of parental engagement (Ekinci-Vural, 2021). Such involvement extended beyond assistance, encompassing participation in events like field trips and holiday celebrations, recognized as a key quality indicator in early childhood education (NAEYC, 2001). This active partnership between home and school cultivates a strong, unified support system, leading to tangible benefits for children, including improved academic performance, enhanced social-emotional development, and positive behavioral outcomes (Ngadni & Chen, 2024). Essentially, this theme highlighted that when parents are actively engaged in their children's education, it creates a powerful synergy that significantly contributes to their overall success.

Advancing educational practices through parents awareness and collaborative pedagogy

This theme delved into examining current practices, valuing parent knowledge, promoting democratic pedagogy, and embedding tolerance education. Two studies reported parents' awareness and collaborative pedagogy (Burbank et al., 2021; Qadafi et al., 2024). In a three-year study, educators' strategic support, and a democratic pedagogy fostered a dynamic increase in meaningful parental participation, transitioning from occasional help to active planning and substantiated engagement (Formosinho & Passos, 2019). This aligns with the PACT program, a Montessori collaboration in public school kindergarten, was viewed positively by partners and caregivers, demonstrated improvements in student attendance and academic performance over time, though initial academic scores were lower than traditional classrooms, and raised concerns about long-term sustainability (Burbank et al., 2021). Moreover, the Senggarang's historical multiculturalism in Indonesia has cultivated a "habitus of tolerance" that actively promotes peaceful coexistence and interfaith understanding, effectively demonstrated in its schools through diverse educational practices (Qadafi et al., 2024). Furthermore, a culturally reflective framework in New Zealand, unlike simple cultural accommodation, actively integrated human rights and democratic participation, encouraging critical analysis of local norms to prevent oppressive practices and empower early childhood education stakeholders (Song, J. 2024). This showed the importance of shaping equitable and inclusive early childhood education through parents' awareness and involvement.

Monitoring culturally appropriate practices in the community to contextualize and evaluate educational programs

This theme emphasized the necessity of including educational practices within their specific historical, cultural, and social landscapes, while also advocating for rigorous monitoring and adaptation. Two studies showed culturally appropriate practice and contextualization and evaluation (Rusmiati et al., 2023; Qadafi et al., 2024). Even with limited resources and cultural indifferences, schools can effectively partner with parents and communities through structured management, continuous feedback, and adaptable strategies (Erlina et al., 2024). Building upon this, the successful implementation of culturally appropriate practices is contingent upon the interpretations and applications of school leaders and staff (Bautista et al., 2019). However, integration of local cultural contexts can fall short if it disregards the potential for decontextualization, necessitating a more reflective stance. (Xu et al., 2023). This approach encourages early childhood educators to critically examine their practices through historical, cultural, and social lenses, preventing the misinterpretation of approaches or irrelevant pedagogies (Gao et al., 2022; Gay, 2018; Xu et al., 2023). It also showed why tolerance as a learned behavior, is deeply ingrained through social interactions within families, communities, and schools (Rusmiati et al., 2023). Furthermore, teachers, as pivotal agents of socialization, play a crucial role in reinforcing these values within the classroom, demonstrating the tangible impact of understanding and leveraging socio-cultural contexts in education (Qadafi et al., 2024). This theme advocated

for a context-aware approach that prioritizes continuous learning, adaptation, and critical reflection to ensure that educational practices are both effective and culturally relevant.

Deepening community integration for sustainable engagement

This theme explored diverse service engagement, strategic planning, and integrating activities into daily community life. Although only one study surfaced for this study (Kabue et al., 2022), it highlighted the need for engagement to be a natural part of community practices for early childhood education. It is essential to prioritize extensive stakeholder consultations, in-depth formative research, and the strategic utilization of local resources to foster trust, empower community members, and ensure the contextual relevance and sustainability of the intervention (Kabue, et al., 2022). This ensured that interventions were not only contextually relevant but also strengthened trust and empower community members. This relates to the Themed-Project Work (TPW) in Swedish preschools which serves as a key tool for understanding community dynamics within and between preschools (Lecusay et al., 2022). By aligning ECE initiatives with existing community structures and practices, engagement fostered a sense of ownership and shared responsibility.

Building capacity by including school leaders and youth to address educational workforce gaps

This theme focused on the inclusion of school heads and leveraging youth leadership in Early Childhood Care and Education (ECCE). Two studies were deemed relevant for the theme (Bhengu et al., 2018; Franchette et al., 2019). In a study in Zimbabwe, Early Childhood Development (ECD) school heads effectively mobilized resources and fostered community engagement through strategic partnerships, leveraging local power structures, inviting parental participation, and implementing shared leadership to enhance school development despite resource limitations (Bhengu et al., 2018). This highlighted the importance of strong, community-centered leadership in overcoming challenges and improving ECCE outcomes. In some contexts, the Community Youth Leaders (CYLs) addressed Early Childhood Care and Education (ECCE) workforce gaps by managing young children and helping them be ready in school while improving their organizational, interactional, and professional skills (Franchette et al., 2019). By empowering young individuals to manage early childhood programs and support school readiness, communities can build local capacity and provide crucial services. This theme advocated for a dual approach to strengthening ECCE which are empowering school heads to become effective community mobilizers and leveraging the potential of youth leaders to address workforce challenges.

Challenges of parental involvement and community engagement

External factors and barriers in engagement

The second research question focused on the challenges of parental involvement and community engagement in early childhood education. Interestingly, three studies emerged that addressed how events like the COVID-19 pandemic and systemic issues like lack of legal underrepresentation created significant barriers (Arnilla et al., 2023; Bentley et al., 2023;

Kabue et al., 2022). During the COVID-19 pandemic, mothers as de facto teachers, experienced the challenges to shift to distance learning by first recognizing its educational gaps, then actively filling those gaps by becoming home teachers (Arnilla, et al., 2023). This experience underscored the vulnerability of educational systems to unforeseen crises and the disproportionate burden placed on immediate caregivers. Beyond pandemic-related challenges, systemic issues persisted. While families reported positive experiences regarding community efforts, they still encountered barriers like work conflicts, location, and transportation in terms of the needed early childhood care and support (Bentley et al., 2023). These obstacles were particularly significant for marginalized communities, where resources are often scarce and support systems are fragile. Furthermore, language barrier, lack of legal documents, underrepresentation of population, and marginalized population in research resulted in poor service planning, parenting interventions, and concerns in community engagement (Kabue et al., 2022).

Communication gaps and technology utilization concerns

This theme showed three studies on the problems of linear communication and the paradox of technology (Baek, 2015; Hakyemez-Paul et al., 2018; Konca & Hakyemez-Paul, 2021). In a comparative study, a contrast in parental involvement perceptions between Turkish and Finnish educators was discussed. Turkish early childhood educators generally held more positive views and reported higher implementation rates of parental involvement than their Finnish counterparts, who expressed more negative views and perceived parental unwillingness and implementation difficulties as major barriers (Hakyemez-Paul et al., 2018). This disconnect was further explained by the prevalence of one-way communication, where busy schedules led European kindergarten teachers to treat parents as mere curriculum supporters, rather than active partners in their children's education (Baek, 2015). The paradoxical role of technology in parental involvement was also a central concern. Turkish kindergarten teachers, despite high personal technology use and positive attitudes, underutilized digital tools for parental involvement, due to parental socioeconomic factors and digital literacy barriers, with communication being the most common area of use. (Konca & Hakyemez-Paul, 2021). This underutilization can be attributed to parental socioeconomic factors and digital literacy barriers, highlighting that access to technology does not automatically translate to meaningful engagement.

In summary, parental involvement and community engagement strategies were discussed. We can observe that in the nineteen studies analyzed, some of the findings were related to each other. Hence, these could be utilized to enhance positive relationships between parents and teachers and reinforce communities to be involved in children's success. Challenges and concerns also emerged which helped understand the present study.

Conclusion

This systematic review explores a diverse body of primary research to provide a comprehensive framework for parental and community engagement in early childhood

education. It bridges the gap between theoretical strategies, practical, and contextual implementation. By categorizing findings into six core themes, three focusing on parental involvement and three on community engagement, this study moves beyond general advocacy to identify specific changes, such as the integration of historical and cultural contexts in community-school partnerships. The synthesis emphasizes that effective engagement is not only a logistical challenge but a pedagogical and social one. Key findings focus the shift from passive participation to collaborative pedagogy, where parents are included in the planning of educational practices. Furthermore, this review identifies a critical intersection between early childhood services and the broader economic landscape. This addresses the wicked problem of the educational workforce gap. By positioning school leaders and youth as active agents in expanding ECCE services, this study provides a guide for addressing workforce sustainability that is often overlooked in traditional engagement literature. The findings also underscore that breaking barriers to engagement requires a multi-pronged approach like leveraging technology to fill communication gaps while grounding educational programs in local community contexts.

Recommendations

Based on findings, this review proposes the following strategic recommendations to enhance the ecosystem of early childhood education: (1) Educational authorities, such as Early Childhood Care and Development (ECCD) Council and Department of Education, should focus beyond general advocacy for parental presence. Policies should be institutionalized to mandate parent-teacher collaborative planning sessions. (2) To address the lack of clear guidelines for implementation, local government units (LGUs) should enhance barangay-level educational frameworks. In the Philippines, this involves empowering the Barangay Council for the Protection of Children (BCPC) to monitor and adapt educational programs that reflect local historical and social contexts. (3) Recognizing the wicked problem of the educational workforce gap, there is a need for policies that incentivize youth participation in early education. Higher Education Institutions (HEIs) and the National Youth Commission should partner to create community-based internship or volunteer programs. (4) To bridge the identified communication gaps, policy must address the digital divide. Development of localized, low-bandwidth communication platforms such as specialized community applications could allow a two-way dialogue between teachers and parents. (5) Future studies should also expand the participant scope to include health and science practitioners to facilitate a more holistic approach to engagement.

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Data availability. Data generated or analyzed during the study are available upon request.

Ethical Approval. The author declared that ethics statements were not applicable because the study is based on published studies on parental involvement and community engagement strategies in early childhood education.

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