

## Special Issue

# Understanding Early Childhood Care and Education (ECCE) from Cultural Perspectives

### Message from the Guest Editors

We know that children are reared in unique socio-cultural, political, and historical contexts. Their development, care and schooling experiences, parenting and upbringing are significantly influenced by their culture. In some cultures, the understanding of care and education is distinguishable, while in others, these terms are merged and treated as one entity. We respect these differences and would like to highlight issues and perspectives regarding care and the educational context of young children (0–8 years), specifically from global and cultural perspectives. In this Special Issue, we give scholars an opportunity to discuss, critique, and highlight the differing and culture-specific contexts of early childhood care and education, and state its influence on children. How do teachers and parents, guided by culture, influence children between the ages of 0 – 8 years? Scholars can choose to address teacher and parenting practices within certain or multiple cultural contexts, and cross-cultural or culture-specific studies are welcome. Studies employing qualitative, quantitative, or mixed-method strategies are also welcome.

### Guest Editors

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### Deadline for manuscript submissions

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## Education Sciences

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## About the Journal

### Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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