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Safety Matters Training Program for Early Childhood Teachers

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Abstract

Background and Aim: This study originates from the realistic background of frequent safety accidents in kindergartens in Harbin, China. Aiming at the problems of insufficient safety education ability, lagging teaching content, and a single method of kindergarten teachers, combined with the requirements of national safety education policy and the society's high concern for children's safety, it aims to improve teachers' safety education level through systematic training and create a safer learning environment for children.

Materials and Methods: Using a mixed-methods approach, the research involved four key stages: 1) a needs assessment survey among 20 early childhood teachers to identify challenges in safety education; 2) designing a training program with seven key topics, including setting learning objectives, organizing teaching activities, using multimedia resources, and engaging parents; 3) expert evaluations by seven professionals（Experts with extensive experience in curriculum and teaching and preschool education including 5 from Thai universities and schools and 2 from Chinese universities）in preschool and safety education to ensure program relevance; and 4) implementation and impact assessment through pre- and post-tests, rubric-based evaluations, and satisfaction surveys.

Results: The needs assessment identified key challenges in goal setting, resource utilization, and parental involvement. After the training evaluation, the ability (pre/post-test) improved by 19 points, the overall average satisfaction score was 4.9 (SD-0.34), and the standard deviation of all evaluation items was between 0.32-0.42. Expert verification (4.73/5) confirmed the relevance of the project.

Conclusion: This structured training program is guided by empirical needs analysis and refined through expert feedback, effectively improving teachers' safety education abilities and demonstrating its value in cultivating a safety culture in young children. Need teachers' safety education capabilities, demonstrating its value in fostering early childhood safety cultures.

Keywords: Early Childhood Teachers; Safety Matters; Training Program

Introduction

As an important part of socialist education, early childhood education is a key stage of basic education in China, which lays a solid foundation for children's lifelong learning（Dai & Zhang, 1994: 1088）. With the frequent occurrence of accidental injuries in kindergartens in recent years, the issue of kindergarten safety education has increasingly received widespread attention from all walks of life（Tan, 2020: 50）. Although the state has issued a few relevant documents on kindergarten safety, there are still many problems in the actual implementation process. Child safety accidents occur from time to time, such as children falling from buildings and getting an electric shock, all of which affect the hearts of the public. This shows that safety education in kindergartens needs to be strengthened urgently to ensure the safety of children in the learning process.

Early childhood safety is not only the foundation of other educational efforts (Wang, 2011: 10), but it is also a key factor affecting children's physical and mental health and growth. Therefore, it is an urgent problem to improve kindergarten teachers' safety education ability and cultivate their skills to create a safe learning environment. However, existing research shows that many kindergartens lack specialized safety education thematic activities or courses, and the content of safety education is updated slowly, and the teaching method is single, resulting in poor safety education effectiveness（Zhang, 2006: 1-78; Yu, 2017: 15）Therefore, it is particularly important to develop a set of safety education and training programs for kindergarten teachers.

It is clearly required that “kindergartens should give top priority to protecting the safety of preschool

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children", and the specific provisions cover three dimensions: safety standards for kindergarten facilities (forbidden to be set in polluted areas and dangerous areas), qualification management of faculty and staff (strengthening employment review), and safety supervision system (establishing a government-led prevention and control mechanism), and emphasizes the bottom line principle of "keeping the door well and watching people well".(Preschool Education Law of the People's Republic of China,2025)

In the field of safety education, scholars at home and abroad have carried out extensive research. Safety education is regarded as an important means to prevent accidents and ensure individual safety, and its content covers traffic safety, fire safety, food safety, and other aspects (Dolansky et al., 2009: 151–157; Treviño-Siller et al., 2016: 164–170). In terms of children's safety education, the research emphasizes the cultivation of children's safety awareness and self-protection ability through various forms of activities, such as games and role-playing (Lu, 2021: 2-6). At the same time, safety education and training for kindergarten teachers have also attracted attention. Studies have pointed out that through systematic training, teachers' safety education ability and professionalism can be improved, to better ensure the safety of children. (Yu, 2017: 15; Liu, 2013: 22-34).

However, there are still shortcomings in the existing research on safety education ability training for kindergarten teachers, especially the lack of systematization in designing interactive training content that conforms to the characteristics of children's physical and mental development. Therefore, this study aims to fill this gap and comprehensively improve their safety education ability by developing a set of safety education training programs for kindergarten teachers.

Based on the frequent occurrence of safety accidents in Harbin kindergartens in China and the importance of the background and issues, this study is conducted by a profound reflection on the present situation of kindergarten safety education and the urgent need to improve kindergarten teachers' safety education ability. By systematically analyzing the needs and challenges of kindergarten teachers in safety education, this study aims to design and implement a comprehensive and systematic safety education training program to improve kindergarten teachers' safety education skills and professionalism. At the same time, this study also hopes to verify the effectiveness and feasibility of the training program through empirical research and provide a useful reference for kindergarten safety education.

Objectives

1. To explore the safety education needs of early childhood teachers
2. To develop a training program that enhances the safety skills of early childhood teachers.
3. To evaluate the effectiveness and quality of the training program.

Literature review

Definition of Early Childhood Teachers

According to the *Encyclopedia of Chinese Preschool Education Theory Volume*, early childhood teachers are defined as *the primary staff responsible for educating children aged 3-6 years in early childhood education institutions.* These individuals are entrusted by society to support the physical and psychological development of children in kindergartens or other early childhood education settings, engaging in both educational instruction and childcare. This definition includes not only early childhood educators responsible for teaching but also caregivers who contribute to child development and well-being.

For this study, the primary research subjects are teachers engaged in instructional work in kindergartens, rather than caregivers or support staff. These teachers play a crucial role in implementing safety education, fostering a secure learning environment, and equipping young children with the necessary skills to protect themselves in various situations.

Safety Literacy of Early Childhood Teachers

Li Ying of Yanbian University, in her study *Research on the Current Situation of Safety Literacy of Teachers in Civic Kindergartens in Yanji*, emphasizes that ensuring the safety of young children in kindergartens requires early childhood teachers not only to possess a high level of safety awareness but also

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to have extensive knowledge and strong practical abilities in safety education. Many early childhood teachers, however, do not prioritize safety education, and a lack of personal safety knowledge or skills can pose risks to children in their care (Li, 2020: 18-35).

China has long upheld a tradition of respecting teachers and valuing education, viewing teachers as fundamental to the development of society. Teachers are defined as *individuals or groups directly engaged in educational and instructional activities based on educational needs* (Zhang, 2013: 317). Compared to the broader concept of *teacher cultivation*, the term *teacher training* focuses more on equipping educators with specific skills and competencies. With the increasing emphasis on lifelong education, the distinction between cultivation and training has evolved from differences in teaching methods to variations in educational systems.

Teacher training is a structured, purposeful, and organized learning activity designed to enhance educators' knowledge, skills, and professional attitudes in response to external educational changes and institutional transformation needs. Its goal is to enable teachers to improve their professional competencies, adapt to evolving educational demands, and enhance their performance in the classroom. Therefore, teacher training often consists of specialized or short-term programs tailored to both pre-service and in-service teachers. (Lin,2014: 1-2).

Shen Jiliang defines *teacher training* as on-the-job professional development for educators who have already obtained legal teaching qualifications and are actively engaged in teaching (Shen, 2006). Similarly, Zhao Mingren et al. describe teacher training as a structured process through which accredited institutions promote teachers' professional growth by organizing activities aligned with the principles of teacher development and the demands of educational reform (Zhao & Zhou, 2007: 38).

In Western contexts, teacher training is often referred to as *in-service teacher education and training*. Bolam defines in-service teacher training as educational and training activities undertaken by teachers and school administrators after obtaining an initial teaching certificate, with the primary goal of improving their professional knowledge, skills, and attitudes to enhance teaching effectiveness. The UK Department of Education and Science's 1970 report on in-service teacher training, based on a 1967 survey, defined *in-service training* as *any activity undertaken by teachers after entering the profession that contributes to their professional work*, later known as *In-Service Education and Training of Teachers* (Chen, 1997: 59).

Teachers play an indispensable role in children's early development, serving as authoritative figures and strong representatives of adulthood. For young children, who have not yet developed the ability to navigate their environment independently, teachers are their first formal introduction to societal structures and expectations (Liu, 2007: 18). The professional knowledge and skills required of early childhood educators are highly specialized and distinct from those of teachers at other educational levels. This study considers *safety education training* for early childhood teachers as a specialized domain within the broader field of early childhood education.

Early childhood teachers play a dual role as educators and safety guardians, and need to enhance their safety education abilities through structured training. The training objectives focus on strengthening safety awareness, updating knowledge, and improving practical skills. The design follows the principles of systematicity (covering all dimensions of safety education), practicality (mainly simulation exercises), and continuity (pre-employment and post-employment connection) to meet the needs of educational reform.

Conceptual Framework

Safety Education Training Program

To address the safety education needs of early childhood teachers, a systematic safety education training program must be designed. This program should encompass the following key elements:

Training Content: Topics should include safety awareness, accident prevention, first aid knowledge, and risk assessment strategies.

Training Methods: Effective instructional strategies may include case studies, role-playing exercises, simulation drills, and interactive discussions to reinforce practical application.

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Evaluation Methods: Assessment should be conducted through knowledge testing, practical application evaluations, and performance-based assessments to measure teachers' proficiency in safety education.

By implementing a structured safety education training program, early childhood educators can develop the necessary competencies to create safe learning environments, prevent accidents, and respond effectively to emergencies, ultimately enhancing the overall well-being of young children.

In this study, the researchers established the following conceptual framework:

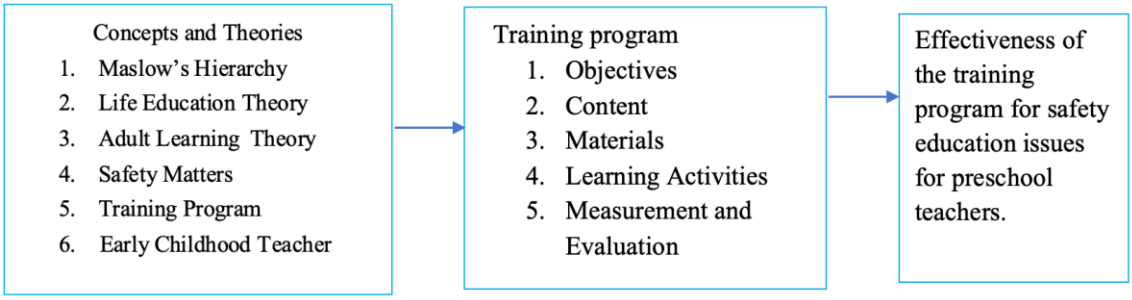

Figure 1 Conceptual Framework

Methodology

1. Data Sources

The data source of this study is mainly the group of early childhood teachers, specifically 20 early childhood teachers from Harbin, Heilongjiang Province, China. These teachers volunteered to participate in this study and were used as a sample to evaluate the needs and effects of safety education training programs. The selection of samples is based on the convenience sampling principle, which ensures the feasibility and operability of the study. Although the sample size is limited, it is sufficient for a preliminary exploration of the application effect of safety education training programs on early childhood teachers.

2. Research tools

2.1 Questionnaire

Name and type: This study designed a questionnaire on the training needs of early childhood teachers in safety education. The questionnaire is divided into three parts, the first part collects the basic information of respondents and adopts the checklist format; The second part aims at training needs, using a five-level Likert scale (from "very needed" to "not needed at all"); The third part is an open-end question, which is used to collect teachers' opinions and suggestions on safety education.

Development and quality Inspection: The questionnaire was developed based on a literature review and preliminary interview results and was revised several times to ensure comprehensiveness and pertinence of its content. Before formal use, the questionnaire was pretested on a small scale, and necessary adjustments were made according to the feedback. The reliability of the questionnaire was assessed by calculating internal consistency reliability, such as Cronbach's alpha coefficient, ensuring the stability and reliability of the data.

The implementation process of the survey questionnaire in this study is as follows: based on safety education theory and teacher needs, a three part questionnaire is designed, which includes basic information (checklist), training needs (five level scale), and open suggestions; Selecting 20 public kindergarten teachers who voluntarily participated in Harbin as the subjects, as the city's education level is representative and convenient for researchers to personally distribute and recycle; The data is processed through a combination of descriptive statistics (frequency/mean/standard deviation) and content analysis, quantifying demand distribution and extracting qualitative recommendations, ultimately forming a structured training needs assessment report.

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2.2 Training program

Name and type: This study designed a safety education training program for early childhood teachers, including seven core themes: Setting safety objectives; Organizing safety-focused teaching activities; Utilizing multimedia for safety education; Engaging parents in safety education; Measuring and evaluating safety outcomes; Arranging classroom environments for safety; and Effective communication of safety learning.

Development and quality inspection: The development of the training program is based on needs analysis results, combining best practices in safety education and features of early childhood education. Each topic contains detailed learning objectives, activities, resources, and assessment methods. Before formal implementation, the protocol was reviewed by experts（Experts with extensive experience in curriculum and teaching and preschool education, including 5 from Thai universities and schools and 2 from Chinese universities） and revised based on feedback to ensure its relevance and quality.

Reliability report: The expert review results show that the content, structure, and practicability of the training program have been highly evaluated, indicating that the program has good reliability and effectiveness.

3. Data collection

Steps and methods:

3.1 Needs assessment phase: To collect 20 early childhood teachers' needs and challenges in safety education training through questionnaires distributed to them. Data collection was conducted by the investigator himself to ensure the accuracy and completeness of the data.

3.2 Protocol development phase: Based on the results of the needs assessment, a set of safety education and training programs is designed. The development process of the program includes steps such as theme selection, content planning, activity design, resource preparation, and evaluation method formulation.

3.3 Expert review stage: Five experts from Thailand and China in the field of early childhood education and safety education were invited to review the training program. The evaluation process was conducted in the form of a questionnaire survey, and experts' opinions and suggestions on the content, structure, and practicability of the scheme were collected.

3.4 Programmed implementation phase: The training program was applied to 20 early childhood teachers, and the effect of the program was evaluated through pre-post-measurement, rubric assessment, and satisfaction survey. Data collection was conducted by a combination of questionnaire surveys and observation records.

4. Data analysis

4.1 Quantitative data analysis

Analytical methods:

Pre and post training comparison: By comparing teachers' test scores before and after training, evaluate the effect of training programs on improving teachers' safety education ability. Independent sample t-test or paired sample t-test (selected according to the data situation) were used to analyze the significance of the difference between the pre-and post-test scores.

Gauge evaluation: Assessment of teacher performance in training activities using pre-designed gauges. Gauges include multiple dimensions, such as clarity, relevance to safety, measurability, age suitability, and time limit, among others. Each dimension has specific scoring criteria and weights. The overall performance of teachers was assessed by calculating their average scores across various dimensions.

Satisfaction survey: Feedback on teachers' satisfaction with the training program was collected through a questionnaire survey. The questionnaire used a five-level Likert scale (from "very dissatisfied" to "very satisfied") to measure teachers' evaluation of the practicality of the training content, the effectiveness of the teaching method, and overall satisfaction.

4.2 Qualitative data analysis

Data validation:

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Content analysis: Content analysis of open-ended questionnaire responses to extract key ideas and attitudes. Categorize responses under different topics by coding and categorization to better understand teacher needs and opinions.

Analytical techniques:

Thematic analysis: Identify the main topic by identifying keywords and phrases in the answers. Each topic is then analyzed in depth to understand the specific needs and challenges of teachers in safety education.

Discourse analysis: Analyze the language and phrasing used by teachers in their responses to reveal their underlying attitudes and values. Commonalities and differences were identified by comparing responses from different teachers.

Interpretation criteria:

Consistency: Assess the degree of consistency of different teachers on a topic by comparing their responses. The higher the consistency, the more universal and important the topic is.

Depth: Analyze the level of detail and complexity of the answers to assess their understanding of a topic. The higher the depth, the deeper and more comprehensive the teacher's understanding of the topic.

Results

1. Needs Assessment findings

The needs assessment revealed critical gaps in teachers' knowledge and practices related to safety education. Key findings included:

The training model focused on safety education for young children, organized into seven key topics, each with specific subtopics. This structured model is intended to guide educators in delivering comprehensive, age-appropriate safety instruction in early childhood settings.

1.1. Establishing Safety Learning Objectives. The training begins with understanding how to create effective safety objectives tailored for young children. These objectives need to be practical, achievable, and age-appropriate. Educators must be able to clearly define what children should know or be able to do regarding safety, laying the groundwork for all future safety education efforts.

1.2. Organizing Safety Learning Units. Once objectives are set, the next step is organizing safety topics into well-structured learning units. This includes selecting engaging and relevant content that captures children's interest while ensuring that each topic directly supports the safety objectives. This alignment ensures a purposeful and cohesive learning experience.

1.3. Designing and Adapting Safety Activities. This section emphasizes how to create meaningful and interactive activities that help children practice and understand safety concepts. Teachers must also adapt these activities to different learning styles—visual, auditory, kinesthetic—so that every child has an opportunity to grasp the safety lessons effectively.

1.4. Using Multimedia Tools in Safety Education. Multimedia resources, such as videos, songs, games, and interactive apps, can make safety lessons more engaging and memorable. The training encourages educators to carefully choose tools that support the learning goals and are appropriate for children's developmental levels, helping to enhance understanding through multiple senses.

1.5. Assessing and Giving Feedback on Safety Learning. Evaluation is critical to understanding how well children are learning safety concepts. Teachers need to apply appropriate assessment methods and give constructive, timely feedback. Establishing clear and age-suitable criteria also helps educators track progress and refine instruction where needed.

1.6. Creating a Safe Classroom and Partnering with Parents. Finally, a well-prepared environment supports both teaching and learning. Teachers should arrange classrooms to be safe, welcoming, and adaptable to various learning contexts. Equally important is involving parents—by sharing progress and encouraging their participation, educators create a stronger, more consistent safety culture for children both at school and at home.

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Figure 2 Training needs topics.

2. Training Program Effectiveness

Table 1 Evaluation summary of the mean and standard deviation of topic 1: How to set objectives regarding safety for students?

No.	Evaluation item	Relevance/Appropriateness		
		$\bar{X}$	S.D.	Meaning
1	Elements of the training program To determine the elements of the training program 1. Topic 2. Subtopic 3. Learning objective 4. Activity 5. Resource 6. Evaluation	4.57	0.79	Highest
2	Relevance and appropriateness of training program topics to learning objectives	4.86	0.38	Highest
3	Relevance and appropriateness of training program topics and activities	4.71	0.76	Highest
4	Relevance and appropriateness of training program topics and resources	4.71	0.49	Highest
5	Relevance and appropriateness of training program topics and evaluations	4.86	0.38	Highest
6	Relevance and appropriateness of The learning objectives and activities of the training program	4.71	0.76	Highest

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No.	Evaluation item	Relevance/Appropriateness		
		$\bar{X}$	S.D.	Meaning
7	Relevance and appropriateness of The learning objectives and resources of the training program	4.86	0.38	Highest
8	Relevance and appropriateness of The learning objectives and evaluations of the training program	4.43	0.79	High
9	Relevance and appropriateness of The activities and evaluations of the training program	4.86	0.38	Highest
	Total	**4.73**	**0.57**	**Highest**

Table 1, Summary of the evaluation of "How to set safety goals for students?", includes the relevance/appropriateness mean, standard deviation, and significance of each evaluation item. The average values of all assessment items are high, ranging from 4.43 to 4.86, with the average values of most of the items close to or reaching the highest value of 4.86. The standard deviation is relatively small, ranging from 0.38 to 0.79, indicating that experts are more consistent in their evaluation of the topic.

Table 2 Changes in results pre-test and post-test training paired sample test

	Process the pair difference number		t	Significance (two-tailed)
	$\bar{X}$	S.D.		
Pre-test Post-test	33.70 52.75	2.15 1.68	34.636	0.000*

From Table 2, Changes in test scores: The average score before training (Pre-test) is 33.70, and the average score after training (Post-test) is 52.75, which shows that the score after training has significantly improved by about 19 points.

Satisfaction surveys: Over 90% of participants rated the program as highly relevant and practical. Teachers appreciated the hands-on activities, multimedia resources, and opportunities for collaboration with peers and experts.

Table 3 Training program satisfaction evaluation data for each evaluation checklist's statistics

No.	Evaluation checklist	$\bar{X}$	S.D.	Meaning
1	Training topic content is closely related to The teaching needs.	4.90	0.32	highest
2	Training topics align with goals.	4.90	0.32	highest
3	Training objectives are clear and realistic, which is helpful for setting teaching objectives in the future.	4.85	0.42	highest
4	Training objectives contribute to better implementation of safety education in the teaching and learning process.	4.95	0.32	highest

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No.	Evaluation checklist	$\overline{X}$	S.D.	Meaning
5	Training activities are rich and interactive in design.	4.85	0.32	highest
6	Training activities help improve the level of safety education in teaching.	4.90	0.32	highest
7	Training resources (such as cases, videos, etc.) are rich and practical	4.90	0.32	highest
8	Training evaluation is reasonable, which helps to reflect and improve teaching.	4.95	0.32	highest
9	Training time is Appropriate.	4.90	0.32	highest
10	Through the training Program, master more knowledge and safety education methods.	4.90	0.42	highest
11	The training topic content is closely related to the teaching needs.	4.90	0.32	highest
	Total	**4.90**	**0.34**	**highest**

From Table 3, the training received a very high satisfaction rating. Among them, it received the highest score of 4.95 points. The average score for most assessment items reached 4.9 points. Even for projects with relatively low ratings, the average score reached 4.85. The overall average score is 4.9 points (SD-0.34), and the standard deviations of all evaluation items are between 0.32-0.42. In particular, the standard deviation of training time arrangement is 0, indicating that the evaluations of participating teachers are highly consistent and unanimously approved.

These consistently high satisfaction scores validate that the training program's structured design and practice-oriented methodology directly fulfilled its core objective of enhancing teachers' safety education capabilities. The unanimous approval of the time arrangement further confirms the alignment between implementation effectiveness and the research goal of creating actionable, teacher-centric professional development solutions.

Discussion

Theoretical basis

Based on social learning theory, cognitive learning theory, constructivist learning theory, behaviorism theory, humanism theory, and Maslow's hierarchy of needs theory, this study designs a comprehensive safety education training program. These theories provide a solid theoretical foundation for this study and guide the design, implementation, and evaluation of training programs.

Social learning Theory emphasizes the importance of observational learning and imitative learning. This study encourages teachers to improve their abilities by observing and learning from other people's experiences through case analysis and role-playing activities.

Cognitive learning theory: Pay attention to the individual's cognitive process in the process of information processing. This study helps teachers to understand and memorize safety education knowledge through clear learning objectives and clear teaching resources.

Constructivist learning theory: Emphasizes learner initiative and the importance of situational learning. In this study, teachers are encouraged to actively participate, explore, communicate, and cooperate through group cooperation and project-based learning activities.

Behaviorism theory: Focuses on the relationship between environmental stimuli and behavioral responses. This study helps teachers to form their required behavior habits and skills through activities such as behavior shaping and skill training.

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Humanistic theory: Emphasizes people's inner needs and the importance of self-realization. This study focuses on teachers' personal growth and development, provides a safe and supportive learning environment, and promotes their self-exploration and growth.

Maslow's hierarchy of needs theory: It is believed that people have five basic needs levels, and meeting lower-level needs is the prerequisite for realizing higher-level needs. By paying attention to the actual needs of teachers, this study provides targeted training content and support to meet their professional development needs.

Comparative analysis of similar studies

The results of this study are consistent with several similar studies, further verifying the validity and reliability of this study.

Song (2014) studied the development and implementation of early childhood teacher training curriculum in Ganjingzi District, Dalian City. He pointed out that the design of training courses should be closely combined with the actual needs of teachers, paying attention to practicality and operability. This study likewise emphasizes the importance of needs assessment and designs a practical and operational training program.

Wang (2008). This paper explores the development of teacher training modes in the in-service teacher education system. He believes that curriculum development should closely combine the needs of educational reform with the actual situation of teachers and pay attention to the combination of theory and practice. This study also follows this principle and designs a training program that is both in line with educational theory and has practical value.

Zhao (2023). This paper studies the development and implementation path of a school-based training curriculum based on the four elements of teachers' information literacy. He stressed that the design of training courses should pay attention to the improvement of teachers' information literacy and use information technology to innovate training methods. Although this study does not directly involve information literacy, it also makes full use of multimedia resources and online learning platforms in the training process, which improves teachers' information teaching ability.

Kabadayi (2016) presents an on- the- job training model based on the concept of sustainable development for early childhood teachers in Turkey. He believes that training courses should focus on the professional growth and sustainable development of teachers. This study also emphasizes the importance of teachers' professional development and designs training programs aimed at improving teachers' long-term teaching ability.

The findings emphasize the effectiveness of structured and targeted training programs in addressing safety education gaps among early childhood teachers. Key factors contributing to the program's success included:

Integration of theory and practice through diverse teaching methods.

Involvement of experts in program design and evaluation.

Inclusion of interactive and multimedia-based activities to enhance engagement.

The study also highlights the importance of involving parents in safety education to create a supportive learning environment for children. Parental involvement can reinforce safety messages taught in the classroom and promote consistent safety practices at home.

This study achieved closed-loop verification of research objectives and implementation results through systematic design: seven theme training modules developed based on needs assessment (such as goal setting, multimedia resource application, parent collaboration, etc.) directly responded to the “effectiveness of structured training” theory emphasized in the literature review; Through practical teaching methods such as role-playing and simulation exercises, the guidance of cognitive learning theory and constructivist theory has been implemented; The final data shows that the teacher's safety education ability has improved by 19 points and the satisfaction level has reached a high level, confirming the key role of the ADDIE framework and Taylor curriculum principles in addressing practical gaps, and perfectly

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achieving the research goal of "develop a training program to enhances the safety skills of early childhood teachers.

Conclusion

This study contributes to the field of early childhood safety education by developing and evaluating a comprehensive training program tailored to the needs of early childhood teachers. The results demonstrate the program's effectiveness in enhancing teachers' safety education competencies and satisfaction levels. The findings provide a framework for improving early childhood safety education, benefiting educators, administrators, and policymakers. By equipping teachers with relevant knowledge and skills, this program contributes to reducing safety risks and enhancing the overall quality of early childhood education.

Recommendation

Implementation in Other Regions: The program can be adapted and implemented in other regions to address local safety education challenges.

Continuous Improvement: Regular updates to the training content, based on participant feedback and evolving safety standards, are recommended.

Further Research: Future studies should explore the long-term impacts of safety training programs on both teachers and children. Additionally, research on the effectiveness of different teaching methods in safety education could provide valuable insights for program improvement.

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