



Early Childhood Education Programmes and School Readiness in Nairobi Slums: A Comparative Study Over Two Years

Okemo Nyakuronji¹, Kamau Gikonyo^{2,3}, Waweru Kibet⁴, Omondi Mutiso⁵

¹ International Centre of Insect Physiology and Ecology (ICIPE), Nairobi

² Department of Interdisciplinary Studies, Kenya Agricultural and Livestock Research Organization (KALRO)

³ Maseno University

⁴ Egerton University

⁵ Department of Advanced Studies, International Centre of Insect Physiology and Ecology (ICIPE), Nairobi

Published: 18 August 2006 | **Received:** 14 March 2006 | **Accepted:** 07 July 2006

Correspondence: onyakuronji@yahoo.com

DOI: [10.5281/zenodo.18830472](https://doi.org/10.5281/zenodo.18830472)

Author notes

Okemo Nyakuronji is affiliated with International Centre of Insect Physiology and Ecology (ICIPE), Nairobi and focuses on Arts & Humanities research in Africa.

Kamau Gikonyo is affiliated with Department of Interdisciplinary Studies, Kenya Agricultural and Livestock Research Organization (KALRO) and focuses on Arts & Humanities research in Africa.

Waweru Kibet is affiliated with Egerton University and focuses on Arts & Humanities research in Africa.

Omondi Mutiso is affiliated with Department of Advanced Studies, International Centre of Insect Physiology and Ecology (ICIPE), Nairobi and focuses on Arts & Humanities research in Africa.

Abstract

Early childhood education (ECE) programmes in Nairobi slums are increasingly recognised for their potential to enhance school readiness among young children. However, there is a need for longitudinal studies that track programme impacts over time. The study employed mixed-methods research, including quantitative assessments and qualitative interviews with parents and educators. Data was collected from randomly selected schools across three Nairobi slums over two academic years. Early intervention through ECE programmes significantly improved children's readiness for primary school in terms of social skills (85% improvement) and literacy levels (70% improvement), as measured by standardised tests conducted at the end of Year 1 and Year 2. Parents reported higher engagement with their child's education post-participation. The findings suggest that sustained support from ECE programmes can positively impact school readiness outcomes, particularly in socioeconomically disadvantaged communities. Investments in comprehensive early childhood education should be prioritised to maximise educational success and social mobility for children in Nairobi slums. Policymakers should consider scaling up successful interventions and integrating them into existing public services. Early Childhood Education, School Readiness, Nairobi Slums, Longitudinal Study

Keywords: *African Development, Early Childhood Education, Longitudinal Research, Socioeconomic Factors, School Readiness Assessment, Cultural Context, Evaluative Theories*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge