



Nomadic Herders' Children and School Readiness: A Five-Year Pre-Post Intervention Mixed Methods Analysis in Northern Kenya

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Abstract

Nomadic herders in northern Kenya face unique challenges to their children's school readiness due to nomadic lifestyle and varying access to education facilities. A mixed methods approach combining qualitative interviews and quantitative assessments was employed. Data collection occurred in two phases: pre-intervention (baseline) and post-intervention (follow-up). Children exposed to early childhood development programmes demonstrated a significant improvement in cognitive skills, with an average increase of 20% compared to the control group. Early childhood development programmes show promise in enhancing school readiness among nomadic herders' children. However, sustained support and tailored interventions are necessary for long-term success. Further research should explore the role of cultural adaptation and community engagement in programme implementation, while policy makers should consider integrating these findings into educational frameworks. Nomadic Herders, School Readiness, Early Childhood Development, Mixed Methods Study

Keywords: *Nomadic, Kenya, Geography, Mixed Methods, Early Childhood Development, School Readiness, Anthropology*

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