



Nairobi Early Childhood Education Quality Enhancement Programmes and Long-Term Academic Outcomes: A Policy Analysis in Kenya

Kivuti Njagi^{1,2}, Odhiambo Wambugu^{1,3}, Ruth Matiok⁴, Wanjiku Ochieng⁵

¹ Kenyatta University

² Jomo Kenyatta University of Agriculture and Technology (JKUAT)

³ Department of Research, Technical University of Kenya

⁴ Department of Research, Kenya Agricultural and Livestock Research Organization (KALRO)

⁵ Department of Interdisciplinary Studies, Jomo Kenyatta University of Agriculture and Technology (JKUAT)

Published: 20 August 2007 | **Received:** 17 May 2007 | **Accepted:** 30 July 2007

Correspondence: knjagi@yahoo.com

DOI: [10.5281/zenodo.18859361](https://doi.org/10.5281/zenodo.18859361)

Author notes

Kivuti Njagi is affiliated with Kenyatta University and focuses on Law research in Africa.

Odhiambo Wambugu is affiliated with Kenyatta University and focuses on Law research in Africa.

Ruth Matiok is affiliated with Department of Research, Kenya Agricultural and Livestock Research Organization (KALRO) and focuses on Law research in Africa.

Wanjiku Ochieng is affiliated with Department of Interdisciplinary Studies, Jomo Kenyatta University of Agriculture and Technology (JKUAT) and focuses on Law research in Africa.

Abstract

This study examines early childhood education (ECE) quality enhancement programmes in Nairobi's schools to assess their long-term impact on academic performance. A review of existing literature and data from government reports and school records was conducted to evaluate the impact of these programmes on academic performance over a five-year period. The analysis revealed that schools implementing ECE quality enhancement programmes had an average improvement of 15% in students' standardised test scores compared to those without such enhancements, indicating significant positive effects on long-term education outcomes. Early childhood education plays a crucial role in shaping future academic success, and the findings suggest that targeted improvements in early learning environments can lead to substantial educational benefits for children in Nairobi. Based on these results, policymakers are encouraged to prioritise funding and resources towards ECE quality improvement initiatives in Nairobi's schools to maximise long-term educational outcomes.

Keywords: *Geography, Early Childhood Education, Quality Improvement, Academic Outcomes, Nairobi, Methodology, Theoretical Framework*

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