



Language Development Interventions in Urban Slums: A Mixed Methods Exploration of Early Childhood Education Programmes in Kenya

Omar Gitari¹

¹ Department of Research, Kenyatta University

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Correspondence: ogitari@hotmail.com

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Author notes

Omar Gitari is affiliated with Department of Research, Kenyatta University and focuses on African Studies research in Africa.

Abstract

Early childhood education interventions have been shown to significantly impact language development in urban slums of Kenya. A mixed methods approach combining quantitative data from standardised assessments and qualitative insights through interviews and observations was employed to explore the impact of ECE programmes on language proficiency in these settings. The analysis revealed an average improvement of 20% in children's language skills after participating in the intervention, with a notable increase observed among girls compared to boys ($p < 0.05$). ECE programmes have demonstrated positive effects on language development in Kenyan urban slums; however, further research is needed to understand contextual factors affecting programme efficacy. Future studies should consider incorporating gender-specific interventions and community engagement strategies to enhance the impact of ECE programmes on language acquisition among children in urban slums.

Keywords: *Urban, Slums, Linguistics, Qualitative, Quantitative, Intervention, Development*

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