



Analysing Early Childhood Education Interventions on School Readiness in Nairobi Slums: A Qualitative Study

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Published: 11 October 2007 | **Received:** 30 April 2007 | **Accepted:** 26 August 2007

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DOI: [10.5281/zenodo.18848496](https://doi.org/10.5281/zenodo.18848496)

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Abstract

Early childhood education interventions are pivotal in enhancing school readiness among children in Nairobi slums, where access to quality educational resources is often scarce. Qualitative data were collected through interviews with parents, teachers, and children in Nairobi slums. Focus groups discussed perceived benefits and challenges of early education programmes. Themes emerged regarding parental engagement, teacher training quality, and the impact on child development. Parents reported increased confidence in their children's readiness for formal schooling. Early childhood education interventions significantly improved school readiness levels among Nairobi slums' children, with an overwhelming majority of parents noting improvements in their children's social skills and academic preparedness. Further research should explore long-term effects and scalability of these programmes. Policy recommendations include funding for teacher training and parental support initiatives.

Keywords: *Geographic, Nairobi, Slums, Methodology, Theory, Qualitative, Pre-Post*

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