



Development Curricula for Early Childhood in Nairobi: Parental Involvement and Child Metrics

Mwangi Kibugi¹, Osceola Ochaya², Wakili Wambugu^{3,4}

¹ Pwani University

² Department of Interdisciplinary Studies, Moi University

³ Moi University

⁴ Department of Research, Jomo Kenyatta University of Agriculture and Technology (JKUAT)

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Correspondence: mkibugi@yahoo.com

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Author notes

Mwangi Kibugi is affiliated with Pwani University and focuses on Physics research in Africa.

Osceola Ochaya is affiliated with Department of Interdisciplinary Studies, Moi University and focuses on Physics research in Africa.

Wakili Wambugu is affiliated with Moi University and focuses on Physics research in Africa.

Abstract

Early childhood education in Nairobi is crucial for community development, with marginalized communities often lacking adequate resources and support. Curriculum design was based on a mixed-methods approach combining qualitative interviews with parents, observation of educational settings, and quantitative analysis of existing data from Nairobi's marginalized communities. Parental engagement in early childhood education has been shown to significantly enhance child metrics like cognitive development (average increase of 15% in pre-school readiness scores) and social skills (70% improvement in interaction with peers). The curriculum design process identified key themes for future research, including the impact of parental involvement on long-term educational outcomes. Parents should be actively involved in their children's education from an early age to foster better cognitive and social development. Future studies should explore longitudinal impacts of these curricula. The empirical specification follows $Y = \beta_{0+\beta}^{-} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African geography, Early childhood education, Mixed methods, Parental engagement, Development metrics, Community development, Educational policy*

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