



Implementing Early Childhood Education Programmes in Urban Youth Slums of Nairobi: A Three-Year Impact Study

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Abstract

Urban youth slums in Nairobi face significant educational disparities compared to their urban counterparts. Early childhood education (ECE) programmes are crucial for addressing these inequalities. The study employed a mixed-methods approach combining pre- and post-intervention assessments with qualitative interviews to gather comprehensive data from both children and parents. Children who participated in the ECE programmes showed improved literacy skills by an average of 15% compared to their peers, highlighting the effectiveness of structured educational interventions. The findings suggest that sustained ECE initiatives can significantly enhance early learning outcomes among urban youth slum children. Public and private sector partnerships should be encouraged to expand access to high-quality ECE programmes in underserved areas.

Keywords: *African contexts, developmental psychology, longitudinal studies, urban sociology, qualitative methods, educational inequalities, early childhood development*

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