



Teacher Training for Early Childhood Education Quality in Kenyan Slums: A Scholarly Review of Contemporary Approaches

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Abstract

Early childhood education (ECE) is crucial for a child's development, yet many Kenyan slums lack qualified teachers and effective training programmes to ensure quality ECE. The study employs a critical literature review method, synthesizing data from academic journals, government reports, and educational policy documents to analyse contemporary teacher training programmes for ECE in Kenyan slums. A key theme identified was the importance of integrating community-based education into training curricula. For instance, one programme reported a 25% improvement in teachers' ability to adapt curriculum based on local cultural and social contexts. Current teacher training programmes show promise but are limited by funding constraints and lack of standardised assessment metrics. There is a need for more robust evaluation frameworks and community engagement strategies. Developers should prioritise integrating community-based education into training programmes, while policymakers must ensure adequate funding and support mechanisms to sustain such initiatives effectively. Early Childhood Education, Teacher Training, Kenyan Slums, Quality Enhancement

Keywords: *African geography, Early childhood education, Quality enhancement, Teacher training, Pedagogy, Curriculum development, Critical analysis*

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