



Developmental Trajectories in Early Childhood Education Programmes for Urban Youth in Lagos, Nigeria

Chika Okoli¹, Felix Amaechi^{2,3}

¹ Department of Research, Nnamdi Azikiwe University, Awka

² University of Ibadan

³ Nnamdi Azikiwe University, Awka

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Correspondence: cokoli@gmail.com

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Author notes

Chika Okoli is affiliated with Department of Research, Nnamdi Azikiwe University, Awka and focuses on African Studies research in Africa.

Felix Amaechi is affiliated with University of Ibadan and focuses on African Studies research in Africa.

Abstract

Early childhood education (ECE) in urban settings is crucial for children's development, particularly in Lagos, Nigeria, where rapid urbanization and demographic changes are transforming educational landscapes. The study employed a mixed-methods approach involving semi-structured interviews, observational studies, and document analysis. Participants included educators, parents, and children enrolled in ECE programmes across diverse socio-economic backgrounds. Data revealed significant variations in programme quality and implementation, with some institutions offering high-quality education that aligned closely with developmental milestones for urban youth. The findings highlight the need for standardised guidelines to ensure consistency and effectiveness of early childhood education initiatives in Lagos, fostering a more equitable educational environment. Recommendations include developing comprehensive training programmes for educators, implementing regular quality audits, and enhancing parental engagement to support children's holistic development. Early Childhood Education, Urban Youth, Developmental Trajectories, Quality Improvement

Keywords: *Geographic, Urbanization, Culture, Contextual, Ethnography, Pedagogy, Developmental*

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