



Teacher Training and Student Progress in Urban Lagos: An Evaluation of Early Childhood Education Quality Improvement Initiatives

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Abstract

This review examines a book that evaluates early childhood education quality improvement initiatives in urban slums of Lagos, Nigeria, focusing on teacher training and its impact on student progress. The book employs a mixed-methods approach, combining qualitative interviews with teachers and parents, alongside quantitative data from standardised test scores of participating students. There is evidence suggesting that structured training programmes have contributed positively to increased engagement levels and better academic outcomes among children in the targeted urban slums. For instance, student improvement rates in mathematics reached an average increase of 15% after completing teacher training modules. The review concludes that while there are promising signs of progress, more robust longitudinal studies are needed to establish causality between teacher training and improved educational outcomes. Future research should prioritise the development of comprehensive follow-up studies to monitor long-term effects of early intervention programmes. Additionally, further exploration into the sustainability of these initiatives is recommended.

Keywords: *African Geography, Urbanization, Early Childhood Education, Teacher Training Effectiveness, Impact Assessment, Qualitative Research, Educational Policy Analysis*

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