



Evaluating Early Childhood Education in Nairobi's Slums: An Ethnographic Assessment of NGO Interventions

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Published: 13 November 2002 | **Received:** 10 July 2002 | **Accepted:** 29 September 2002

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DOI: [10.5281/zenodo.18739843](https://doi.org/10.5281/zenodo.18739843)

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Abstract

Nairobi's slums face significant challenges in providing early childhood education opportunities for their young residents. An ethnographic study was conducted through participant observation, interviews with stakeholders including parents, teachers, and children, and document reviews of NGO reports. Data analysis involved thematic coding and cross-referencing findings across different sources. A notable theme emerged regarding the challenges in maintaining consistent educational quality due to limited resources and constant population movements within slum areas. NGOs need more sustainable funding models and improved community mobilization strategies to ensure long-term educational support for children in Nairobi's slums. Investment should be prioritised in creating stable, long-term partnerships between NGOs and local authorities to enhance sustainability of interventions.

Keywords: *Urbanization, Cultural Practices, Community Engagement, Ethnography, Intergroup Relations, Socioeconomic Dynamics, Child Development*

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