



Parental Involvement in Early Childhood Education Programmes within Urban Indian Families: An Action Research Study in South Africa

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Abstract

Parental involvement in early childhood education is crucial for urban Indian families' children's development. An action research approach was employed, involving semi-structured interviews and observations among 50 parents of ECD programme participants. Parental engagement varied significantly, with a notable proportion of mothers participating actively in educational activities at home, while fathers were less involved but still supportive. Urban Indian families' parental involvement patterns suggest opportunities for targeted interventions to enhance participation and support children's learning outcomes. Programmes should incorporate more interactive elements that engage both parents and children directly, fostering a collaborative learning environment.

Keywords: *Cape Town, Urbanization, Participatory Action Research, Community Engagement, Early Childhood Development, Ethnography, Indigeneity*

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