



# Cognitive Stimulation Scores in Early Childhood Development Workshops for Parents in Ghanaian Urban Slums Over Two Months in Central African Republic: A Qualitative Study

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## Abstract

This study examines the impact of early childhood development workshops on parents in Ghanaian urban slums, focusing on cognitive stimulation scores measured over two months in a Central African Republic setting. Participants were recruited from urban slums in Ghana, where they received two months of training in cognitive stimulation techniques as part of a workshop series. Cognitive stimulation scores were recorded before and after the intervention period using standardised assessments designed by international educational experts. A notable finding was that parents demonstrated an increased inclination towards interactive play and storytelling sessions with their children, leading to significant improvements in cognitive stimulation scores for participating families. The workshops significantly enhanced parents' engagement strategies in promoting early childhood development. These findings suggest a positive correlation between parental training and improved child cognitive development outcomes. Based on these results, it is recommended that policymakers consider integrating similar early childhood development programmes into community support initiatives to improve educational practices among urban slum families. Early Childhood Development, Urban Slums, Cognitive Stimulation, Parental Engagement, Central African Republic

**Keywords:** *Cognitive Development, Early Childhood, Parental Involvement, Qualitative Research, Urban Settlements, Anthropology, Ethnography*

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