



Early Childhood Development Interventions in South African Slums: Policy Recommendations to Reduce Out-of-School Rates

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Abstract

Early childhood development (ECD) interventions are crucial for reducing out-of-school rates among children in South African slums. A qualitative approach was adopted, focusing on interviews with community leaders, educators, and parents to gather insights into existing ECD programmes and their efficacy. Findings indicate that while many ECD initiatives exist, there is a significant gap in consistent funding and coordination among various stakeholders. The analysis highlights the need for more comprehensive and integrated ECD policies, with an emphasis on community engagement and financial support to ensure children's educational opportunities are not compromised by socio-economic barriers. Specific recommendations include establishing a dedicated fund for ECD in slum areas, increasing teacher training programmes, and implementing parental involvement strategies to improve child attendance rates.

Keywords: *African Geography, Early Childhood Development, Policy Analysis, Slums, Socioeconomic Factors, Qualitative Research, Universal Basic Education*

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