



# Evaluating Early Childhood Development Programmes on Long-Term Cognitive Skills in Ghanaian Slums: A Two-Year Follow-Up Study in Chad

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## Abstract

Early childhood development programmes in Ghanaian slums aim to enhance cognitive skills for long-term educational outcomes. The study utilised structured interviews and standardised assessments among participants aged 5-8 years in four randomly selected slums in Ghana. Data collection was conducted at baseline (pre-programme) and post-intervention (two-year follow-up). Children who participated in the programme demonstrated a statistically significant improvement in verbal memory scores compared to those not participating, with an average increase of 15%. The findings suggest that early intervention programmes can have lasting positive impacts on cognitive development among children living in Ghanaian slums. Future research should explore the scalability and cost-effectiveness of these interventions across different socio-economic contexts.

**Keywords:** *Geographic, Africa, Socioeconomic, Development, Ecology, Cognition, Qualitative*

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