



Early Childhood Development Interventions and School Readiness in Urban South Africa: A Longitudinal Cognitive Skills Assessment Study

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Abstract

Early childhood development in urban South Africa is crucial for future academic success and social integration. A longitudinal study was conducted with yearly assessments and data collection from to across multiple urban centers in South Africa. Cognitive skills were evaluated using standardised tests designed for young children. Children who participated in early intervention programmes showed a significant improvement in cognitive skills compared to those not receiving such interventions, with an average increase of 20% in test scores over the study period. Early childhood development interventions have a substantial positive impact on school readiness and cognitive development among urban South African children. Further research should be conducted to explore long-term effects and potential areas for improvement within existing programmes.

Keywords: *African Development, Urbanization, Cognitive Assessment, Early Childhood Education, Longitudinal Study, Socioeconomic Factors, School Readiness*

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