



Mentoring Programmes and Academic Success among Adolescent Girls in Urban South African Slums,

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Abstract

Urban South African slums face significant challenges in terms of educational achievement among adolescent girls. These areas often lack adequate resources and support structures. The study employed a mixed-methods approach, including surveys and qualitative interviews to gather data from participants aged 13-18 years old. A mentorship programme significantly improved academic performance by increasing girls' attendance rates and reducing absenteeism by 20%. Mentoring programmes have the potential to enhance educational achievements among adolescent girls in urban slums, warranting further research and implementation strategies. Schools should integrate mentoring programmes into their existing support structures and provide ongoing training for mentors to maximise impact. Adolescent Girls, Mentoring Programmes, Urban South Africa, Educational Achievement

Keywords: *Urbanization, Slums, Mentoring Programmes, Adolescent Girls, Empowerment Strategies, Qualitative Research, Socioeconomic Factors*

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