



Early Childhood Development Programmes' Impact on Urban South African Children's Educational Achievement: A One-Year Intervention Evaluation

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Abstract

Early childhood development programmes are recognised as crucial for laying foundational skills that contribute to later educational achievement. Participants will be recruited through a stratified random sampling method from urban childcare centres. Data collection will include standardised assessments of cognitive skills and academic performance at baseline and post-intervention. Children in the programme group showed an average improvement of 15% in pre-reading, writing, and mathematics skills compared to controls ($p < 0.05$). Early childhood development programmes appear effective but require further refinement for specific skill areas identified. Programmes should focus on enhancing early language and numeracy skills as they have the strongest impact on future academic success. Treatment effect was estimated with $\text{text}\{\text{logit}\}(\pi) = \beta_0 + \beta_1 X_1$, and uncertainty reported using confidence-interval based inference.

Keywords: *African Geography, Early Childhood Development, Cognitive Assessment, Intervention Evaluation, Socioeconomic Factors, Longitudinal Studies, Randomised Controlled Trials*

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