



Early Childhood Education Interventions and School Attendance in Northern Nigeria: A Six-Month Impact Assessment

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Abstract

Early childhood education (ECE) interventions are hypothesized to improve school attendance by enhancing children's cognitive and socio-emotional skills. The study employed a quasi-experimental design with pre- and post-assessments to measure changes in school attendance rates. A notable increase in school attendance was observed, specifically for the intervention group compared to the control group, where attendance rose from 60% to 75%. Early childhood education significantly boosts school participation among Northern Nigerian children within the first six months of implementation. Integrate ECE into existing educational programmes and advocate for policy support to sustain these interventions. early childhood education, school attendance, northern Nigeria, impact assessment

Keywords: *African Geography, Early Childhood Education, Attendance Rates, Socio-Emotional Skills, Cognitive Development, Quasi-Experimental Design, Educational Interventions*

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