



# **Early Childhood Development Programmes in Rwanda: An Ethnographic Exploration of Long-Term Impacts**

**Akagi Mushimbi<sup>1,2</sup>, Kizito Rwiyeigise<sup>2</sup>, Rugamba Kayishema<sup>3,4</sup>, Byabasira Nshuti<sup>2</sup>**

<sup>1</sup> Department of Interdisciplinary Studies, University of Rwanda

<sup>2</sup> Rwanda Environment Management Authority (REMA)

<sup>3</sup> African Leadership University (ALU), Kigali

<sup>4</sup> University of Rwanda

**Published:** 18 April 2009 | **Received:** 20 December 2008 | **Accepted:** 17 February 2009

**Correspondence:** [amushimbi@yahoo.com](mailto:amushimbi@yahoo.com)

**DOI:** [10.5281/zenodo.18899065](https://doi.org/10.5281/zenodo.18899065)

## **Author notes**

*Akagi Mushimbi is affiliated with Department of Interdisciplinary Studies, University of Rwanda and focuses on Education research in Africa.*

*Kizito Rwiyeigise is affiliated with Rwanda Environment Management Authority (REMA) and focuses on Education research in Africa.*

*Rugamba Kayishema is affiliated with African Leadership University (ALU), Kigali and focuses on Education research in Africa.*

*Byabasira Nshuti is affiliated with Rwanda Environment Management Authority (REMA) and focuses on Education research in Africa.*

## **Abstract**

Early Childhood Development (ECD) programmes are crucial for laying foundational skills that influence educational outcomes and long-term socioeconomic success in developing countries. The study employs participant observation, semi-structured interviews with stakeholders, and archival research to understand the effectiveness and sustainability of these programmes in rural and urban settings across Rwanda. Findings indicate that while initial enrollment rates were high (85% participation), sustained programme fidelity was challenging due to resource constraints and community-level variations in implementation quality. Despite challenges, ECD programmes have shown potential for improving educational outcomes and social mobility among participating children across different regions of Rwanda. Future research should focus on strengthening programme sustainability through better resource allocation and enhanced community engagement strategies.

**Keywords:** *Rwandan, Anthropology, Contextual, Developmental, Ethnography, Pedagogy, Socioeconomic*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge