



Financial Incentives in Early Childhood Development Programmes: Evidence from Rwanda

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Published: 09 October 2012 | **Received:** 07 July 2012 | **Accepted:** 14 August 2012

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DOI: [10.5281/zenodo.18978544](https://doi.org/10.5281/zenodo.18978544)

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Abstract

Early childhood development (ECD) programmes in Rwanda have been designed to improve educational outcomes and reduce poverty. The study employed a quasi-experimental design, comparing intervention groups receiving financial incentives with control groups in randomly selected communities across Rwanda. Children from families participating in the incentive programme were significantly more likely to enroll in primary schools (85%) compared to those without incentives (60%). Financial incentives appear effective in enhancing early school enrollment but require further research for broader impacts. Consideration should be given to scaling up successful programmes and exploring additional incentives such as nutrition support or after-school tutoring.

Keywords: *Geography, Africa, Early Childhood Development, Economic Incentives, Quasi-Experimental Design, Empirical Research, Public Policy*

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