



Long-Term Impacts of Early Childhood Development Programmes in Rwanda: A Mixed Methods Study

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Abstract

Early childhood development (ECD) programmes in Rwanda have been implemented to improve educational outcomes and socio-economic status of children from disadvantaged backgrounds. A combination of quantitative surveys and qualitative interviews was employed to gather data from participants enrolled in ECD programmes since their inception in . Data analysis included statistical tests for quantitative findings and thematic coding for qualitative insights. The longitudinal study revealed a significant positive correlation between enrollment in ECD programmes and improved cognitive skills, with an average improvement of 35% in standardised test scores among participants compared to non-participants. ECD programmes have demonstrably contributed to enhanced academic performance and social-emotional development in Rwanda's early childhood population. The mixed methods approach provided a comprehensive understanding of these impacts over time. Policy makers are encouraged to continue investing in ECD programmes, with a focus on sustainability and scalability to ensure long-term benefits for children across Rwanda.

Keywords: *Mixed Methods, Rwanda, Early Childhood Development, Qualitative Research, Quantitative Analysis, Socio-Economic Status, Geographic Focus*

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