



Early Childhood Education in Zambian Villages: Prevalence and Impact on Cognitive Development

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Abstract

Early childhood education (ECE) is a critical component in promoting cognitive development among young children. The review encompasses various research methodologies including quantitative data analysis from surveys conducted within selected Zambian villages to assess the efficacy of ECE programmes. A notable finding was that pre-school attendance rates varied significantly across different regions in Zambia, with some areas showing attendance rates as high as 70% among children under five years old. This variation correlated with improvements in cognitive development scores measured through standardised assessments conducted by local educational institutions. The review underscores the need for more comprehensive and equitable ECE initiatives to ensure that all Zambian children have access to quality education, which is crucial for their future academic success and overall well-being. Policy makers should prioritise funding and resource allocation towards enhancing pre-school facilities in underserved areas of Zambia, particularly focusing on remote villages where attendance rates are lower.

Keywords: *Zambian, Early Childhood Education, Quality Improvement, Pre-School Attendance, Cognitive Development, Quantitative Research, Methodology, Zambia*

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