



Impact Assessment of Early Childhood Education Programmes on Rural Ethiopian Children's Cognitive Development, 2011

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Abstract

Early childhood education (ECE) programmes are recognised as pivotal in fostering cognitive development among young children, particularly in rural settings where access to such programmes is often limited. A mixed-methods approach was employed, incorporating quantitative data from standardised assessments and qualitative insights through interviews with educators and parents in selected communities. The analysis revealed a significant positive correlation between participation in ECE programmes and improved cognitive scores among rural Ethiopian children, indicating an average increase of 15% in test performance compared to non-participating peers. Early childhood education plays a crucial role in enhancing the cognitive development of rural Ethiopian children. The findings suggest that targeted investments in such programmes can lead to substantial educational benefits. Based on these results, it is recommended that policymakers prioritise funding for ECE initiatives and incorporate comprehensive support systems to ensure equitable access across all rural regions.

Keywords: Ethiopia, Geographically, Anthropocentric, Developmental, Ecological, Quantitative, Qualitative

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