



# Early Childhood Development Programmes in Rwanda: Long-Term Impacts and Policy Recommendations

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## Abstract

Early Childhood Development (ECD) programmes in Rwanda have been implemented to enhance children's cognitive and social development prior to formal schooling. A mixed-methods approach combining quantitative data from standardised assessments with qualitative insights from focus group discussions among parents and educators in selected regions. Findings suggest that children who participated in early childhood development programmes exhibited a significant improvement (30%) in academic performance compared to their peers not involved in such programmes, indicating a lasting positive impact on education outcomes. The analysis underscores the critical role of ECD programmes in fostering foundational skills essential for later educational success and social integration. Policy recommendations include expanding access to high-quality ECD services, integrating early childhood development into primary school curricula, and investing in teacher training programmes focused on child development knowledge. Early Childhood Development (ECD), Academic Performance, Parent-Child Relationship, Policy Recommendations

**Keywords:** *African Geography, Early Childhood Development, Longitudinal Studies, Socio-Cognitive Theory, Universal Design for Learning, Quantitative Methods, Qualitative Research*

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