



The ECD Landscape in Rwanda: A Qualitative Exploration of Long-Term Impacts

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Abstract

Early Childhood Development (ECD) programmes in Rwanda have been implemented to enhance children's cognitive and socio-emotional skills from birth to age five. However, long-term impacts of these programmes are less understood. A qualitative exploration was conducted through semi-structured interviews with parents/guardians, teachers, and education officials. Focus groups were also held to gather insights from community members. Findings suggest that ECD programmes have a positive impact on children's cognitive development, particularly in areas such as language acquisition and problem-solving skills; however, the proportion of families who reported improved child behaviour was lower compared to other developmental outcomes. The study highlights the importance of sustained support for ECD programmes to ensure long-term benefits for both children and their caregivers. Future research should focus on evaluating the sustainability of ECD programme impacts over time and exploring ways to enhance parental engagement in these programmes.

Keywords: *Rwandan, Geographic, Contextual, Qualitative, Longitudinal, Theoretical, Empirical*

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