



# Technology Integration in Early Childhood Education: A Training Programme Evaluation in Rural Mozambique

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## Abstract

Early childhood education (ECE) in rural Mozambique faces significant challenges due to limited access to trained teachers and outdated educational materials. A mixed-methods approach combining pre- and post-training assessments with qualitative interviews to measure changes in teaching practices and student learning environments. The integration of tablets led to a significant increase (40%) in teachers' confidence in using technology for ECE, fostering more interactive and engaging classroom activities. The training programme demonstrated promising impacts on teacher efficacy and student engagement with technological tools, highlighting the potential benefits of technology integration in rural settings. Expanding access to technology through partnerships with local communities and government agencies is recommended for sustained educational improvements. Early Childhood Education, Technology Integration, Rural Mozambique, Teacher Training

**Keywords:** *Geographic, Early Childhood Education, Rural Development, Technological Integration, Methodology, Access Issues, Training Evaluation*

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