



Educational Apps' Impact on Early Childhood Development in Ugandan Villages: A Policy Analysis

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Abstract

Educational apps have gained popularity in recent years as a tool for early childhood development. In Uganda, there is an increasing interest in leveraging technology to support child development initiatives. A comprehensive literature review was conducted, along with interviews with educators and parents to gather insights into app usage and its perceived benefits for child development. The analysis revealed that the majority of apps used were designed for basic literacy and numeracy skills, with a significant proportion (75%) reported as being beneficial in promoting early cognitive abilities among children aged between 3-6 years. While educational apps show promise in supporting certain aspects of early childhood development, there is room for improvement regarding the variety of skill areas covered and their alignment with local cultural contexts. Policy recommendations include fostering collaboration between technology developers and educators to create more culturally relevant applications, as well as integrating more diverse content types into existing platforms.

Keywords: *Uganda, Geographic Information Systems, Participatory Action Research, Socioeconomic Indicators, Early Childhood Education, Digital Divide, Data Collection Methods*

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