Evaluating Educational Technology Apps in Early Childhood Development Programmes within Dar es Salaam Slums, Tanzania 2002

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Abstract

The study examines the impact of educational technology apps on early childhood development in early intervention programmes within Dar es Salaam slums. A mixed-methods approach was employed, including a survey of caregivers and teachers along with qualitative interviews to understand app usage and perceived benefits and challenges. The findings indicate that the majority (72%) of caregivers reported using educational technology apps in their daily routines, particularly for language development exercises. While there is significant adoption of educational technology apps, further research is needed to assess long-term impacts on children's learning outcomes and parental engagement. Future studies should explore the sustainability of app usage over time and investigate potential gender disparities in app utilization. Early Childhood Development, Educational Technology Apps, Dar es Salaam Slums, Tanzania

ABSTRACT-ONLY PUBLICATION

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