



Education Sector Reform and Gender Equality Initiatives among Secondary School Teachers in Kampala, Uganda: A Mixed Methods Study

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Abstract

Education sector reform efforts in Uganda have been aimed at promoting gender equality and youth participation among secondary school teachers. The study employs a combination of quantitative surveys and qualitative interviews with 300 secondary school teachers and 20 focus group discussions. Data collection also includes document analysis of reform documents and policy implementation reports. Teachers reported mixed views on the new policies, with 45% indicating positive changes in gender inclusivity practices compared to 30% who felt no significant improvement. The findings suggest that while some reforms have led to greater attention towards gender equality, there is still room for improvement in teacher behaviour and policy uptake. Integrating more interactive training sessions on inclusive pedagogy and expanding community engagement activities are recommended to enhance the effectiveness of existing reform measures.

Keywords: *African Geography, Gender Studies, Mixed Methods, Quantitative Analysis, Qualitative Research, Institutional Change, Youth Participation*

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