



Innovative Pedagogical Methods in Math Education: A Three-Year Impact Assessment in Burundi Rural Schools

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Abstract

In Burundi, rural schools face significant challenges in providing equitable access to quality mathematics education. Qualitative data were collected through classroom observations, interviews with teachers and students, and document analysis from ten randomly selected schools across Burundi's rural districts. Classroom discussions revealed an average increase of 20% in student participation rates and a notable shift towards more interactive teaching approaches compared to traditional methods. Innovative pedagogical strategies significantly enhanced student engagement and teacher adaptation, warranting further implementation across the country's educational landscape. Burundi policymakers should prioritise integrating these innovative methods into national curricula and provide ongoing professional development for educators.

Keywords: *African geography, rural education, pedagogy, qualitative research, indigenous knowledge systems, transformative learning, community participation*

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