



Teacher Training Programmes and Student Achievement in Senegal: An Ethnographic Examination of Adoption Rates and Outcomes

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Abstract

Teacher training programmes are critical in enhancing educational outcomes, particularly in developing countries like Senegal where they aim to improve student achievement. The study employs an ethnographic approach to gather qualitative data through participant observation, interviews with teachers and students, and document analysis from selected schools. Data was collected over a period of one year. In the surveyed schools, teacher training programmes were adopted by approximately 70% of the institutions, though there was a noticeable variation in the extent to which these initiatives influenced student performance across different sectors of the curriculum. While teacher training programmes showed promising adoption rates, their impact on student achievement varied significantly, necessitating further research and targeted interventions. School administrators should prioritise implementing comprehensive training modules that cover all subjects, not just those highlighted in initial evaluations. Additionally, continuous professional development for teachers is essential to maintain high standards of education.

Keywords: *African Geography, Teacher Effectiveness, Ethnography, Pedagogical Practices, Community Engagement, Curriculum Adaptation, Student Achievement Measures*

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