



Teacher Development Programmes in Ugandan Rural Schools: An Ethnographic Exploration of Quality Enhancement Initiatives

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Abstract

Teacher development programmes in Ugandan rural schools aim to enhance primary education quality, addressing challenges such as limited resources and teacher competence. An ethnographic study using participant observation and semi-structured interviews to gather data from ten schools across three districts. A key finding was the high proportion (80%) of teachers reporting increased confidence in delivering subject-specific curricula, reflecting a positive impact on teaching quality. The ethnographic study underscores the importance of tailored support for teacher development programmes to foster effective pedagogical practices and student achievement. Policy makers should prioritise professional development opportunities that are closely aligned with local educational needs and supported by sustainable funding mechanisms.

Keywords: *African Geography, Ethnography, Pedagogy, Qualitative Research, Teacher Competence, Resource Allocation, Community Engagement*

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