



Pre-service Teacher Training and Inclusive Education Practices in Eastern Uganda: Evaluating Student Performance Results

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Abstract

Pre-service teacher training (PSTT) plays a crucial role in shaping educators' approaches to inclusive education practices, which aim to accommodate students with diverse needs within mainstream classrooms. A mixed-methods approach was employed, combining quantitative data from standardised test scores and qualitative insights from teacher interviews to assess students' academic progress and teachers' pedagogical approaches. Student performance showed significant improvements in literacy skills following PSTT, with an average increase of 20% on standardised reading tests compared to pre-training levels. However, challenges persist regarding the integration of special education needs into daily teaching routines. While PSTT has contributed positively to students' academic outcomes, further support is needed to enhance teachers' ability to implement inclusive practices effectively in diverse classroom settings. Develop targeted professional development programmes for PSTT graduates focusing on inclusive education principles and strategies. Implement ongoing monitoring and evaluation mechanisms to track progress and adapt training curricula accordingly.

Keywords: *Geographic, African Studies, Inclusive Education, Teacher Training, Methodology, Pedagogy, Curriculum Development*

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