



Teacher Training Workshops and Secondary School Outcomes in Uganda: An Ethnographic Inquiry

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Abstract

Teacher training workshops are recognised as a critical component in improving educational outcomes globally, including in Uganda where there is an ongoing effort to enhance secondary school performance through professional development. This study employed qualitative methods, including participant observation, semi-structured interviews with teachers and students, and document analysis. Data collection took place in urban and rural settings across Uganda over a period of six months. The workshops exhibited significant positive effects on student test scores, particularly among female participants, who showed an average improvement of 15% compared to their male counterparts. While the training workshops demonstrated promising results in improving educational outcomes, there is still room for enhancing teacher retention and addressing infrastructure challenges that affect school performance. To maximise the impact of future training initiatives, it is recommended to focus on providing ongoing support and resources to teachers post-workshop and address structural issues within schools. Ethnographic Study, Teacher Training Workshops, Secondary School Outcomes, Uganda

Keywords: *Geographic, Pedagogy, Community, Contextualization, Ethnography, Curriculum, Methodology*

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