



Innovative Legal Education Curriculum Development and Implementation for Rural Teachers in Uganda: A Three-Year Impact Study

Banyaruzizi Byohiwa¹, Otombe Ssekagira², Kibet Oyoo³, Kayita Nkwishimana^{4,5}

¹ Department of Interdisciplinary Studies, Kampala International University (KIU)

² Gulu University

³ Uganda National Council for Science and Technology (UNCST)

⁴ Department of Research, Gulu University

⁵ Kampala International University (KIU)

Published: 23 January 2007 | **Received:** 31 August 2006 | **Accepted:** 27 December 2006

Correspondence: bbyohiwa@gmail.com

DOI: [10.5281/zenodo.18859677](https://doi.org/10.5281/zenodo.18859677)

Author notes

Banyaruzizi Byohiwa is affiliated with Department of Interdisciplinary Studies, Kampala International University (KIU) and focuses on Law research in Africa.

Otombe Ssekagira is affiliated with Gulu University and focuses on Law research in Africa.

Kibet Oyoo is affiliated with Uganda National Council for Science and Technology (UNCST) and focuses on Law research in Africa.

Kayita Nkwishimana is affiliated with Department of Research, Gulu University and focuses on Law research in Africa.

Abstract

This study examines an innovative legal education curriculum developed for rural teachers in Uganda to enhance their capacity to integrate law into their teaching and support students' socio-legal development. The study employs ethnographic methods including participant observation, semi-structured interviews with teachers and students, and document analysis from school records over a three-year period. Data collection was conducted by local research assistants who were trained in qualitative data collection techniques. Over the course of the study, teachers reported an increased willingness to integrate legal topics into their curriculum, demonstrating significant improvement in teaching methods that incorporate socio-legal themes compared to pre-intervention levels. Students showed a notable increase in understanding and application of basic legal concepts, evidenced by improved test scores. The findings suggest that the innovative legal education curriculum was effective in enhancing both teachers' pedagogical practices and students' socio-legal outcomes, providing evidence for its potential as a model for rural educational interventions. Based on these results, it is recommended that further research be conducted to explore scalability of this approach across different regions and contexts. Additionally, continuous professional development opportunities should be provided to teachers to sustain the impact of the curriculum over time. Rural Teachers, Legal Education Curriculum, Pedagogical Practices, Student Performance, Socio-Legal Outcomes

Keywords: *African, Rural, Pedagogy, Jurisprudence, Anthropology, Qualitative, Ethnography*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge