



Rural Teacher Professional Development Workshops and Student Achievement Gains in Ethiopian Primary Schools: An Analysis

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Abstract

Rural primary schools in Ethiopia face challenges such as limited teacher training and resources, leading to suboptimal student achievement. A mixed-methods approach combining quantitative data from standardised test scores and qualitative insights through interviews with teachers and students. Rural teacher professional development workshops led to a significant increase (20%) in student achievement across multiple subjects, particularly in mathematics and reading skills. The workshops have demonstrably improved educational quality by enhancing teachers' pedagogical practices and resource management. Expand the training programmes to all rural primary schools, integrate technology for continuous learning, and conduct ongoing impact evaluations.

Keywords: *Sub-Saharan, Professional Development, Pedagogy, Quantitative Research, Qualitative Inquiry, Ethnography, Socioeconomic Factors*

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