



Promoting Gender Equality through Teacher Training: An Analysis of Traditional Knowledge Integration in Rural Ugandan Education Systems

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Abstract

The review focuses on a study examining how traditional knowledge integration in teacher training workshops impacts student enrolment rates in rural Ugandan education systems. The research utilised qualitative data from focus group discussions with teachers and surveys administered to students and parents. Data analysis involved thematic content analysis. There was a notable increase in female student enrolment rates by 15% after workshops that integrated traditional knowledge, reflecting the impact of culturally sensitive education programmes on gender perceptions. The review concludes that integrating traditional knowledge into teacher training can be an effective strategy for promoting gender equality in rural Ugandan schools. Educational policymakers are encouraged to adopt a culturally inclusive approach in teacher training programmes, highlighting the importance of local cultural contexts in educational interventions. Teacher Training, Gender Equality, Traditional Knowledge, Student Enrolment Rates, Rural Uganda

Keywords: *African geography, gender studies, teacher training, traditional knowledge, qualitative methods, rural education, institutional change*

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