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Enhancing Educational Quality and Equity in Uganda Through Innovative Teaching Approaches and Digital Transformation

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Abstract

Education is a fundamental pillar of sustainable development, social mobility, and economic growth, underscoring the need to improve educational quality and equity in Uganda. While the implementation of Universal Primary Education (UPE) and Universal Secondary Education (USE) has significantly expanded access to schooling, persistent challenges such as overcrowded classrooms, teacher shortages, inadequate learning resources, and disparities between urban and rural schools continue to hinder effective learning outcomes. This paper examines the role of innovative teaching approaches and digital transformation in addressing these challenges and enhancing the quality, accessibility, and inclusiveness of education. Drawing on Constructivist Learning Theory and the Technology Acceptance Model (TAM), the study employs a qualitative review of policy documents, government reports, and scholarly literature to explore the potential of learner-centered pedagogies, technology-enhanced instruction, digital learning platforms, and teacher professional development. The findings suggest that digital transformation can improve instructional effectiveness, increase student engagement, facilitate access to diverse educational resources, and support more flexible and inclusive learning opportunities. However, the successful integration of digital technologies remains constrained by inadequate infrastructure, limited teacher digital competencies, unreliable internet connectivity, and socio-economic inequalities that disproportionately affect learners in disadvantaged communities. The study argues that the benefits of educational innovation can only be fully realized through coordinated investments in digital infrastructure, continuous teacher training, and inclusive policy frameworks that promote equitable access to technology. It concludes that integrating innovative pedagogical practices with contextually relevant digital solutions offers a viable pathway for improving educational quality and reducing inequalities, thereby contributing to Uganda's national development agenda and the achievement of

Sustainable Development Goal 4 (SDG 4).

Keywords: Inclusive education; Learner-centered pedagogy; National Development agenda; Sustainable Development Goal 4; Teacher Professional Development