



A Thematic Framework for Evaluating Educational Robotics Programmes Among Ethiopian Primary School Students in the 2000s

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Abstract

Educational robotics programmes have gained popularity in recent years as a tool for enhancing STEM education and student engagement. In Ethiopia, particularly among primary school students of the early 2000s, these programmes were implemented with varying degrees of success. The study employs a qualitative approach, analysing existing literature on educational robotics in Ethiopia and internationally. A thematic analysis will be conducted on relevant case studies and programme evaluations. The thematic framework provides a structured method for evaluating educational robotics programmes, which can guide future research and policy development in STEM education. Educational policymakers should consider integrating the identified themes into their curriculum evaluation processes to ensure effective implementation of robotics-based learning initiatives.

Keywords: *Ethiopia, Pedagogy, Constructivism, Technology Integration, Curriculum Evaluation, Anthropology of Education, Participatory Research*

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