



Adoption and Educational Benefits of Adaptive Learning Technologies in Ethiopian Basic Education Institutions: A Policy Analysis

Fasilaynta Degnaye¹, Zerihun Hagos^{2,3}, Mekonnen Alemneh¹

¹ Ethiopian Public Health Institute (EPHI)

² Department of Interdisciplinary Studies, Haramaya University

³ Addis Ababa University

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Correspondence: fdegnaye@hotmail.com

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Author notes

Fasilaynta Degnaye is affiliated with Ethiopian Public Health Institute (EPHI) and focuses on Education research in Africa.

Zerihun Hagos is affiliated with Department of Interdisciplinary Studies, Haramaya University and focuses on Education research in Africa.

Mekonnen Alemneh is affiliated with Ethiopian Public Health Institute (EPHI) and focuses on Education research in Africa.

Abstract

Adaptive learning technologies (ALTs) are increasingly being adopted in basic education institutions across Ethiopia to enhance educational outcomes and address diverse learner needs. A mixed-method approach combining quantitative data from institutional surveys and qualitative insights through interviews with educators was employed to gather comprehensive information. ALT adoption showed significant variance across regions, with urban schools adopting ALTs more frequently than rural ones (75% vs. 30%). The analysis suggests that while there is potential for improved learning outcomes through the use of ALTs, regional disparities in access and implementation need to be addressed. Efforts should focus on increasing teacher training in ALT usage and providing equitable access to these technologies across different geographical regions. Adaptive Learning Technologies, Ethiopian Basic Education, Educational Benefits, Regional Disparities

Keywords: *African Education, Adaptive Learning Technologies, Blended Learning, Educational Policy Analysis, Geographic Information Systems, Needs Assessment, Technology Integration*

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