



Methodological Evaluation of Secondary School Systems in Ethiopia: A Randomized Field Trial for Measuring Adoption Rates

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Published: 21 May 2009 | **Received:** 07 January 2009 | **Accepted:** 19 April 2009

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DOI: [10.5281/zenodo.18889162](https://doi.org/10.5281/zenodo.18889162)

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Abstract

The secondary school system in Ethiopia plays a crucial role in agricultural education, yet its effectiveness and adoption rates remain poorly understood. A randomized field trial was conducted to assess the adoption of agricultural curricula among students, teachers, and parents. The study used logistic regression models to analyse data collected from 30 randomly selected secondary schools across different regions. In the analysed sample, 72% of surveyed teachers reported changes in teaching practices after exposure to new agricultural curriculum materials, indicating a significant shift towards more integrated curricula. The study provides robust evidence on how to measure and interpret adoption rates in secondary school systems for agricultural education. Future studies should consider longitudinal designs and incorporate qualitative assessments to gain deeper insights into the long-term impacts of these interventions. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African geography, agricultural education, randomized controlled trial, adoption rates, qualitative data analysis, econometric modelling, intervention evaluation*

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