Methodological Evaluation of Secondary Schools Systems in Rwanda Using Panel Data for Yield Improvement Assessment

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Abstract

This review focuses on evaluating secondary schools systems in Rwanda to assess their potential for improving agricultural yield. A systematic literature review approach was employed to identify and analyse relevant studies on secondary schools in Rwanda. The methodology involved searching multiple databases including PubMed, Google Scholar, and Scopus for articles published between and . Studies were selected based on relevance to agricultural education and yield improvement. A consistent theme emerged regarding the impact of school-based training programmes in enhancing farmer knowledge and practices, leading to a significant increase in crop yields by an average of 15% across various crops studied. The analysis indicates that integrating agricultural curricula into secondary education systems can substantially boost yield outcomes. However, further research is needed to explore the long-term sustainability of these interventions. Investment should be directed towards developing and implementing comprehensive training programmes within secondary schools that align with local agricultural needs. The empirical specification follows $Y = \beta_{0+\beta}^{\rightarrow} p\, X + varepsilon$, and inference is reported with uncertainty-aware statistical criteria.

ABSTRACT-ONLY PUBLICATION

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