



Methodological Evaluation of Secondary Schools Systems in Rwanda: A Randomized Field Trial for Risk Reduction Measurement

Methodological
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Schools Systems

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Abstract

In Rwanda, secondary schools play a crucial role in agricultural development by providing education and training to students who will eventually become farmers or agribusiness leaders. A comprehensive search of academic databases, including PubMed and Web of Science, was conducted. Studies were selected based on predefined inclusion criteria related to methodology, setting (Rwanda), and focus on agricultural risk reduction. The analysis revealed a significant variation in the methodologies used across studies, with some employing randomized field trials for measuring risk reduction effectively. Despite methodological diversity, the findings suggest that randomized field trials are notably effective in accurately quantifying the impact of secondary school systems on agricultural risk reduction. Future research should prioritise standardising methodologies to enhance comparability and robustness of results across studies. 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 control trial, risk assessment, secondary schooling systems, qualitative methodology, statistical methods*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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