



Methodological Assessment and Cost-Effectiveness Evaluation of Secondary School Systems in Ethiopia Using Difference-in-Differences Approach

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Abstract

This review examines secondary school systems in Ethiopia to assess their effectiveness and cost-efficiency. A systematic literature review was conducted using rigorous inclusion criteria. Studies were appraised based on quality and relevance, with a specific focus on methodologies including difference-in-differences (DID) analysis. The findings suggest that the DID approach is effective in measuring cost-effectiveness in secondary school systems but highlight the need for more robust control variables to account for potential confounders. Despite methodological challenges, the DID model demonstrates promise in assessing the cost-effectiveness of Ethiopian secondary schools. Further research should aim to validate and refine the use of the DID approach by incorporating additional control variables and longitudinal data. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, Ethiopian, econometric, cost-benefit, randomized, impact, evaluation*

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