



Teacher Training Programmes and Dropout Rates among Girls in Rural Ethiopian Schools: A Four-Year Randomized Controlled Analysis

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Abstract

Rural Ethiopian schools face significant challenges in retaining girls, particularly due to factors such as cultural norms, limited resources, and inadequate teacher training. A four-year randomized controlled trial was conducted with schools randomly assigned to either receive enhanced teacher training or continue with standard practices. Dropout data were collected from a sample size of 1,200 students over the study period. Enhanced teacher training programmes led to a 35% reduction in dropout rates among girls compared to control groups, specifically highlighting improvements in classroom engagement and student-teacher rapport. The findings underscore the critical role of well-trained teachers in supporting educational attainment for rural girls. Investment in teacher training programmes should be prioritised as a key strategy to address high dropout rates among girls in Ethiopian schools.

Keywords: *African Geography, Dropout Rates, Gender Studies, Randomized Controlled Trials, Teacher Education, Developmental Psychology, Cultural Anthropology*

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