



# Methodological Evaluation of Secondary School Systems in Ethiopia: A Difference-in-Differences Approach to Assess System Reliability

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## Abstract

The secondary school system in Ethiopia is a critical component of its educational infrastructure, aiming to provide quality education and prepare students for higher education or vocational training. The study will employ a Difference-in-Differences approach, leveraging pre- and post-intervention data from various regions in Ethiopia's secondary schools. This method compares changes within treated groups over time with those in control groups not affected by the intervention. The DiD model provides insights into the effectiveness of recent educational policies on secondary schools. Further research is recommended to refine interventions and address regional disparities. To improve system reliability, targeted training programmes for teachers should be implemented in underperforming regions, with a focus on improving infrastructure and resources allocation. The empirical specification follows  $Y = \beta_{0+\beta} X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** *Ethiopia, Sub-Saharan, Education Policy, Impact Evaluation, Randomized Control, Quantitative Methods, Socioeconomic Factors*

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