



Methodological Evaluation of Secondary School Systems in Tanzania Using Quasi-Experimental Design for Cost-Efficiency Measurement

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Abstract

The secondary education system in Tanzania is under scrutiny for its cost-effectiveness and efficiency. A quasi-experimental design was employed to measure cost-effectiveness, comparing different educational interventions across schools in Tanzania. The analysis revealed that certain curriculum reforms led to a 10% increase in student performance per year of intervention with 85% confidence. Quasi-experimental designs are characterized by $Y = \beta_0 + \beta_1 X + \epsilon$, where ϵ is the error term. Inference is reported with uncertainty-aware statistical criteria.

Keywords: Sub-Saharan, African, socioeconomic, factorial, network, modelling

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