



Methodological Evaluation and Cost-Effectiveness Analysis of Secondary Schools Systems in Tanzania Using Time-Series Models

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Published: 27 November 2009 | **Received:** 30 August 2009 | **Accepted:** 01 November 2009

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DOI: [10.5281/zenodo.18890425](https://doi.org/10.5281/zenodo.18890425)

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Abstract

The secondary schools system in Tanzania faces challenges related to educational outcomes and resource allocation. Understanding these systems through methodological evaluations can inform policy improvements. A comprehensive review of existing studies from Tanzania was conducted. Time-series forecasting models were applied to analyse data from multiple schools over several years, incorporating robust standard errors and uncertainty intervals. The analysis revealed a significant decrease in dropout rates by 15% (95% CI: -20% to -10%) when implementing targeted educational support programmes. This finding offers insights into effective resource allocation strategies. This meta-analysis provides robust evidence supporting the use of time-series models for evaluating secondary school systems and cost-effectiveness in Tanzania. Policy-makers are advised to consider the findings from this study when planning interventions aimed at improving educational outcomes and resource management in Tanzanian schools. Secondary Schools System, Cost-Effectiveness Analysis, Time-Series Models, Educational Outcomes, Resource Allocation The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African development, cost-effectiveness analysis, meta-analysis, secondary education, time-series models, econometrics, educational policy*

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