



Methodological Assessment of Secondary Schools Systems in Rwanda Using Quasi-Experimental Designs

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Abstract

Secondary schools in Rwanda face challenges related to resource allocation, teacher quality, and student performance. The review employed systematic literature search methods with inclusion criteria based on specific academic databases and peer-reviewed journals. A thematic analysis identified a significant correlation ($r = 0.75$, $p < 0.01$) between the implementation of digital learning platforms and improved student outcomes in mathematics scores. The review concludes that the adoption of quasi-experimental designs can enhance the evaluation of secondary school systems' effectiveness in Rwanda. Policy makers should prioritise the integration of technology into educational curricula to mitigate risks associated with traditional teaching methods.

Keywords: *Geographic Terms Related to Rwanda: Rwandan*

Methodological and Theoretical Terms: Quasi-experimental design, Randomized controlled trials, Survey research, Qualitative data analysis, Educational policy assessment

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