



Methodological Evaluation of Secondary Schools Systems in Tanzania Through Quasi-Experimental Design for Risk Reduction Analysis

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Abstract

The secondary education system in Tanzania faces significant challenges related to risk management and quality assurance. A quasi-experimental design will be employed to compare intervention and control groups in terms of their ability to mitigate identified risks. Statistical analysis will include regression models with robust standard errors to account for potential confounders. This study provides valuable insights into the efficacy of quasi-experimental designs in evaluating secondary school systems and highlights the importance of targeted interventions for risk management. Further research should explore long-term impacts and scalability of these findings across different regions and educational sectors. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, stratified sampling, risk assessment, econometrics, qualitative inquiry, educational policy, comparative analysis*

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