



# Methodological Framework for Evaluating Secondary School Systems in Uganda: A Cost-Effectiveness Randomized Field Trial Approach within African Contexts

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## Abstract

The evaluation of secondary school systems in Uganda is critical for understanding their effectiveness and identifying areas for improvement. Current methods often lack a robust theoretical framework to guide cost-effectiveness assessments. The proposed framework integrates statistical modelling and experimental design principles. A cost-utility analysis will be conducted using logistic regression models with robust standard errors to estimate the impact of interventions on student outcomes. The developed methodological approach provides a robust tool for policymakers and educators to evaluate the efficacy of educational interventions in Uganda and beyond. Policymakers should prioritise research-based evidence when designing and implementing educational reforms. Theoretical frameworks like this one can serve as a foundation for future empirical studies. The empirical specification follows  $Y = \beta_{0+\beta}^{-1} p X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** Sub-Saharan, African, Ethos, Cost-Benefit, Randomization, Framework, Determinants

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