



PUBLIC PRIVATE PARTNERSHIP MODEL INTERVENTIONS FOR ENHANCING PRIMARY EDUCATION QUALITY: A CASE STUDY OF KILIMANJARO REGION, TANZANIA

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ABSTRACT

Tanzania has employed the Public Private Partnership (PPP) model to deliver education since the 1970s. Despite its long-standing use as a means to improve the quality of primary education in Tanzania, its tangible impact on public schools remained largely unexplored. Therefore, it was imperative to scrutinize the educational advantages accrued and the strengths of the PPP model in enhancing primary education quality in the Kilimanjaro Region, Tanzania. The study's specific objectives were to identify the types of private educational partners, the nature of support they provided, and the educational benefits derived from such support. A cross-sectional research design was employed, with data collection encompassing questionnaires, focus group discussions, key informant interviews, and observations using a comprehensive checklist. The study randomly selected 32 teachers and 128 pupils from 16 primary schools that received support and were jointly operated by public and private partners. The findings revealed a prevalence of international private partners, who offered substantial support in terms of educational infrastructure and materials. Consequently, this support translated into numerous educational benefits, including increased pupil attendance and enhanced academic performance, resulting in an overall improvement in the quality of education in the Kilimanjaro region. In general, the PPP model demonstrated several strengths, notably in creating a more conducive learning environment and mitigating educational challenges. In conclusion, the PPP model emerged as pivotal for development, particularly in the context of bolstering the provision of quality education. It is recommended that local and central governments, in collaboration with the Ministry of Education, Science, and Technology, formulate strategies to fortify their partnerships with private entities, thereby enhancing the teaching and learning environment within schools.

Keywords: Public-private partnership, Education quality, Primary school, Kilimanjaro, Tanzania

Paper type: Research paper

Type of Review: Peer Review

1. Introduction

Since the mid-19th century, there has been a notable expansion of the private sector's involvement in the provision of public services, including healthcare and education, in many countries worldwide (Buffie et al., 2016). Factors such as budgetary constraints, technical expertise, and the efficiency of the private sector have prompted governments to increasingly adopt the Public Private Partnership (PPP) model to deliver social services that were previously the sole domain of the public sector. This paradigm shift has led numerous countries to embrace collaboration with private individuals and organizations in an effort to augment government initiatives for national development. The driving forces behind these partnerships, or PPPs, are multifaceted, encompassing deliberate policy formulation, the public sector's inability to consistently deliver quality services universally, and the organic rise in demand for improved access to high-quality social services (Prachitha et al., 2015).



A study by Aleksandar and Biljana (2021) unveiled that developed nations, including Italy and Hong Kong, have extensively leveraged the PPP model, particularly in sectors such as healthcare, electricity, and housing infrastructure, contributing significantly to the provision of high-quality services. In the realm of education, PPP studies conducted in regions like Northern Brazil, India, Pakistan, and Ghana have revealed substantial educational benefits resulting from such collaborations. Research by Paola et al. (2020) in Colombia demonstrated that PPPs played a pivotal role in enhancing the quality of education by creating conducive school environments through the construction of school infrastructure and the provision of teaching and learning materials. Investments in such infrastructures and educational services, including access to water and electricity in primary schools, have translated into improved academic performance among pupils.

For the PPP model to make substantial contributions to quality education in Tanzania, the presence of private partners supporting the process is crucial. International development partners, exemplified by organizations like Child Reach International, offer distinct advantages owing to their substantial capital, expertise, and experience in supporting the education sector. However, their support may not always be sustainable over a short timeframe. In contrast, local development partners, including community members, make smaller contributions to quality education and at times exhibit reluctance to donate, but they tend to support sustainable education initiatives over extended periods. Nevertheless, it is essential to note that the nature of education partners, whether local or international, does not inherently guarantee significant educational benefits; the critical factor lies in the nature of the support provided to enhance the quality of education (Mpamila, 2007).

In line with global educational recommendations, such as those from the World Education Forum in Dakar (1992) and the World Forum for the Review of Achievements towards Millennium Development Goals in Sodertorn, Sweden (2002), Sub-Saharan African governments were advised to embrace the PPP model. This counsel was rooted in the belief that PPPs would support the realisation of Universal Primary Education (UPE) and expand access to high-quality education, thereby accelerating the attainment of other Millennium Development Goals by the end of 2015.

Consequently, the Tanzanian Government adopted the PPP model for service delivery, particularly in education, starting in the late 1980s. During the mid-1990s, there was a notable surge in private sector participation in the provision of education services across all levels (TEN, 2004). Both local and international partners collaborated and provided diverse forms of support to enhance the quality of primary education, which included the construction and renovation of school infrastructure and the provision of teaching and learning materials (URT, 2006). Mpamila (2007) observed that many private educational partners made significant contributions towards the provision and improvement of quality education in Tanzania. However, the empirical extent of their contributions remained largely uncharted, possibly due to undocumented interventions and educational support provided to PPP schools. There is limited empirical evidence available to conclusively demonstrate that the PPP model has substantially contributed to improved primary education quality in the Kilimanjaro region of Tanzania. Hence, this study was conducted to bridge this knowledge gap and provide comprehensive insights into the widespread application of the PPP Model in Tanzania. The specific objectives of this study were to identify the types of private educational partners, document the interventions undertaken, assess the support provided, and determine the educational benefits accrued by PPP schools as a result of the support extended by private partners.

2. Literature Review

2.1 Quality Education

The Dakar World Education Forum in 2000 firmly established the conventional definition of quality education, encompassing not only academic excellence in reading, numeracy, and essential life skills but also the inculcation of sound values and behaviors. These components are intricately interwoven with and influenced by a conducive learning environment, effective policies, a qualified teaching staff, a learner-

centered curriculum, and the availability of appropriate educational materials (UNESCO, 2005). Pigozzi (2008) emphasises that strategies to enhance access to quality education should encompass the rehabilitation and expansion of school infrastructure, including classrooms, laboratories, dining facilities, staff housing, administrative offices, sanitation facilities, kitchens, and water supply systems. Additionally, the provision of teaching and learning materials in appropriate quantities is deemed essential. The provision of nutrition programmes, access to water services, electricity, and playgrounds within the school compound also plays a pivotal role in attaining education quality (URT, 2006).

In the context of this study, quality education is defined as the presence of adequate school infrastructure, instructional materials, and access to food and water services in the vicinity of the school, all of which support the teaching and learning processes. Ansari (2020) argues that learning can transpire anywhere, but optimal learning outcomes are most likely to occur within a high-quality learning environment equipped with the requisite school infrastructure and sufficient instructional materials.

2.2 Public Private Partnership (PPP) Model

The World Bank, in conjunction with the Asian Development Bank (ADB) and the Inter-American Development Bank (2014), collectively defines the PPP model as a long-term contractual arrangement between a private entity and a government body. This arrangement pertains to the provision of a public asset or service, with the private entity assuming substantial risk and management responsibility, and compensation tied to performance. The United Kingdom's Development Commission, as articulated by Pfisterer (2017), characterises the PPP model as a risk-sharing collaboration founded on a mutual agreement between public and private sectors to achieve a specific public policy outcome, with a focus on quality education within the context of this study.

In this study, the term "private development partners" encompasses both profit and non-profit organisations, philanthropic groups, and individuals engaged in collaborative efforts to support primary schools in improving the quality of education. A "PPP school" in this context refers to a public primary school that receives educational support from private development partners through established agreements aimed at enhancing the quality of education. The existence of a Memorandum of Understanding (MoU) serving as a partnership arrangement between the school administration and the respective private development partner serves as a key indicator for identifying a PPP school.

2.3 Empirical Literature

Kumari (2016) asserts that the primary responsibility for providing and financing social services, including quality education, largely resides with central governments, but they often receive support from private development partners. Moreover, Patrons et al. (2009) note that there has been a scarcity of research in the field of PPP models and their impact on public service provision in African countries. Existing PPP studies in developing countries have predominantly focused on productive sectors such as transportation, agriculture, and environmental sub-sectors. There has been limited exploration of education partnerships, their roles, and how the PPP model can be a potent tool for improving education quality. An illustrative example of the impact of the PPP model can be found in Bangladesh, where a privately operated primary school programme, initiated in 2001 with just 22 pupils in a single-room school, expanded to serve over 1,500 rural children in more than 200 primary schools by 2007. This effort greatly increased access to quality education and reduced illiteracy rates among rural youth in Bangladesh (Paola et al., 2020). In India, government engagement with private partners in the education sector has been extensive. A study by Ansari (2020) revealed that the PPP model has succeeded in enhancing the school learning environment through the construction of classrooms, modern kitchens, toilets, and offices in select rural primary schools. Similarly, literature from Ghana underscores how the construction of new classrooms through PPP initiatives in primary schools has enabled many school-aged children to attend and complete basic education with the requisite knowledge and skills (UNESCO, 2005).

The importance of adequate school infrastructure and instructional materials is underscored in sections 3.2.11 to 3.2.14 of the Tanzania Education Policy of 2014. A conducive school environment is identified as a

catalyst for providing quality education and advancing Tanzania's progress towards becoming a middle-income country. Furthermore, sections 3.5.5, 3.6, and 3.6.1 of the policy emphasise the collaboration between public entities and private development partners (the PPP model) in the provision of quality education (URT, 2014a). Existing literature highlights a prevalence of PPP studies centred on "hard" partnerships involving productive sectors with commercial or business-oriented aspects such as construction, transportation, mining, and agriculture. There is a paucity of research on "soft" partnerships that focus on social service sectors without commercial undertones, particularly within the education sector. While some studies have explored the PPP model's role in improving education quality in developed countries, limited research has examined its actual influence on pupils' academic performance in the context of Moshi District Council and Moshi Municipality, Tanzania. This study aims to fill these gaps in the literature by analysing the PPP model in terms of private partner interventions, types of educational support provided, and the associated educational benefits achieved.

2.4 Theoretical Review

This study drew upon stakeholder theory, which finds its origins in the work of Stephen Ross and Barry Mitnick (1967, as cited by Lee et al., 2018). Stakeholder theory operates on the foundational premise that collaboration and synergistic relationships between diverse partners, such as government entities and private partners, are fundamentally oriented towards enhancing the delivery of desired policy outcomes to benefit the broader populace. These relationships manifest when partners engage in collaborative endeavours, sharing their expertise, resources, and experiences within a defined collaboration framework (Hong and Kim, 2018).

The study posits that involving various stakeholders in the provision of public services is more likely to address a wider array of social challenges than delegating this responsibility to a solitary entity. Central to the theoretical framework underpinning this study are the resources to be contributed by private partners and the delineation of responsibilities between each partner. Patrons (2010) argued that the roles of each partner should be clearly defined and mutually understood when the central government elects to collaborate with the private sector to achieve specific policy outcomes. Heather and Kathleen (2007) contend that the absence of a well-designed PPP framework may result in one party benefitting disproportionately, potentially leading to exploitation of one of the collaborating partners (p. 68). This study investigates key variables, including the resources provided by private partners, the interventions enacted by private partners, and the types of educational support they furnish to enhance the quality of primary education.

2.5 Hypothesis of the study

The hypothesis of this study posits that there is no significant association between the types of educational support provided by private partners and the academic performance of schools.

3. Methodology

This study was conducted at Moshi District Council and Moshi Municipality of Tanzania. These districts were purposefully selected due to their extensive history of collaboration with private educational partners since the 1960s (URT, 2014b). The study employed a cross-sectional research design, utilising a mixed-methods approach that encompassed both quantitative and qualitative data collection techniques. This design was chosen to provide a comprehensive understanding of phenomena that were not well-explored (Gorard, 2013). Sixteen primary schools, out of a total of fifty-seven, which had received collaborative support from both public and private educational partners (PPP) over the preceding decade (2005-2015), were purposefully selected for this study. These schools were chosen based on the criteria of active collaboration with private partners in the pursuit of quality education. A PPP school in this context was defined as a public primary school that received educational support from private development partners under established agreements aimed at enhancing the quality of education. The existence of a Memorandum of Understanding (MoU) serving as a partnership arrangement between the school administration and the respective private development partner was used as a key indicator for identifying a PPP school.

From each of the selected schools, two teachers were randomly chosen, resulting in a total of 32 teachers across all sixteen schools. Additionally, eight pupils were randomly selected from two classes: standard IV and standard VII, yielding a total of 128 pupils in the study. Focus group discussions (FGDs) involved seven parents and three school board members from each of the schools. Key informants, including Ward Education Coordinators, District and Municipal Education Officers, and Managing Directors or spokespersons from surveyed private education partners, were also interviewed. Other key informants included officials from the Prime Minister's Office (PPP Unit), the Tanzania Investment Centre (Northern zone), and the Tanzania Private Sector Foundation. To assess school academic performance, scores from standard seven examination results were recorded, and the mean performance over the last four years was computed. Pupils scoring below 39.0% were classified as poor academic performers, while those scoring above 40% were deemed good academic performers.

Data collection employed a combination of quantitative and qualitative methods. Data pertaining to interventions implemented, types of educational partners, and the nature of support provided were gathered through questionnaires and observational methods using a checklist of items. Information related to educational benefits and the strengths of the PPP model were collected through focus group discussions (FGDs) with the aid of an FGD guide and key informant interviews using an interview guide. Secondary data related to the study's topics were obtained through documentary review, involving yearly reports of standard seven national examinations from 2012 to 2015. Additionally, books, journals, and other published and unpublished materials were reviewed, as evident in the reference list.

The collected data were analysed using Statistical Package for Social Sciences (SPSS) software version 21. Descriptive statistics were computed to determine frequencies, percentages, minimum and maximum values of individual variables, and averages of support provided. Furthermore, inferential analysis was conducted using cross-tabulation, with chi-square tests to establish associations between types of educational support provided and the academic performance of schools. Objective two was addressed through content analysis, wherein qualitative information, including views and arguments from FGDs and key informant interviews, was summarised. Themes were compared and discussed in relation to empirical data. Data interpretation was performed, and the results were presented in tabular format, followed by discussion of the findings with respect to specific objectives and existing empirical literature.

4. Findings and Discussion

According to Gorard (2013) analysing and interpreting the background characteristics of the surveyed respondents is integral, as these characteristics can have a positive correlation with the study's variables. Therefore, number of pupils and teachers in each type of school were considered in the context of the study topic.

4.1 Pupil-Teacher Ratio (PTR) in the Studied PPP Schools

Table 1 presents the findings regarding the pupil-teacher ratio (PTR) in the studied primary schools. Primary schools in Moshi Municipality accommodated a total of 6,380 pupils, while their counterparts in Moshi District Council had 4,003 pupils. Additionally, schools in Moshi Municipality had a higher number of teachers (168) compared to 108 teachers in Moshi District Council. However, despite the differences in the number of pupils and teachers, the pupil-teacher ratios (PTR) in the studied schools were remarkably similar. In Moshi Municipality, the PTR was 1:37.9, whereas in Moshi District Council, it stood at 1:37.0. It's worth noting that there was variation in PTR among the schools, with some having higher PTRs and others lower PTRs.

During focus group discussions (FGDs), a board member at Shirimatunda Primary School shed light on this situation, stating, "...teachers sometimes seek transfers to urban schools with better environments and fewer pupils, which can lead to discrepancies in PTR" (Board member at Shirimatunda Primary School, Field data). This implies that the allocation of teachers in primary schools was not always optimal, resulting in differences in PTR across the study areas. High PTRs can also be attributed to high enrolment rates in schools with conducive learning environments. This observation is consistent with a study by Barrera et al.

(2020), which noted that parents often advocate for their children to attend schools with conducive environments that facilitate effective teaching and learning processes.

Table 1: Pupil's teacher ratio (PTR) to schools understudy

Primary Schools in Moshi Municipality				Primary Schools in Moshi District Council			
Name of school	Pupils	Teachers	PTR	Name of school	Pupils	Teachers	PTR
Mandela	1062	23	1:46	Katanini	763	20	1:38
Azimio	1017	24	1:42	Kiyungi Mpya	543	14	1:39
Kaloleni	1069	20	1:56	Ronga	261	4	1:65
Jitegemee	996	20	1:50	Kiyungi	413	18	1:23
Muongano	382	16	1:24	James Ole Mallya	422	11	1:38
J.K.Nyerere	426	19	1:23	Dr.Omary Juma	195	12	1:16
Kilimanjaro	709	19	1:37	Benjamin Mkapa	1025	16	1:64
Shirimatunda	718	27	1:27	Arusha chini	381	13	1:29
Total	6,380	168	1:38		4,003	108	1:37

4.2 Types and Nature of Private Education Partners

The study identified three primary categories of private education partners in the research area: registered organisations, groups of individuals, and individual persons collaborating with local governments to enhance the quality of primary education. The research findings indicate that there was a higher prevalence of international organisations offering support to the education sector in the study area compared to local organisations.

Table 2: Private education partners supporting schools

Private educational partners	Types and nature of private educational partners	Teachers' Responses		Pupils' Responses	
		n	Percent	N	Percent
Child reach International	Registered International organisation	18	21.4	64	24.8
FT Kilimanjaro	Registered International organisation	12	14.3	33	12.8
Compassion	Registered International organisation	8	9.5	25	9.7
TPC Limited	Registered International organisation	8	9.5	18	7.0
Team visitor (friends from Australia)	International Group	0	0.0	24	9.3
Camara Education of Tanzania	Registered International organisation	6	7.1	24	9.3
Aghakani University (MaishaniUfunguo)	Registered International institution	6	7.1	0	0.0
ViAFRICA	Registered International organisation	2	2.4	16	6.2
HakiElimu Tanzania	Registered local organisation	6	7.1	0	0.0
KIWAKUKI	Registered local organisation	6	7.1	8	3.1
Rotary club of Moshi	Registered International organisation	4	4.8	8	3.1
International School of Moshi	Registered International institution	4	4.8	0	0.0
Umoja group from Belgium	International Group	0	0.0	8	3.1
TBL	Registered local organisation	0	0.0	8	3.1
Munich International school from German	Registered institution	0	0.0	8	3.1
Bonite Company	Registered International organisation	2	2.4	8	3.1
MKUKI	Registered organisation	2	2.4	0	0.0
Jean (individual person from German)	International Individual	0	0.0	6	2.3
Total		84	100.0	258	100.0

*32 respondents (teachers) gave 84 responses. Therefore, the percentage was over 84

*120 respondents (pupils) gave 258 responses. Therefore, the percentage was over 258

Table 2 reveals that a total of eighteen private partners collaborated with both Moshi District Council and Moshi Municipality to enhance and improve the quality of primary education. Among these partners, 4 (22.3%) were local, while 14 (77.7%) were international. Furthermore, the table indicates that some individuals, such as Jean Shoperzee from Germany, and groups of individuals or teams of visitors, like friends from Australia, actively supported the government's efforts to provide quality education in the Kilimanjaro Region.

Based on the responses from teachers, it was found that Childreach International (21.4%) and FT Kilimanjaro (14.3%) were the leading international organisations providing substantial support to numerous primary schools in Kilimanjaro Region. Childreach International, a UK-based organisation, operates in five countries worldwide and envisions a world where all children have the opportunity to fulfil their potential through access to education, protection, and healthcare. Among local private partners, HakiElimu (7.1%) and KIWAKUKI (7.1%) played significant roles in supporting multiple primary schools in the study area. During focus group discussions at Katanini Primary School, many parents commented, "Being financially strong does not guarantee an individual or organisation's effectiveness as development partners; instead, it's about having a giving heart and a genuine concern for community development" (Parents, Katanini Primary School, Field data). This finding underscores the idea that participation in development activities is not limited to large, registered groups or organisations, but it is equally important for individuals, both local and international, to collaborate with governments to enhance the quality of primary education in their respective regions.

4.3 Kinds of Support Provided to PPP Schools by Private Educational Partners

Private educational partners, as discussed in section 3.2, offered various forms of education-related support with the aim of enhancing the quality of primary education in Moshi District Council and Moshi Municipality. Table 3 presents the various types of educational support most frequently provided to public primary schools in Kilimanjaro Region. A quantitative analysis, using Pearson chi-square, was conducted to ascertain whether the implemented interventions were significantly associated with school academic performance. Table 3 displays the Pearson Chi-square values used to investigate the association between the types of educational support provided and school academic performance over the preceding four years. Most of the support was centred on improving school infrastructure, teaching and learning materials, and other education-related services, as described in the following paragraphs.

Table 3: Intervention implemented, kinds of educational supports provided by private educational partners and its association with school academic performance for the last five years (2011 – 2015)

Interventions and kinds of educational supports provided to schools/pupils	Teachers' Responses		Categories of educational Academic performance		Association between kinds of support and academic performance from 2011 – 2015	
	n	%	Good Academic performance (≥ 40% Average score)	Poor Academic performance (≤ 39% Average score)	Chi-square value	p-value
Installation of water system	42	12.5	28	4	32.00**	0.006
Provision of school uniforms, shoes & bag	32	9.5	28	4	32.00**	0.006
Provision of food and cooking materials to pupils	28	8.3	28	4	27.34*	0.026
Renovation and construction of modern toilets for pupils	23	6.8	28	4	32.00**	0.006
Construction of modern kitchen/cooking stoves	19	5.6	28	4	32.00**	0.006
Provision of subject text books	17	5.0	28	4	29.9*	0.012
Provision of exercise books, pens and pencils	14	4.1	28	4	29.9*	0.012
School, Water, Sanitation and Hygiene project (SWAS)	14	4.1	28	4	29.92*	0.012
Renovation and construction of classrooms	13	3.8	28	4	29.92*	0.012
Renovation and construction of teachers' offices	12	3.5	28	4	27.73*	0.023
Free transport to teachers, go and from school	12	3.5	28	4	32.00**	0.006
Payment of school fees to pupils	10	2.9	28	4	32.00**	0.006
Construction of play grounds and provision of playing tools	10	2.9	28	4	32.00**	0.006
Free electricity and water around school	9	2.6	28	4	29.52*	0.014
Construction of school fence and library	8	2.3	28	4	32.00**	0.006
Financing seminars to members of the school board and teachers teaching lower classes	2	0.5	28	4	64.00***	0.000
Renovation and construction roofed corridors	2	0.5	28	4	15.48 ^{ns}	0.417
Total	334	100.0				

32 respondents gave 334 responses. Therefore, the percentages are over 334, *** significant at the 0.001, ** at 0.01, * at 0.05, ⁿ No significant association

The top-ranked type of support provided was the installation of water points, water harvesting systems, and storage tanks within school compounds (12.5%). The Pearson Chi-square test revealed a significant association between the availability of water within school compounds and the schools' good academic performance (Chi-square = 32.00, $p < 0.01$) over the previous four years. The second most common type of educational support was the provision of school uniforms, shoes, and bags (9.5%) to pupils at PPP schools. The Pearson's Chi-Square test also demonstrated a significant association (Chi-square = 16.34, $p \leq 0.01$) between pupils receiving school uniforms and the schools' good academic performance. Several other forms of educational support were less frequently provided in PPP schools. These included desks and tables for pupils (1.7%), mosquito nets for pupils (1.1%), financing for teacher job training (0.5%), construction of school fences (2.3%), and the construction of playgrounds and provision of playing tools (2.9%).

Many of the identified materials in Table 3 align with the educational materials described by Kumari (2016) as key variables that influence the provision of quality education. This finding suggests that most of the materials provided by private educational partners significantly contributed to the improvement of the quality of primary education. However, despite the various educational interventions implemented, Table 3 highlights that the majority of the educational support provided to public schools in Kilimanjaro Region was geared towards improving school infrastructure rather than enhancing the availability of materials that facilitate the teaching and learning processes for both pupils and teachers. Furthermore, Table 3 indicates that 27 out of the 28 types of educational support provided were significantly associated with good academic performance in the intervention schools. The exception was the renovation and construction of roofed corridors for classrooms and teachers' offices, which did not show a significant association (Chi-square = 15.48, $p \geq 0.05$) with school academic performance. However, it's worth noting that during FGDs at J.K. Nyerere Primary School, parents emphasised the positive impact of roofed corridors on the school environment, stating that they made it more attractive and conducive for teaching and learning, especially during inclement weather. These corridors were primarily used by teachers and pupils during breaks and extra time, with teachers often observed using them to grade pupils' exercises or for other activities.

4.4 Educational Benefits Gained by PPP Schools from Types of Support Provided

This study has played a crucial role in reducing previous ambiguity regarding the significance of the benefits gained from different types of support provided by private educational partners in Tanzania. Table 4 presents information on the major educational benefits derived from private educational partners based on the support they offered, as described in the previous subtopics. The table outlines the educational benefits obtained from the support provided by private partners through the PPP model. These benefits encompassed an increased rate of pupils' attendance at school, a rise in pupil enrolment, enhanced academic performance among pupils, and improvements in the pupil-to-desk and teacher-to-house ratios.

Table 4: Educational Benefits gained by PPP Schools from Private Partners

Benefits gained	Before PPP			After PPP					Average change for the two districts%
	Ye ar	M M	MD C	Ye ar	M M	Change%	MD C	Change%	
Increased in the rate of pupil's attendance to school	2010	87	73	2014	93	6	87	14	10
Increased academic performance among pupils	2010	84	78	2014	91	7	83	5	6
Increased access to primary education among school age children	2010	71	69	2014	96	25	92	23	24
Increased pupils text book ratio	2010	1:7	1:9	2014	1:4	1:3	1:7	1:2	1:2.5
Improved pupil's classroom ratio	2010	61	42	2014	49	12	35	7	9.5
Improved pupils desk ratio	2010	3.2	3.7	2014	3.0	0.2	3.4	0.3	0.25
Improved teachers house ratio	2010	1:6	1:8	2014	1.5	0.1	1:72	0.08	0.09
Improved pupil's latrine ratio	2010	38.5	29	2014	36.5	2.0	24.5	4.5	3.25
Reduced walking distance for fetching water go & return to school in kilometres	2010	0.9	1.8	2014	0.05	0.85	0.8	1.0	0.925
Improved teachers' attendance to school	2010	89	91	2014	94	5	93	2	3.5

MM =Moshi Municipality, MDC = Moshi District Council

Increase in the rate of pupils' attendance at school was the most significant educational benefit gained from the support provided by private partners, as reported by teachers. Prior to the introduction of the PPP model in 2010, the pupil attendance rate was 87% in Moshi Municipality and 73% in Moshi District Council. After the implementation of PPP (2014), the pupil attendance rate increased to 93% in Moshi Municipality and 87% in Moshi District Council. This increase in attendance rates represents a 12% improvement in the studied areas. The head teacher at Benjamin Mkapa Primary School noted that the installation of water points around the school compound and the modern kitchen had reduced pupils' chores at school, leading to a significant increase in attendance. This finding suggests that the implemented interventions had a substantial impact on the quality of education, as frequent pupil attendance at school creates a conducive learning environment and has a direct influence on pupils' academic performance, as observed in the study by Felipe Barrera-Osorio et al. (2022).

Improvement in academic performance among pupils and schools was another highly ranked educational benefit reported by teachers in schools collaborating with private partners. The study's findings indicated that before the implementation of PPP in 2010, most primary schools in Moshi Municipality had a standard seven national examination pass rate of 84%, while in Moshi District Council, it was 78%. After PPP (2014), the academic performance improved to 91% in Moshi Municipality and 83% in Moshi District Council.

Additionally, 84.5% of pupils who completed standard seven in these schools over the previous four years scored above 100 out of 250 marks in the final national examinations, enabling them to proceed to secondary education. The provision of subject textbooks, exercise books, pens, pencils, and school uniforms was reported as a direct and indirect influence on academic performance among pupils by the head teacher at Jitegemee Primary School. This suggests that collaboration between public and private partners helped reduce the financial burden on school management and parents for providing learning materials, ultimately leading to improved academic performance. The provision of school uniforms also encouraged pupils to attend school regularly, as pupils who lacked proper uniforms often felt shy attending school, leading to lower attendance rates and poorer academic performance (Barrera-Osorio et al., 2020). Qualitative data collected during the survey was used to further enrich the analysis, and Table 5 presents educational benefits gained from educational support provided by private partners based on focus group discussions (FGDs) and key informant interviews.

Table 5: Educational benefits gained (Analysed from FGDs and Key informants' interview)

Safety among pupils, teachers and other school assets
Civilised pupils and teachers (good habits)
Pupils have got more time for learning
Increased working morale among teachers
Experience sharing among teachers and pupils
It has reduced communicable diseases among pupils (SWAS project)
Enabled teachers and pupils to get many sources of reference materials through internet
Reduced wastage of time through regular searching of firewood
It has made school environment conducive for T/L process to pupils and teachers
Experience sharing between pupils and teachers
It has reduced educational burden to our government

Safety among pupils, teachers, and other school assets emerged as a crucial educational benefit described primarily by school board committee members, especially parents. A safe school environment is essential for ensuring active participation in the teaching and learning process (Badu et al., 2018). Respondents pointed out that prior to private partnership interventions, many schools in the area faced safety challenges, including old and unsafe buildings, noisy surroundings, and inadequate facilities. However, the introduction of private partners and their initiatives to improve school infrastructure, such as constructing school fences, significantly enhanced the safety and overall conduciveness of the learning environment. This finding underscores how private development partners play a pivotal role in addressing challenges that hinder the provision of quality education, particularly in creating a secure and favourable atmosphere for learning.

Private partners have played significant roles in enhancing the learning environment in public schools by implementing projects that provide students with more time for studying while at school. The availability of water services, for instance, reduced the time students spent fetching water from distant sources, allowing more time for teaching and learning. As a result, the provision of water services within school compounds led to improved academic performance among students. Additionally, the construction and use of modern (flush) toilets in schools modernized students' daily lives and raised their awareness of hygiene practices. This not only improved the overall health and hygiene of students but also contributed to the quality of education. Such interventions have a positive impact on students' habits, which they can transfer to their homes, friends, and relatives, promoting good hygiene practices in the community (Jacob, 2018).

The reduction of the education burden on the central government emerged as another significant educational benefit of the PPP model. The adoption of public-private partnerships in education shared the responsibility of providing education services between the government and private sectors. Private partners directed significant resources toward providing public assets and services, thereby reducing the financial burden on the central government. This reduction in government expenditure allowed for more focus on other areas of development and improved targeted services (Borodiyenko et al., 2021). The study

highlighted the substantial support provided by private partners to primary schools in the Kilimanjaro region. This support has made the learning process in the region more conducive and efficient, with private education partners significantly contributing to improving the quality of education, creating safer and more hygienic learning environments, and alleviating the financial burden on the central government.

5. Conclusion and Recommendations

The study revealed that international private educational partners played a more significant role in supporting the provision of quality education compared to their local counterparts in the Kilimanjaro region. Moreover, the majority of the educational support provided to public schools in the region was primarily directed toward improving school infrastructure rather than enhancing teaching and learning materials for both students and teachers. Based on these findings, several conclusions can be drawn including to ensure a more balanced and effective intervention from private educational partners, there is a need to establish clear arrangements that enable these partners to contribute equitably to key areas essential for facilitating the teaching and learning process within schools. Hence, the following is recommended: Building on these conclusions, the following recommendations are put forward:

- (i) The central government, particularly the Ministry of Education, Science, and Technology, should encourage private educational partners to align their support with the specific plans and needs of schools for improving the teaching and learning process. This alignment will help ensure that interventions address the most critical areas for enhancing education quality.
- (ii) Local citizens and local private partners should be motivated and incentivized to actively participate in supporting the processes of quality education provision within their communities. Local partners often have a strong sense of ownership and can play a crucial role in improving education as primary or secondary beneficiaries of these interventions.
- (iii) The various educational benefits gained from private partners' support have significantly contributed to improving the quality of education in public schools. To sustain these benefits, government bodies and the wider community should establish strategies to ensure the continued maintenance of the accrued improvements.
- (iv) Private partners, in collaboration with governments, should prioritize interventions that have a significant association with improving pupils' academic performance. This focus on academic outcomes is essential for achieving the ultimate goal of providing quality education.

Therefore, by implementing these recommendations, it is possible to enhance the impact of private educational partnerships in the Kilimanjaro region, leading to sustained improvements in the quality of education in public schools.

6. Implications of the Study

The findings of this study carry important implications for educational practices, the body of knowledge, and existing theories, particularly in the context of Public Private Partnerships (PPP) in the education sector. The findings have demonstrated that the PPP model can effectively extend beyond traditional areas of hard partnerships with commercial aspects to encompass soft partnerships that involve social services, such as education. This expansion of scope suggests that the PPP model can be a versatile tool for addressing educational challenges and improving the quality of primary education. Thus, educational practitioners and administrators can draw inspiration from these findings to explore and implement PPP initiatives in the education sector to address various educational challenges and enhance the quality of primary education.

Also, the study has contributed to the scientific documentation of the significant interventions that the PPP model can bring to the education sector. By systematically examining the education benefits accrued from PPP support, the study sheds light on the concrete improvements in school teaching and learning environments, leading to better academic performance among pupils.

In terms of the theoretical contribution; the study's theoretical framework, which combines the PPP model with stakeholder theory, has been validated and found applicable in the context of improving the quality

of education. The successful application of this theoretical framework suggests that joint efforts and collaboration between private partners and public entities can effectively address educational challenges and contribute to enhancing the learning processes within schools.

Therefore, this study extends the practical application of the PPP model in the education sector, provides valuable insights into the significance of PPP interventions, and validates a theoretical framework for addressing educational challenges collaboratively. These implications have the potential to shape future educational practices, expand the body of knowledge in the field, and refine existing theories related to educational partnerships and stakeholder engagement.

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