

**AN INVESTIGATION OF EFFECTIVENESS OF PUBLIC- PRIVATE  
PARTNERSHIP ON EMPOWERING IMPLEMENTERS OF COMPETENCY  
BASED CURRICULUM: A CASE OF SHINYANGA MUNICIPALITY.**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN  
UNIVERSITY OF TANZANIA.**

**2015**

**CERTIFICATION**

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“An investigation of effectiveness of public- private partnership on empowering implementers of competency based curriculum, a study of Shinyanga Municipality”* in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Dr. Evaristo Mtitu

(Supervisor)

.....

Date

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**DECLARATION**

**I, Joyce Andrew,** do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

## **DEDICATION**

I would like to dedicate this work to my beloved husband Anthony Evarist and my beloved children Irene and Erick for their care, support and love.

## **ACKNOWLEDGEMENTS**

There are many people without whom this study would have not been possible. First and foremost, I hereby whole-heartedly thank the Almighty God for making that which seemed impossible become possible and attainable. I would like also to sincerely thank my supervisor, Dr. Evaristo Mtitu, who tirelessly read through the dissertation as a whole and made many constructive criticisms and recommendations that shaped this work.

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**ABSTRACT**

The study focuses on investigating the Effectiveness of Public-Private Partnership on Empowering Implementers of Competency Based Curriculum in Shinyanga Municipality. The study was guided by four specific objectives: To analyze the policy and objectives in which Public-Private Partnership policy and Competence Based Curriculum were initiated; to identify methods followed by Public-Private Partnership in empowering teachers for implementation of Competence Based Curriculum; Assess resources spent to empower teachers in achieving knowledge about Competence Based Curriculum and to examine the results in terms of success and challenges for empowering teachers in implementation of Competency Based Curriculum. The study applied qualitative and quantitative approaches, incorporated with descriptive research design using the sample of 68 teachers, 5 head teachers, 8 inspectors and 25 parents. Quantitative data was analyzed using descriptive statistics. Qualitative data was analysed using content analysis. The study findings revealed that Public Private Partnership came in as a result of pressure from developed countries in order to fulfil their economic needs. However in the Public Private Partnership, it was possible for all teachers to take part in the in-service training. Also in this arrangement, pools of ‘teacher and mentor trainers’ were drawn from Teachers, which ensured efficiency in teacher to teacher support and sustainability of gained teaching and learning skills. The study recommended that at initial level, awareness raising programmes should be conducted to Teachers on the Public Private Partnership, so as to instil transparency and build trust and ownership of the programme.

**LIST OF ABBRIVIATIONS AND ACRONYMS**

CBC	Competence Based Curriculum
EQUIP	Education Quality Improvement through Pedagogy
ERP	Economic Recovery Program
ETP	Education and Training Policy
ESR	Education for Self Reliance
IMF	International Monetary Fund
MOU	Memorandum of Understanding
PA	Piloting Activities
PBL	Problem Based Learning

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## **CHAPTER ONE**

### **PROBLEM AND ITS CONTEXT**

#### **1.1 Introduction**

This chapter presents the background of the study, statement of the problem, objectives of the study, significance of the study. It also gives the conceptual framework and definition of key terms, ethical consideration and organization of the study.

#### **1.2 Background to the Problem**

The history of Public Private Partners (PPP) in implementing national curricula was popular in decentralized educational systems in capitalist countries that adopted socialist policies and philosophies, since 1917 when The United Soviet Society of Russia (USSR) became a socialist state. From that time several countries that adopted Marxist and Lenin socialism (Shivji, 1984; Rodney, 1976). Tanzania after independence in 1961 adopted colonial system of education, hence the curriculum was also colonial.

But in 1967 Tanzania, under the leadership of Julius Kambarage Nyerere, decided to follow socialist policy but in form of African socialism. The philosophy of Educational for Self Reliance (ESR) and “Ujamaa” ideology guided the newly independent country (Nyerere, 1967).

Since then, the government centralized policies led the country. The government was the main actor in formulating policies without involving Private Partners. Likewise, it was

the government which implemented programs and projects in various sectors; in social, health and educational services and in particular the national curricula at different levels of school. In socialist countries the curriculum was not only developed using top down model where everything was directed by the central government, but also its implementation, monitoring, and evaluation (Osaki, 2000) was under government control.

This is quite different in capitalist countries which allow the bottom up model involving different actors to initiate educational policies, develop national curriculum, implement, monitoring and even evaluating such curricula (Galabawa, 2000; Mosha, 2000).

When the government began to implement Structural Adjustment Policy (SAPs), the top down model policies began to be mix approaches, the curriculum also shifted from teacher centred to learner centred paradigm. Likewise, the government welcomed the private actors in different sectors in particular education. The private partners began to play roles in implementing, monitoring and evaluation of curriculum. In 1986, Tanzania adopted a Public Private Partnership policy (PPP), so as to implement the condition of International Monetary Fund (IMF) which was initially opposed. Then president Ally Hassan Mwinyi through Zanzibar declaration invited private participation, without declaring the state centralized ideology abolished. This meant that, the government was ready to remain centralized but welcomed Public- Private Partnership in some sectors such as health, and in particular education (Galabawa, 2000; Mosha, 2000).

In 1990, Tanzania begins to implement SAPs effectively. As the Public Private Partners began to play a role in running education and many Private schools were given certificate, such as English medium. However, the curriculum formulation remained centralized in formulation, in implementation, monitoring and evaluation (ETP, 1995).

In 1995 the paradigm for curriculum was instructional where by focus was on top down model. In this model the teacher was central while the learners were seen as receivers of whatever was given in the classrooms but beginning from 2000 Tanzania through the Ministry of Education beginning to call for teachers to shift from teacher cantered paradigm to student centred paradigm. In the later paradigm the student is required to be the central of the curriculum instead of the teachers. Teachers are required to use participatory methods which call for bottom up model or paradigm (Kitta, 2010).

The curriculum is a course of learning activities set out for the learner to perform a certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behaviour, acquiring or reinforcing certain skills and preparing learner to fit properly into the society (Miller and Seller, 1985). The effectiveness and efficiency of any educational programme is largely dependent on the philosophy of the curriculum design followed (Sudsomboon, 2007). If specific competencies are not focused in the curriculum design philosophy, the products of the education may not be readily accepted by the industry. U.S. Department of

Education (2002) indicated the importance of implementing competency-based initiatives in schools and colleges. Therefore demand from the stakeholders is also leading to the emphasis on competency based education (Choudaha, 2008). Competency based curriculum summarizes academic and professional profiles, defines new objectives in the learning process, enhances learning environments and shifts the concept of learning as accumulation of knowledge to learning as a permanent attitude towards knowledge acquisition (Edwards *et. al*, 2009). Therefore, little is known on effectiveness of PPP on empowering implementers of competency based curriculum in Shinyanga Municipal Council. Mainly this study will focus on assessing the effectiveness of PPP on empowering primary schools teachers on competency based curriculum in the study area.

### **1.3 Statement of the Problem**

Despite the introduction of Public Private Partnership Policy about three decades now yet little is known about the raised question “How are implementers perceive the effectiveness of private partner’s role in implementing on CBC in primary schools?.

It was expected that researchers would have informed the public how the Public-Private Partnership is relevant to the implementation of CBC in Tanzania since its inception in 2005. However, several studies; Mtitu (2014) focused on learner centred teaching in Tanzania for Geography teacher’s perceptions and experienced of secondary school, but was less interested to address the raised question. Kitta and Fussy (2013) looked into bottleneck in preparation of quality teachers in Tanzania, but were less interested to

inform the public about what is happening as a result of private partners to involve themselves in implementing CBC in up country Tanzania primary schools like Shinyanga. Kafyulilo, Rugambuka and Ikupa (2012) looked into implementation of CBC approaches in teachers colleges but not primary schools in relation to private partners. Sterrihacuser, Francois, Marco, Ledig and Joes (2013) have searched into CBC development for general practices in Germany stepwise peer based approach instead of reinventing the wheel, but did not focus to address the raised question in this study.

Consequently there is little information of what is proceeding about the private partners' role to be involved in implementing CBC in Tanzania. As such there is need to conduct a study to address this raised question'' How are Implementers perceive the effectiveness of Public Private Partners role in empowering implementers of CBC in primary schools?''

## **1.4 Research Objectives**

### **1.4.1 General Objectives**

To investigate the Public -Private Partnership effectiveness on empowering implementers of Competency based curriculum in Shinyanga Municipal.

### **1.4 .2 Specific objectives**

- i. To analyze the policy in which Public -Private Partnership and Competency based Curriculum were initiated.

- ii. To examine the methods followed by Public -Private Partnership in empowering teachers to be knowledgeable in implementation of Competency based Curriculum.
- iii. To examine the results for empowering teachers in implementation of Competency based Curriculum.
- iv. To assess resources spent to empower teachers in achieving knowledge about competence based curriculum implementation.

### **1.5 Research Questions**

- i. In which contextual policy, was Public Private Partnership policy (PPP) initiated in relation to Competency Based Curriculum?
- ii. What resources were used to implement teachers on Competency Based Curriculum?
- iii. What methods were followed by Oxfam GB to empower teachers on Competence Based Curriculum?
- iv. What results were experienced as a result of / after empowering teachers on Competence Based?

### **1.6 Significance of the study**

The study has both academic and practical usefulness. The study might help the researcher to complete her study. The findings might make the education sectors in

Tanzania to be aware about implementation of Competency based Curriculum in education sectors. Furthermore the study might offer the management of education sector to improve the uses of Competency based Curriculum in teaching and learning process. The study might help the Open University students to use as references in their study.

### **1.7 Definition of key terms**

In this study the following terms were defined as:

**A public–private partnership (PPP)** is a government service or private business venture which is funded and operated through a partnership of government and one or more private sector companies. These schemes are sometimes referred to as PPP, P3 (Bruggen, 2000).

**Competence:** A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or activities (Kitta, 2010).

**Curriculum:** the courses offered by a school, but it is rarely used in such a general sense in schools.(Hoffman,1998).However, curriculum in this study refers to total of all things done at school for the purpose of learning, all things formal, informal, non formal done for the purpose of learning in certain institution e.g. School.

**Effectiveness:** The degrees to which objectives are achieved and the extent to which targeted problems are solved (Ritchie, 1998).In this study effectiveness refers to quality

**Empowerment:** management practice of sharing information, rewards, and power with employees so that they can take initiative and make decision (Bruggen, 2000). In this study it refers to enabling one to do something by providing knowledge, skills and altitude.

### **1.8 Ethical Considerations**

All collected are stored no unauthorized persons can obtain access to them or identify them with a particular participant. The purpose of the considering ethical issues in research is to protect human rights and privacy from being infringed by scientific experimentation as well as to safeguard the credibility of research including investigators (Kombo and Tromp,2006).

The researcher was released by Open University of Tanzania as well as Shinyanga Municipality to undergo this study. The respondents assured of maximum confidentiality and protection from physical and mental discomfort, harm, touchier and harassment during the research. Research established humble as well as friendly. The researcher explained the purpose of the study and carried out including the freedom of the participants to participate in the study or not.

### **1.9 Chapter Summary**

Chapter one presented background information; and overview of the study on Statement of the Problem; Objective of the Study; Research questions and Significance of the Study and Significance of the study. Chapter Two provides Literature Review, while

Chapter Three gives Research Methodology and chapter four of the research report deals with data presentation and analysis, while chapter five deals with conclusion, summary and recommendation of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter presents literature review which is divided into two parts namely theoretical and empirical literature.

#### **2.2 Theoretical Review of Literature**

##### **2.2.1 Public Private Partnership policy and Competence Based Curriculum**

Public Private Partnership policy (PPP) can be defined as a contract that a government makes with private service provider to acquire a specific service of defined quantity and quality at any agreed price for a specific period (Taylor, 2003). Private partnership is a business relationship between a private-sector company and a government agency for the purpose of completing a project that serves the public. Public-private partnerships can be used to finance, build and operate education projects.

Historically the PPP policy may be traced right from 1950s appears to have originated in the United States, initially relating to joint public and private sector funding for educational programmes. But come into wide use in the 1960s to refer to public private joint venture for urban renewal. It is also used in the United States to refer to publicly-funded provision of social services by non public sectors bodies, often from the voluntary (not for-profit) sector, as well as public funding of private sector research and development in the fields such as education (Yescombe, 2007).

However, the reason for establishment PPP was to provide a unique perspective on the collaborative and network aspects of public management. The advancement of Public Private Partnership policy, as a concept and a practice, is a product of the new public management of the late 20th century and globalization pressures.

The aims/objectives of PPP worldwide is to ensure government services are delivered in the most economical effective and efficient manner, however to create opportunities for private sector growth and to contribute to the overall economic development through the stimulation of competitiveness and initiative. Also to ensure the best interest of the public, the business sector and the community are served through an appropriate allocation of risks and returns between partners (Yescombe, 2007).

Likewise in Tanzania the PPP policy which replaced the socialist ideology of Ujamaa, after the mid-1980s embarked on a radical shift in economic management strategies. Since 1986 Tanzania was forced to adopt private partnership policy so as to implement the condition of International Monetary Fund (IMF). As such since 1990s private partners began to play a role in running education but the curriculum formulation monitoring and evaluation remained centralized.

According to Muganda (2004), the reason for private partnership policy in Tanzania was the shift in economic management. After the mid-1980s Tanzania embarked on radical shift in economic management strategy, with the more being put on liberalization of key markets and calls for greater private sector participation. Various reforms in the education sector that are part and parcel of the economy-wide reforms began in the

earnest with the adoption of the first economic Recovery Program (ERP I). The reforms address the four key issues of access, quality, financing, and efficiency and also call for a greater role to play by the private actor.

Another reason was external balance and debt. As Tanzania strive to emerge from the long and deep economic crisis experienced in the late 1970s to mid 1980s, the main challenges can be described in one word sustainability. This situation forced to restrict budget allocation to education in terms of both of absolute amounts and of expenditure shares (Hyera, 2012).

However, the objective of PPP is to promote private sector participation in the provision of resources in terms of investment capital, managerial skills and technology. Furthermore, in education sector the main objective of Public private partnership is to increase the enrolment rates and improve the education outcomes such as standardized test score and dropout rates, particularly of student from low-income families (PPP, 2009).

Public Private Partnership in Tanzania used to be practice by the government and private actors. The private partnership policy functions in collaboration with the government and private actors. The Government facilitates implementation of the PPPs by putting in place appropriate enabling environment. This includes favourable policies, implementation strategy, legal and institutional framework. The Private Sector take the leading role in identifying and implementing including carrying out of feasibility

studies, mobilizing resources, risk sharing, monitoring and evaluation, and providing technical expertise and managerial skills.

However, during the implementation in all stages Public Private Partnership are coordinated and monitored by the government to ensure policy in relation to competency based curriculum are implemented effectively (PPP, 2009).The relationship between competence based curriculum and private partnership policy is the openness of the government to welcome private actors.

Likewise, the vision of private partnership policy is efficient and sustainable delivery of reliable and affordable educational services. And the mission is to create an enabling environment for promoting Public Private Partners to achieve sustainable high education growth.

## **2.3 Empirical Studies/Literature**

### **2.3.1 Europe experiences in implementing competence CBC at primary schools.**

The study Jerry (2000) about ‘‘Effectiveness of problem based curricula research and theory’’. The purpose of the study was such for the credibility of claims both empirical and theoretical about ties between the problems based learning and educational outcome and magnitude of the effects. The research was conducted in southern Illinois University. The method used was documentary about medical education literature, from 1992 up to 1993. The result revealed no convincing evidence that PBL improves knowledge based, second, no convincing that clinical performance.

This study has strength because of relating with CBC. However it is weak for not addressing direct the raised question for this study on “How are Implementers perceive the effectiveness of Public- Private Partners role in empowering on the Competency Based Curriculum in primary schools?”

### **2. 3.2 America experiences in implementing CBC at primary schools.**

Another study was that of Henk,m (2001) was about “Self-reported competency rating of a problem based medical curriculum”. The purpose of the study was to study the self report of professional competencies by graduates of a problem based medical curriculum. The study was conducted in one of the American colleges. The method was questionnaire asking them to compare the performance in 19.domains with those of colleagues trained at schools with conventional curricula. The results were first, overall alumni of the medical school rated themselves as better than colloquies who were trained at schools with conventional curricula. Second, there was no difference for possession of general academic knowledge. Third, there was no difference for writing report or articles. The conclusion was that the problem based medical curriculum appears to contribute to development of professional competencies.

Critically speaking this study is strong because of relating with competency based curriculum. However it is weak for not being conducted at primary level, instead it was conducted at high level as such it does not feel the gap raised by the question for this study of “How are Implementers perceive the effectiveness of Public-Private Partners role in empowering on the CBC in primary schools?”

### **2. 3.3 South America experiences in implementing CBC at primary schools.**

The study Carol, Wolfusthal, Ferentz, Martin, (2002).A study of shift paradigm: from Flexner to competencies. The study was about realizing medical education on the brink of major paradigm shift from structure and processed to competence based education and measurement of outcomes. The purpose of the study was the search medicine and the education resources information clearing hones from 1960 until the present .The method used was documentation. The study was conducted in America medical colleges .The result was in the 1970s and 1980s much attention was given to the need for the development of professionals competencies for many medical discipline ,also lack of evaluation strategies was likely one of the force responsible for the three decade lag between initiation of the movement and wide spread adoption.

This study also strong because relating with the competency based curriculum. However it is weak for not being conducted in primary schools levels, it does not feel the gap raised by the question for this study of “How are Implementers perceive the effectiveness of Public PPPs role in empowering on the CBC in primary schools?”

### **2. 3.4 Indonesia experiences in implementing CBC at primary schools.**

The study Saito, Harun, Kubok, Hendaya (2006) was about Partnership between schools and universities education in Indonesia. The purpose of the study was to examine what kinds of impacts a schools -university partnership has on schoolteacher and university faculty members and what type of challenges and tasks exist. The method used was questionnaire. The study was conducted in Indonesia schools and universities. The result

was first joint lesson planning, observation and reflection called piloting activities (PA) have succeeded in improving teaching methodologies. Second faculty members and teachers generally regarded the student under PA as being more participative. Third it is necessary to ensure linkage between materials and student as well as between students and forth PA resulted in the developing of collegiality within the schools and between the faculty members and teachers. Critically speaking this study is strong because it is relating with competency based curriculum. However it is weak it does not feel the gap raised by the question for this study of “How are Implementers perceive the effectiveness of Public Private Partners role in empowering on the CBC in primary schools?”

### **2. 3.5 South Africa experiences in implementing CBC at primary schools.**

The study Chrisom, (2006) was about The democratization of schools and the politics of teacher’ work in South Africa. The purpose of the study was how schools and teachers’ practice might inform the wide process of social change. The method used was questionnaire on how teacher sought to alter relations of authority and the nature of their work with school and how these have interested with new managerial and state initiatives. The study was conducted on the teacher appraisal with the teacher union. The result was alternative conceptions and practice were developed and institutionalized. The study was strong because it is relating with competency based curriculum. However it is weak for not conducting in primary schools level instead it conducted on teacher appraisal with teachers’ union, as such it does not feel the gap raised by the question for

this study of “How are Implementers perceive the effectiveness of PPPs role in empowering on the CBC in primary schools?”

### **2. 3.6. Asia-Hongkong experiences in implementing CBC at primary schools.**

The study Matern, Oberer, Falchetto, Erhard, Konig, Herdman, Weekesser, (2001). was about Factors in the implementation of task-based teaching in primary schools. The purpose of the study was to review six issues which were found to impact on how teachers approach the implementation of communicative task in the classrooms. The themes to be addressed were teacher belief; teacher understanding; the syllabus time available; the text book and the topic; preparation and availability of resources and the language proficiency of the students. The study was conducted in the three primary schools in Hongkong. The result tentative exploratory framework for the implementation of task based teaching with young learners in Hongkong is proposed. The study is strong because it was related to competency based curriculum and conducted in primary schools. However it is weak it does not feel the gap raised by the question for this study of “How are Implementers perceive the effectiveness of PPPs role in empowering on the CBC in primary schools?”

### **2. 3.7. East Africa experiences in implementing CBC at primary schools.**

The study Gacheche (2010) was about Challenges in implementing a mother tongue-based language in education policy and practice in Kenya. The purpose of the study was to examine the challenges faced in implementing Kenya’s language in education policy which advocates mother tongue-based learning. The method used was literature review,

ethnographic studies, research findings and interview. The study was conducted in Kenya with linguists and sociologists. The result was to have a greater allocation of resources, political will and clearer policy objectives to achieve the aims of an effective mother tongue-based education system in Kenya.

The study was strong because it is relating with competency based curriculum. However it is weak as such it does not feel the gape raised by the question on “How are Implementers perceive the effectiveness of PPPs role in empowering on the CBC in primary schools?”

### **2. 3.8. Tanzania experiences in implementing CBC at primary schools.**

The study Vavrus (2008)’’The cultural politics of constructivist pedagogies: Teacher education reform in the united republic of Tanzania. The purpose of the study was to examine recent educational reform in Tanzania by looking at the cultural politics of the pedagogical change in secondary and teacher education. The study was conducted in teachers colleges founded on the principle of social constructivism in a country where formalist teachers-centred pedagogy is the norm. The method used was data collection through a year participant observation. The result was that the cultural, economic and political dimension of teacher’s practice needs to be considered alongside effort to reform the country education system.

The study was strong because of relating to CBC. However it is weak for not being conducted in primary schools level, it does not feel the gap raised by the question for

this study of “How are Implementers perceive the effectiveness of PPPs role in empowering on the CBC in primary schools?”

#### **2.4 Implementing Competency Based Curriculum: Challenges and Prospects.**

The curriculum is a course of learning activities set out for the learner to perform a certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner’s behaviour, acquiring or reinforcing certain skills and preparing learner to fit properly into the society (Miller and Seller, 1985). The effectiveness and efficiency of any educational programme is largely dependent on the philosophy of the curriculum design followed (Sudsomboon, 2007). If specific competencies are not focused in the curriculum design philosophy, the products of the education may not be readily accepted by the industry. U.S. Department of Education (2002) indicated the importance of implementing competency-based initiatives in schools and colleges. Therefore demand from the stakeholders is also leading to the emphasis on competency based education (Choudaha, 2008). Competency based curriculum summarizes academic and professional profiles, defines new objectives in the learning process, enhances learning environments and shifts the concept of learning as accumulation of knowledge to learning as a permanent attitude towards knowledge acquisition (Edwards *et. al*, 2009). Competency based curriculum addresses what the learners are expected to do rather than what they are expected to

learn about (Weddell, 2006). In other words competence based curriculum is a productive curriculum which focuses on what an individual does with the education he claims to possess. The primary focus of competence based curriculum is not possession of education but what one does in real life with the possessed education. Sudsomboon, Anmanatarkul and Hemwat (2007) describe competency based curriculum as the curriculum that enables an individual to perform practically and measurably by using a set of knowledge and skills acquired through effective training.

There have been serious financial and human commitments to retrain and support teachers, head teachers and other education professionals to develop the necessary competence and confidence to effectively handle competency based curriculum (Woods, 2008).

The introduction of CBC is the second major pedagogical change in the country after the first change that took place in 1967, when education for self reliance was introduced. CBC involves some pedagogical changes in the curriculum and instructional approaches to incorporate outcome based.

## **2.5 Prospects in Implementing Competency Based curriculum.**

The curriculum is expected to give people knowledge and skills which they would use to lead quality life. For Tanzania, a curriculum that would be appropriate would be one that would liberate people mentally and psychologically and emotionally and empower them. Consequently, the new CBC which defines specific competencies to be developed by learners through education is the direct outcome of democratization and a concerted

struggle to address the issue of meaningful education in Tanzania. Therefore, the primary emphases of CBC are on the powers of becoming i.e. powers which can transform and be transformed and powers which can generate other powers infinitely (Doll, 1993).

CBC teaching approaches are not well implemented to teacher in Tanzania, majority of teacher are able to explain the competency but unable to explain the competency based teaching approach or prepare a lesson plan that is competency based approach (Kafyulilo,A at el 2012). Since 2005 Tanzania education shifted from teacher centered to learner-centered approach. In teaching and learning the environment that suit the application of these current theories must be improved. Teacher need in-service training to be able to manage classes, teaching and learning process under the new approach (Lukanga, 2013).

Mtitu (2014) suggested that there is a need to address dilemmas in implementing of learner centered approaches, the dilemmas include class size, curriculum design and teacher shortage, shortage of instructional, resources and facilities and medium of instruction. The curriculum should be designed in a way that allows teachers' flexibility and the teachers should be trained to implement.

However, a number of studies (Alphonse, 2008; Mgalla and Mbulanya, 2008; Komba and Nkumbi, 2008; Woods, 2007) have reported a serious shortage of well qualified and

expert teachers competent to guide learners through the new competency based curriculum and learning styles, and the absence of an assessment and examination regime able to reinforce the new approaches and reward students for their ability to demonstrate what they know, understand and can do. To a large extent, teachers have continued teaching by using the traditional instructional approaches and assessments. Students have also continued learning through memorization rather than creating and inventing new ideas through inquiry learning approaches.

While Tanzania is contemplating to utilize the Public Private Partnership policy it has been faced with the challenges. Public Private Partnership policy (2009) identifies seven challenges as follows:

- i) Lack of comprehensive policy, legal and institutional frameworks that provide clear guidelines and procedures for development and implementation of Public Private Partnership policy;
- ii) Lack of analysis capacity to assess investment proposals leading to poor project designs and implementation;
- iii) Inadequate enabling environment which includes lack of long-term financing instruments and appropriate risk sharing mechanisms;
- iv) Insufficient capacity in negotiations, procurement, implementation and management of PPPs.

- v) Inadequate risk sharing mechanisms that often lead to the public sector carrying the full burden of risks.
- vi) Inadequate mechanisms for recovery of private investors' capital as well as impact on national development programmes that depend on the project's performance.
- vii) Lack of public awareness about Public-Private Partnership policies and their benefits (PPP, 2009)

Policy does not involve stockholders and The researcher found that formulation of PPP implementers of the curriculum as the result it faces many challenges in its implementation. The government should look for the best way of introducing education policies.

## **2.6 Knowledge Gap**

A lot of research including (Weddel, 2006; Tillya and Mafumiko, 2010; Nihuka and Blesila, 2012; Alphonse, 2008) have been done focusing on issues of competency based curriculum and methods of teaching. However little has been done on researching about how effective the partnership of Public and Private has been involved in assisting the government to address education issues. The question is therefore “How Implementers perceive the effectiveness of Public Private Partner’s role in empowering on the Competency Based Curriculum in primary schools?”

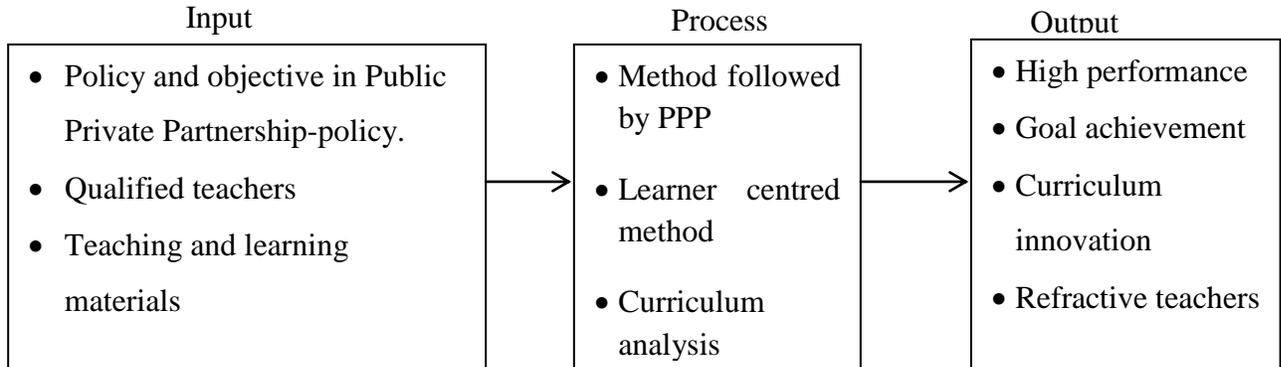
Since the inception of PPP policy, partners involved themselves to assist the government towards achieving her goals in particular to ensure the quality of implementers (teachers) in executing the process for teaching and learning especially on CBC for primary schools.

Consequently, there was a need to conduct a study on the effectiveness public- private partnership effectiveness on implementers of CBC in particular primary schools.

## **2.7 Conceptual Framework**

Stufflebeam Context, Input, Process and Product (CIPP) model used in conducting this study.

This model is a comprehensive framework for conducting formative and summative evaluation of a project (Stufflebeam, 2007).The researcher used Stufflebeam CIPP model to evaluate the effectiveness of Public Private Partnership in implementing CBC. The research objectives and research questions developed according to the model. Figure2:1 shows the independent variables have effect on CBC. This model was modified according to data found in the field by researcher.

**Figure 2.1: Conceptual Frameworks**

**Source:** Developed for this research (2015)

## 2.8 Chapter summary

The chapter presented the theoretical frame work that informs the study. Theoretical review of literature based on the aspect which relate to Public Private Partnership in Implementing CBC. The reviewed literature showed challenge and prospect of implementing CBC.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes various methods that the researcher applied in conducting the research study which included research design, area of the study, population of the study, sampling design, sample size and method of data collection, analytical methods as well as reliability and validity of those data used.

#### **3.2 Research Design**

Kothari (2006) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures.

The study was composed of descriptive design that describes the phenomena as they exist. It has given valuable information on the study and a good amount of responses from a wide range of people. The design was selected due to condition for collection and analysis data that is relevant to the targeted population, data sources and instruments like questionnaire. Also this design provided meaningful and accurate picture of events and that seek to explain people's perceptions and behaviours on the basis of the data collected.

### **3.3 Research Approach**

The study believed in the philosophy of mixed paradigm. Consequently, this study dominated by qualitative approach rather than quantitative. OUT (2005) describes that quantitative researcher seeks to understand and relate the subjective understanding and the action of being studied. The researcher used qualitative approach to search participant's views/perceptions. As such the result of this study was not generalized. However, for the better results on perceptions the researcher triangulated quantitative methods due to some elements emerged related to statistics. However, the focus was on implementers' views.

### **3.4 Area of the study**

This study was done in Shinyanga Municipal Council, being the place where the Oxfam GB's Education Quality Improvement through Pedagogy five year projects, was implemented. Shinyanga Municipality is familiar and reachable by researcher as such it was possible to carry out the study comfortably in the five (5) primary schools namely: Bugoyi, Kamarage, Ndebezi, Mwenge and Town

### **3.5 Population of the study**

In this study, the target population was Primary school Teachers as implementers, School Inspectors as Monitors for quality assurance and Parents of children in the five schools.

### 3.6 Sample and Sampling procedure

#### 3.6.1 Sample size

A sample, according to Best and Khan (1998) is a small portion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Best and Khan (1998) argue that a small size sample characterizes qualitative studies. It is a sample sufficient to provide maximum insight and understanding of the problem under study. The study obtained information from 106 out of the expected 118 from sample size, which the Table 3.1 indicates as follows.

**Table 3.1: Sample Distribution**

Types of Respondents/Informants	Male	Female	Total
(i) Normal Teachers	30	40	70
(iii)Heads of schools	02	03	05
(iv)Inspectors	03	05	08
v) Parents.	15	20	35
		Total	118

**Table 3.2: Actual sample**

Types of Respondents/Informants	Male	Female	Total
(i) Normal Teachers	20	38	68
(iii)Heads of schools	02	03	05
(iv)Inspectors	03	05	08
v) Parents.	14	11	25
		Total	106

### **3.6.2 Sampling techniques**

The study adopted purposive random sampling and simple random sampling due to the nature of the study. The study involved different respondents with different positions, responsibility and experiences for example school inspectors, head teachers and teachers. The respondents were sampled purposively and others randomly sampled. A total of 70 teacher's schools, 5 head teachers, 8 School inspectors and 35 parents were targeted.

According to Cohen et al (2000) purposive sampling is sampling in which the researcher selects the sample on the basis of their judgments and knowledge. Head teachers and school inspectors were selected due to their position and responsibility. Then simple random sampling was applied to get teachers. Selection of schools was done purposively within municipal headquarter and those found in remote areas, to gate balance ideas leading to logical conclusion and was generalized for the whole council. The selection of five schools was done randomly.

## **3.7 Sources of Data**

The study obtained its data from two major sources of data namely primary and secondary sources.

### **3.7.1.1 Primary Data**

Primary data is information gathered directly from respondents through questionnaire, interview, focused group discussions, observation and experimental studies (Kombo and Tromp, 2006).

The researcher used questionnaire, interview and classroom observation to obtain the reliable information. Also the researcher was participated in discussions with respondents who come together and share different views concerning with PPP in implementing CBC. The researcher collected primary data from Shinyanga Municipal in Tanzania that provides the most reliable information.

#### **3.7.1.2 Secondary data**

These are data extracted through reviewing various documents for example; textbooks, journals and other published information that are expected to be available within school' library (Kombo and Tromp, 2006). The researcher used books, journals, text book, magazine, and other published information manual related to the topic under investigation.

#### **3.7.2 Data Collection tools**

This is the process of preparing and collecting data mainly to obtain reliable information which is useful in making decision on important issues (Rodney, 1976). On account of collecting primary data, the researcher used observation, interviews and questionnaires.

##### **3.7.2.1 Observation:**

Observation is primary method of collecting data to provide accurate description of a situation to gather supplementary data which may qualify or help interpret other sources of data (Jonson, 1994). However, the researcher observed teachers teaching in the classroom using participatory methods. The observation helped to collect nonverbal responses from the respondents, this was done through checklist.

### **3.7.2.2 Interviews:**

A focus group interview with open-ended question was conducted by researcher with 68 teachers and 25 parents. A supportive atmosphere for discussion was secured by providing each participant opportunities to participate. Rodney (1976) affirms that the interview tool is very important source of getting information's and it is helpful in handling case study related matters as the research design indicates.

### **3.7.2.3 Questionnaires:**

The researcher prepared structured and semi-structured questions. This questionnaire was had the advantage of collecting data quickly and give more freedom to respondents. Questionnaires (structured and semi structured) were used to obtain information's from population. Questionnaires were written in English languages for teachers and other staffs, and translated into Swahili for teachers and parents, for better understanding while utilizing self-administration mode of the questionnaire.

### **3.7.3 Secondary data collection methods**

The researcher used documentary review to access accurate and reliable data from the Shinyanga Municipal. On the other hand, the researcher obtained secondary data from reviewing office records, documents, and literature reviews, libraries, internet and previous conducted researches done by various researchers.

### **3.8 Reliability and validity of Data**

#### **3.8.1 Reliability**

Reliability is used in measuring data collection instrument, since it provides consistent results. A test is considered reliable if we get the same result repeated (Rodney, 1976)). This means in each time when the test is administered to a subject, the results should be approximately the same. Therefore all information and data was cross-checked to ensure that it was correct.

#### **3.8.2 Validity**

Validity refers to the truthfulness of a measure and the application of the principles of statistics to arrive at valid conclusions (Rodney, 1976). All information and data collected through questionnaire, interviews, observation and participation was valid with a fact that, researcher asked the questions which was related with the objectives of the research.

### **3.9 Data Analysis**

Data collected was summarized, coded and analyzed both qualitatively and quantitatively. Then, these data was processed by Ms Word tables, Frequency distribution and percentages to describe major variables. Quantitative data was analyzed by using descriptive statistics. Qualitative data from interviews and observations analysed using content analysis (data analyzed in texts regarding authenticity, or meaning from respondents' responses on "Who says what, to whom, why, to what extent

and with what effect?"). According to Holsti (1969) cited by Kumar (2003) content analysis is used into three basic categories: make inferences about the antecedents of a communication describe and make inferences about characteristics of a communication.

Data was presented in the text, in a table In order to give information to the reader or viewer is supposed to be able to assimilate "from cold" while reading or listening.

### **3.10 Chapter Summary**

The chapter shows various methods used in conducting the study. The researcher used a questionnaire which included prepared question. The researcher applied in-depth and semi structured interviews while classroom observation was used to cross check the application of methods in Competence Based Curriculum.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This part covers research findings, analysis and discussion of the information collected during investigation of the Effectiveness of Public Private Partnership in Empowering Implementers of CBC in Shinyanga Municipality. Collection of information and data in the study was guided by the key research question: How implementers perceive the effectiveness of public private partner's role in empowering on the CBC in primary school?

Research questions which respondents answered were related to objectives below. The objectives of the study were to: Analyze the contextual policy and objectives in which the Public Private Partnership was initiated in relation to CBC; Assess the human qualifications, and fiscal and physical resources required in empowering CBC; Examine the methods, and strategies as used in the Public Private Partnership to empower teachers on CBC. Assess the successes and challenges that were experienced

The findings of the study were obtained through responses from; Questionnaires filled by teachers, head teachers and school inspectors and interviews to teachers and parents, and Classroom/ lesson observation. The sample selected for the investigation was 118, but only 106 were able to take part as shown in the table below.

**Table 4.1 Respondents group**

<b>Sn</b>	<b>Respondent</b>	<b>Frequency</b>
1	School Inspectors	8
2	Head Teachers	5
3	Teachers	68
4	Parents	25
	Total	106

#### **4.2 Findings and Analysis**

This research had four objectives. The results of each objective are discussed here under

##### **4.2.1 Questionnaires**

Analyze the contextual policy in which the Public Private Partnership was initiated in relation to Competency Based Curriculum

**Table 4.2 Teacher responses on PPP Policy**

<b>Sn</b>	<b>Response</b>	<b>Number</b>	<b>%</b>
<b>i</b>	Do not understand PPP policy	58	85
<b>ii</b>	Have no idea of the PPP policy	60	88
<b>iii</b>	They had never seen PPP policy	18	26

Source: From Field (2015)

According to responses in Table 4.2 above, 85% of teachers said they did not understand the PPP policy and its objectives in relation to CBC. 88% had no idea on the policy while 26% of respondents said they had never seen PPP policy.

These results suggest that the teachers had very little idea of the Public Private Partnership policy. Very few teachers knew about PPP.

**Table 4.3 Head Teachers responses on PPP Policy**

<b>SN</b>	<b>Responses</b>	<b>Number</b>	<b>%</b>
i	Do not understand PPP policy	4	57
ii	Have never supplied any policy from the government	3	43

**Source: From Field (2015)**

In Table 4.3, 57% of the respondents said they do not understand PPP policy, while 43 % said they had never been given any policy to their schools and in general they were unaware of the PPP objectives. This implies even among Head Teacher there was very little awareness on PPP policy

**Table 4.4 School Inspectors responses on PPP Policy**

<b>SN</b>	<b>Responses</b>	<b>number</b>	<b>%</b>
i	Understand the PPP policy	4	50
ii	Do not understand the PPP policy.	4	50

**Source: From Field (2015)**

Table 4.4 shows that 50% of school Inspectors did understand PPP policy and its purpose in relation to CBC. 50% said they do not understand the PPP policy. The results suggest that, about half of the Inspectorate staff in Shinyanga Municipality were aware of PPP policy and its relationship with implementation of CBC.

This implies that among the education and teaching staff there was very understanding of Public Private Partnership and its policy. It also means that this was result of a top down approach, in which the education and teaching staff were not involved in the policy formulation. PPP was a result of donor funding conditionality in order to fulfil economic interests and intentions.

#### **4.2.2.2 Assess the resources required in empowering Competency Based Curriculum.**

**Table 4.5 Human Resource Required in empowering on CBC**

SN	RESPONDENTS	Academic Qualifications			ATTENDED INSET ON CBC	%
		Certificate	Diploma	Degree		
i	School Inspectors	-	2	6	8	100
ii	Head teachers	2	1	2	5	100
iii	Teachers	64	3	1	68	100

**Source: From Field (2015)**

100% of teachers, head teachers and school inspectors apart from their academic qualifications, they all attended trainings/seminars which were delivered by Oxfam GB through the partnership on competency based curriculum.

This shows that all teachers in Shinyanga Municipality attend the in-service training on CBC.

**Table 4.6 Responses on Fiscal Resource**

<b>Sn</b>	<b>Response</b>	<b>Number</b>	<b>%</b>
i	Trainer and trainee allowance	58	43
ii	Mentoring Support Allowance	60	44
iii	Costs for planning and joint monitoring	18	13

Source: From Field (2015)

According to responses in table 4.6, Oxfam covered 43% said Oxfam covered costs for Trainers and Teachers allowances during training, Support allowances during mentoring and a good part of the costs during planning and joint monitoring. This suggests that there was a good understanding of the contribution by partners Oxfam.

**Table 4.7 Respondents responses on Physical Resources**

<b>Sn</b>	<b>Response</b>	<b>Number</b>	<b>%</b>
<b>i</b>	Teachers resource centres	68	59
<b>ii</b>	Water harvesting tanks	38	31
<b>iii</b>	Renovation of school libraries and School Inspectors Office premises	18	15

Source: From Field (2015)

Responses in table 4.7 show that 59% said that there TRCs were built, 31% said that water harvesting tanks were built while 15% recalled that there was renovation of school libraries and school Inspector office premises. This implies that teachers present at the time are aware of the partnership with Oxfam.

#### **4.2.2.3 Examine the methods, and strategies as used in the PPP to empower teachers on CBC**

**Table 4.8 Responses on Methods Used to Empower teachers on CBC**

<b>Sn</b>	<b>Response</b>	<b>Number</b>	<b>%</b>
i	Training of trainers	53	26
ii	Training of Teachers	70	35
iii	Teacher Mentoring	14	7
iv	Training of Mentors	65	32

Source: From Field (2015)

26% of the responses said Oxfam GB trained trainers from the Inspectorate and Teaching force in the council who eventually trained teachers in CBC analysis and interpretation for teacher preparations and application in class/lesson. 35 % said that mentoring was used in teacher to teacher support in CBC. 7% said teachers were trained by trainers who were themselves teachers while 32% of responses said the approach used to train teachers was through teacher resources centre. This implies that the Teachers are aware that there was a support from Oxfam. Initial training of teacher and

mentor trainers was done using College tutors from Butimba and Morogoro Teacher Colleges and that teachers were later supported using cross school mentoring and later school based mentoring systems.

**Table 4.9 Responses on Strategies Used**

<b>Sn</b>	<b>Response</b>	<b>Number</b>	<b>%</b>
i	Using teacher resources centre (TRCs)	47	31
ii	Joint Shinyanga District-School Inspectorate-Oxfam GB planning	18	12
iii	Joint Inspectorate-Education Officers- Oxfam GB monitoring	17	11
v	Through school clusters	68	45

**Source: From Field (2015)**

On strategies used 45% said Oxfam GB reached teachers using clusters, while 31% said teacher resources centre (TRCs). 12% said there was joint planning of program between Oxfam GB and Municipal council. 11% said there was joint monitoring of PPP.

#### **4.2.2.4 Assess the successes and challenges that were experienced**

**Table 4.10 Teachers responses on Successes**

<b>Sn</b>	<b>Response</b>	<b>Number</b>	<b>%</b>
<b>i</b>	Learners are engaged in active learning	<b>38</b>	<b>15</b>
<b>ii</b>	Training has simplified their work	<b>61</b>	<b>24</b>
<b>iii</b>	Teachers are using participatory methods in teaching their lessons.	<b>59</b>	<b>23</b>
<b>iv</b>	Pupils performance improved	<b>54</b>	<b>22</b>
<b>v</b>	Teachers are prepared and use teaching aids.	<b>42</b>	<b>17</b>

**Source: From Field (2015)**

15 % of responses said that learners are now engaged in active learning which increases motivation, develops valuable skills and competencies and enhance learning in all pupils of all ability levels and grade. 24% said the project simplify their work. 23% of respondents said teachers are using participatory methods in teaching their lessons.22% said the pupil's performance improved, and 17% said teachers are prepared and use teaching aids properly.

**Table 4.11 Head teachers responses on Successes**

<b>SN</b>	<b>RESPONSE</b>	<b>Number</b>	<b>%</b>
1	There is stronger teacher to teacher support through mentoring	3	17
2	There is good relationship between teachers and pupils	4	22
3	Teaching aids are prepared and used properly	3	17
4	Teachers are using participatory methods in teaching their lesson	4	22
5	There is good leadership support in their schools	4	22

**Source: From Field (2015)**

17% of responses said there is stronger teacher to teacher support through mentoring.17 % said there is a good relationship between teachers and pupils.22% of the head teacher responses said teaching aids are prepared by teachers and used properly in teaching their lesson. 22% said the training helped head teachers in good leadership support to their schools.

**Table 4.12 School Inspectors responses on Successes**

<b>SN</b>	<b>Responses</b>	<b>Number</b>	<b>%</b>
<b>i</b>	There is improvement in monitoring and evaluation in schools	6	25
<b>ii</b>	Teachers are using participatory methods in teaching their lesson.	6	25
<b>iii</b>	Friendly inspection	7	29
<b>iv</b>	Learners feel safe and accepted	5	21

**Source: From Field (2015)**

25% of School Inspectors responses said the success they have experienced are improvement in mentoring and evaluation of activities done in schools.25% of respondents said teachers are using participatory methods in teaching their lesson.29% said the training promoted friendly inspection.21% of respondents said learners feel safe and accepted.

**Table 4.13 Teachers responses on challenges**

SN	Responses	Number	%
1	Shortage of teachers which create a big teacher to pupil ratio.	53	40
2	Large classes	47	35
3	Inadequate teaching and learning materials.	34	25

**Source: From Field (2015)**

From the table above 40% of respondents said there is inadequate number of teachers which creates a big pupil to teacher ratio for effective classroom interaction. 35% said there are large classes which affect teaching process and management of classroom. 25% of teacher's responses said there is shortage of teaching and learning materials for example. Books affect teaching and learning.

**Table 4.14 Head teachers responses on challenges**

SN	Responses	Number	%
i	Large class size	4	36
ii	Shortage of teachers	4	36
iii	Inadequate teaching aids	3	27

**Source: From Field (2015)**

The table above shows 36% of responses said large class size is a big challenge in our school. 36% said shortage of teachers which create big teacher to pupil's ratio. 27% of head teachers said there is inadequate teaching and learning aids.

**Table 4.15 School inspectors responses on challenges**

SN	Responses	Number	%
i	Shortage of teacher	5	23
ii	Inadequate teaching and learning materials	4	18
iii	Lack of funds for inspection	7	32
iv	Insufficient furniture, which forces most of pupils to sit on the floor.	6	27

**Source: From Field (2015)**

23% of responses said there is a shortage of teachers in many schools. 18% said there is inadequate teaching and learning materials especially text books. 32% said there is lack of funds for inspection. 27% said insufficient furniture is the challenge which forces most of pupils to sit on the floor and as a result they become very tired before the learning session is over.

#### **4.2.2 Interview**

The teachers reported that they are seldom involved in the policy development process. The Teachers complained that, the policy they implement was prepared in top-down approach and in many cases it is not relevant to their context and as such they don't feel part of it. Some of the Teachers commented in this regard as illustrated bellow.

*‘‘To be honest, I have never been involved, what I know is that Teachers are completely not involved in policy development most of time we are just told to implement’’*

Teachers also observed that, they have never been given any orientation on the philosophy of PPP policy and how to implement it.

However, teachers observed that the focus of the curriculum changed from content to competence based. In order to achieve the learning objectives, both learners and teachers need to have adequate materials to interact with it. Teachers also reported that there was shortage of relevant text books, and have to meet syllabus requirements especially in Kiswahili where some of the topics, sub topics and objectives are not clear.

During the interview with parents, they reported that there were many changes which they had observed in the schools and in their children. They said that their children's performance have changed and are better than before. The idea I is summarized by one of the parent that:-

*“There are changes I have seen in my child..... he is more creative and he likes school more than before.”*

This means that the training in learner centered methods/approaches helped teachers to build friendlier relationships with learners in learning.

#### **4.2.3 Classroom Observation**

Classroom observation was done in two schools which were Mwenge and , Bugoyi primary school, The classroom observation focused on teaching methods used; How are pupils involved in the teaching and learning processes; teacher-student relationships; the teacher's ability to, use of teaching and learning resources; the teacher's ability to relate the subject matter

**Observation 1**

Grade A teacher of Bugoyi primary school presented English in standard III, a class with 90 pupils on the topic of expressing on-going events. She introduced her lesson by asking them to tell two things they do in the morning before coming to school and write some of the learners' responses on the blackboard and let them repeat emphasizing on the action and the time they happen. The pupils answer the question orally. She begins presenting her lesson by answering a fake telephone call, after which she invited pupils to dramatize different things and reporting what they are doing. The pupils were dramatizing, playing, reading. Teacher using question and answers, dramatization and pair talk in teaching her lesson.

In practice stage the teacher asked the learners to discuss on-going event. Pupils discuss and report different events such as football game on radio or television. Reflection is done by asking question, pupils listen and answer question.

**Findings**

The researcher assessed how teacher implement methods of CBC. Teacher involved learners through pair talk, question and answers, drama and playing. During interview with the teacher on classroom observation, Teacher said

*'curriculum analysis helped me a lot in preparing scheme of work and learning tasks for better teaching''.*

Scheme of work was well prepared and relevant with the topic and objectives of English syllabi. The lesson plan preparation shows the relationship of topic and objectives. The main topic were Expressing on-going events, Specific objective learners should be able to report in English what they or their colleagues are doing. The Teacher showed the ability of using learner centred methods and have the ability to manage the class. Learners were active and participating well in learning.

### **Observation 2**

Mathematics lesson was being taught in standard IV, a class with 97 pupils the lesson presented as follows:-

Grade IIIA teacher of Mwenge primary school was teaching division of numbers. He started his lesson by brainstorming pupils on the topic he is going to teach, learner answer question confidently and active.

He started presenting his lesson by making groups and give tasks to do by using cards of question. When pupils calculate question the teacher go around and look if work is done well. Teacher pointed one pupil in each group and let her /him present in front the class on the blackboard showing step by step till reaching the answer.

He reflects his lesson by asking question to pupils and let them answer orally.

Teacher gives pupils an exercise of dividing whole numbers; pupils answer the question on their exercise books.

## **Findings**

Teacher shows the ability of using learner centred method in teaching his lesson. But the problem was on teaching aids were not enough in his class. During min-interview with Teachers he appreciated using few teaching materials, he explains that teaching some teaching materials are expensive need fund in order to gate it, that's why he used few teaching aids. He used question and answer, brainstorm, group discussion method.

The classroom seemed to be over populated this makes difficult for the teacher to make groups of discussion. He prepared his scheme of work and lesson plan in accordance. His specific objective was; pupils should be able to divide whole numbers. It was observed that teaching and learning affected by a big number of pupils in a class 97 pupils during the observation.

### **4.4 Analysis and Discussion**

On the basis of findings of this study, the following are the issues discussed bellow:-

#### **Policy**

It was seen that there was little understanding of polices among most implementers especially teachers. The Teachers had little idea on education policies according to their responses. The results also suggested that, only 4 out of 8 Inspectorate staff in Shinyanga Municipality were aware of Public Private Partnership policy and its relationship with implementation of Competence Based Curriculum. Public Private Partners began to pray a role in running education while the government was the main actor in formulating policies (ETP, 1995). This means policy formulation was a top

down approach, teachers were not involved in policy formulation. PPP was a result of donor funding conditionality and particularly the Structural Adjustment Programme, on the implementation of national programmes in developing countries. As such the implementation of Competence based curriculum could not have been funded if public private partners were not involved. The benefit is that in this training all teachers were involved as against in previous cases of in-service training where only a few teachers took part for onward training of the rest of the teachers.

### **Resources**

Based on findings all teachers, head teachers and school inspectors in Shinyanga Municipal Council who were there at the time, attended the trainings/seminars which were delivered by Oxfam GB through the partnership on competency based curriculum. Oxfam covered costs for Trainers and Teachers allowances during training, Support allowances during mentoring and a good part of the costs during planning and joint monitoring. Also a review of documents showed that Municipal Council budget and the contribution of Public Private Partnership through Oxfam GB were paid stationary, trainers and trainer of trainers. (MOU 2003) This proves that there was a good understanding between the Government and partners Oxfam GB.

Based on findings, teacher resources centres, water harvesting tanks were built along with renovation of school libraries and School Inspector office premises. The teachers present at the time are aware of the partnership with Oxfam. During construction the

local Government provided expertise and manpower while Oxfam paid for the costs. This means there was sharing of costs between Public Private Partners and the Municipal Council.

### **Methods and Strategies**

The study shows that, Public-Private Partnership was based on memorandum of understanding (MOU) in initiating the program. Training was conducted in school clusters. Teacher to Teacher mentoring was first done in cross school mentoring and then later in school based approach. While the PPP trained librarians in ten schools. Also they did joint monitoring (MOU, 2003). Classroom observation shows that teachers are using participatory methods in teaching such as group discussions, question and answers, think, pair, share. This means that teachers understand learner centred methods.

### **Methods**

Based on findings, with support from Oxfam, Initial training of teacher and mentor trainers was done by Tutors from Butimba and Morogoro Teacher Colleges and that teachers were trained and later supported using cross school mentoring and later school based mentoring systems. James (2002) in project proposal showed the methods used to empower teachers on CBC.

### **Strategies**

The study reports that, Oxfam GB training reached teachers using school clusters, and teacher resources centre (TRCs). There was joint planning of program between Oxfam GB and municipal council joint monitoring of PPP. This was revealed in project proposal of Oxfam GB (James, 2002). This means there was effective understanding within the partnership.

### **Successes/Achievements:**

Based on findings, learners are now engaged in active learning which increases motivation, develops valuable skills and competencies. Teachers are using more participatory methods in teaching their lessons.

The study presents that, there is stronger teacher to teacher support through mentoring. There is a good relationship between teachers and pupils. Teaching aids are prepared by teachers and are used properly in teaching. The training helped head teachers in good leadership support to their schools.

There were improvement in mentoring and evaluation of activities done in schools. The training promoted friendly and supportive inspection. Learners feel safe and accepted which has enhanced learning in pupils of all levels and grades. This was summarized by one teacher who said that:-

*“By using participatory teaching approaches, the learners are more involved and the teacher becomes a facilitator of learning process, the learner are the ones dominating the classes”*

## **Challenges**

The study presents that there are inadequate number of teachers which results into a big pupil to teacher ratio for effective classroom interaction. There are large classes which affects effective teaching and classroom management. There is shortage of teaching and learning materials such as books, furniture. Teaching/learning materials are the most important resources needed at classroom level. If the curriculum is to succeed, the preparation and production of teaching/learning materials must be handled with utmost care. TIE (2007). Also teachers reported some topics in the syllabi are not clear to teachers for example Kiswahili,

## **4.5 Chapter Summary**

The chapter presented study findings, analysis and discussion .The study revealed the achievement of PPP in initiating in-service training on Competence Based Curriculum to all teachers in the study area. The next chapter presents conclusion and recommendation.

## **CHAPTER FIVE**

### **RESEARCH SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents research conclusion and recommendations. Generally the research findings contributed knowledge on the application of PPP in delivery of Competence Based Curriculum to Policy Makers, implementers and possibilities for further research

#### **5.2 Summary of The Study**

The research deals with the effectiveness of PPP on empowering Implementers of CBC. The study showed the effectiveness in training all teachers on CBC this was against in previous cases of in-service training where only a few teachers took part for onward training of the rest of the teachers.

The effectiveness and efficiency of curriculum is dependent on the philosophy of the curriculum design followed (Sudsomboon,2007). CBC is a productive curriculum which focuses on what individual does with the education he claims to possess (Weddell, 2006).PPP is a current approaches in the world where by private sector work hand in hand teaming up to implement and solve problem facing different sectors such as education (Yescombe, 2007). PPP showed the effectiveness in empowering primary teachers on CBC in Shinyanga Municipality.

The study applied qualitative and quantitative approaches incorporated with descriptive research design. The design selected due to the condition for collection and analysis that is relevant to the targeted population, data source and instruments. The study revealed the positive impact of involving PPP in implementing curriculum.

Public Private Partnership policy was a result of donor funding conditionality and particularly the Structural Adjustment Programme, on the implementation of national programmes in developing countries. As such the implementation of CBC could not have been funded if public private partners were not involved.

Likewise, some teachers do not understand the PPP policy. There is the need to innovate this policy so as to make it relevant with our culture.

### **5.3 Conclusion**

Based on the research findings, PPP has shown the effectiveness in implementing CBC through in-service training to primary teachers, as concluded below:

- i. PPP helped the government to deliver ins-service training, which for a long time had not been fully implemented to teachers. As such the government can use Public Private Partnership in implementing education projects for better and quick results.
- ii. The PPP has filled the gap of Teachers in-service training in Shinyanga Municipal Council and could also be done in the whole of Tanzania. Policy makers and educators should recognize the effectiveness and viability of this

partnership model that has demonstrated good results in schools. It was observed that learners were involved effectively in the learning process; there was interactions and sharing of information and experiences. Learners were discussing new ideas, working in groups and learn together.

- iii. However, there are large classes ranging between 80-97 pupils, which affect teaching and learning. These affect classroom management and organization. Also it was observed there shortages in teaching and learning materials such as books, furniture which forces most of pupils to sit on the floor.
- iv. Also among the education and teaching staff there was very little understanding of PPP and its policy. It also means that this was result of a top down approach, in which the education and teaching staff were not involved in the policy formulation. PPP was a result of donor funding conditionality in order to fulfil economic interests and intentions.

#### **5.4 Recommendations**

On the basis of result of this study, the following recommendations are made for the policy makers, practice and possible further research.

##### **Recommendation for Policy Maker**

At initial level, awareness raising programmes should be conducted to implementers, on the PPP so as to instil transparency and build trust and ownership.

Curriculum design. There is a need to review and revise curriculum so as to take into consideration of the changing of technology, social values and culture.

### **Recommendation on Practice**

PPP has several best practices in that it has contributed to bringing about an impact on learners learning. Joint Planning between Government and Oxfam; Joint teams for Monitoring and evaluation of learning and outcomes; In built team of Trainers of Teachers and Mentors. These practices would always positively contribute to the professional development of the teachers and will bring about a positive impact on learners learning.

A more effective PPP should focus on solving problems currently impeding efficient learning in schools for example Teaching Learning Materials,

### **Recommendation for Further research**

The study identified areas for further research as follows:

- i. There is a need to conduct a research on how should the Shinyanga Municipal Councils case study be replicated in other areas of the country.
- ii. The study recommended on how in service training of Teachers should be strengthened.
- iii. Recommendation for further research on curriculum analysis for identifying effective learning tasks in order to practice learner centred learning.

### **5.5. Chapter Summary**

The chapter presented research conclusion and recommendation. The study concluded and recommends issues pertaining to effectiveness of PPP in implementation of

Competence Based Curriculum in primary schools. The next section presents the references and appendix that support the research

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**APPENDIX A: QUESTIONNAIRE FOR INSPECTORS, TEACHERS/ HEAD  
TEACHERS**

**INTRODUCTION**

This study is an investigation of the effectiveness of Public -Private Partnership in empowering implementers of Competency Based Curriculum being carried out in Shinyanga Municipal Council.

Your participation is very important as it will provide information vital for ultimate success of this exercise.

We do promise that all the responses in this exercise will be treated with utmost confidentiality.

**SECTION A: BACKGROUND INFORMATION**

- **SEX**

.....

- **EDUCATIONAL LEVEL**

.....

- **AGE**

.....

- **OCCUPATION/PROFESSION**

.....

1. How was the Competency Based Curriculum introduced at your schools?

.....  
.....  
.....

2. Which policy, act, vision, mission, goals objectives was in the Public Private Partnership (PPP) and Competency Bases Curriculum (CBC) in which they were initiated?

.....  
.....  
.....

3. How were you involved in the process of initiating the Competency Based Curriculum in your school?

.....  
.....

4. What was your role in introducing the Competency Based Curriculum in your schools?

.....  
.....

5. How does the government finance your inspectorate to assess the newly introduced Competency Based Curriculum in your schools?

.....  
.....

6. What was the role taken by Public Private partners during initiation of Competency based Curriculum to schools

.....  
.....

7. What can you say about the level of Public private partnership in initiating and implementation of Competency Based Curriculum in your school?

.....  
.....

8. Given what and how do you think would have been a better partnership arrangement?

.....  
.....

9. Are teachers still using the suggested methods for implementing CBC?

.....

10. What strategies (methods) do you expect the curriculum to be implemented?

.....  
.....

11. What were the challenges faced when introducing Competency Based Curriculum in your school?

.....  
.....

12. What factors do you think still affect implementation of Competency Based Curriculum in your schools?

.....  
.....

13. How do you think would the private sector help solve these problems?

.....  
.....

14. Which methods used by Public Private Partnership to implement CBC in schools?

.....  
.....  
.....

**SECTION B: TEACHERS**

1. What does Competency Based Curriculum mean to you?

.....  
.....

2. Has the competence based curriculum met the expectations you had when you first heard about it?

.....  
.....

3. What (and how) has changed in your schools, since the Competency Based Curriculum was introduced?

.....  
.....

4. What (and how) has changed in your pupils, since the Competency Based Curriculum was introduced?

.....  
.....

5. What do you think could have been better?

.....

How?.....

.....

6. What kind of external support was necessary to improve that situation?

.....  
.....

7. What in your opinion would have been the best arrangement to support the government?

.....  
.....

8. Do you think there is any relationship between Competency Based Curriculum and student performance? Yes/No. if Yes please explain.

.....  
.....

9. Do you think Competency Based Curriculum can help students improve the performance in the school? Yes/No. please explain.

.....

10. What is the rationale of using Competency Based Curriculum in teaching and learning process especially in school?

.....  
.....

11. Do you think Competency Based Curriculum status in your school contributes to the student's poor performance? Yes/No, please explain.

.....  
.....

12. What were the physical contribution of Oxfam GB?

.....  
.....

13. What were the fiscal contribution of Oxfam GB?

.....  
.....

**THANK YOU FOR YOUR COOPERATION.**

**APPENDIX B: NTERVIEW GUIDE FOR TEACHERS AND PARENTS**

- MALE/FEMALE .....
- MARITAL STATUS .....
- EDUCATIONAL LEVEL .....
- AGE .....
- HOUSEHOLD MEMBERS .....
- OCCUPATION/PROFESSION .....
- INCOME PER MONTH .....

1. What can you say on the current performance of students in our schools?  
.....
2. What areas/components do you think need to be improved?  
.....
3. How were you informed of the presence a Competency Based Curriculum in our schools?  
.....
4. What as a parent do you think has changed in schools, since the introduction of Competency Based Curriculum? How?  
.....
5. Is there anything you think could be better or at least done in a better way? How?  
.....
6. What do you think are the contribution of better performance in Competency Based Curriculum to the school pupils.  
.....
7. What do you think should be done to improve Competency Based Curriculum in most school?  
.....
8. What should the external support be and what arrangement would be needed?  
.....

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX C: CLASSROOM OBSERVATION SCHEDULE**

<b>STAGE</b>	<b>APPROXIMATE TIME</b>	<b>TEACHERS PRACTICE</b>	<b>PUPILS PRACTICE</b>
<b>Lesson Introduction</b>			
<b>Lesson Presentation</b>			
<b>Practice</b>			
<b>Reflection</b>			

**REFLECTION OF CLASSROOM PROCESSES.**

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