

Examining the Implementation of Public-Private Partnership Model in Primary Education Provision in Kigamboni Municipality, Tanzania

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Abstract

Public-Private Partnerships (PPPs) involve a contractual collaboration between the government and the private sector in delivering public services, including primary education. This paper examined the implementation of the PPP model in the provision of primary education within Kigamboni Municipality, Tanzania. The study investigated the types of partnerships utilized and their impacts on primary education. Grounded in an interpretive paradigm, the research employs a qualitative methodology using a multiple case study design. The target population included schools, educational officers, teachers, and pupils. The sample comprised of 26 participants: 15 head teachers, 2 ward education officers, 1 district education officer, and 8 classroom teachers, selected through purposive and snowball sampling techniques. Data were collected through semi-structured interviews and document analysis, and analyzed using thematic analysis. Results indicated that the forms of partnership included government agencies, community engagement, international organizations, non-governmental organizations, faith-based organizations, and private organizations. Regarding the impacts of PPP implementation, participants disclosed that several positive outcomes, including: increased enrollment of pupils in schools; improved attendance rates; enhanced infrastructure; better teaching and learning conditions; increased motivation among pupils and teachers. On the negative side, participants highlighted several challenges associated with PPP implementation, which included: lack of competent personnel; political influence; economic factors; legal factors and lack of awareness. The study concludes that while PPPs have significantly contributed to the provision of primary education in Kigamboni Municipality. Implications of these results suggest that strengthening the capacity of local stakeholders and promoting awareness of PPP roles can further enhance educational outcomes. Policymakers, educational leaders, and community organizations are the primary beneficiaries of these findings, as they can utilize the insights to refine partnership strategies and address existing challenges, ultimately leading to improved primary education delivery in the region. There is a

need for strategies to address the identified challenges to enhance the effectiveness of the PPP model in Tanzania's education sector.

Keywords: *Public-Private Partnership, Primary Education, Contract, Engagement Model*

INTRODUCTION

Education is a cornerstone for socio-economic and technological transformation in any society (Mgaiwa & Poncian, 2016). In Tanzania, primary education is a vital component of the national education system, designed to provide foundational skills in literacy, numeracy, and critical thinking to children aged 7 to 14 (UNESCO, 2020). It plays a crucial role in fostering social development, economic growth, and health awareness among the population (World Bank, 2018). However, the sector faces significant challenges, including limited access in rural areas, inadequate infrastructure, a shortage of qualified teachers, and cultural barriers that particularly affect girls' enrollment (UNICEF, 2021). Improving primary education in Tanzania is essential for breaking the cycle of poverty and promoting sustainable development, ensuring that every child has the opportunity to learn and thrive (World Bank, 2019). To address these challenges, public-private partnerships (PPPs) have emerged as a critical strategy for enhancing primary education in Tanzania. By leveraging resources, expertise, and innovation from both the government and the private sector, PPPs aim to tackle issues such as limited access, inadequate infrastructure, and the shortage of qualified teachers (Afonso & Ghanem, 2020). These collaborations pool resources and create more efficient management models, allowing educational initiatives to benefit from improved facilities, teacher training programs, and increased community engagement. As a result, PPPs can lead to higher enrollment and better learning outcomes (Kweka, 2016). By fostering collaboration among government agencies, private organizations, and community stakeholders, PPPs can significantly advance primary education in Tanzania, contributing to a more equitable and effective educational landscape for all children (Mwanalushi, 2019).

Globally, PPPs have been adopted to bridge funding gaps and meet increasing public infrastructure needs, but they are not without risks (Bagenda & Ndevu, 2024). While initially confined to sectors like transportation and utilities, PPPs have increasingly expanded into education (Tilak, 2016). The range of PPPs includes contractual agreements, alliances, and cooperative activities for policy development and service delivery (Kumari, 2016). Through these partnerships, public and private entities share

or reallocate risks, costs, and responsibilities in planning, constructing, or managing infrastructure projects (Liu, Clegg, & Pollack, 2024). PPPs have the potential to expand access to quality education more rapidly than fully public or fully private models, though they come with challenges and risks (Latham, 2009). Public-Private Partnerships (PPPs) in education involve a model where the public and private sectors collaborate to share the costs and risks of education provision, typically through a contracting mechanism (Mgaiwa & Poncian, 2016). Bridge International Academies (BIA) is a key example of a public-private partnership in Tanzania's education sector, aiming to provide quality education to underserved communities through low-cost private schools that utilize a technology-driven curriculum to improve learning outcomes (Bridge International Academies, 2020). By leveraging their respective strengths, capabilities, and competencies, governments and private organizations establish systematic partnerships to enhance service delivery (Rao et al., 2024).

Public-private partnerships (PPPs) can encompass nearly all aspects of education, including policy development, planning, evaluation, management, funding, and even the operation of institutions and special education programs (Tilak, 2016). However, a significant challenge lies in selecting suitable private partners for long-term, mutually beneficial relationships (Samoilov et al., 2024). Many societies cannot afford to provide education solely through public funds due to the high associated costs, which makes public-private partnerships (PPPs) crucial for ensuring equitable access and quality (Mgaiwa & Poncian, 2016). Public-Private Partnerships (PPPs) are not a new phenomenon, but their prominence has grown significantly in the neo-liberal era. They have expanded into sectors that were once public monopolies, taking on new forms previously unknown (Tilak, 2016). The PPPs model reduces the financial burden on national budgets by attracting private investment and expertise (Samoilov et al., 2024). Through PPPs, emerging economies can develop and maintain social and economic infrastructure projects in education (Samoilov et al., 2024). International experiences with PPPs in education demonstrate various options for improving education quality (Kumari, 2016). For example, the case of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in India partnered the government with private organizations to enhance educational infrastructure in rural areas (Government of India, 2005). Consequently, PPPs prioritize service delivery over asset creation, addressing public service needs more effectively (Rao et al., 2024). Governments alone cannot meet the educational needs of growing

populations without collaborating with the private sector and this is where PPPs become crucial.

Public-Private Partnerships (PPPs) bring financial and infrastructure benefits to education (Alqahtani, Alagha, & Mohamed, 2024). They are increasingly adopted worldwide as a strategy for addressing challenges in infrastructure development within the education sector (Sharma & Bindal, 2014). Countries, both developed and developing, have embraced PPPs as an innovative model for delivering education services (Cheng et al., 2021). However, PPPs face challenges related to development direction and value orientation, as many implementations are primarily driven by economic concerns (Cheng et al., 2019). These challenges highlight the need for private sector investment and expertise in education (Takmazyan et al., 2019). Given the high costs of education infrastructure, modern states cannot offer primary education without private sector involvement that is why PPPs have gained interest (Andronova et al., 2021). In education, PPPs leverage the strengths of both the public and private sectors to achieve common goals such as infrastructural development, technology integration, pedagogical innovation, and teacher capacity building (Okeke & Ofojebe, 2018). PPPs are particularly encouraged in developing countries where governments face financial constraints in providing quality education (Mgaiwa & Poncian, 2016). By engaging the private sector, PPPs can help to address gaps in service delivery that the government may be unable to fill.

The implementation of PPPs has become a central element in educational strategies globally, particularly in the last few decades (Tilak, 2016). Various contractual arrangements are employed to implement public-private partnerships (PPPs) in education across different countries, as seen in the United Kingdom's Academies Programme which allows private organizations to establish and run schools while receiving government funding (Kumari, 2016). However, global crises have underscored the importance of government-private sector partnerships in maintaining and enhancing education systems (Castelblanco, Guevara & De Marco, 2024). While PPPs have yielded mixed results, sometimes negatively affecting education quality and equity, governments continue to rely on them to address infrastructure and service gaps (Tilak, 2016). One of the primary advantages of public-private partnerships (PPPs) is their ability to leverage private sector efficiency and innovation, which can lead to improved service delivery and cost-effectiveness (Hodge & Greve, 2007). Additionally, PPPs facilitate shared financial risks, enabling governments to undertake projects that might otherwise be unaffordable (World Bank, 2015). However, notable

drawbacks exist, such as the risk of profit motives overshadowing public interests, potentially resulting in inequitable access to services (Kumar & Prasad, 2017). Furthermore, complex contractual arrangements can create challenges related to accountability and transparency, making it difficult to prioritize educational outcomes over financial gains (Bain, 2014). Overall, while PPPs can provide significant benefits, careful management and oversight are essential to mitigate these potential downsides.

In Tanzania, the concept of PPPs emerged over the past two decades, following the shift from socialist policies in the mid-1980s (Mgaiwa & Poncian, 2016) to neo-liberalism policies. This shift was accompanied by neo-liberal reforms aimed at involving the private sector in education. Although Tanzania has made strides in improving access and equity in education through PPPs, challenges still remain, including shortages of teachers and infrastructure such as classrooms and toilets, exacerbated by increased student enrollment following the introduction of fee-free education (Lucumay & Matete, 2024). Many schools are in poor condition, lacking basic facilities like clean water, sanitation, and adequate classrooms. This affects not only enrollment but also retention and the overall learning environment (Human Rights Watch, (2024). Although PPPs had been in practice since the 1980s, it was not until 2009 that the Tanzanian government developed a national PPP Policy, formally guide the implementation of these projects (Natai, 2018). This policy aims to attract private investment and improve public services, including education (United Nations, 2024). Contrarily, many children still lack access to primary education, particularly in rural areas. Barriers include long distances to schools, insufficient infrastructure, and cultural factors that discourage enrollment, especially for girls (UNESCO Institute for Statistics, 2024). There is a significant gap in the quality of education, characterized by large class sizes, inadequate teaching materials, and poorly trained teachers (World Bank, 2024). Many teachers lack sufficient qualifications, which impacts student learning outcomes. Reading skills continue to be a significant issue, as only 5.4% of students in early grades are reading with comprehension (USAID, 2024).

Additionally, in Tanzania, the shortage of materials for teaching fundamental skills like reading, writing, and arithmetic further complicates the situation (USAID, 2024). These challenges raise the questions about whether the implementation of PPPs has met the objectives outlined in Tanzania's 2009 PPP policy, prompting a need for further evaluation. PPPs are fundamentally cooperative ventures that allocate resources, risks, and rewards based on the expertise of each partner to address public needs (Kumari, 2016). Such

partnerships in education often involve public institutions collaborating with private entities, including businesses, foundations, or non-governmental organizations (Okeke & Ofojebe, 2018). Even countries that once opposed private sector involvement in public services are now embracing PPPs, recognizing the role of private organizations in driving development (Tilak, 2016). Public partners in PPPs are typically government agencies, while private partners can be domestic or international companies or investors with financial or technical expertise (Rao et al., 2024). Despite the government's efforts to promote PPPs, including the creation of a policy framework, there are still significant legal and institutional challenges that hinder their effective implementation. These challenges include a lack of skilled personnel within government institutions, political interference, and limited public awareness of PPPs (Natai, 2018). Moreover, balancing transparency in PPPs with the need for private partners to maintain competitive advantages can complicate the partnerships (Rao et al., 2024). Given these challenges, the specific objectives of this study were to explore the various forms of public-private partnerships (PPP) employed in public primary schools and to examine the impacts of their implementation in Kigamboni Municipality.

METHODOLOGY

This study was guided by the interpretive paradigm, which emphasizes understanding social phenomena from the perspectives of those involved. A qualitative research methodology was employed, as it allows for an in-depth exploration of participants' experiences and perceptions. The research design adopted was a multiple case study design, enabling the examination of different cases within Kigamboni Municipality to provide a comprehensive understanding of the implementation of Public-Private Partnerships (PPP) in primary education. The study was conducted in Kigamboni Municipality, targeting a population that included head teachers, classroom teachers, and education officers at ward and municipality level involved in the provision of primary education. The sample size consisted of 26 participants, selected through purposive and snowball sampling techniques. Purposive sampling was used to intentionally select individuals with relevant experience and knowledge, while snowball sampling helped identify additional participants through referrals. Data collection methods included semi-structured interviews and documentary reviews. Semi-structured interviews provided flexibility in exploring participants' insights, while documentary reviews offered additional context and supporting information. Data analysis was conducted using content analysis, which involved identifying patterns, themes, and insights within the data collected. This method allowed for a systematic interpretation of qualitative data to address the research

objectives. In terms of ethical considerations, the researcher obtained a research clearance letter from the Directorate of Research, Publication, and Innovation at the Open University of Tanzania. This letter was then submitted to the Kigamboni Municipality Director, who granted permission to conduct the research within the municipality. Participants were also informed about the study's purpose and assured of confidentiality and voluntary participation.

RESULTS

This study assessed the implementation of the Public-Private Partnership (PPP) model in Kigamboni Municipality, Tanzania, involving 26 teachers and education administrators from school, ward and Municipality levels. The research was guided by two specific objectives: to explore the various forms of PPPs employed in public primary schools and to examine the impacts of their implementation within the Kigamboni District.

The Forms of PPPs employed in the provision of primary education.

The researcher inquired about the forms of Public-Private Partnerships (PPPs) employed in Kigamboni Municipality. Results indicated that 20(76.9%) out of 26(100%) participants identified various forms of partnerships involved in the implementation of PPPs in Kigamboni Municipality. These partnerships included government agencies, community engagement, international organizations, non-governmental organizations, faith-based organizations, and private organizations. In contrast, 6(23.1%) out of 26(100%) participants reported being unaware of these partnerships. One participant noted: “When we want to involve the community, we call the parents and share our ideas with them. Once approved, we proceed with the implementation, focusing on both infrastructure and academic matters.” (Ward Educational Officer 1, July 2024). Another participant elaborated on community empowerment and collaboration:

“The community is being empowered, but the quality of life affects full participation in education. The private sector has posed challenges. For instance, classroom construction often begins with parents, and if they cannot finish, the government steps in. NGOs like SCABA SCUBA help us with desks and chairs. The community is striving to improve enrollment and reduce absenteeism. We have also received support from banks like NMB and DCB for desks.” (Head of School C, July 2024).

It was further argued by another participant as follows:

“We involve parents for support; for example, they previously built a classroom to the roofing stage, after which we sought district assistance to complete it.

NMB helped us with nearly 50 desks, and TASAF contributed to the school's construction. We've also received solar lights for security. A local group provided mattresses, T-shirts, toothbrushes, and a first aid kit." (Ward Educational Officer 1, July 2024).

Another participant emphasized the importance of community participation:

"We have a system called a force account, where citizens contribute their efforts. For tasks like digging foundations or bringing water, they need to understand the project's requirements. Programs like BOOST from the World Bank are essential, as they provide substantial funding and require community involvement." (Municipality Educational Officer, July 2024).

On the role of private institutions, a participant mentioned:

"The provision of education is largely participatory, requiring community involvement. Donors often contribute to infrastructure, such as building toilets and renovating classrooms. However, awareness about special education remains a significant challenge." (Head of School D, July 2024).

Another participant noted:

"Participation means the community is engaged in what they can do. For instance, when I called parents for support to renovate my office, they completed 70% of the work. The government provides guidelines for food support, but the actual implementation relies heavily on parents and the community." (Head Teacher School F, July 2024).

Support for infrastructure also came from the community:

"Although the community helps with food and security, they also contribute to infrastructure. For example, parents renovated my office, and we are digging water well for students. While I haven't received banking assistance, we request help through the director or local political leaders." (Head Teacher School E, July 2024).

Regarding collaboration with NGOs, one participant stated:

"We've received help from SAWA for constructing safe toilets and from OPEN RWANDA to repair our school roof. Although we've made efforts to engage with the private sector, such as sending proposals to banks, we haven't had much success. Raising awareness about special education is a critical challenge." (Head Teacher School E, July 2024).

Another participant highlighted the engagement process:

"We involve the community through meetings. Our challenges include securing support from the local private sector. We primarily approach businesses in

Kigamboni for assistance with desks and chairs, often sending letters to outline our challenges.” (Head Teacher, School B, July 2024).

Further, another participant added:

“Community involvement is evident; they support food initiatives and even provide assistance for infrastructure, such as renovating the head teacher's office. While we've reached out to banks, assistance has been scarce, but community support for food services has been robust.” (Head Teacher School F, July 2024).

Another response pointed out the challenges of engagement:

“Often, community members donate materials rather than money, which can be limiting. For example, we request desks, and they may provide metal sheets instead. There are few stakeholders in Kigamboni, and the competition for assistance can be overwhelming.” (Head Teacher School C, July 2024).

Lastly, one participant summarized the contributions of NGOs:

“The government cannot fully provide education due to its various obligations. NGOs play a vital role, providing additional educational support and materials. During graduation events, we often invite stakeholders to beautify the school, reflecting our community's collaborative spirit.” (Head Teacher School A, July 2024).

These extracts revealed that the forms of PPPs in the municipality include government, community involvement, international organizations, NGOs, faith-based organizations, and private organizations. This indicates that the implementation of PPPs is a cooperative activity involving both public and private sectors.

The Impacts of PPPs in the Provision of Primary Education

The researcher sought to understand how the implementation of the PPP model impacted primary education provision in Kigamboni Municipality. Results disclosed that 23(88.5%) out of 26(100%) participants noted several positive outcomes, including: increased enrollment of pupils in schools; improved attendance rates; enhanced infrastructure; better teaching and learning conditions; increased motivation among pupils and teachers. Conversely, 3(11.5%) participants indicated they were not aware of these positive impacts. On the negative side, 19(73.1%) out of 26(100%) participants highlighted negative impacts associated with PPP implementation, which included: lack of competent personnel; political influence; economic factors; legal factors; lack of awareness whereas 7(26.9%) out of 26 (100%) participants reported being unaware of these negative impacts. One participant noted:

“We involve parents in addressing academic issues, such as absenteeism; they help ensure students return to school. Regarding infrastructure, if we face a shortage of classrooms, we consult community members for consent to seek solutions, including donor assistance. The involvement of the private sector has led to successes such as the availability of safe, clean water, reduced overcrowding, and increased student attendance. However, a challenge remains: a lack of sufficient education.” (Ward Educational Officer 1, July 2024).

Another participant emphasized the improvements resulting from community and private sector involvement:

“The desks provided by NMB came about because the school committee wrote a letter after involving parents. Once we built additional classrooms, we could redistribute overcrowded students. The availability of desks has allowed children to write more comfortably, which has positively impacted their academic % not performance. Enrollment has surged from 700 to 2000 students as parents seek schools with better performance.” (Head Teacher 1, School A, July 2024).

Another participant highlighted the role of private sectors in supporting students with special needs:

“Private sector involvement has been crucial in providing food, bicycles, and wheelchairs, often facilitated by international organizations. While the government handles infrastructure, the community contributes ideas and materials, such as bricks for building a fence. We have received over 200 desks from the private sector, and performance has notably increased.” (Head Teacher 3, School C, July 2024).

Despite these benefits, participants also identified negative impacts associated with PPP implementation in the municipality. Common issues included a lack of competent personnel, low engagement from the private sector, and poor awareness of the PPP model. One participant stated: “The biggest challenge with PPPs is the lack of availability of individuals from the private sector.” (Ward Educational Officer 2, July 2024). Another participant echoed this sentiment: “We often do not receive the assistance we need in a timely manner.” (Head of School D, July 2024).

A particularly concerning issue raised was the negative impact of PPPs on schools with students who have mental health issues. One participant explained:

“There are various types of disabilities, including deafness and intellectual disabilities, but those with mental health issues are often overlooked.”

Engagement with this group is inconsistent, leading to significant gaps in support. For instance, there is a lack of follow-up on what happens to children after they leave special education units.” (Head of School G, July 2024).

One participant expressed dissatisfaction with the lack of support from the private sector:

“In the three years I have been here, I have not received any contributions from the private sector, such as desks or classroom construction. Despite writing letters, the response has been minimal. We approached CRDB for a photocopier and printer, but they have not responded. Engagement with the private sector is very challenging; they rarely inquire about our challenges to offer assistance.” (Head of School C, July 2024).

Another participant critiqued the overall engagement with private institutions:

“The partnership between the government and the private sector is limited. The contributions from private institutions to public schools are minimal, and awareness remains low. Although many public resources exist, the government has not sufficiently opened the doors for private institutions to contribute to improving infrastructure for learning.” (Head Teacher School D, July 2024).

Additionally, one participant highlighted about the participation:

“The government's reliance on private institutions for effective functioning is evident, yet their participation is minimal. This lack of collaboration results in delays and inefficiencies in improvements. The government primarily relies on tax revenues, and any disruption can lead to significant setbacks.” (Head Teacher School B, July 2024).

Participants indicated that despite efforts to engage the community through workshops and fundraising activities during the implementation of PPPs, the response was disappointing. One head teacher shared:

“We have invited various stakeholders to participate in school development, but many only make promises without delivering. The buildings are worn out, constructed in the 1970s, and although we have plans to renovate, the response to our fundraising efforts has been minimal.” (Head Teacher, School A, July 2024).

Another participant lamented the poor response from private sector organizations: “In the past, we received some assistance from an organization that drilled a well for us in the 1970s, but since then, support has dwindled. This has led to discouragement and reduced involvement with stakeholders, as most promises go unfulfilled.” (Head Teacher School F, July 2024).

The lack of awareness among parents and the private sector was also noted:

“Many parents and private sector representatives lack understanding regarding their roles in school service provision. They often assume that all services are provided by the government, which hampers participation in development initiatives.” (Head Teacher School C, July 2024).

These extracts indicate that while the implementation of the PPP model offers potential benefits, it also faces numerous challenges that hinder the provision of primary education. The identified drawbacks include incompetent personnel, lack of awareness, low private sector engagement, political hurdles, and legal challenges, particularly those concerning the fee-free education policy.

Discussion

This discussion based on the major findings of the study obtained from the two specific objectives which were identify the forms of Public-Private Partnerships (PPPs) and their impacts on primary education.

The Forms of PPPs Employed in the Provision of Primary Education.

The study disclosed that forms of partnerships in primary education, included collaboration between the government, community involvement, international organizations, non-governmental organizations (NGOs), faith-based organizations, and private entities. This multifaceted collaboration highlights the commitment to enhancing the quality of education in the Kigamboni Municipality. This finding aligns with the concept of PPPs in Tanzania, defined as arrangements where public and private entities collaborate in renovating, constructing, operating, maintaining, or managing facilities according to specified outputs (URT, 2009). Participants highlighted the active involvement of parents in addressing academic issues, such as minimizing dropouts. Community engagement extended to infrastructure development, where local members contributed to building classrooms and renovating school facilities. Additionally, international organizations like the World Bank and IMF provided significant funding under initiatives like the BOOST program. Faith-based organizations, such as OPEN Rwanda, played a role in repairing school infrastructure. This finding resonates with Latham (2009), who noted that various countries subsidize private, often faith-based, schools through direct funding or resource support like textbooks and teacher salaries.

The Impacts of PPPs on Primary Education Provision

The study revealed both positive and negative impacts of PPPs on primary education in Kigamboni Municipality. On the positive side, the

implementation of PPPs has led to increased enrollment, improved attendance rate, enhanced academic performance, and improved infrastructure. Conversely, challenges identified included a lack of competent personnel, insufficient awareness, low participation from the private sector, and poor engagement with educational initiatives. These findings suggest that PPPs can alleviate some of the government's burdens in education delivery, promoting accountability among stakeholders. This aligns with the views of Rao et al. (2024), who argued that recognizing each other's strengths enables effective collaboration in PPPs. Respondents noted that private sector involvement facilitated the provision of food, particularly for children with special needs, indicating that such partnerships help schools address physical resource shortages. However, the study has also diverged from conventional PPP principles, as many partnerships lacked formal contractual agreements. The informal nature of these collaborations allowed individuals and organizations to assist schools without prior agreements, evidenced by community contributions of bricks and over 200 desks.

Despite these positive outcomes, negative consequences were also observed. The findings indicated that educational initiatives do not always yield solely positive results; complexities often arise within unpredictable environments. This perspective resonates with Tilak (2016), who cautioned that private sector involvement in education can produce mixed outcomes, potentially undermining established goals of human development. The negative impacts noted stemmed from insufficient awareness, inadequate personnel, and misconceptions surrounding free education, which complicated the engagement of private sectors and community stakeholders. Many believed that the government's provision of free education negated the need for additional support, aligning with Natai's (2018) assertion that legal challenges, political influence, and lack of public understanding hinder effective PPP implementation in the country. This scenario creates barriers to transparency and prevents partners from leveraging privileged information for competitive advantage (Rao et al., 2024). Such challenges impede the successful implementation of the PPP model within the municipality.

CONCLUSION

This study concludes that the implementation of Public-Private Partnerships (PPPs) in Kigamboni Municipality has yielded both positive and negative impacts on the provision of primary education. While there have been notable improvements, such as increased enrollment and enhanced infrastructure, challenges remain, including a lack of awareness and engagement among stakeholders. The practical implication of this study is that it highlights the

dual nature of Public-Private Partnerships (PPPs) in Kigamboni Municipality, revealing that while there are notable advancements in primary education; such as increased enrollment and improved infrastructure; there are also significant challenges that hinder full engagement and effectiveness. This underscores the importance of a well-informed and involved community, as stakeholder awareness and participation are critical to the success of PPP initiatives.

RECOMMENDATIONS

To address these issues, the study recommends that schools actively encourage parental involvement by providing education on the principles and benefits of PPPs. Furthermore, media outlets should play a pivotal role in raising community awareness about their responsibilities in contributing to education. Local leaders at the ward, district, and regional levels must effectively incorporate education into their community engagements, emphasizing the importance of continued support for the education sector. Additionally, it is crucial to enhance existing PPP frameworks to foster improved primary education provision across Tanzania. Collaborative efforts among government, private sectors, and communities will be essential in overcoming the current challenges and maximizing the potential of PPPs in education. Implementing these recommendations can help create a more supportive and effective educational environment in Kigamboni Municipality, ultimately leading to improved outcomes for students. Lastly the study recommends that another study should be carried out to investigate the implementation of PPPs in the provision of secondary education in the country.

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