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Conformity of Teaching Practices to Develop Secondary School Students' Skills in the Quest Forward Learning Program in Tanzania

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Abstract:
This study investigated whether mentors' teaching practices in the Quest Forward Learning Program (QFLP) for secondary schools in Tanzania conform to developing work and learning skills. This mixed-methods approach evaluation study included 644 respondents selected from a population of 949 comprised of the program manager, heads of schools, mentors, and students. Data were collected using lesson observations, interviews, and questionnaires. The validity of data collection instruments was determined through evaluation experts and a pilot study, while reliability was determined using Cronbach's Alpha, member checking, and cross-checking transcripts. Qualitative data were thematically analysed, while quantitative data were inferentially and descriptively analysed with the help of SPSS software. Findings revealed that mentors' teaching practices in the QFLP conform with developing work and learning skills like learning from prior knowledge, creating artefacts, asking questions, setting and achieving goals, managing time, and meeting deadlines. Also, mentors incorporate note-taking skills and critical thinking and put effort into their work. The study concluded that Opportunity Education Foundation (OEF) training had upgraded the QFLP mentors from teaching for memorisation of materials to focusing teaching on skills development, thus conforming to a competence-based curriculum for secondary schools. It is recommended that the program be widely expanded and that other education agencies should model its procedures.

Keywords: *Conformity, teaching practices, work and learning skills, quest forward learning program*

1. Introduction

Education has to enrich learners with skills suitable for solving problems surrounding the community. By 2030, the world expects to have youths with various skills for self-employment and employment that include learning and innovation, information, media, technology, and life and career skills at all levels (Global Partnership for Education (GPE), 2020; United Nations (UN), 2015). Thus, these skills have to be intertwined with teaching and learning so that students can acquire up-to-date quality education and enable them to compete in the current world of work. Developed countries like Germany, Finland, Russia, and Malaysia have revised their secondary school curriculum from content-based to competency-based curricula (CBC) to emphasise the incorporation of skills and competence for graduates to fit in the labour market. Studies indicate that most developed countries like South Korea and the USA have successfully adopted CBC, but developing countries are still struggling (Chen et al., 2023; Muchira et al., 2023).

African countries like South Africa, Rwanda, Zimbabwe, Kenya, and others have adopted competency-based secondary school curricula; however, implementing CBC to guide students in developing work and learning skills still needs to be investigated. Highlighted hindrances in implementing CBC in developing countries, including Tanzania, include ineffective teaching skills, inadequate resources, and large class sizes (Rusdin, 2018; Akudo, 2020; Cyiza & Maniraho, 2022). Teachers must be knowledgeable enough to guide students to develop skills, and resources must be enough. In Tanzania, a Competency-based curriculum for ordinary-level secondary education was introduced in 2005. The competency-based curriculum for ordinary secondary education (form one to form four) objective 'f' is "to develop competence and various skills which will enable the students to employ him or herself, be used and manage their life self by exploiting their environment well" (URT, 2023). Teachers in secondary schools in Tanzania must guide students in developing various skills required for learning and work.

Despite the need to guide secondary school students in Tanzania with learning and work skills for the 21st century, its implementation is still a meander (Lukindo, 2016; Salema, 2017; Saware, 2017). Noted challenges include inadequate teachers' in-service training, insufficient teaching and learning resources, and an overloaded syllabus. Poor implementation of CBC in incorporating skills in teaching and learning in Tanzania secondary schools calls for interventions to rescue the situation so that secondary school students can graduate with relevant skills.

Opportunity Education Foundation (OEF) (2017) introduced the Quest Forward Program (QFLP) to intervene in the situation by training teachers with pedagogical skills to incorporate learning and work skills in the teaching and learning process. The Quest Forward learning program, where trained "mentors" guide students to develop work and learning skills, such as goal-setting, time management, focus, and inquiry-based learning. The program utilises technology, with mentors uploading various materials for students to access. While the program's objectives include developing work and learning skills, a comprehensive evaluation of the teaching practices employed by mentors has not been conducted, which attracted this formative evaluation. Formative evaluation is important to capture if mentors use teaching practices that conform to developing students' work and learning skills and highlight issues to correct and improve the program's implementation; otherwise, it will embark on programs that do not meet real needs (Reigeluth & An, 2020).

1.1. Purpose of Evaluation

This formative evaluation investigated the conformity of mentors' teaching practices in the Tanzania QFLP schools network aimed at developing students' work and learning skills. Initiated in 2017 and set to phase out in 2029, the program addresses deficiencies in the Competency-Based Curriculum (CBC) implementation, particularly in fostering learner-centred approaches that have been hindered by inadequate training, resources, and large class sizes (Ishemo, 2023; Makoro, 2020; Mgyabuso & Mkulu, 2022). Previous internal evaluations by OEF (2021) indicated positive student perceptions of the program but highlighted the need for improved materials and internet access. However, they did not assess whether mentors effectively integrate these essential skills into their teaching practices. Given the program's six years of implementation, evaluating its progress in developing secondary students' work and learning skills competencies is crucial.

1.2. Evaluation Objective

The following objective guided the study:

- To evaluate the conformity of teaching practices employed by mentors in developing competence in work and learning skills among Quest Forward Learning Program secondary school students in Tanzania.

2. Literature Review

This formative evaluation review reviewed studies incorporating various important skills among secondary school students. An experimental study by Ješková et al. (2022) in Slovakia regarding STEM education intervention in developing inquiry skills among upper secondary school students improved the development of inquiry skills. Inquiry activities that were designed and undertaken improved students' inquiry skills, such as asking questions, investigating, creating new understanding, communicating findings, and reflecting among secondary school students. The STEM project was implemented in a developed country where resources, teachers, and student ratio are not a big problem. Unlike Ismail and Raba (2020), who found that curricula in Palestine are irrelevant to students' needs and the teaching and learning process because they lack appropriate activities and class management restricts students from thinking beyond the classroom. Also, students are not given enough time to apply techniques that help develop critical thinking and problem-solving skills. In the QFLP, teaching has to be accompanied by problem-solving skills and critical thinking. Thus, it was vital to conduct this study and include enough samples to reflect the population and see if mentors incorporate problem-solving skills and critical thinking in teaching/ mentoring for students to develop work and learning skills in the QFLP schools.

In Turkey, a study by Yurt (2022) on teachers' views and experience in acquiring analytical and critical thinking skills in the middle secondary mathematics curriculum concluded that "mathematics textbook activities are unsuitable for gaining analytical skills. In Tanzania, Komba and Lupeja (2020) showed that classroom instruction focused on teaching students to memorise and reproduce materials in examinations for formal employment rather than promoting livelihood skills. As an intervention, the Quest Forward Learning Program emphasises that students acquire skills rather than memorise material to ensure they get skills applicable to their work or learning. Evaluating QFLP showed if what was found in studies by Komba and Lupeja (2020) and Yurt (2022) is different from what is happening in secondary school under the program or if the program has changed learning relies on the acquisition of skills.

Salema (2017) and Shafii (2019) in Tanzania found that teachers construct assessments that do not reflect real-life situations that require more complex skills than memorising. Also, teachers do not share learning objectives as a teaching strategy during classroom instruction, affecting teacher-student interaction. The requirement of COLSET (2005) is to ensure students get skills and knowledge. These studies indicate that there is a gap between CBC requirements and practice. The Quest Forward Learning Program is an intervention to fill the gap and is supposed to incorporate skills in normal syllabus topics.

Reviewed studies confirm that there is a gap between the requirement of the CBC in equipping students with competence in important skills and actual practice communicating unsatisfactory implementation of CBC. Also, teachers were not well trained to assess skills relevant to daily situations. The QFLP was initiated to solve the problem by equipping teachers with learner-centred teaching methods to enhance students' engagement and skills acquisition. However, QFLP trains mentors to improve secondary school students ' skills rather than memorising textbooks; thus, this evaluation

investigated if program mentors have changed traditional ways of teaching to cope with 21st-century skills and CBC for students to become competent in various skills.

3. Methodology

In this mixed-methods study, evaluators employed a convergent design outlined by Creswell and Creswell (2023) to gather and analyse qualitative and quantitative data simultaneously and merge results for interpretation. The study targeted 949 individuals, consisting of 10 heads of school, 93 mentors, the program manager, and 845 students across 11 QFLP secondary schools network within Tanzania's Quest Forward Learning Program (QFLP) network. The study used a sample size of 68%, which included 93 mentors, 540 students, the program manager, and ten heads of schools. Evaluation experts, a pilot study, and member checking validated the data collection instruments. Cross-checking interview and observation guide transcripts and Cronbach alpha yielded values of 0.77 for mentors and 0.82 for students; both were considered acceptable, determining the reliability of data collection instruments. Descriptive statistics were used to analyse the quantitative data, while thematic analysis was applied manually to qualitative data from open-ended items, interviews, and lesson observations.

4. Results and Discussion

Mentors and students were given Likert scale questions to indicate if mentors incorporate teaching practices that conform to developing students' work and learning skills, highlighted in the program document in teaching practices. Heads of schools and the program manager were interviewed, and lessons were observed to triangulate data. Results are summarised in table 1, followed by narrations and quotations from interviews and observations of lessons.

SN	Teaching Practices to Develop Students' Skills	$\bar{X}$ 1	$\bar{X}$ 2	G$\bar{X}$
1.	Mentors encourage students to compose questions based on observation, reading, or a problem.	4.41	3.88	4.145
2.	Mentors use activities that help students establish meaning from prior knowledge.	4.36	4.03	4.195
3.	Mentors use activities that help students to solve problems.	4.34	4.14	4.24
4.	Mentors guide students to think critically to assess and evaluate arguments with evidence.	4.34	3.95	4.145
5.	Mentors guide students in preparing tangible artefacts (physical or digital).	4.41	3.88	4.145
6.	Mentors help students to develop note-taking skills to track ideas and information.	4.49	4.04	4.265
7.	Mentors assist students to plan and achieve daily and weekly goals.	4.3	3.85	4.075
8.	Mentors guide students in prioritising tasks to know the first and last tasks.	4.32	3.74	4.03
9.	Mentors encourage students to put effort into work to achieve goals even when artefacts are not perfect.	4.52	4.03	4.275
10.	Mentors guide students in managing time to meet deadlines by using the calendar.	4.41	3.92	4.165
Grand Mean				4.17

Table 1: Mentors' and Students' Responses on Whether Mentors Incorporate Work and Learning Skills in Teaching Practices
Key: $\bar{X}$ = Mean for Mentors, $\bar{X}$ 2 = Mean for Students, G $\bar{X}$ = Grand Mean (SD = 1.00–1.79; D = 1.80–2.59; 3 UD = 2.60–3.39; A = 3.40–4.19 and SA = 4.20–5.00).
Encourage Students to Ask Questions

Data in table 1 indicate that most mentors and students agreed that mentors encourage students to ask questions at 4.41 and 3.88, respectively. These results reflect that most QFLP mentors allow students to ask various questions based on their observations, reading, or problems. Still, few do not allow students to ask questions. Encouraging students to ask questions and give feedback strengthens their thinking, promotes inquiry-based learning, in-depth exploration, and research, and promotes lifelong learning among secondary schools. During lesson observations, geography Form Four and physics Form Two, mentors encouraged students to read texts, watch videos, and ask questions about concepts they did not understand, or they wanted class members to give more opinions. These observations reflect that students are encouraged to ask questions based on observation in the classroom. Further triangulation was done by interviewing HoS and TPM to determine if their daily observations as supervisors and managers comply with responses from mentors, students, and lesson observations.

HoS I marked:

Of course, since it is the student-centred way of teaching and learning, students are automatically free to ask, and they are guided as well to answer questions. (HoS I, personal communication, 12 February 2024)

Also, the TPM added:

So when I go to school, number one of them, how much students are free to ask questions and be given feedback. So that is at the core of what we do. (TPM, personal communication, 23 February 2024)

This information from HoS and TPM testify that students can ask various questions to develop practical learning skills. These results from students, mentors, lessons observations, HoS, and TPM align, disclose that QFLP mentors, as the key implementers of the program, help students develop competence in learning skills by encouraging them to ask various questions which reflect the demands of the 21st century that learning has to be inquiry-based.

The alignment of results from mentors, students, HoS, and the program manager indicate that mentors effectively encourage students to ask questions, reflecting the success of the training provided by OEF in fostering an environment where students feel empowered to explore and deepen their understanding through inquiry after engaging with various materials. These findings suggest a significant shift in learning paradigms from rote memorisation to inquiry-based learning. Results concur with Ješková et al. (2022), who noted improvements in students' inquiry skills following program initiation. Consequently, by emphasising inquiry, QFLP cultivates critical thinking and open-mindedness among students in Tanzania, ultimately fulfilling its objective of transforming them into active, critical learners rather than passive recipients of information.

4.1. Guiding Students to Prepare Artefacts

Most mentors and students, with means of 4.41 and 3.88, respectively, agree that mentors guide students in preparing artefacts; however, few do not encourage students to create artefacts after each lesson. These results imply that most mentors in QFLP guide students in preparing various artefacts after the theoretical part of lessons however, few mentors do not guide students in preparing artefacts to encourage them to be creative. HoS and TPM were interviewed to triangulate these findings, and it was agreed that mentors guide students in preparing tangible artefacts. HoS F confirmed that students are guided to prepare artefacts and said:

We provide them with the materials they can use to prepare the artefacts. For instance, they may use Manila car marker pins and many other applicable things to produce a particular artefact in class. (*HoS F, personal communication, 06 February 2024)*

Another HoS I said:

Most of the time, class mentors encourage students to develop artefacts. Suppose the artefact requires resources from the school surroundings. In that case, we may request that the student go outside and search for the particular artefact. Perhaps I wish to talk to them about the structure of the Earth. Maybe the artefact is about anything related to the internal structure: an egg, an apple, or anything available at home. I requested them to come with it. (HoS I, personal communication, 12 February 2024)

The TPM added:

We have an artefact exhibition, where all those projects produced in a given period are exhibited. We see them, and we can award them. Those teachers, who did well, along with their students, can be granted. That encourages teachers to do a better job for them to succeed. (TPM, personal communication, 23 February 2024)

Information from HoS F, HoS I, and the Training Program Manager (TPM) indicates that in the QFLP, mentors guide students in creating digital and physical artefacts to enhance creativity and connect theoretical learning with practical application. At the end of each lesson, students must demonstrate their understanding through various skills such as speaking, writing, and creating tangible projects, as evidenced by lesson observations where students delivered impromptu speeches and showcased real-life applications of concepts like current electricity and relative motion. The findings suggest that mentors encourage and guide students to prepare artefacts for fostering creativity and skill development across QFLP network schools, as emphasised in the 21st century and CBC. So the QFLP, through making artefacts after each subtopic of a topic, put into practice creativity learning in the 21st century for secondary school students after completing form four to fill the world of skills.

According to URT (2014; 2023), CBC wants students to be creative and competent by relating learning in the classroom with real-world practices. Thus, QFLP mentors encourage students' creativity through artefact development to realise competence-based learning among secondary school students. The education and training policy 2014 was revised in 2023. Mentors guiding students to be creative through designing various artefacts to connect learning with practice indicate that the program changes mentors' teaching habits from content-based to skills-based, where students will apply skills in their daily lives. Thus, the program's mentors are implementing the program accordingly, which will lead to achieving the objective of helping secondary school students develop competence in work and learning skills.

4.2. Note-taking Skill

Data in table 1 indicate that most mentors and students, with a mean of 4.38, strongly agreed that mentors help students develop effective note-taking skills, enabling them to track ideas and information during lessons. These results suggest that most school mentors effectively guide students in taking notes during lessons using their language for future reference. However, few pay less attention to developing note-taking skills. During the biology lesson with mentor EM1, the mentor gave students three organisms, crabs, fishes, and snakes, to classify skeleton types and noted down important skeleton features of each organism. The findings indicate that mentors play a crucial role in helping students improve their note-taking skills, which are essential for effective learning.

The Quest Forward Learning Program promotes note-taking to enhance cognitive abilities such as active listening and information retention, leading to better learning outcomes in secondary education. Findings contribute to the study by Hardimansyah (2023), who found that the problem in the effective implementation of note-taking skills is due to a lack of focus and an inability to understand the strategy among teachers. The Quest Forward Learning Program focuses on helping students develop note-taking to enhance independent learning and the ability to read, observe, or watch various materials and write in their language for future reference. This emphasis on learning skills is an intervention towards traditional teachers in Tanzania who used to write notes on their exercise books and give students copies, limiting them from thinking critically and developing note-taking skills.

4.3. Assist Students in Planning and Achieving Goals

Data in table 1 indicate that most mentors and students, with a mean score of 4.19, agree that mentors assist students in planning and achieving daily, weekly, and monthly goals. These results imply a prevalence agreement between mentors and students that mentors will guide students to plan and achieve daily, weekly, and monthly goals; however, few mentors do not guide students to plan and achieve their goals, which means there are still some adjustments in training mentors or changing their perception through motivation to help students plan and achieve their goals. However, observations noted that most students have individual plans indicating academic and non-academic expectations. Also, many classes have class expectations; for example, in schools K, H, and I, classes have their plans as a class put behind the class, and in each school, students have their timetables and plans for every week. Examples of plans highlighted by students include punctuality, discipline, consultation time, doing and submitting assignments on time, avoiding cheating in examinations and tests, and helping each other. This observation means that students plan their goals and struggle to attain them. Heads of schools and the TPM confirmed that mentors guide students in planning and achieving their goals. HoS, I commented:

> *We encourage them to prepare their timetable out of the school routine. They need to have their timetable, day-to-day activities, and routines. Then, we will follow up several times to see if these timetables are well-accomplished. Then, the feedback is excellent. They are doing, and we are the witness. We saw them; they change occasionally. (HoS I, personal communication, 12 February 2024)*

The TPM further added:

> *They ensure that students have a clear vision and communication of the instruction objective and time out to ensure every job they give a student is accomplished; they provide a timeline and follow it. In doing so, eventually, kids will be able to ensure that they achieve that part of the job. Then, the skill of managing time sources will subsequently be in them. (TPM, personal communication, 23 February 2024)*

Information from HoS I and TPM match that mentors guide students to plan and achieve their academic and non-academic goals. Findings from students, mentors, HoS, TPM, and evaluator observations converge in that mentors connect learning with skills development by incorporating planning goals to prepare them to be focused and innovative in every task they are doing and in their future work lives. Goal-planning skills help people use time effectively, develop confidence, and quickly adapt to working with different groups.

Findings from this study are incompatible with findings by Komba and Lupeja (2020), who found that classroom instructions focused on teaching students to memorise and produce materials for examinations to fit in formal employment. Schools where Lupeja and Komba (2020) conducted a study focused on instruction to memorise materials for examinations against the COLSET 2005; however, this tacit that they adhere to the NECTA examinations format, typically paper and pen. The intervention by OEF to transform learning in Tanzania secondary schools seems to change teaching and learning, which will help students become skills-oriented learners rather than focus on memorisation.

4.4. Guide Students to Manage Time and Meet Deadlines

Data in table 1 indicate that most mentors and students, with a mean of 4.29, reflect a strong agreement that mentors successfully guide students in managing their time and meeting deadlines when given tasks. This result suggests that most mentors and students perceive the mentors as effectively supporting students in developing time management skills and meeting deadlines to accomplish different learning activities. During the interview with HoS, the TPM confirmed that mentors guide students in managing time and meeting deadlines. Heads of School A said:

> *When teachers give them what to do to prepare an artefact or do an assignment or exercise, they give them time to report that work, either an artefact or to collect their books for marking. We used to see those students who were delayed in bringing the exercise; they needed to be punished, and sometimes they needed to be advised to be punctual on time. (HoS A, personal communication, 24 January 2024)*

Also, HoS F postulated:

> *We encourage them to prepare their timetable out of the school routine. They need to have their timetable, day-to-day activities, and routines. Then, we will follow up several times to see if these timetables are well-accomplished. Then, feedback is excellent. They are doing, and we are the witness. We saw them; they change occasionally. (HoS I, personal communication, 12 February 2024)*

The Tanzania program manager commented:

Time management is our focus. We want students to have a habit of doing every activity while adhering to time-bound requirements to fit into many organisations or manage their businesses. (TPM, Personal communication, 23 February 2024)

Information from HoS A, F, and TPM explained that the goal is to instil in students the habit of adhering to time-bound activities, which will prepare them for success in various organisations or managing their businesses. This information from HoS and the program manager excerpts demonstrates the QFLP program's comprehensive and

intentional approach to developing students' time management skills. By providing clear deadlines, guiding students in creating schedules and routines, and closely monitoring their progress, the program effectively equips students with essential life skills that will benefit them academically and in their future endeavours.

The evaluation of the QFLP network schools revealed that most students exhibited exemplary punctuality and time management skills across various aspects of their daily activities. The evaluators observed that students consistently attended classes, meals, and other scheduled events without delays. For instance, during visits to schools A, C, D, G, J, and K, the evaluators noted that students were punctual in cleaning the surroundings, responding to bells, and transitioning to breakfast and lunch without being prompted by their mentors. Furthermore, the evaluators witnessed students taking the initiative to manage their own time during lessons. When the biology class ended in school C, the leader promptly informed the mentor and evaluator to leave, as the students needed to start the next subject, even though the teacher had not yet arrived. Additionally, in school K, students requested the English mentor to leave the class during their free period so that a student could lead the discussion.

The commitment to time management was further evidenced by the actions of the Heads of Schools (HoS) in schools F, J, I, and K. These HoS ensured that any data collection activities were planned and communicated to students in advance, indicating the duration of each task, demonstrating the schools' efforts to instil effective time management practices among their students. These observations collectively suggest that the QFLP program has successfully cultivated a culture of punctuality and time management among the participating students, fostering essential life skills and contributing to their overall academic and personal development. This information from schools A, C, D, F, G, J, and K indicates that mentors guide students in the QFLP schools to manage time to accomplish each activity accordingly.

These results from students' and mentors' questionnaires, lesson observations, and interviews with HoS and the program manager align with the fact that the QFLP mentors guide students in managing time and meeting deadlines in various activities they should pursue. Trentepohl et al. (2022) contributed that an intervention to improve students' time management skills was effective, and improving time management skills increased students' academic performance. This finding stresses the need to incorporate time management in schools as it helps students to perform well academically but complete tasks in a given time to avoid clashes with mentors, which may lead to stress. Time management in the 21st century is vital as it prepares students to become a valuable future workforce because employers want employees who can balance work, increase the productivity of companies by not distracting schedules, and meet deadlines.

So, the Quest Forward Learning Program mentors' training on how to employ effective teaching practices that help students develop work and learning skills, specifically time management, is reflected in the teaching practices mentors employ. Students being sensitive in time management and observing timetables indicates that mentors appropriately inculcate students' spirit of managing time and doing each activity in a given schedule to realise Tanzania's education and training policy of 2023, which wants to produce graduates who can work independently under minimal supervision. Correspondingly, The QFLP mentors' practices to help students develop time management seem to be implemented since students have already started to practice time management in their daily activities, so the program is likely to succeed by transforming traditional learning in which teachers give orders to students instead of teaching their self-management skills. This is done by mentors familiarising students with why they have to manage time and what harm they will face from not managing time they will face.

4.5. Establish Meaning from the Prior Knowledge.

Most mentors and students, with a mean of 4.28, strongly agree that mentors provide activities that help students establish meaning from their prior knowledge. These results connotate that mentors should help students understand concepts from their previous knowledge. This result suggests that the QFLP program has successfully implemented strategies that enable mentors to effectively guide students in connecting new information to their existing knowledge base. The fact that only a small minority of students and mentors, with a mean of 0.72, disagreed with this statement further reinforces the program's effectiveness in this area. During the physics lesson, the mentor asked students to tell what motion is in reflection from how different objects around them, like cars and animals, move from point to point.

Also, during the chemistry lesson, the mentor asked students if they had experience washing their clothes and found it challenging to form foam from soap, and many students said yes. The mentor asked the students about the taste of such water, and four students responded that it was salty. The class discussion on minerals in hard water was grounded on students' experience drinking or washing clothes with hard or soft water. Furthermore, in front of classes, posters indicated various learning and working skills students need to develop by the end of each lesson, like creativity, sharing, creating meaning from prior knowledge, time management, and planning goals.

Skills framework posters in front and behind QFLP schools' classes show that teaching and learning focus on skills development, not learning content only. A skills framework connects students and mentors with one or more skills that can be acquired by the end of each lesson, so learners and mentors must reflect. However, it connotes that mentors are well-trained by OEF to employ various teaching practices to help students learn from what they already know. Typically, findings from mentors and students with a grand mean of 4.17 imply agreement, lesson observations, and interviews, which all converge in that mentors guide students to develop work and learning skills for effective learning and working during and after school life. These findings validate, without a doubt, practical training and motivation for all mentors and students to learn by connecting content with daily life.

These findings differ from those of Ismail and Raba (2020), who found that curricular, teaching, and learning processes are not relevant to the needs of the learners and lack appropriate activities. Nevertheless, appropriate teaching processes depend on the teachers' knowledge of content and pedagogy and the availability of resources. So, those teachers were likely missing enough training and resources to motivate them to employ appropriate activities for students to learn

effectively. In the QFLP, mentors are trained and provided with digital material to supplement insufficient textbooks in secondary schools, so their teaching practices are likely to be favourable to skills development.

According to Kirkpatric (1994), a training program is effective if trainees have changed their behaviour by practising what they have learned in their jobs and can transfer knowledge to others. Mentors' tendency to assist students in developing work and learning skills like creativity, time management, goal setting, inquiry-based learning, putting efforts to work, and prioritising tasks indicate that the program training was fruitful and has equipped mentors with effective teaching practices. However, findings confirm that mentors' daily teaching practices conform to developing competence in work and learning skills advocated by the QFLP in realising CBC in secondary schools. The QFLP is implemented as expected, although it is not perfectly implemented as the grand mean is not yet 5, conveying that QFLP will achieve its objective of making learning skills based on realising CBC and Tanzania's education vision for 2025. However, further training, motivation, and resource allocation are vital for fully adopting teaching practices to develop students' work and learning skills.

5. Conclusion

The training provided by the OEF has upgraded QFLP mentors to integrate various teaching activities that help students to develop competence in important skills such as artefact preparation, time management, goal-setting, note-taking, inquiry, knowledge application, and creativity to realise CBC in Tanzania secondary schools. However, since it has not succeeded fully in a mean of 5, it is an awakening alarm that the program must continue to build mentors' capacity and motivate students to adopt skills-based learning.

6. Recommendation

Based on the findings, the evaluators recommend that the QFLP extend its boundaries to train many teachers in all regions, including public secondary schools, to employ teaching practices that conform to the realisation of CBC. Also, the program should provide more training and other resources for the program's full implementation.

7. Conflict of Interest

No conflict of interest exists in this study.

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