

**CONTRIBUTION OF FREE PRIMARY EDUCATION TO RURAL
LIVELIHOOD IN MVOMERO DISTRICT, MOROGORO**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

After the implementation of free education policy in Tanzania studies to examine its impact were conducted. From these studies, however, have scarcely looked into the contribution of free primary education to rural livelihood in Mvomero District. This study sought to assess the contribution of free primary education to rural livelihood in Mvomero District. The study was guided by three objectives which were to examine the extent to which free primary education is free, to assess rural parent`s perceptions of relief from financial burden following the abolition of fee and other mandatory contributions and to determine contribution of the free primary education to rural livelihood in Mvomero District. The study used a sample of 100 respondents. Interviews, Focus-group Discussions and document review were used to collect data. Descriptive statistics and paired samples t-test were used during data analysis. Key findings showed that 80% of the parents claimed that primary education is free education as tuition fee and mandatory contributions have been removed. Furthermore, the findings show that 88% of the parents felt relieved from financial burden associated with tuition fee, extra studies, building contribution, electricity, registration and watchman. Unfortunately the findings did not indicate that parents had relief of burden on the cost of food and water. Likewise the findings revealed that livelihood of parents were improved in reducing conflicts among parents (Mother and Father), good relationship between teachers and parents. Based on these results, it is concluded that, free primary education has remarkable contribution to rural livelihood in Tanzania. The study however recommends that free primary educations should be promoted, restructured and improved to fulfill society livelihood.

DECLARATION

I, Jumanne Ally Habibu, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

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LIST OF ABBREVIATIONS/ACRONYMS

CCM	<i>Chama Cha Mapinduzi</i>
CIS	Commonwealth of Independent States
DEO	District Executive Officer
DFID	Department for International Development
EFA	Education for All
ETP	Education Training Policy
FGDs	Focus Group Discussions
GDP	Growth Domestic Product
GER	Growth Enrolment Rate
GoT	Government of Tanzania
PEDP	Primary Education Development Programme
REPOA	Research on Poverty Alleviation
SDGs	Sustainable Development Goals
SLA	Sustainable Livelihood Approach
SLF	Sustainable Livelihood Framework
SPSS	Statistical Package for Social Science
UNDP	United Nation Development Programme
UNESCO	United Nations Educational Science and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
USAID	United State of America International Development
VIF	Variance Inflation Factor

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Globally, education contributes to the development of social, economic and political development of any nation. UNICEF (2015) argues that, education contributes to higher income, individual empowerment and decreased poverty levels; Education is a leading determinant of economic growth, employment, and earnings (Grant, 2017). Ignoring the economic dimension of education would endanger the prosperity of future generations, with widespread repercussions for poverty, social exclusion, and sustainability of social security systems (Woessman, 2015). No country can achieve sustainable economic growth without substantial investment in human capital. The Convention on the Rights of the Child and the Universal Declaration of Human Rights recognize the essential role that education plays in human and social development that's why in the Article No. 26 it stated that, "Everyone has the right to education". Education shall be free, at least in the elementary and fundamental stages. In fact education is also one of the most beneficial investments to support child survival, growth, development and wellbeing.

Upon realization of the important role which education plays as an agent of national and international development, Tanzania has made several efforts to promote education system in order to open up education opportunities to her community. One of approaches used was adoption of free education as the best mechanism to achieve Universal education and use it as a strategy for combating ignorance, diseases and poverty. Historically, the efforts to ensure that all people within the nation were getting the right education were emphasized by Julius Nyerere, the first President of Tanzania, under the philosophy of "Education for Self Reliance" (Nyerere, 1967). For the rest of the twentieth

century, policy makers and leaders launched various programs and strategies to achieve universal primary education (UPE). In 1978, the government passed an Education Act making education compulsory for children between the ages of 7 and 13 (Dennis and Stahley, 2012). During that period, school fees were also abolished which led to substantial increases in enrollment rates of pupils in primary schools.

In the mid -1980's, school fees for primary and secondary schools were reinstated due to financial and economic difficulties the nation was going through. Consequently, the number of children who were receiving formal primary education dropped significantly (UNESCO, 2005).

In the mid 1990's, numerous development plans and programmes, including Education For All (EFA) which was promulgated during the World Conference on Education For All in Jomtien Thailand from 5th to 9th March 1990, was adopted in Tanzania. During the conference it was declared as a resolution that, "every person – children, youth and adult shall be able to benefit from educational opportunities, designated to meet their basic learning needs".

Primary Education Development Plan (PEDP) was another government effort towards overcoming educational challenges in Tanzania. Since the implementation of the PEDP, access to primary education increased significantly, that led to Universal Primary Education (UPE) to realize the great achievement in 2003 and in 2006. Example the gross enrolment rate (GER) improved from 84% in year 2001 to 112.7% in year 2006 while Net enrolment ratio improved from 65% in year 2001 to 86% in year 2006 (GoT, 2007).

Free primary education in Tanzania was reintroduced in 2001 and was strongly emphasized in 2015 through the CCM Election Manifesto. The intention of providing free education was issued in the Education and Training Policy of 2014 (ETP, 2014) whereby various free education circulars were issued by the government examples Circular No 5 of 2015, Education Circular No. 6 of 2015 and Education Circular No. 3 of 2016. After the announcement and its implementation various stakeholders including teachers, parents, non-government organizations and alike had different perceptions regarding the free education policy. Some perceived it as fee-free education while others took it as free education, but according to the (ETP, 2014) this is free education although its implementation before 2016 had various discrepancies.

Provision of free education means pupils or students will not pay any fee or other contributions that were being paid by the parents or guardians before the release of the new circular (ETP, 2014). Before the policy and 5th phase of government, parents were requested to contribute even the operational cost of the school including construction cost, examination, desks, water, electricity, watch guard and food. There was no set amount for contributions; each school decided what parents should contribute at the primary school level. After, the 2015 election Manifesto Government made significant efforts to improve the provision of education not only by increasing enrolment but also on financing the education sector in general (TenMet, 2017). Currently, parents are voluntarily advised not forced to contribute to some of the school requirements example mid-day meal (Education Circular No. 3 of 2016).

World Bank Survey indicated that in some developing countries, families allocated up to 47% of their household expenditures on education. The poorer family the greater burden of education spending in most of African countries includes Tanzania. The policies that

eliminate primary school user fee have seen dramatic increases in enrollment rates (Dennis and Stahley, 2012). In fact the burden on households as a result of fee and contributions to primary education was inevitable. To some extent, the abolition of school fees and other contributions in primary school has reduced educational burden on local communities in Africa and improved the ability of the rural parents to access some of the basic components of the livelihood. This is because the ability of some families to send their children to school resulted after parents made sacrifices in other areas of their daily lives (Reddy and Vandemoortele, 1996). This suggests that, there is a significant relationship between the abolition of the fee and other contributions with some livelihood aspects which including access to clean water, health services, peace, food, shelters, land, environmental conservation and various form of investments in rural communities in Tanzania.

Livelihood is directly linked to children's welfare and education, including aspects of access to food, basic needs and family needs for extra labor (Inder *et al.*, 2017). Poor livelihood may thus negatively hamper children's education. Apparently, education is referred to as a livelihood strategy in order to increase future chances of a formal employment.

Rural parents in Tanzania especially in poor households, engage in various economic activities to improve their livelihood by maximizing their income generating activities while minimizing vulnerability and risk. Free primary education in Tanzania had an impact to the rural livelihood since it reduced a burden to poor rural parents. As a result it enhanced the access to different forms of capital (human, social, financial, physical, natural to enhance their livelihood). The re-allocation of funds from tuition fee and other contributions if well managed and invested to other social and economic activities may

have contributed to household saving but also acquiring assets. This improves the social and economic wellbeing of the rural parents. Given the several studies dwell on the effects of free education on school infrastructure and academic performance, none of them have highlighted the effects of free primary education on rural livelihood. In fact, there were no studies have conducted to evaluate the contribution of free education on parent livelihood. For this reason, this study therefore investigated the contribution of free primary education to livelihood among households in Mvomero district – Tanzania.

1.2 Statement of the Problem

Ensuring access to education for Tanzanian children has always been central to the government policy for a long time (Hakielimu, 2017). Since independence to present several efforts including adoption of international declarations of which Tanzania is signatory, formulation of policies including Education and Training Policy of 2014 and other programmes that focused on education in order to widen education opportunities within the country were made. Free primary education is among the major efforts introduced by the government in order to reduce education burden and enhance livelihood to poor communities in Tanzania.

Since its implementation, various studies have been done to examine the impact of free education within the Country. Majority of the studies were more or less focused on school side point of view. Some of these studies have revealed that there were massive increases of enrolment rate whereas quality of education provided after the abolition of school fee and other contributions in year 2001 have been shown to decrease (UNESCO, 2003; Colclough, 2003; Orodho¹, 2014; Twaweza, 2017). The proportion of teachers and students, crowdedness of pupils in the classrooms, issues of inadequate infrastructures, distance from school, perceptions of free education and alike have also been studied

(Helen, 2017; UNESCO, 2005; Hakielimu, 2017; REPOA, 2008; Oketch and Somerset, 2010). To date, there is no study which has shown the contribution of free primary education to the rural livelihood. The study on which this dissertation is based, therefore intended to explore the significance of government efforts toward improving rural livelihood through free primary education. Also, it aimed at advising the government on all discrepancies which hinder the development of rural livelihood through the implementation of free primary education in Tanzania.

1.3 Significance of the Study

This study is in line with Sustainable Development Goals (SDGs goal 1) to end poverty everywhere in all form. Furthermore it addresses Tanzania Vision 2025 which, among other things, aims at achieving a high quality livelihood for Tanzanian. One among the strategies mentioned to ensure the realization of high quality livelihood in Tanzania is through Universal primary education, the eradication of illiteracy and the attainment of a level of tertiary education and training that is commensurate with a critical mass of high quality human resources required to effectively respond and master the development challenges at all levels. Lastly, the study becomes a benchmark or point of references to various researchers and other scholars on free education within and outside the country.

1.4 Research Objectives

1.4.1 General objective

The general objective of the research was to examine the contribution of free primary education to rural livelihood in Tanzania.

1.4.2 Specific objectives

The specific objectives were:

- i. To determine the extent to which free primary education is free in Mvomero District
- ii. To analyze the perceptions of parents on relief from financial burden following the abolition of tuition fee and other contributions.
- iii. To determine contribution of free primary education to rural livelihood among households in Mvomero District.

4.5 Hypotheses

The testable hypotheses with respect to the specific objective two were:

Null Hypothesis: free primary education is not statistically reducing the financial burden to parent following abolition of tuition fee

Alternative Hypothesis: free primary education is statistically reducing the financial burden to parent following abolition of tuition fee

1.5 Research Questions

The research proposal was guided by the following research questions:

- i. To what extent free primary education is free in Mvomero District?
- ii. What are the rural parents` perceptions of relief from financial burden following the abolition of tuition fee and other contributions to primary education in Tanzania?
- iii. What are the contributions of free primary education to rural livelihoods?

CHAPTER TWO

2.0 LITERATURE RIVEW

2.1 Definition of Key Terms

2.1.1 Free education

Free education has been defined by different scholars. It is education funded through government spending or charitable institutions rather than tuition funding. UNESCO (2008) defined free education as education without cost or cost incurred by government. Education Sector Report (2003) defines free education as an education system or policy that allows all children access to education without discrimination. Free education removes all obstacles that hinder children of school going age from accessing and completing primary education as the case in many urban slums, rural areas and arid and semi-arid lands (Njoroge, 2004).

2.1.2 Livelihood

Livelihood is defined as a set of activities performed to live for a given life span, involving securing water, food, fodder, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments (both human and material) for meeting the requirements of the self and his/her household on a sustainable basis with dignity (Ellis, 2000). The activities are usually carried out repeatedly. For instance, a fisherman's livelihood depends on the availability and accessibility of fish. A livelihood encompasses the capabilities, assets includes both material and social resources and activities required for a means of living. Chambers and Conway (1991) stated that, livelihood is sustainable when it can cope with and recover from stress and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.

2.1.3 Rural livelihood

Rural livelihood is defined as making a living through various activities and resources that allow people to live (FAO, 2007). The rural livelihood may be measured by human capital, social capital, natural capital, physical capital, financial and political capitals. In this study, rural livelihood is measured in various ways including the monetary reserved by individual, livestock or land owned by individual. On other hand access to water, food, health could be indicators of the rural livelihood.

2.2 Theoretical Framework

The study employed the Sustainable Livelihood Framework (SLF) due to its complexity and the fact that poverty has a multidimensional nature. The SLF is a broad, Multidisciplinary approach that aimed to promote a better understanding of and response of the multiple dimensions of poverty. The origin of sustainable livelihood as a theoretical framework is widely attributed to Chambers and Conway (1992:4) in their efforts to respond to diverse realities of most rural life. Chambers and Conway presented the sustainable livelihood approach (SLA) as a link of the three existing concepts of capability, equity and sustainability.

In this study, the Sustainable Livelihood Framework provided guidance in understanding the ways in which free primary education in Tanzania contributes to the rural livelihood by assisting rural parent access social and economic activities that attract income generating and influencing social wellbeing. The free primary education could help the poor rural parents to become less vulnerable to shocks, stress and aspect of seasonality that affect the rural parent daily lives. The framework also helps to enhance rural parent's assets and increases their capability to intervene various rural livelihood assets. It also augment rural parents to better understanding of institutions, organizations, policies and

legislations issues relating to free education and other socio economic sectors that form their livelihoods.

Based on Chambers and Conway's work, various international development stakeholders have been using the Sustainable Livelihoods Approach to operationalize sustainable livelihood frameworks in order to fulfill their desired goals. This study adopted the same approach in order to determine the contribution of free primary education to rural livelihood by focusing to some of the livelihood indicators including access to water, electricity, health, relationship between the parents and teachers and alike. The approach tries to capture, and provide a means of understanding, the fundamental causes and dimensions of poverty without collapsing the focus onto just a few factors (e.g. economic issues, food security, etc (Majale, 2002). Other international organizations adopted the approach are as follows; UNDP employed the SLA to serve their primary purpose as a programming framework to devise a set of integrated support activities to improve the sustainability of livelihoods among poor vulnerable groups by strengthening the resilience of their coping and adaptive strategies (Lasse, 2001).

In 1993 Oxfam employed the sustainable livelihood framework (SLF) in formulating its overall aims, improving project strategies and staff training through encouraging participation (Neefjes, 2000). In addition, since 1994, CARE used Household Livelihood Security (HLS) as a framework for programme analysis, design, Monitoring and Evaluation. The concept of HLS derives from classic definition of livelihoods development by Chambers and Conway (1992) which embodies three fundamental attributes: the possession of human capabilities (such as education, skills, health, psychological orientation); access to tangible and intangible assets; and the existence of economic activities. The DFID, in 1997 also acknowledged its intervention purpose of

eradicating poverty through the adoption of the policies and action that promote the sustainable Livelihood (Carney *et al.*, 1999). Generally, the heart of SLF in all agencies has been a link with livelihood assets and livelihood strategies (Carney and Britain, 2003; Solesbury, 2003; Small, 2007).

Furthermore Sife *et al.* (2015) used the Sustainable Livelihood Framework in understanding ways in which mobile phone usage contributes to livelihood outcomes by facilitating access to information which could be used for devising appropriate coping strategies for people to become less vulnerable to trends, shocks and aspects of seasonality that affect their lives.

2.3 Issues Underpinning Perspective of Fee Free Education in Tanzania

Over the last two decades many developing countries have made several efforts to improve education system within their countries. Free education becomes one among the best approaches toward attaining various world declarations. There are several international instruments, to which Tanzania as a signatory requires the government to provide free and compulsory education (Hakielimu, 2017). Some of these instrument include Universal Declaration on Human Right (Article 26), Conventional on the right of the Child (Article 28), UNESCO Conventional against Discrimination in Education (Articles 4), World Conference on Education For All (EFA) in Jomtien Thailand and alike. Thus, Free education is an international deliberation adopted by many developing countries including Tanzania. Several educational policies and human rights declarations have been made to insure that every person gets access to education.

According to international human rights law, primary education shall be compulsory and free of charge. Secondary and higher education shall be made progressively free of

charge. Free primary education is fundamental in guaranteeing everyone has access to education. However, in many developing countries, families often cannot afford to send their children to school, leaving millions of children of school-age deprived of education. In most cases, indirect costs associated with education, such as school books, uniform or travel expenses, that prevent children from low-income families accessing school.

2.4 Concept, Development and Dynamics of Free Education in Sub Saharan Africa

Primary education in Sub Saharan Africa has been very crucial amongst governments and international agencies, mainly due to its major role in reducing poverty and ignorance. It has been acknowledged by various researchers that, primary education is important for the improvement of economic and agricultural productivity (Colclough, 1982). Education is considered to be economically and socially desirable as a result, become international development targets which were set in the Millennium Development Goals, have been set for the achievement of Universal Primary Education (UPE) by 2015 but also was highlighted in the Sustainable Development goals (Esme Kadzamira, 2003). The ideal for the pressure of abolition of the fee to primary and secondary education in Sub Saharan Africa was insisted during the World Declaration on Education for All (EFA) and the Framework for Action to meet basic learning needs conducted from October 1989 through January 1990 under the support of the Inter-Agency Commission established to organize the World Conference.

2.5 Universal Primary Education

Primary education is seen as the first step in laying the foundation for future development opportunities and lifelong skills. Webster (2000) states that, through the knowledge and skills required, primary education enables people to participate in social, economic and political activities of their community's to their fullest potential.

The goal of the achieving UPE has been the international agenda since the Universal Declaration of human rights declared in 1984, that elementary education was to be made free and compulsory for all children (UNESCO, 2005). Apart from that, The Millennium Development goal is to achieve UPE, more specifically, to ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling.

2.6 Free Primary Education - Policy Background

In 2001, the first primary education development plan (PEDP) was launched by the government. This was a five-year plan that described the visions of UPE within Tanzania and declared the new policy framework and identified strategies for reaching its aims. By the time of its launch nearly 5 million children were enrolled in primary schools, however, at the same time, nearly three million children aged 7–13 were estimated not to be enrolled (Karin, 2018). In order not to spoil the education system within the country, the aim of UPE was to be strategically attained step by step. The four main mechanisms to attain PEDP were itemized as (i) expanding enrollment, (ii) improving the quality of teaching and learning processes (iii) building capacity within the education system and (iv) strengthening the institutional arrangements surrounding planning and delivery of education (URT, 2001). The PEDP announced and insisted that: the Government will eliminate the school fees and all other mandatory parental contributions from January, 2002 so that no child may be denied schooling' (URT, 2001). As clearly stated in the document the abolishment does not only include the previous school fee but also all other mandatory contributions. Primary school was to be exempted from fees and no financial burdens should be carried at the household level as a result of primary education.

In order to ensure proper implementation of free education, government had issued various circulars which stipulate the roles of each stakeholder including parents, government and community. The circulars issued were; Education Circular No 5 of 2015 which was issued on 27 November, 2015 (URT, 2015), Education Circular No. 6 of 2015 was issued on 10 December, 2015 (URT, 2015) and Education Circular No. 3 of 2016 which was issued on 25 May, 2016 (URT, 2016).

Circular No. 5 was first circular which had very little elaboration regarding free education, it formalised the commitment in implementing Education and Training Policy 2014 and directed public bodies to ensure that primary and secondary education was free. This included the removal of all forms of fees and contributions. The Circular reads: “Provision of free education means pupils or students will not pay any fee or other contributions that were being paid by parents or guardians before the release of the new circular” (URT, 2015).

Lack of clarity and understanding of Education Circular No. 5 and contradicting statements from some political leaders caused this confusion (Hakielimu, 2017). Some of the parents perceived “fee free basic education” to mean that they were no longer required to make contributions towards education of their children. This confusion comes up even though Circular No. 6 of 2015 definitely stated that parents were required to meet the following costs:

- Purchase school uniforms and uniforms for sports activities, learning material such as exercise books, pens and pencils and food for children attending day schools;
- Pay for the medical expenses of their children;

- Pay travel expenses for their children for both in day and boarding schools;
- Purchase mattresses, bed sheets, and personal hygiene material for those studying in boarding schools and for those staying in hostels used by government; and
- Provide information where practices contradict provision of fee-free education (URT, 2015).

However, this information was not conveyed to parents either by the government or by schools. Circular No. 3 of 2016 of 25th May, 2016 is very clear unlike circular No. 6 of 2015. It clarifies how food for children was to be provided. The circular required parents “to cooperate with school leadership to agree on ways to provide mid-day meals to children in day schools and in hostels in line with their environment (URT, 2016).

2.7 Some Countries Abolished Primary Education Fee in African Countries

Malawi: Malawi introduced free education in October, 1994 following its announcement in June by the newly elected Government brought into power through the first multi-party elections since Independence. Just prior to that time, President Banda Government had brought in tuition waivers, in phases, from Standard 1, but parents were still expected to pay book fees and to contribute to school funds (Abby, 2003). From 1994, however, the Government was supposed to be responsible for all costs of schooling in primary, though in practice it continued to expect communities to contribute to school construction and other major rehabilitation. In the first year of FPE, in Malawi the enrolment rate had increased by over 50% from 1.9m in 1993/4 to about 3.2m in 1994/5. Net enrolments prior to FPE had been 58% for girls, increasing to 73% by 1996; and also 58% for boys, but only increasing to 68% by 1996 (Kadzamira and Rose, 2003).

Kenya: The cost sharing policies in education in Kenya have been understood to be significant source of the high dropout of the pupils and low quality of primary education in Kenya. The new selected Kenyan Government announced its purpose to introduce its primary free education in early 2003 after the end of election (Abby, 2003). It has been seen that, after the announcement of fee being eliminated, the enrolments rate increased from about 6 million to about 7.2 million pupils, resulting in a gross enrolment rate of 104% compared with 87.6% in 2002.

The abolition of the tuition fee in Kenya goes hand in hand with other improvement of education sector including the omission of examination fees, and revising the education policy that led to devised to deal with the overall costs of primary education. Other measures which have been taken, such as reducing the number of subjects, increasing the pupil-teacher ratio from 32:1 to 40:1, empowering districts to select teachers, and the introduction of multi-grade and shift teaching in some schools (Abby, 2003).

Uganda: In Uganda, UPE was introduced in January, 1997 as an important foundation of the Poverty Eradication Action Plan. According to Deininger (2003) the tuition fees were abolished for 6-12 year-olds, and this was intended to apply to a maximum of four children per family. Like other countries the enrolment rate in 1996 was 2.7 million and increased to 7.2 million pupils by 2002. According to the bureau of statistics in Uganda the Gross enrolment in 1995 was 74.3%. By 2000/1, gross enrolment had reached 135.8%, indicative of the considerable number of over- and under-age pupils enrolled.

After the abolition of the fee considerable family household expenditure on education remained on clothing, exercise books, and school fund contributions. Indeed, the MTR

points to the “drastic decrease in enrolment during the transition from P1 to P2 which might relate to the fact that schooling is simply not affordable for those who do not earn cash income” (Pfaffe, 2003). In looking ahead to the introduction of FPE, three potential areas for government expenditure are highlighted: uniforms, school stationery and school feeding, though it is recognized that government could not underwrite all these costs.

Rwanda: Abolition of tuition fee in Rwanda was done in 2003 as part of government policy to improve school enrolment in general and the attendance of disadvantaged children in particular. The government had planned to achieving the universal primary education in year 2010, and nine years of basic education for all children in 2015. Several measures have been taken to implement the policy. One was the abolition of the tuition fees which was done in 2003 for primary education, which removed one of the obstacles to accessing education. Grogann (2009) states that, the enrolment rates in Rwanda been historically high; at 90 percent, the challenge is to identify and help the last 10 percent of the school-age children that is yet to be enrolled in primary school.

2.8 Livelihoods in Tanzania

2.8.1 Education and rural livelihood in Mvomero District

Livelihood is directly linked to children’s welfare and education, including aspects of access to food, basic needs and families’ needs for extra labor (Inder *et al.*, 2017; Vimelfall, 2015). A poor livelihood may thus hamper children’s education and productivities. According to Ellias (2000), education refers to a livelihood strategy in order to increase future chances of formal employment. The majority of rural poor depend on agriculture for their livelihoods. According to Mvomero District Council Socio-Economic Profile (2017), agriculture continued to be the main source of livelihood for the residents, the sector employed more than 82% of adult population.

From the social economic profile of the Mvomero District, the sector is faced with several factors which disturb growth including persistent use of poor agricultural tools such as hand hoes, inadequate knowledge on modern agricultural production techniques, pest problems, and sometimes low purchasing power of the people which tends to discourage the use of modern agricultural inputs or implements. In addition, marketing arrangements for most crops are inadequate, coupled with poor transportation system and lack of credit facilities for smallholder farmers. Farmers in the district produce both cash and food crops which enhance their incomes and ensure food availability throughout the year.

2.8.2 Rural livelihood in Tanzania

Tanzania is among the developing countries in Africa which have good trends of Growth Domestic Product (GDP) with an average rate of 7%. Despite the good progress of GDP, the majority of Tanzanians particularly those who live in rural areas are still living in poverty (Osberg and Bandara, 2012). According to the Government of the United Republic of Tanzania (2015), agriculture is the source of economic livelihood for 66.3% of the population in Tanzania. While poverty is still very much a rural phenomenon, it is important to note that the majority of the poor households are engaging in small-scale farming. It therefore follows that any effort to transform livelihoods of the poor in Tanzania should necessarily involve transforming the agricultural sector particularly small scale farming. It is important to note that, historically, the rate of growth in productivity of agriculture has largely determined the differences in poverty reduction levels across the world (DFID, 2004).

2.9 Description of the Conceptual Framework

The conceptual framework of this study is presented in Figure 1. It illustrates the link between Education and training policy, implementation of free primary education and

selected household socio demographic characteristics (independent variables) and the improved rural livelihoods in terms of improved relationship between parents and teachers, reduced conflicts between parents within the household (Mother and Father), improved agriculture, improved shelter, access to health, access to water and reduced social crimes as a (dependent variable).

The study assumed that, presence of Education and Training policy (ETP) is one of the government efforts toward improving rural livelihoods in Tanzania since it provided platform of the introduction of free primary education in Tanzania. Moreover, the policy enforcement and proper implementation of free education in primary schools has reduced education burden on rural parents, therefore the savings from the amount to be paid as a fee and contributions has contributed to the improved rural livelihood in study area. The study also assumed that, some background variables like number of children have significant influence to improved rural livelihoods, example the more number of children parent had at primary school before free primary education the more saving after free education. In this study, the saving were used to transform rural livelihoods by creating the capability of rural parents access to clean water, health services, access to land, food security, promoting agricultural activities, retaining the pupils in school and alike. The attainment of all these livelihood components will lead to poverty reduction within the study area and country in general.

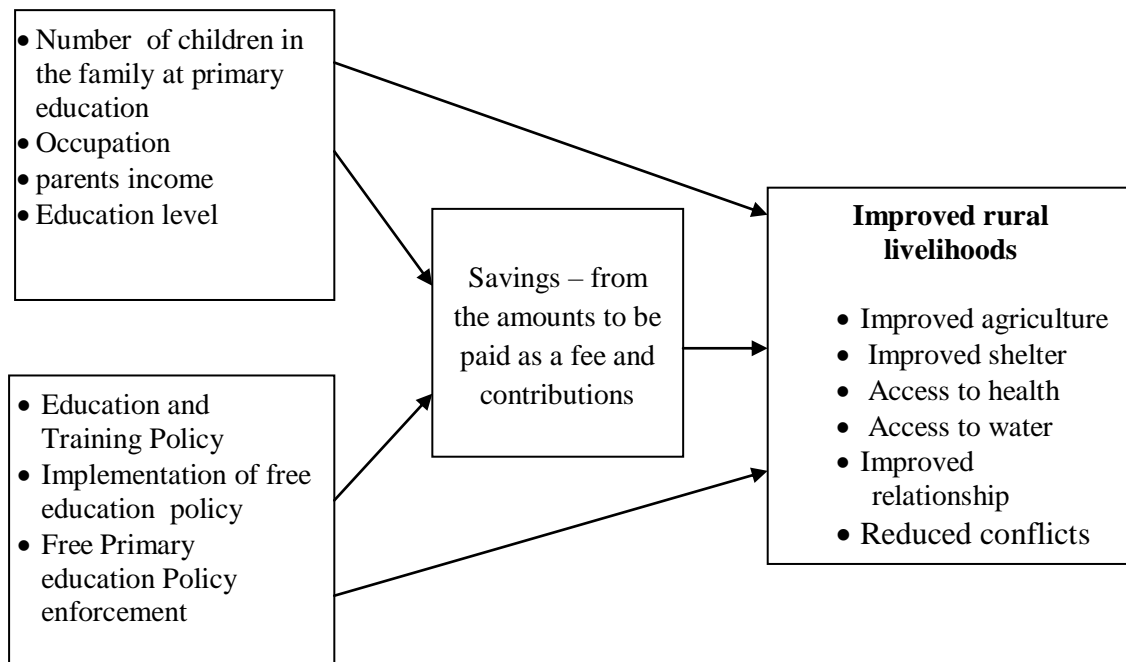


Figure 1: Conceptual Framework

Adopted and modified from Stuffte Bean, 1982

2.10 Empirical Literature Review

This part presents reviews of empirical studies conducted by different authors in developed countries and developing countries. Several studies related to contribution of free education on livelihoods are reviewed. The reviews mostly concentrated on contribution of free primary education and related studies on rural livelihoods.

A study by Lindsjo (2018) assessed the financial burden of free primary education on rural livelihoods – a case study from rural Iringa Region – Tanzania. The probability sampling was employed to select a sample of 209 households. Questionnaire was used and focus group discussion was conducted to collect household perception on free education. Three villages were involved in this study. The major findings of the study show the schools themselves were unable to manage with the school capitation grant disbursed by the government. Furthermore, to cope with increasing enrollment rates,

households were contributed school supplies, administrative costs and foods. Likewise it was found that free primary education is expensive in the rural areas and households spent large amount of their income to pay for children schools. In this regard, families were negatively affected in term of their income as they spent large proportional of their income on school contribution.

Free education in Africa has brought debate with regard to Oketch (2010) who conducted study on Free Primary Education in Kenya: Enrolment impact, quality effects and the transition to secondary school Anthony Somerset. The study used primary data collected through survey. The sample of the study was 160 households and chosen by using purposive non-probability sampling technique. However, descriptive statistics was used. The study found that free education had no contribution to improve household income. Moreover, the finding revealed that free education had significant contribution on enrollment.

The study conducted by Tooley *et al.* (2008) attempted to examine the Impact of Free Primary Education in Kenya. The study aimed to investigate the impact of free education on household income. In this study, a sample of 200 households were selected through simple randomly probability sampling technique. Questionnaire was used for face to face interviews and focus group discussion was carried out. The descriptive statistics were used to analyze the data. The finding suggests free education had little beneficial outcome no households. Although enrolment had increased in government primary schools but reported decrease in enrolment in private schools. Moreover, the finding reported less dissatisfied with government schools and they were satisfied with private schools. Furthermore the findings point to an alternative way to ensure education for all is embracing rather than ignoring the role played by private schools.

The study by Muyanga *et al.* (2010) focused on free primary education in Kenya. The purpose of the study was to evaluate the impact of free education on academic performance and parent income. The study employed primary data collected through questionnaire and sample size of 180 households. The sample was drawn using simple random probability sampling technique. The data was analyzed using descriptive analysis. The major finding suggests that the increase in primary school enrolment for children belonging to the poorest. Similarly, it reported that 22.3% national increase in enrollment. The study did not find that free education had contribution on rural households rather it shows an increase of student attendance. Also, the findings reported lack of adequate teaching and learning facilities, inadequate instructional and pedagogical preparation by teachers to teach diverse learners, and added responsibilities for head teachers and school administrators to funds without relevant financial management training.

A research done by *Hakielimu* (2017) that assessed the impact of the Implementation of Fee-Free Education Policy on Basic Education in Tanzania. The study aimed to capture the perceptions of various stakeholders regarding the policy. However, findings show that stakeholders were positive about the free policy in the country. The discussion with parents and teachers highlighted that the facts about the policy were not circulated to majority of the stakeholders within the country leading to misconceptions about the policy. The study did not indicate the contribution on the poor rural parents. The study however did not relate free education to rural household livelihood.

Several studies had been conducted on free education; these studies were too general as far as free education in Africa is concerned. There was very little known about the contribution of free primary education to the rural parents toward the improved rural

livelihood. Most of the studies were too general highlighting how free education leads to the massive enrollment, poor quality of the education within the country, teachers student ratio. Although, the argument for abolishing school fees in Tanzania is straightforward, the school fees and other direct costs that households must bear represent a significant obstacle to enrolment, especially for the poorest and most vulnerable children (USAID, 2007).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Description Study Area

3.1.1 Geographical location

The study was conducted in Mvomero District. The District is one of the seven districts of Morogoro Region, Tanzania. Officially it was established on 2nd August, 2002 by splitting the former Morogoro District Council, and it was formally gazetted on 17th September, 2004 through the Government Notice Number 453. The District has a total area of 7325 Sq km divided into 17 wards and 101 villages administratively (Liberio, 2012). The District is approximated located within 5^o 40 to 7^o 12 S and 36^o 45 to 38^o E. To the North, Mvomero is bordered by Kilindi and Handeni districts in Tanga Region; to the Northeast by Bagamoyo District in Pwani Region; to the East and Southeast by Morogoro Rural District and Morogoro Municipality and to the East by Kilosa District. The name 'Mvomero' was taken from the name of the famous Mvomero River, which passes through Mvomero village in the District. Main activities undertaken include agriculture, forestry, fishing, mining and quarrying, trade and commerce, public administration and education Mvomero was a small village, (Mvomero District Socio-Economic profile, 2017).

Mvomero District is spread and connected to all districts of the Morogoro Region; therefore, it has almost all social characteristics of the Region. The District has four divisions (Mlali, Mgeta, Dakawa, and Turiani); the study randomly picked one ward from each Division to see the contribution of the free primary education from parents of these areas.

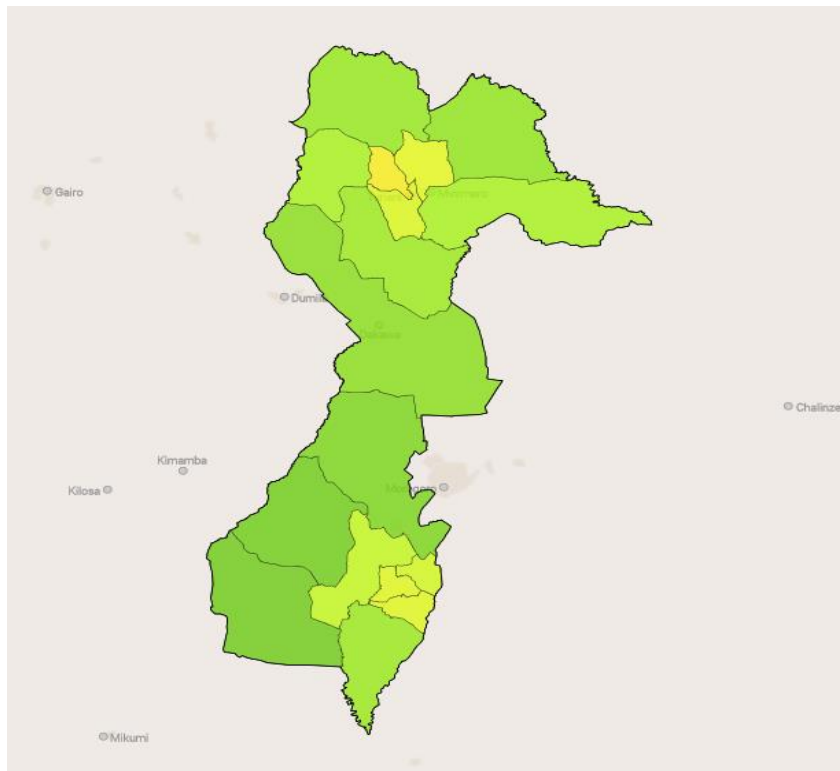


Figure 2: Map of Mvomero

3.1.2 Population

According to the 2012 Population and Housing Census report, the District had total population of 312 109 people, where 154 843 were males and 157 266 were females. Population density was 43 people per square kilometer. This is an increase of 20.3% compared to the Population and Housing Census report of 2002. The population growth rate was 2.6% per annum. Based on 2012 Census, the District was estimated to have 72 519 households with average number of people per household being 4. Furthermore, the District population accounted for about 14.06% of total population of Morogoro Region making the District ranking fourth in population size relative to other districts in the Region (Mvomero District Socio-Economic profile, 2017 and Population and Housing Census report, 2014).

3.1.3 Administration

The District has 4 Divisions, 30 Wards, 130 Villages and 686 Hamlets. Mlali ward has the highest number of villages (8) compare to other wards. Furthermore, Sungaji and Mzumbe are the wards with largest number of hamlets; 38 and 36 respectively compared to other wards in the district. Wards with the smallest number of hamlets are Melela with 10 hamlets and Msongozi with 12 hamlets (Mvomero District Socio-Economic profile, 2017).

3.1.4 Education

Currently the District has 142 primary schools distributed across the 17 wards as recommended by 2014 Education Policy that every Village should have at least one Primary School and the total number of pupils in Mvomero were 55,178 in 2015. The number of students who were selected to join form one in Mvomero District Council has been increasing year after year. According to Mvomero Socio economic Profile (2017) Mvomero had 2642 pupils who selected to join primary school in 2011 while there were 2841 selected in 2013 and then increasing further to 3404 in 2015.

3.2 Research Design

Research design refers to a comprehensive plan for data collection in order to answer research questions. This study employed a mixed methods design which entails a procedure for collecting, analyzing, and mixing both quantitative and qualitative data in a single study to understand a research problem (Creswell, 2012). In line with this, the triangulation model was applied. Triangulation was a one phase model in which researchers implemented the quantitative and qualitative methods during the same timeframe with equal weight (Creswell, 2006).

The triangulation has four types of models including convergence model, the data transformation model, validating quantitative data model and multilevel model. In this study, the convergence model was adopted. This is to say the quantitative and qualitative were collected and analyzed separately, and the results were converged for comparing and contrast during the interpretation. The quantitative approach was used for the overall design of the study whereas the qualitative method (Focus Group Discussion and key informant interviews) was intended to validate and elaborate further to support findings from quantitative information.

Therefore, the qualitative information collected from Key informants (District education Officer – Primary, Ward Education officers and Head teachers) and during the Focus Group Discussions was used to validate and elaborate further to support the quantitative data collected from the key respondents (parents). It was an efficient design by which both types of data were collected during one phase of the research at roughly the same time (Creswell, 2006). A cross - sectional survey was used during the whole process because it uses minimum time and resources (Bhattacharjee, 2012).

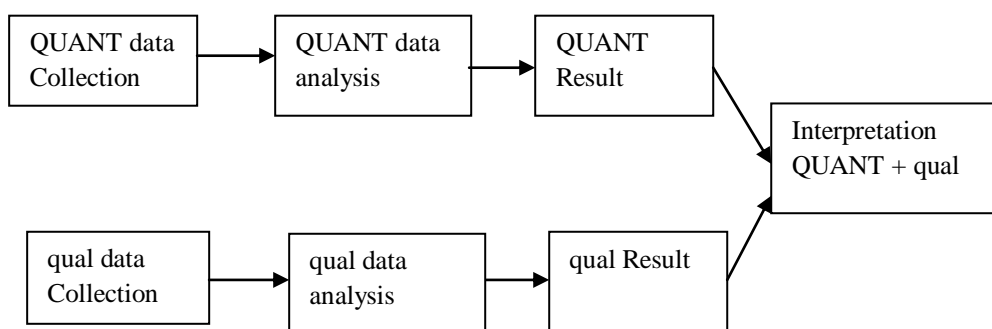


Figure 3: Visual diagram of procedure in the study - Convergence modal

Source: Adopted and modified from Creswell (2006).

Key: *QUAN* - quantitative,
Qual - qualitative,
 + - merging *QUAN* and *qual* data,
Capital letter QUAN - dominant status.

3.3 Target Population

A population is the totality of any group of units which have one or more characteristics in common that are of interest to the research (Omari, 2011). The target populations in this study were parents who had children in primary schools (key respondents) as well as head teachers, ward education officers and District education officer (key informants).

3.4 Sampling Procedure and Sample Size

3.4.1 Sampling procedure

Based on this study, the sampling procedures involved both probability and non-probability sampling. For the case of probability sampling, a researcher used simple random sampling for quantitative data from parents. The approach gave each unit in the target population the probability of being chosen to represent. For the case of non-probability sampling, a purposive sample was selected for the qualitative data from educational officials who were head teachers, wards and District education officers.

3.4.2 Sample size

Sample size refers to the number of respondents selected for the interview from a research population. Given the total households of the four wards are 10 409 of which 4720 households are from Diongoya, 897 households from Mgeta and 1372 households from Doma and 3420 from Mlali (Socio-economic Profile for Mvomero District, 2017). The sample size was 100 parents, 25 parents from each ward. The sample size was derived from the following formula Sampling $S = \frac{N}{1+N(e^2)}$ developed by Yamen, (1967).

Where S= required response, e - Error limit = 0.1, N-study population

$$S = \frac{10,409}{1+ 10,409 (0.1)^2} \approx 99.5 \approx 100$$

The in depth interview involved the 4 head teachers from 4 primary schools existing within the four wards, 4 ward education officers and 1 District education officer.

3.5 Data Collection Methods

3.5.1 Primary data

Primary data are the first hands facts that are directly collected by a researcher from original sources and assembled specifically for the research at hand (Zikmund, 2013). In this study the various methods in data collection commonly known as triangulation was used, therefore the structured and non-structured interview developed to gather information from the target groups. The data collection tools used were Questionnaire and Interview guide/ Checklist as elaborated below.

3.5.1.1 Questionnaire

Both structured and unstructured questionnaire (Closed and opened ended questions) were adopted during the primary data collection (Appendix 1). The questionnaire was designed to in order to collect quantitative information relating to implementation of free primary education policy, perceptions and contribution of free education to rural livelihoods.

3.5.1.2 Interview guide

Interview guide was used for an in-depth interview with people in the study area. The face to face interview were done purposely in order to gather information relating to social and economic contribution of free education to rural parents from the people having knowledge and understanding with concept and reason behind free education policy in Tanzania. The target groups were (Head Teachers, Wards and District officers).

Focus Group Guide was used to gather the detailed information on contribution of free primary education to rural livelihood in the study area. The respondents (parents) were asked to provide information related to implementation of free primary education, success stories and challenges of implementing free primary education.

3.5.1.3 Pre-testing of data collection

According to Kumar (2005) pre-testing is necessary in order to improve the data collection instrument. Therefore, data collection instruments for this study were pretested in Kipera Village which has similar characteristics to the selected other wards. Pre-testing the data collection instruments was inevitable in order to test the clarity, suitability and logic flow of questions. In addition to that, the pre-test was also done to measure the amount of time and money required to complete the data collection exercise. The pre -testing consisted of 10 parents.

3.5.2 Secondary data

In this study the secondary data relating to the implementation of the free primary education including policy issues, enrolment rate, school attendance, and dropout of pupils were collected from the District Education Office, Head masters office, other relevant references on free education from various reports, thesis, Journals, Education Policy and Circulars.

3.5.3 Focus group discussion

The Focus group discussion (FGDs) was conducted involving 8 parents (5 females and 3 males) who were randomly selected from Kipera Village at Mlali Ward using a checklist which was developed by researcher. The approach was used to explore the meanings of survey findings which were not explained statistically by the rural parents. Liamputtong

(2011) recommended that, methodologically, Focus Group Discussions involve a group of 6 -8 people come from similar social and cultural backgrounds or who have experiences or concern, where they gather together to discuss a specific issue with the help of a moderator in a particular setting where participant feel comfortable enough to engage in dynamic discussion for one or two hours. This approach has been more popular and encourages a range of responses which provide a greater understanding of the attitudes, behavior, perception or opinions of participant on the research issues (Hennink, 2007).

3.6 Data Processing and Analysis

Before data analysis, data were coded; verified and cleaned in Statistical Package for Social Science (SPSS). The data analysis was done based on specific objectives. **For specific objective one;** to determine the extent to which free primary education is free in the study area, descriptive statistic employed where frequency and percentages was used.

Specific objective two was to analyze the parent's perception of relief from financial burden following abolition of tuition fee and mandatory contributions to primary school education. This analysis involved descriptive statistics where frequency and percentage were employed together with paired sample T test to provide realistic evidence. In order to get the evidence, hypothesis was developed and tested as follows:

Null Hypothesis: Ho: free primary education is not statistically reducing the financial burden to parent following abolition of tuition fee

Alternative Hypothesis: Ha: free primary education is statistically reducing the financial burden to parent following abolition of tuition fee

Specific objective three was to determine the contribution of free primary education to rural livelihood among households. The descriptive statistics was used to analyze the contribution of free primary education on rural livelihood. In this analysis, Likert scale measure where strongly agree, agree, neutral, disagree and strongly disagree. However percentage distribution was used to indicate variation of each attribute of rural livelihood (Good relationship, reduced conflict, land acquisition, improved shelter, access to health services, access to water and reduced social crime).

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION OF THE FINDINGS

This chapter presents analysis and discussions of findings of each specific objective regarding contribution of free primary education to rural livelihood in Mvomero District.

4.1 Socio - demographic characteristics of respondents

4.1.1 Sex of the respondents

Respondents in the study are both males and females. Male were 46% while female were 54% as indicated in Table 1. The implication of sex respondents in the study area is that women seem to be obtained easily compared to Males due to nature of their responsibilities and concern on the child affairs. Most females play very important role in livelihood aspects including taking care of family health, food, catching water, education and alike within household. From the study areas, most of the females were found in their residences and some were found in their daily business activities. The study intended to interview both parents randomly; however Mushi (2000) reported that, in case where both husband and wife are available, the husband was interviewed because most studies aim at interviewing the head of households. During this study, it happened that large numbers of female were interviewed due to their presence at home and near work places while for the in-depth interview all respondents were found at their officers.

4.1.2 Marital status of the respondents

The categories adopted to classify the status of a person were married, widow, divorce and single. Findings in Table 1 show that, 75% of the respondents were married while 12%, 4% and 9% were widow, divorced and single respectively. The implication is that, married is an institutional factor that has great influence on family development including

taking children to school. Married people played joint significant roles on improving livelihood including sending their children to school; agricultural activities, taking care of family health and alike. This has been acknowledged by husband from one of the couples (Married group) stated that:

*[...“after selling our harvest, I used to discuss with my wife before doing anything; what are basic school requirements of our children before spending the money to other activities” ...]***Parents**

This implied further that, couples have a mandate of fulfilling a number of family obligations toward improving livelihood compared to single parents. It has been discovered that, some single mothers got financial support from father of the child or family to cover eligible costs of sending children to school and other development. During the study one of single mother stated that:-

*[...“Sometime her father sends to me money to pay for school requirements like tuition, uniform and alike because I have unstable income compared to him” ...]***Single Mother**

This was supported by the Future of Children (2015) by affirming that, children raised by two biological parents in a stable marriage do better than children in other family forms across a wide range of outcomes. This implies that, stable marriages are able to build strong family in the social and economic aspects including sending children to school and enhancing the livelihood.

4.1.3 Education levels of respondents

The education level of the respondents in the study area shows that 83% of the respondents had primary education whereas 10% had secondary education, 1% college

education and 6% did not attend any formal education. This implies that, majority of the respondents in the study area had relatively low education level (primary school education). There were several reasons which led to most of the rural parents to remain with primary education in Tanzania these include financial difficulties, early marriages, pregnancies and cultural problems. There were three main reasons given for this attrition: truancy, pregnancy and economic hardship (Mkumbo, 2011). Truancy is attributed to economic causes as boys are often absent in order to participate in economic activities and girls to help out in domestic tasks. Cresce (2007) stated that, there were attitudes that parents place a low value on education compared to more immediate economic priorities. In addition to that, pregnancy in rural area was the second biggest cause of dropping out among female students. Early sexual activity has been attributed to lack of sexual education and awareness but also to reasons of economic necessity (Kitomary, 2016). All discussed factors justify as to why, most of the people in the study area remained with standard seven education level compared to parents in urban areas.

4.1.4 Employment status of the respondents

Occupation of the respondents is among the determinant factors of parent ability to send his or her children to school. The main occupation provides an explanation with regard to labor force that parent provides in order to get financial resources which will be provided to his or her family daily expenditure including sending the children to school and improve other livelihood components. The employment status in the study area shows that, 3% of the parents were employed, 3% were unemployed while majority (94%) of the parents were self-employed in various occupations. This revealed that, most of rural areas in Tanzania have very little formal employment opportunities to employ large number of rural dwellers instead rural dwellers hold self-employments mostly in agricultural activities, livestock activities, fishing and other petty business activities.

In the case of occupation, majority of the parents within the study area were engaged in farming activities for their daily subsistence including sending children to school. This is due to the fact that rural Tanzania has very little formal sectors to employ large number of people apart from agricultural sector. According to Social and Economic Profile of the Mvomero District (2017), agriculture continued to be the main source of livelihood for the residents of Mvomero District, the sector employed more than 82 percent of adult population within the district.

4.1.5 Income level of the respondents

Types of economic activities undertaken were among the factors which resulted to various level of income of the rural parents. In the study area participants were asked about their income status regarding to the types of occupation undertaken. The results show that, the income levels of rural parents in the study area were distributed in the following category; 4% (01 – 50 000), while 26 % (50 001 – to 100 000). Other parents income ranges on 30% (100 001 to 150 000), 18 % (150 001 -200 000) 14% (200 001 to 300 000), 8% (300 001 to 500,000) and 0% 500 001 and above). From all these majority of them range between Tsh 100 000 and 150 000 Tsh per month. In fact, income is among the factors that influencing the change of livelihood. Income gives ability to parents to send their children to school because apart from the school fee and other mandatory contributions being abolished there are other indirect costs which parents have to incur in order for the children to go to school these include school uniform, health of the children, food, shelter, exercise books, pen/ pencil and other requirements at school. All these require stable income of the parents to afford indirect cost. Majority of rural parents in the study areas declared to afford the some hidden cost of sending their children to school.

Table 1: Demographic characteristics of the respondents (n= 100)

Variables	Descriptions	Frequency	Percentage
Sex	Male	46	46.0
	Female	54	54.0
Marital status	Married	76	76.0
	Widow	14	14.0
	Divorce	2	2.0
	Single	8	8.0
Educational level	Primary education	83	83.0
	Secondary education	10	10.0
	Vocational training	1	1.0
	No formal education	6	6.0
Occupation	Small holder farmer	56	56.0
	Petty business	20	20.0
	Tailor	4	4.0
	stone dealer	3	3.0
	Carpenter	2	2.0
	food vender	6	6.0
	Shop keeper	8	8.0
	Driver	1	1.0
Income	1 - 50,000	4	4.0
	50 001 – 100 000	26	26.0
	100 001 – 150 000	30	30.0
	150 001 – 200 000	18	18.0
	200 001 – 300 000	14	14.0
	300 001 – 500 000	8	8.0

Source (Field Data Survey, 2018)

4.2 The Extent to Which Free Primary Education is Free

The first specific objective intended to assess the extent to which free primary education is free in Tanzania. In order to determine the extent of free primary education is free, respondents were asked about policy awareness, implementation of free primary education in their public schools as per free education circulars directives, elements or indicators of free primary education and cost implication for free primary education (cost before and after free primary education). The analysis for this specific objective involved descriptive statistic (Frequency & Percentage).

4.2.1 Free education policy awareness

This part gives responses of whether respondents heard or had awareness on free education policy in Tanzania. Free education entails education without cost from nursery schools to secondary education in public schools. Before implementation of free education policy, government and education stakeholders made campaign to create awareness among parents about the policy. With regard to Table 2, the findings suggest that all parents (100%) in the study with children in primary schools had heard of the policy statement that education is free in Tanzania. The possible explanation was that the campaign for free education policy provided and covered majority of the Tanzanians. The present findings concur with *Hakielimu* (2017) who conducted a study in Tanzania and found most of the people were aware of free policy education. However, there has been confusion regarding to understanding and' perception on "fee free basic education policy" at the beginning of the year 2016. Lack of clarity/understanding of Education Circular Number 5 and contradicting statements from some political leaders caused this confusion. The circular provides the roles of each stakeholder in implementing free education policy.

Table 2: The status of free education policy awareness (n=100)

Status	Frequency	Percent
Yes	100	100.0
No	0	0.0
Total	100	100.0

4.2.2 Implementation of free primary education in public schools

Responses from parents on implementation of free education policy were captured and presented in Table 3. The analysis of the responses shows that 80% of the parents reported that, there was an implementation of free primary education in public schools

within their community, 16% of parents claimed that, there is no implementation of free primary education while 4% of the parents were uncertain. This justified that most of the parents observed implementation of free education policy in their community schools. Considering the findings, people in their localities participated in the implementation of the free education policy and they felt that free education policy was for prosperity of their future children. Likewise the findings noted that few parents had not conquered with free education implementation, probably due to some of them paying some money to support their schools. This was done in agreement between school committee and parents on cost sharing and approved by District Executive Director. In fact, most of the parent felt that free education policy was implemented. The findings are in the line with Lindsjö (2018) who suggests majority of the households participated in the implementation of free education policy. However implementation was mainly done on the items mentioned in free education Circulars. These were mainly direct costs including fee, extra studies and all other former mandatory contributions.

In fact, free education Circular No. 6 of 2015 categorically states that parents were required to meet the following costs: Purchasing school uniforms and uniforms for sports activities, learning material such as exercise books, pens and pencils and food for children attending day schools; paying for the medical expenses of the child; paying travel expenses for their children for both in day and boarding schools; purchasing mattress, bed sheets, and personal hygiene material for those studying in boarding schools and for those staying in hostels provided by the government; and to provide information where practices contradict provision of fee-free education (URT, 2015).

Table 3: Implementation of free primary education (n=100)

Response distribution	Frequency	Percentage
Free	80	80.0
Not free	16	16.0
Not Sure	4	4.0
Total	100	100.0

The response of the parents for implementation of free education policy was supported by the District Education Officer – Primary on behalf of the Mvomero District Council.

She said

[...“education is free although parents and community in corroboration with school committee were allowed to discuss and agree on what kind of contributions to make for the purpose of school development. Parents were advised to contribute but not necessary or to be forced”...] DEO - Primary, January, 2019.

4.2.3 Elements or indicators of free primary education

The elements or indicators for free primary education policy in this study were considered without tuition fee payment and other mandatory contributions. Table 3 shows that 80 out of 100 respondents claimed implementation of free primary education. They were asked to identify elements or indicators of free primary education in their locality. The finding suggests that, 61.25% of the parents pointed no primary school fee and other contributions, 30% of respondents pointed few contributions reported and 8.75% of respondents pointed no primary school fee. This was possible due to free education policy had clear pointed and abolished school fee and other contributions. In fact, Most of the respondents claimed that, there was free education in Tanzania because there was no fee and other contributions to primary education while others stated that, there are few contributions compared to the time education was charged within their public schools. This implies that, majority of the schools in the study area are not charging the fee and

contributions. Most of the schools use the monthly disbursement from the government. Moreover, for those schools which have critical problems that need the collective efforts from the parents or community require the approval of the District Executive Director. There were issues like mid-day meals for pupils in standard 4 and 7 which require the parents to contribute in order for pupils to undertake evening sessions.

Table 4: Elements or indicators of free education (n = 100)

Factors for free education	Frequency	Percent
Because there is no fee	7	8.75
Because there are no fee and other school contributions	49	61.25
Because there are few contributions		
Compared to the time before free education	24	30.0
Total	80	100.0

Also, during the Focus group Discussion conducted at Kipera Village parents acknowledged that, they were not forced by School committee at Kipera Primary School to pay for any kind of contributions for school development: their opinion was captured as follows;

[... “We were asked to contribute food or value of food in order our children to have meal during the day time. We were not forced to contribute, we can either decide to contribute or not but at least the contribution of the food is reasonably fair, and it is little amount compared to all contributions which were charged before the Presidential directive” ...] Respondent during the FGD, December, 2018.

4.2.4 Cost implication for free primary education

In attempt to capture information about costs associated with primary school, respondents were asked to quantify the cost paid before and after free education policy implementation. Table 4 shows the mean cost before implementation of free primary education and cost associated with implementation of free education. The summary provided showing elements or indicators for free primary education that affected. Given the statistics in Table 4, respondents were supposed to pay fee, building construction, examination, desks, security guards, registration, water bill, tuition fees and foods. The average cost paid by parent directly to school was approximately Tshs 43 043 per pupil per year before free primary education and parents paid approximately Tshs 2460 per pupil per year after implementation of free primary education. The present finding is not in the line with Jonathan (2008) who found that, primary education is not free in Tanzania, as there are significant costs involved to send a child to primary school, such as school uniform, health issues, school materials and various contributions to the running costs of the school. The difference between this study and the study done by Jonathan is that, this study did not take into consideration all indirect costs which parents incurred to send the children to school, this is because some of the indirect costs will be incurred by the parents for either he/she decides to send or not send a child to school for example food, health care and uniform. It was not mandatory to contribute; it depends on the willingness of the parents.

Table 5: Cost implication for free primary education

SN	Variables	Cost implication		Mean cost before	Mean Cost after
		Cost Before	Cost after		
1	Fee	200 000.00	-	2 000.00	-
2	Building	880 000.00	46 000.00	8 800.00	460.00
3	Exam	274 300.00	100 000.45	2 743.00	1,000.00
4	Desks	2 645 000.00	-	26 450.00	-
5	Guards	37 000.00	-	370.00	-
6	Registration	130 000.00	-	1 300.00	-
7	Water	500.00	-	5.00	-
8	Tuition fee	23 500.00	-	235.00	-
9	Electricity	-	-	-	-
10	Food	114 000.00	118,000.50	1 140.00	1,180.01
	Total	4 304 300.00	264 000.95	43 043.00	2 640.01

Furthermore, on 17th January 2018, at the State House (Ikulu) in Dar es Salaam, the President of the United of Republic of Tanzania Dr. John Pombe Joseph Magufuli insisted on the implementation of free education in Tanzania. The President said:

[...*“Tumesema elimu bure, elimu bure haiwezi kuja tena kwa mgongo mwingine ikawa elimu pesa. Tumeweka utaratibu kuanzia shule ya msingi mpaka sekondari (Form Four) hakuna kulipa ada yoyote. Nimewapa maelekezo kwamba kuanzia leo iwe ni marufuku na wakalisimamie hili. Mzazi sitaki kusikia akilalamika mwanae amerudishwa shule kwa sababu ya michango”* ...] **President John Pombe Magufuli**

[... *“Na walimu wote wasishike mchango wowote toka kwa mwanafunzi, mchango kama kuna mwananchi anataka kuchangia apeleke kwa mkurugenzi. Mkurugenzi kama anataka kutengeneza madawati atatengeneza na kupeleka kwenye shule inayohusika. Siyo mwanafunzi ameenda shuleni akarudishwa eti kwa sababu hajatoa michango”* ...]

President John Pombe Magufuli

4.3 Rural Parents` Perceptions on Relief from Financial Burden

4.3.1 Relief obtained through free primary education

The researcher asked the respondents if there was a relief obtained from the removal of fee and other mandatory contributions to primary education. The Results showed that 88% of parents claimed that there was a relief from the abolition of fee and contributions while 12% said there was no relief. This implies that majority of the parents have their own areas favored by the abolition of fee and other mandatory contributions to primary education. The responses from parents (Table 6) show that 26.9% abolition of fee and contributions is a relief to them, while 24% said now there is no stress of paying fee and other contributions that means parents will be able to concentrate on improving other livelihood components. 11.7% of parents claimed that, they were able to enhance their source of income mostly agricultural activities, while 15.8% of parents stated that, the decline of cost of sending pupils to school has a meaning to some of parents toward improving their livelihood, 4.7% of parents claimed to repair the houses through the savings obtained from free primary education and 9.4% of parents claimed that, nowadays they are able to attain some basic need at home.

Table 6: Relief obtained through free Primary education (n = 100)

Relief obtained	Frequency	Percentage
No fee and contributions anymore	46	26.9
No stress of paying the fee and other contributions	41	24.0
Able to expand the source of income	20	11.7
Decline of the cost to send children to school	27	15.8
Able to repair the house	8	4.7
Able to extend the house	3	1.8
At lease now can participate to social issues	10	5.8
Some basic needs at home are attained	16	9.4

4.3.2 Relief of burden from cost items before and after free education

In an attempt to determine whether parents obtained relief of burden from abolition of fee and other mandatory contributions, a T-test was applied to cost items in order to evaluate relief of burden. The hypothesis was developed for each cost item as follows:

For tuition fee: Ho: There is no significant relief of burden for tuition fee before and after free primary education and **Ha:** There is significant relief of burden for tuition fee before and after free primary education. Based in Table 7, t-test = 199999.99 and p-value = 0.0000, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis. Therefore, we support the alternative hypothesis which stated that there was significant relief of burden for tuition fee after free primary education. Following implementation of free primary education, parents had relief of burden as they saved tuition fee that was paid before implementation of free primary education and use it to turnaround livelihood.

For Building contribution cost: Ho: There is no significant relief of burden for building contribution cost before and after free primary education and **Ha:** There is significant relief of burden for building contribution cost before and after free primary education. With regard to Table 7, t-test = 16.94 and p-value = 0.0000, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis. Therefore, we support the alternative hypothesis which stated that there was significant relief of burden for building contribution cost after free primary education. This possibly the government may be using its own funds such as capital grant and P4R (Pay for result) to cover cost of building infrastructure for primary schools so the parents served their money that was spent on construction of school infrastructure as community contributions and allocate it to other livelihood assets.

For examination fee: Ho: There is no significant relief of burden for examination fee before and after free primary education and **Ha:** There is significant relief of burden for examination fee before and after free primary education. With regard to Table 7, $t\text{-test} = 11.13$ and $p\text{-value} = 0.0000$, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis. Therefore, we support the alternative hypothesis which stated that there was significant relief of burden from examination fee after free primary education. Possible explanation was that the government may be using its own funds such as capital grant to cover cost of examination for primary schools. The parents served their money spent on examination.

Contribution towards desks: Ho: There is no significant relief of burden for cost of desks before and after free primary education and **Ha:** There is significant relief of burden for cost of desks before and after free primary education. With regard to Table 7, $t\text{-test} = 17.90$ and $p\text{-value} = 0.0000$, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis. For that case, we support the alternative hypothesis which stated that there was significantly relief of burden for cost of desks after free primary education. In this regard, government used its own funds such as capital grant and P4R (Pay by result) to cover cost of siting desk for primary schools so the parents served their money that was spent on purchasing desks as parents contribution. Additionally, some governmental organizations/institutes (PSPF, PCCB) and private sectors (CRDB, NMB) had provided their contribution in terms of desk and tables to improve primary education as their support to government in implementing free education programme.

Contribution for watchman: Ho: There is no significant relief of burden for watchman cost before and after free primary education and **Ha:** There is significant relief of burden

for watchman cost before and after free primary education. With regard to table 5, $t\text{-test} = 5.41$ and $p\text{-value} = 0.0000$, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis. For that case, we support the alternative hypothesis which stated that there was significant relief of burden for watchman cost after free primary education. This implies that primary school used its own funds from capital grant to cover cost of watchman for primary school. For this case, parents served their money that was spent on paying watchman for maintaining security around primary school.

For registration fee: Ho: There is no significant relief of burden for registration fee before and after free primary education and **Ha:** There is significant relief of burden for registration fee before and after free primary education. With regard to Table 7, $t\text{-test} = 2.03$ and $p\text{-value} = 0.0460$, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis. In this regard, we support the alternative hypothesis which stated that there was significantly relief of burden for registration fee after free primary education. This suggests that primary school used its own funds from capital grant to cover cost of registering primary pupils in primary school. For this case, parents served their money that was paid as registration fee for their children when joining primary education.

For Water contribution: Ho: There is no significant relief of burden for watchman cost before and after free primary education and **Ha:** There is significant relief of burden for water cost before and after free primary education. With regard to Table 7, $t\text{-test} = 14.92$ and $p\text{-value} = 0.3200$, since $p > 0.05$ level of significance then we have sufficient evidence to retain the null hypothesis. For this regard, we support the null hypothesis which stated that there was no significant relief of burden for water cost after free primary

education. This may be explained that parents continued to pay for water cost in primary schools even after free primary education or policy implementation. Possible the parents and school administration had agreement to pay for water charge. For example cost of water charge contributed by parents at Doma primary school during the construction of new primary school to accommodate large number of pupils at Doma Primary school.



Figure 4: Community initiatives during construction of new primary school at Doma.

For extra studies fee: Ho: There is no significant relief of burden for extra studies fee before and after free primary education and **Ha:** There is significant relief of burden for extra studies fee before and after free primary education. With regard to Table 7, $t\text{-test} = 2.54$ and $p\text{-value} = 0.0130$, since $p < 0.05$ level of significance then we have sufficient evidence to reject null hypothesis.

In this regard, we support the alternative hypothesis which stated that there was significant relief of burden for extra studies fee after free primary education. This suggests that primary school used its own funds from capital grant to cover cost of extra studies fee for primary pupils in primary school. For this case, parents served their money that was paid as extra studies fee for their children when they need extra studies in primary education.

For food contribution: Ho: There is no significant relief of burden for food contribution cost before and after free primary education and **Ha:** There is significant relief of burden for food contribution cost before and after free primary education. With regard to Table 7, t-test = -0.20 and p-value = 0.8240, since $p > 0.05$ level of significance then we have sufficient evidence to retain null hypothesis. For that case we support the null hypothesis which stated that there was no significant relief of burden for food cost after free primary education. This implies that primary school and parents agreed to contribute cost of food for primary pupils.

Table 7: Relief of burden from cost items before and after free education

Variables	Mean	Std Deviation	Std. Error Mean	95% Confidence Interval		t	p- value
				Lower	Upper		
Tuition fee – tuition fee	1999.99	100.0	0.01	1999.97	2000.01	1999.99	0.0000
Building contribution- Building contribution	8510.20	4974.67	502.52	7512.85	9507.56	16.94	0.0000
Examination fee - Examination fee	1776.26	1588.34	159.63	1459.47	2093.05	11.13	0.0000
Sitting desks contribution- Sitting desks contribution	26717.17	14848.93	1492.37	23755.61	29678.74	17.90	0.0000
Watchman contribution - Watchman contribution	355.00	656.34	65.63	224.77	485.23	5.41	0.0000
Registration fee - Registration fee	1313.13	6451.78	648.43	26.35	2599.92	2.03	0.0460
Water contribution - Water contribution	5.00	50.00	5.00	-4.92	14.92	1.00	0.3200
Extra studies fee – Extra studies fee	235.00	925.11	92.51	51.44	418.56	2.54	0.0130
Food contribution – Food contribution	-45.46	2256.61	226.80	-495.53	404.62	-0.20	0.8420

4.4 The contribution of Free Primary Education to rural Livelihoods

Livelihood is measured in various ways including monetary reserved by individual, shelter owned by individual, livestock owned by individual or land owned by individual. On the other hand, access to land, water, food and health could be one of the indicators of the livelihood. For this study, livelihood was measured or indicators for livelihood were improved shelter (roofed iron sheet from thatched grass), saved income, good relationship between teachers and parents, good relationship between parents within the household, access to health, water and land. To capture changes of the social and economic assets (livelihoods) of parents, Likert scale was used to rate changes of social or economic assets (livelihoods) of parents associated with implementation of free primary education. The free primary education enabled parents to serve their income as the government covers the cost of tuition fees and other mandatory contributions.

4.4.1 Improved relationship between parents and teachers

With regard to Table 8, 71% of the respondents agreed that free primary education had contributed to improve relationship between parents and education officer mostly primary school teachers. This revealed that before abolition of the fee and other contributions there was poor relation between some parents and teachers. Some parents were not ready to face teachers due to the fact that, they did not afford or refused to pay some of the school contributions. One of the respondents during the Focus group discussion stated that:

[... Nowadays there is no need to run away, because our task is to make sure that, our children are going to school. Before that, we had a lot of contributions to pay therefore we had to hide, or change the route once you see the teacher....]

4.4.2 Reduced conflicts between parents (Mother and Father)

It is well known that, some of the family matters to majority of the rural households were dictated by the father including the decision to pay fee and other school contributions. Mostly, these decisions were not accepted by other family members (mother). In this study, 71% agreed that free primary education has reduced conflicts between parents within the household. This was due to the fact that, after the abolition of fee and contributions in primary schools parents to saved money which was used by family to acquire some basic needs hence parents nowadays are not debating on either to pay or not rather on how to spend the saved amount to other social and economic livelihood. During the FGDs with the parents of Kipera primary school one of the respondent state that;

[... Now days there are no need to run away, before free primary education, we had a lot of contributions to pay therefore, we decided to hide]

4.3.3 Improved the access to health service

With regard to Table 8, 57% of parents were uncertain regarding contribution of free primary education to access of health services. This implies the saved income from primary school fees and other mandatory contribution was not adequate for enabling household to acquire full health service. Likewise, it was claimed by the majority of the rural parents that, health services were mainly accessed through Community Health Services (CHS) provided in their locality, although to some extent the amount saved from abolition of the fee and other mandatory contributions used to supplement other part of the health services which was not covered by CHS.

[...We normally use CHS card to access health services, although sometime we are challenged with shortage of medicine, also some medical treatments have

*to be done to urban hospitals..... at lease now we can afford to buy medicine and make laboratory investigations in town....]***Parent during the interview**

4.3.4 Improved access to clean water

Based on Table 8, 54% of the parents were uncertain about the contribution of free primary education to access clear water. It was expected that the saved income from tuition fee and other mandatory contribution may improve access to clean water. However, most of the parents were uncertain about contribution of saved income on access to clean water. This suggests that most parents were not either directly connected to clean water associated from the saved income from free primary education. The field observation revealed that major source of water in the areas was Mgeta river flowing across Mlali and some parts of Doma ward. Other sources were piped water to some few areas like Doma and Diongoya centers, shallows wells and ponds. According to Mvomero District Council Socio- Economic Profile, (2017) The District had a total 602 rural water sources in various stages of operation or non-operation. Shallow wells were the dominant water source followed by spring, river and piped water.

4.3.5 Reduced social crime

In the Table 8, findings indicate that, 72% of the parents were uncertain regarding free primary education to reduced social crimes within the rural community. Possible explanation was that payment of school fees and other mandatory contributions led some pupils to drop or leave primary school due to failure to pay fee. As a result, pupils became street children or criminals as they involved in bad conduct. The free primary education had enabled to retain pupils in primary schools and reduced pupil dropout, in which later it reduced the street children and criminals. The findings are contrary to the study done by Mateja (2014) who stated that, prompt arrest of the criminals immediately after the

occurrence of crime, good community policing framework, good leadership, were among the contributory parameter for preventing social crimes within the area. Therefore free primary education plays very low significant contribution to reduce social crime to pupils.

4.3.6 Improved shelter of rural parents

The findings in Table 8 confirm that 62% of the parents disagreed that free primary education was not contributing to the improved rural shelters. This implies that the money saved after the abolition of fee and other contributions to primary school in view or opinions of parents were not contributing toward improving rural housing. However, housing is one of the basic needs of any society; it is the best component of men's environmental interactions which is expected to serve important functions like biological, psychological, social cultural and economic needs of individual facilities or communities (Future of Children 2015). Therefore, shelter was not a thing which only depends on abolition of the fee and contributions; it was considered as the basic need even before the abolition of fee. However, during the FGD with the people of Kipera most of parents had the following response;

[...“saved money from school tuition fee and other mandatory contribution had not contributed to improving shelter”] FGD.

4.4.7 Access to land for agricultural activities

Most of rural people in Tanzania rely on land for agricultural activities as their backbone. Land is one of the best livelihood components within the rural and even urban areas. The findings suggest that 52% of rural parents were uncertain regarding free primary education contributed to access of land for agricultural activities although some of money saved from implementation of free primary education. This implies that, majority of rural people acquired land through various means for farming. In this case, saved income from

abolition of tuition fee and other mandatory contribution in the view of parents had not helped to improve their farming and for that matter any improvement of farm may be associated with other source.

Generally, based on the analysis of contribution of livelihood, free primary education has moderate contribution to rural livelihoods. This implies that attaining the maximum rural livelihoods requires other individuals, non-governmental organizations and government efforts like creating conducive environment for rural people to access loans, engage in agribusiness activities, starting small industries and promoting markets for rural urban products.

Table 8: Parents' attitude regarding the contribution of free primary education to rural livelihoods

SN	Livelihood items	Livelihood aspects	Percent scored				
			Strong Agree (%)	Agree (%)	Neutral / Uncertain (%)	Disagree (%)	Strong Disagreed (%)
1	Free primary education contributes to good relation between rural parents and education officer (teachers)	Social capital	5	71	21	3	0
2	Free primary education contributes to minimize conflicts between parents within the households (Decision to pay or not pay fee)	Social capital	1	71	24	4	0
3	Free primary education helps rural parents access to health services	Social/Vulnerability	0	8	57	31	4
4	Free primary education helps rural parents / households access to clean water	Financial Capital	0	6	54	36	4
5	Free primary education helps to reduce social crimes for children who were supposed to be at school before the abolition of the fees	Vulnerability	0	19	72	8	1
6	Free primary education helps the improvement of the shelters of the rural parents/ households	Physical capita	0	4	24	62	10
7	Free primary education helps rural parents to access of land for agricultural activities	Physical capita	0	11	52	36	1

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the findings based on the specific objectives and research questions. Also, conclusion in terms of implications of the study findings and recommendations drawn from the conclusions are presented.

5.1 Summary of the Findings

This part attempts to provide answers for research questions which guided by specific objectives. The research questions were based on the specific objectives, so each objective had one research question. The following were captured answer from the findings of the study for each research question:

Research Question 1: to what extent free primary education is free in Mvomero District?

The answer to research question suggests that most of the parents (about 80%) reported that, primary education was free in public schools within their community. This justify that most of the parents had found primary education is free in the items stipulated within the free education Circular regarding to the cost to be incurred by the government have been removed. The cost of tuition fee and other mandatory contributions were removed. Although, community paid some contributions, they paid only under agreement of parents and entire primary school administration - Focus Group Discussion 2018.

Research Question 2: what are the rural parents` perceptions of relief from financial burden following the abolition of tuition fee and other contributions to primary education in Tanzania? The answer to research question 2 shows that parents got relief of burden from cost of tuition fees, Building contribution, Examination fee, Sitting desks

contribution, Watchman contribution, Registration fee and extra studies fee that were previous paid by parents before free primary education implementation. Furthermore the findings suggested that parents had not found relief of burden from cost of water and food contribution.

Research Question 3: what are the contributions of free primary education to rural livelihoods? The answer from the finding of the study suggests that saved income through implementation of free primary education had enabled parents to improve their livelihood in terms of relationship between parents and teachers, and reduce parent conflicts within households. About 71% of parents sated that free primary education supported them to improve relationship and managed to reduce conflicts among parents (mother and father) 71% of the parents had agreed. Unfortunately, the findings showed little evidence to confirm whether saved income through free primary education had enabled parents to directly improve their shelter, access to water and agriculture. This was revealed by views of the parents who stated that they were not certain.

5.2 Conclusion

On the basis of the finding above, the study concludes that primary education in Mvomero District is provided free and parents incur little or no cost for tuition fee and other mandatory contributions. This was confirmed by most of the parents whose opinion supported free primary education is offered by government in public schools in the areas stipulated in the free education circulars. Considering the finding, parents with children in primary schools agreed that free primary education is for the prosperity of their future children.

On other hand, parents got relief of the burden following the free primary education since parents did not pay tuition fee and other mandatory contributions to primary school unless where parents and school administration agreed. Findings suggest that parents had significant relief on the cost of tuition fee, cost of building, extra studies, registration and watchman. This implies that, the abolition of educational burden enables parents to access some of the basic needs including access to water, health services, food and therefore it enhanced rural livelihood.

With regard to contribution of free primary education on rural livelihood, parents reported that free primary education policy has improved relationship between parents and teachers as well as reduced conflicts among parents (Mother and father). Most of the parents confirmed that savings from the abolition of fee and other mandatory contributions to primary education had significant contribution on rural livelihood however, the study revealed that some parents were uncertain on access to health services, access to water, improvement of shelter and reduced social crimes.

5.3 Recommendations

Based on the results, discussion and concluding remarks, free primary education seems to have inputs to various livelihoods aspects. It is accepted by majority of the rural parents that free education has contribution to livelihoods although there were some discrepancies relating to implementation of the policy. Therefore, in order to ensure education relief contributes to rural livelihoods, the following are some discrepancies to be resolved.

- i. The capitation grants which are disbursed by the government to particular primary school were quite insufficient for the school requirements. Mostly, the grants were disbursed based on the number of pupils without considering the school basic requirements. Therefore, it would be more efficient if the government disbursed

funds based on the school requirements instead of using number of students as a factor. By doing that, schools will be able to provide monthly examination test, to pay for various bills example water, electricity, watch guard, rehabilitation of the classes, desks and other development projects. Therefore, parents will no longer be asked for contributions toward school requirements instead will remain with all indirect costs like uniform, exercise books, travel expenses, food, health and alike.

- ii. Government should provide enough information to parents about all circulars relating to implementation of free education policy. Some of the rural parents are still not familiar with the roles of the parents and community regarding free primary and secondary education. Therefore, the Government through district offices should introduce special campaigns to educate community on the responsibility of parents and community at large on free education policy implementation.
- iii. Government should make sure that it strengthens all education streams in order to revamp education system. By doing that we will be able to provide well qualified candidates who will come to trigger and fill the remaining gap of the social and economic livelihoods of the rural parents. Example, Infrastructure is poor and transportation to schools is inadequate in most of the rural areas: Students in remote and rural areas of the country have to travel very far to get to school; The government has not carried out its plan to build enough safe hostels to accommodate girls close to schools.
- iv. Parents have great roles to perform regarding child development after the implementation of free education policy; one of it is participation in educational matters initiated by teachers, school committee and even ward education officer. This includes a close follow up of child development through performance report

from school and homework. By doing that, the aim of introducing free education will be achieved.

- v. Non-government organizations are among the development partners in Tanzania therefore, they have a mandate to support government toward improving quality education in Tanzania. The implementation of free education requires collective action from government, non-government and the community at large. Some of Non-government organizations have already provided support to government through provision of desks, infrastructure and teaching materials including books. By doing so they reduced the school problems which were not answered by the government.

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APPENDICES

Appendix 1: Questionnaire for Parents with pupils in primary School

A: Background Information

1. Village..... Ward..... District.....
2. Sex (Please tick where appropriate)
 - A). Male. B) Female
3. Marital status
 - a) Married b) Unmarried
 - c) Widow d) Divorce
4. Education Level of the respondent.....
 - a) Primary education (b). Secondary Education
 - (c)Tertiary level (d). Other Specify.....
5. Employment status.....
 1. Employed 2. Self Employed 3. Unemployed
 - 4 Other specify.....
6. Occupation of Respondent
 - a. Small-holder farmer
 - b. Teacher
 - c. Petty business
 - d. Other.....
7. Do you have a kid in primary school
 1. Yes 2. No

8. If Yes how many.....

- 1). 1 - 3 2). 4 - 6 3). 7- 10

9. Annual or monthly income of the respondent (Tshs)

B. OPINION/ PERCEPTIONS ON REE EDUCUCATION

10. Have you heard about free education Policy in Tanzania

1. Yes 2. No

11. If yes, what is your understanding about Free primary education Policy in Tanzania

- 1. Provision of access to education for all
- 2. It is right to education
- 3. Abolishment of school fee
- 4. Other specify.....

12. Is primary education in the public schools in your community free or not?

1. Free 2. Not Free 3. Not sure.....

13. If Free or Not Free, please say why you think so

.....
.....

14. Please list the costs which have been eliminated in the primary schools, currently

.....
.....

15. How much did it cost you to take your child to school before the FEP, and how do you expend currently?

Cost paid direct to school

SN	Before abolition of the fee		After abolition of the fee	
	Items	Amount	Items	Amount

Indirect Cost e.g Uniforms

SN	Before abolition of the fee		After abolition of the fee	
	Items	Amount	Items	Amount

16. In what ways was paid primary education a burden to you?

.....

17... How did it affect your family finances?.....

.....
?

18. Is there any relief to you as a parent, following the FEP?

1. Yes 2. No

19. If yes, What kind of relief obtained through free education to primary education

.....
.....

20. Before free primary education how did you managed to pay school fee

.....
.....

21. Which were the sources of income to pay for your children`s fee and other contributions

1. Selling food stocks / Animal
2. Money from Bank/ or home reserve
3. Borrow
4. I did not pay school fee If not why.....

22. Do you think that inability to pay for some school fee and other contributions lead to pupils absenteeism/ and not enrolling to school.

1. Yes 2. No

23. Now that you do not pay for your kid, how has your life and that of your family improved?

.....

24. What do you manage now, that you couldn't manage when you used to pay for your kid?.....

C. Contribution of Free Education to Livelihood

25. Is there any changes in terms of wellbeing before and after abolition of the fee and other contribution to primary school

1. Yes 2. No

26. What are the benefits that have come with not having to pay school fees and other contributions?

SN	Categories	Questions	Strong agree	Agree	Neutral	Disagree	Strong disagree
			1	2	3	4	5
1	Social contribution	Free education contributes to good relation between rural parents and education officer (teachers)					
		Free education contributes to minimizing the conflict between parents within the households (Decision to pay or not pay fee).					
		free education helps rural parents/ households access to health services					
		free education helps rural parents/ households access to clean water					
		free education helps rural parents/ households access to electricity					
		free education helps to reduce gender disparity between male and female to school enrolment					
		free education help to reduce social crimes for the children who were supposed to be at school before the abolition of the fees					

		free education help to reduce early pregnancies to rural children					
		free education help the improvement of the shelters of the rural parents/ households					
		free education help rural parents access to communication e.g telephones, cycles etc					
		free education help to environment conservation in the rural areas					
2	Economic contribution	free education (not paying school fee and other contribution) help rural parent/ household to invest in other economic production					
		free education help rural parents/ households to the access of land for agricultural activities					

27. What are the economic activities undertaken by rural parents after the abolition of tuition fee and resulted from the amount which were supposed to be paid as tuition fee.

i.

ii.

28. In your opinion, what is not satisfactorily done by the government to insure that primary education is 100% free?

.....

Appendix 2: Interview Guide for In-depth Interview

1. Names
2. Title
3. Name of school/Ward
4. As an educational officer/ teacher to what extent is primary education in Tanzania free?
5. What are the social and economic contributions of the free primary education to the rural parents in Tanzania
6. What is the contribution of free education to the school attendance in rural school
7. What is the parent's contribution to the school after the abolition of tuition fee
8. How is the relationship between parents and teachers after the abolition of payment?
9. What was the sex ratio then, and what is it now after free education? How is the teachers' morale after the FEP?
10. How difficult has it been to run a school without former payments?
11. Has FED anyhow affected academic performance?
12. Is there any complaint by teachers following FEP? Which ones?
13. What are the challenges that come with FEP?
14. How do your School/ ward address various challenges in order to promote students' academic performance?
15. What needs be done to ensure quality education is provided in the era of FEP?
16. What should be done by the government to ensure that rural livelihood is strengthened through primary education in Tanzania?

Appendix 3: Approval Letter for Data Collection

CLEARANCE PERMIT FOR CONDUCTING RESEARCH IN TANZANIA



SOKOINE UNIVERSITY OF AGRICULTURE
OFFICE OF THE VICE-CHANCELLOR
 P.O. Box 3000 CHUO KIKUU, MOROGORO, TANZANIA
 Phone: 255-023-2640006/7/8/9, Direct VC: 2640015; Fax:
 2640021;
 Email: vc@suanet.ac.tz;

Our Ref. SUA/ADM/R.1/8/237

Date: 8th October, 2018

The District Executive Director,
 Mvomero District,
 P.O. Box 663,
MOROGORO.

Re: UNIVERSITY STAFF, STUDENTS AND RESEARCHERS CLEARANCE

The Sokoine University of Agriculture was established by University Act No. 7 of 2005 and SUA Charter, 2007 which became operational on 1st January 2007 repealing Act No. 6 of 1984. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staff and researchers undertake research activities from time to time.

To facilitate the research function, the Vice Chancellor of the Sokoine University of Agriculture (SUA) is empowered to issue research clearance to staff, students, research associate and researchers of SUA on behalf of the Tanzania Commission for Science and Technology.

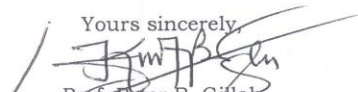
The purpose of this letter is to introduce to you **Mr. Habibu Jumanne Ally** a bonafide **MSc. (Project Management and Evaluation)** student with registration number **MAP/D/2017/0040** of SUA. By this letter **Mr. Habibu Jumanne Ally** has been granted clearance to conduct research in the country. The title of the research in question is "**Free Primary Education and Rural Livelihood**".

The period for which this permission has been granted is from **October, 2018** to **December, 2018**. The research will be conducted in **Mvomero District** particularly **Mgeta, Diongoya, Mlali and Doma Wards**.

Should some of these areas/institutions/offices be restricted, you are requested to kindly advice the researcher(s) on alternative areas/institutions/offices which could be visited. In case you may require further information on the researcher please contact me.

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,



Prof. Peter R. Gidlah
FOR: VICE-CHANCELLOR

Copy to: Student – **Mr. Habibu Jumanne Ally** - Researcher

Appendix 4: Acceptance Letter to Collect Data to the Wards

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA MVOMERO
(Barua zote zitumwe kwa Mkurugenzi Mtendaji Wilaya)**

Simu Na. 023 - 261 3223
Fax Na. 023 - 261 3007

Unapojibu tafadhali taja:

KUMB.NA. MVDC/D.30/5/VOL.IV/180



Ofisi ya Mkurugenzi Mtendaji [W],
Halmashauri ya Wilaya ya Mvomero,
S.L.P 663,
Morogoro.

Tarehe: 30/10/2018

Watendaji wa Kata
Kata ya Mgeta, Diongoya, Mlali na Doma,
S. L. P. 663,
MVOMERO.

**YAH: KUMTAMBULISHA BW. HABIBU JUMANNE ALLY MWANAFUNZI WA CHUO
KIKUU CHA KILIMO SOKOINE.**

Tafadhali husika na mada tajwa hapo juu,

Namtambulisha kwenu mwanafunzi wa Chuo Kikuu cha Kilimo cha Sokoine ndugu
Habibu Jumanne Ally kuja kufanya Utafiti katika kata za Mgeta, Diongoya, Mlali na
Doma katia Halmashauri ya Wilaya ya Mvomero.

Utafiti huo unaanza Oktoba, 2018 mpaka Disemba, 2018.

Naomba mumpatie ushirikiano unaostahili.

Ahsante.

E. E. Ngobei,

**KNY: MKURUGENZI MTENDAJI (W),
HALMASHAURI YA WILAYA,
MVOMERO.**