

**AN ASSESSMENT OF THE IMPLEMENTATION OF FEE FREE BASIC  
EDUCATION IN TANZANIA: A CASE OF RUANGWA DISTRICT'S  
DISTRICT COUNCIL, LINDI REGION**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled “**An Assessment of the Implementation of Fee Free Basic Education in Tanzania: A Case of Ruangwa District’s District Council, Lindi Region**”, in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED, APPS) of The Open University of Tanzania.

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.....

Date

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I, Mary Benjamin Mbawala hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this scholarly work to the Almighty God, creator of the universe and source of all knowledge, who enabled me to pursue studies at higher level at the university. I also dedicate to my lovely husband honorable MP Mr. Kassim Majaliwa and our family , especially our children who are yet at school. This work should therefore be a catalyst and a cantle to motivate and mirror their school life.

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

This study investigated the effectiveness of fee free basic education provision in Tanzania Ruangwa District, Lindi region in Tanzania. The study was guided by four objectives including: Assess the stakeholders' conception of fee free basic education, assess stakeholders' implementation of fee free basic education in schools, investigate the challenges facing stakeholders in the implementation of fee free basic education in schools and find out ways to improve the future of fee free basic education provision in Ruangwa District schools. A sample of 130 participants was involved in the study. Three data collection methods included; questionnaires, semi-structured interviews and documentary reviews. Data analysis employed NVIVO 10 for qualitative data and Statistical Packages for Social Science (SPSS) version 20 for some quantitative data. Analysed data were presented in different formats such as graphs, quotes and tables. Findings revealed that 80% of teachers were aware of the innovation. Results indicated that stakeholders were involved in the implementation of FFE in many ways including educating parents, pupils, and community concerning the innovation, encouraging parents to send their children to school, and making sure that fee is not paid in schools, improving academic performance of pupils. The study revealed changes due to the implementation of FFE in Ruangwa. For example, it noted an increase in pupils' enrolment, attendance in schools, demands of capitation grants in schools, supply of teaching materials than before, school services and buildings, opportunities for parents and guardian to engage in social and economic activities. The study recommends that it is rarely impossible for the new project to flourish without challenges, thus the observed challenges should be taken as catalysts for all stakeholders in the implementation of fee free basic education in Ruangwa District and beyond.



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**LIST OF ABBREVIATIONS**

|          |  |
|----------|--|
| FFPE     | Fee Free Primary Education                                 |
| FFE      | Fee Free Education   |
| FFBE     | Fee Free Basic Education                                   |
| UPE      | Universal Primary Education                                |
| PEDP     | Primary Education Development Plan                         |
| EACEA    | Education, Audiovisual and Culture Executive Agency        |
| HIV/AIDS | Human Immune Virus/Acquired Infection Disease Syndrome     |
| UNESCO   | United Nations Education Science and Cultural Organization |

## **CHAPTER ONE**

### **BACKGROUND AND RESEARCH PROBLEM**

#### **1.1 Introduction**

Development of education policy in developing countries is centrally the government practice. The countries have been launching national and international education policies and plans to promote the production and growth of education sector and human capital. Tanzania since independence to present has made several efforts and commitments to developing national policies to widen the education opportunities for her people. Tanzania attempted to offer fee free education (FFE) for the first time by removing school fees in 1963 that reduced enrolment disparity between children from rich and poor households. Hence, Government financed the education system and provided free primary to university education in Tanzania (HakiElimu, 2017).

However, the 1980s global economic crisis influenced free education provision and cost-sharing education policy was re-introduced in 1990s. Thereafter, in 2001 the fees at primary education were abolished following the implementation of the Primary Education Development Plan (PEDP), which aimed to improve access and quality of education in the country. Parents were required by each school to meet some necessary contributions and costs including textbooks, uniforms, school operational charges (HakiElimu, 2017).

For example in 2004, the fees for secondary schools day students were reduced from 40,000/= to 20,000/= and 70,000/= for boarding ones. In whichever way, the concept of fee free education and fee reduction aims at increasing access and enrolment in



education. A number of national, regional and international agencies whose deliberations influenced the attempts of removing school fees in Tanzania. For example, the United Nations - UN through various conventions recognised and announced the right to education for all. Such UN organs include the International Covenant on Economic, Social and Cultural Rights, Conventions on the Rights of the Child, Worst Forms of Child Labour, Convention against Discrimination in education, and African charter on the Right and Welfare of the Child (UNESCO, 2009).

Apart from these conventions, Tanzania abides to the declarations of the World Conference on Education for All of 1990 held in Jomtien, Thailand. The conference pronounced all participating nations to achieve Universal Primary Education – UPE by 2000 (HakiElimu, 2017). Many countries including Tanzania received little success. The poor attainment of UPE called for a new direction based on the Millennium Development Goals and Dar Framework for Action that by 2015 all children in their nations should have the chance to enroll and complete primary education (UNESCO, 2009). Nevertheless, Tanzania ratified the vision based on The Education Framework for Action deliberations to provide 12 years free primary and secondary education by 2030. Thus, it has made the commitment through different Education Circulars informed by 2014 Education and Training Policy.

## **1.2 Statement of the Problem**

The new Education and Training Policy version of 2014 extends the removal of fees from primary to lower secondary education - Basic Education. The policy has been put into action following the Education Circulars (number 5 and 6 of 2015 and 6 of 2016) which directed the implementation of fee free Basic Education (FFBE) implementation

in Tanzania. The circulars made clear that the Government is financing textbooks, lab chemicals and equipment, furniture, sports gear, repair of machines, construction and repair of school infrastructures, provision of meals in boarding schools and subsidies to each student. Parents are obliged to bear costs of school uniforms, sports gear, exercise books, pay medical, and meals expenses of day students, pay travel charges, buy mattresses and bed covers as well as personal hygiene properties for residential students of government schools (HakiElimu, 2017).

Despite the government's clarification about the FFBE policy, some education stakeholders appear to believe that they are not required to bear any cost for their children. According to HakiElimu (2017), report 51.3% of parents and guardians believed that fee free education excludes them from all costs of raising education of their children in public schools. Only 23% and 32% had a feeling that parents should contribute part of their children's education total costs. Based on the beliefs, enrollment rate increases by 37% leading to larger class sizes, high teacher-student ratio and reduced teacher motivation towards work performance. Statistically, the implementation of FFBE seems to be insignificant in promoting quality education and more efforts are needed from stakeholders to solve the problem.

However, Lindi Regional Commissioner reported a serious case of children drop out in primary and secondary schools due to various reasons including early marriages and pregnancy (Daily News, 2016). Such a report raises questions and doubts whether the FFBE is implemented effectively in Ruangwa District. The present literature, though involved large samples provided limited evidence about the continued drop out and stakeholders' exposure to the new policy implementation in Tanzania. There are needs

for a study to investigate the effectiveness of FFBE in Tanzania taking the example of Ruangwa District in Lindi.

### **1.3 The Objectives of the Study**

The study investigated the effectiveness of fee free basic education (FFBE) provision in Tanzania especially Ruangwa District. It was guided by the following specific objectives:

- (i) To assess the stakeholders' understanding on the concept of fee free education
- (ii) To assess stakeholders' implementation of fee free basic education in Ruangwa District schools
- (iii) To investigate the challenges facing stakeholders in the implementation of fee free basic education in Ruangwa District schools
- (iv) To find out suggestions for effective and efficient improvement of the future of fee free basic education provision in Ruangwa District schools.

### **1.4 Research Questions**

The study was intended address the following four research questions:

- (i) What are the perceptions of stakeholders on fee free education?
- (ii) How the stakeholders implement fee free primary education in Ruangwa District schools?
- (iii) What are the challenges faced by stakeholders in the implementation of fee free basic education in Ruangwa District primary schools?
- (iv) What are opinions or suggestions of stakeholders to improve the future of fee free basic education provision in Ruangwa District schools?

### **1.5 Significance of the Study**

The study findings were expected to provide insights to policy decision makers and curriculum developers, the government and other stakeholders regarding their education status on fee free education, perceptions and implementation of fee free basic education in Ruangwa District.

The study expected to shade light on the various challenges faced by education stakeholders in the provision of fee free education and provide suggestions to address those challenges as well as improve the education quality in schools. However, the study was expected to contribute to the body of knowledge regarding issues of fee free education based on Tanzania's experience

### **1.6 Limitations of the Study**

The researcher anticipated to face communication problems when collecting data from some parents or guardians whose language is not English and Kiswahili and not able to read and write. The researcher used local translators from the area that could speak local language and Kiswahili. The research instrument was written in Kiswahili and English

Language versions. The version enabled the researcher to collect information from respondents who could only speak any one of the two languages.

The researcher anticipated to have limited cooperation from the correspondents, which were encountered by providing clear rapport during the onset of the meeting day and explaining the purpose of the study and ethical issues to carry out the research process.

### **1.7 Delimitations of the Study**

The study investigated educational stakeholders' views and practices on the effectiveness of fee free basic education in Tanzania especially schools in Ruangwa District Council. However, the results could be generalised in Lindi region. The respondents included primary and secondary school teachers, students and parents as well as heads of schools.

### **1.8 Operational Definitions of Research Term**

This section contains definitions of various key concepts that were used in the study to provided common understanding among readers about the studied phenomenon. The concepts include:

- (i) **Fee Free education** refers to pupils or students earning education without having to pay fee (s) and contributions that were previous provided by parents or guardians.
- (ii) **Education stakeholders** refers to anyone who is invested in the welfare and success of a school including administrators, students, teachers, staff members, students, parents, families, community members, local business leaders, school board members, city councilors and state representatives.

- (iii) **Primary school education** refers to the second level of education (after pre-primary education level) provided to children aged between 7 and 16 years old (standard 7 level).
- (iv) **Basic Education** refers to primary education and lower secondary education (form IV level).
- (v) **Assessment:** Stands for the action or an instance of making a judgment about something.
- (vi) **Effectiveness:** refers to a degree to which something is successful in producing the desired results. In this study, it refers to the degree to which the implementation of fee free education successfully produces the desired results.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The previous chapter discussed the background and the research problem. The current chapter reviews literature related to the effectiveness of fee free primary education (FFPE) in Tanzania. It starts by reviewing fee free primary education from broader to a narrower the theoretical perspectives by focusing on the rationale of FFPE, benefits of FFPE, challenges, experience of FFPE globally. It ends with a discussion of Tanzania's literature and identification of the gaps.

#### **2.2 Issues Underpinning Perspective of Fee Free Education**

Fee free education has been an international concern and employed in many countries based on several education policies and human rights declarations. This section explores the rationale of advancing the policy, benefits and challenges.

##### **2.2.1 Rationale of Fee Free Education**

Fee free education is a one strategy to eliminate the problem of exclusion and marginalisation of the children, youths and adults to have access in education (UNESCO, 2009). The strategy responds to the global declaration of human rights and

opportunities to have access in education. For example, the strategy is one of the 2000 Dakar's objectives to achieve universal primary education and the development and education strategy reforms of Millennium Development Goal focus on poverty alleviation. Thus, the emphasis is on inclusion education that responds to different learning needs and removing exclusion to ensure equity and equality for children from the poor and disadvantaged communities – for quality education. The box below provides examples of poor and disadvantaged groups that need inclusion.

Children with disabilities, indigenous groups, children living in remote or rural populations, linguistic minorities, nomadic children, children in religious minorities, poverty-stricken children, children in conflict zones, ethnic minorities, girls, displaced children, child soldiers, and children affected by HIV/AIDS, children in urban slums, children labourers, girls and women.

### **2.2.2 Benefits of fee Free Education**

Despite Kattan's (2006) benefits of school fees in the provision of education, as highlighted: (a) fees are necessary because of government fiscal inadequacy and inequitable education spending; (b) fees are justified to offset government failure to provide services; and (c) fees increase the involvement of paying parents in schools and in their children's education. Many countries worldwide, are changing the education system to make it free especially for primary and lower secondary education. It was found that countries such as Malaysia, Republic of Korea, and Sri Lanka, combined the school fees policy and interventions to achieve their mission on Education for All and the following results were noted:

- (i) The government had the primary responsibility for education
- (ii) There was high allocation of government budget to primary education



- (iii) The government adopted cost-effectiveness measures
- (iv) There was an automatic promotion and double-shifting in schools which increased the internal efficiency and cost saving
- (v) Direct tuition fees were eliminated
- (vi) Teaching and learning employed the mother tongue
- (vii) Introduction of school feeding programs

The findings suggest that for a successful fee free primary education, the government should not avoid investing heavily in education to ensure inclusive and quality education for all. For instance, it was highlighted in the study that some of the determinants of a child to be enrolled in school:

*Determinants of enrollment ... are household income, schooling costs, presence or absence of schools, community involvement, transportation, education quality and relevance, parental education, having a learning or physical disability, cultural values and norms, and the opportunity costs of attending school (p.14).*

### **2.2.3 Challenges of Abolishing School Fees**

Nonetheless, Kattan (2006) argued that the removal of fees in schools leads to challenges related to issues of sustainability, persistent of disparities – equity and equality, informal collection of school and other related fees, issues related to availability and quality of teachers, and tradeoffs in expanding access and improving the quality of education. For instance, there was a challenge to maintain the quality of education with the increase of enrolment, repetition and dropout rates. The question of continued disparity creates gender and equity gaps between remote and urban populations. Equally, many countries attempted to implement the education policy of

fee free basic education faced the shortage of teachers. They had problems of recruiting new staff, and running in-service training.

Further, it was found from the study that the school fees were the major obstacle for millions of children to enroll and complete primary education globally. It reported the caution for countries intending to abolish school fees based on Malawi and Uganda experiences that the policy needs serious planning to avoid the overwhelming impact to the system of education. Kattan viewed that the limited knowledge about the link between education and industry among parents, the walking distance to and from school as well as to the exposure to job opportunities contribute to the children not to enroll in schools. Furthermore, the study added that issues that contribute girls' rates of enrollment included the availability of teachers, daycare facilities, latrines and water, and the flexibility and supportive school calendar, school cultural values and norms.

### **2.3 Experience of FFBE for Quality Education**

Studies by European Commission in Europe indicated that the start age of primary school children is 5-year old or 6-year old in 2009, the student-teacher ratio was 14:1, and secondary education was 12:1 across Europe (Education, Audiovisual and Culture Executive Agency - EACEA, 2012). Two thirds of the countries now this ratio had declined by an average of 2:1 and 1:1 in primary and secondary schools respectively. These achievements are high in terms EFA goals. Further, the study indicated changes in the education systems across Europe considered reduction of leaving rates at the beginning of schooling to maximize completion rates of basic education by students. Hence, schooling was made compulsory in most countries in the region. Schools were given high level of freedom to manage funds and teaching staff which ensured

availability of necessary services and support for the staff and school operations (EACEA, 2012).

More international studies conducted to ensure fee free basic education for the quality of education reflected by Kattan (2006) who surveyed 93 countries in six regions including Africa, East Asia and Pacific, Eastern Europe, and Central Asia, Middle East, North Africa, and South Asia in 2001 and 2005. The countries intended to review primary and secondary education by abolishing school fees; review country profile based on experiences from other countries implemented fee free basic education, and identify lessons, success and challenges as well as the recommendation that could apply in other countries intending to implement the policy. Data were gathered in 2001 and 2005 from 79 and 93 countries respectively. Data emphases were textbooks charges, compulsory school uniforms, tuition, parental/community contributions as well as related fees for exams, graduations, and registrations.

The report revealed that out of 93 countries, 16 were not charging fees in primary education. The countries included Tunisia, Bangladesh, Gambia, Sri Lanka, Nepal, Peru, Senegal, St. Kitts and Nevis, Cape Verde, Chile, Costa Rica, Iraq, Cambodia, Tanzania and Guatemala. While 24 countries collected fees for tuition and textbooks, 33 countries collected them to cover costs of mandatory uniforms. However, for lower secondary education the survey involved 76 countries and the results showed that 33 collected tuition fees and 34 collected fees for textbooks. Informal fees related to school activities, parent teacher association and community contributions were most common in basic education (see Table 2.1).

**Table 2.1: Results of World Bank Fee Free Survey for Primary Education**

| <b>Type of Fee</b>          | <b>Countries with fees</b> | <b>Percentage of Countries Surveyed</b> | <b>Number of these countries collected fees informally</b> |
|-----------------------------|----------------------------|---|--|
| Tuition fees                | 24                         | 25                                      | 7  |
| Textbook charges            | 24                         | 25                                      | 2  |
| Uniform fees                | 33                         | 35                                      | 9  |
| PTA/Community contributions | 65                         | 69                                      | 28   |
| Other School-based activity | 34                         | 36                                      | 15   |

Source: World Bank Survey 2012

It was noted from this findings that these countries that abolished school fees had increased rates of enrolment and government's financial spending in education. Such countries include Tanzania, Cameroon, Cambodia, Malawi, Uganda, and Zambia. The increase in enrolment and access to education had benefits to the marginalised groups such as the poor, girls, orphans, disabled and special needs children.

Despite the achievement made by the abolition of school fees in the named countries, findings revealed several challenges in the implementation of fee free primary education policies (Kattan, 2006). The noted challenges were related to policies sustainability issues, existence of gender disparity, existence of informal school-based fees and complexity due to increasing access without hampering quality as well as the question of teacher availability and advancement of qualifications.

Briefly, the study recommended that a phased-in approach minimized the technical problems related to the abolition of school and related fees. Moreover, other household related education expenses and all direct charges were argued to be the great obstacles than fees, and altogether should be addressed through any policies to promote access to education. It recommended interventions that target to offset costs of vulnerable

children including girls to the opportunities of education and the cultural norms that prevent their access to education. However, the study recommended for a new research to assess the effectiveness of the government to implement primary education and the sustainability of the government in the provision of education in general. Adding, it recommended the investigation of cost-benefits analysis of the targeted learning outcomes and the free education policies to determine the strengths of the existing strategies of solving the problem of free education policy failure.

UNESCO (2015) Regional Review report on Education for All for Europe and North America reported that by the year 2000, the Western Europe and North America countries had achieved universal primary education as per the sixth goal of universal access to Education. The Republic of Cyprus demonstrated high achievement of the goal and the government provides free primary education as a public service. It was found that children start primary education and studies the curriculum without dropping out or repeating classes and completes the education cycle in 16.4 years.

It was reported that different countries initiated zones of education emphasis especially the marginalized areas, high dropout of student incidences, immigrant families, functional illiteracy and marginalized and remote schools received special attention in terms of resources. Some Government tool the strategy of reducing the size of class size, providing free breakfast and lunches, and using teachers whose mother tongue is similar to the immigrant children.

Moreover, teachers in those zones received special training on pedagogical competences and incentives to improve teaching in priority zones. However, some

countries including Belgium, introduced funding based on specific student's characteristics for example, cultural background, linguistic and cultural capital, student's family social capital, student's place of residence and mother's educational achievement. These strategies helped the countries increase access to education by all children (UNESCO, 2015).

Furthermore, governments reduced inequalities between students by ensuring that individual learning needs are considered by schools (UNESCO, 2015). This strategy aimed to encourage attendance of children with disabilities and it was effective in France where about 240,000 children with disabilities were enrolled in 2013/14 at primary and secondary education level. The strategy intended to include ethnic and linguistic minorities as well as children from immigrant families that worked for example in Norway where about 15000 children from linguistic minorities received basic Norwegian language training. Moreover, the strategy intended to provide support specific to the individual student and this was effective in Finland where student bodies in each school were created to help students participate in planning the curriculum and rules at school and consultations for decisions that influence their welfares.

Findings from countries of Central and Eastern Europe show that they were able to sustain implementation universal primary education earlier than the Western and North America (UNESCO, 2015). It was noted from the literature that the countries from Central and Eastern Europe followed socialist paths and the right to education was one of their basic priorities for the citizens. The majority of children began primary schools were able to sustain completing the curriculum without repeating the class level and

later joined lower secondary education. Children in some countries relatively spend more years schooling compared to the Western and Northern America.

For example, students spend 11 to 12 years of schooling in Moldova, Tajikistan, Azerbaijan compared with Central Europe countries where they spend 14 to 15 years. Given the findings, the achievement of universal primary education is inevitable in these regions.

Nevertheless, the literature indicates that spending in education is deprived in marginalized communities and warfare countries such as Bosnia and Herzegovina (UNESCO, 2015). It was revealed that issues constrained primary education related to life situation after the war, which led to poor funding of schools, distortion of public resources, unemployment, reduction of parental education, and a zone of poverty. This situation was argued that even when there are free textbooks, transportation to school, and school related health care, a large number of children do not complete primary education. Thus, fee free education may not guarantee children to enroll and complete primary education when the country social, political and economic welfare is not stable and sustainable.

Studies in Kenya by Loudon (2009) show that since 2003 the fees was abolished in state schools to allow poor families have access to education. Kenyan Government in collaboration with the Centre for study of African Economies carried out a research in 2008 regarding the implementation of free education in Kenya and the results indicated that a large number of children from poor families went to school, enrolment tripled in private primary schools, and gross enrolment rates and school results declined in some state primary schools because of increased demand of resources. The study

recommended the need for a study to explore the reason whether the developments due to centralization and free education initiatives have affected the local control in the provision of education.

## **2.4 Studies in Tanzania**

A study by Daven (2008) explored if there was implementation of fee free primary education not Babati district, Tanzania. It explored stakeholders' perceptions regarding the costs and challenges that inhibited children's access in education. Through semi-structured interviews with households, primary school children, and teachers the data were collected and the results showed parents contributed significantly for their children's primary education. There were costs of school uniform, teaching materials and different contributions to support operation. Children experienced regular harassment by school leaders who sent them home to collect fees from their parents. This practice was contributing to students' drop out and some poor parents not sending children to school. Such situation led to the conclusion that 'primary education is not free in Tanzania' (p.18). The researcher expects to adopt the methodology and research approach to the present study.

HakiElimu (2017, March) surveyed 910 participants in seven districts including Njombe, Mpwapwa, Korogwe, Kilosa, Sumbawanga, Muleba, and Tabora Urban in Mainland Tanzania to explore stakeholders views about the merits and demerits of implementing fee free education policy and practices of spending grants and subsidies to facilitate the policy. There were primary and secondary randomly sampled schools for which teachers, heads of schools, School committees and boards were interviewed about the implementation of the policy. Likewise, different views were obtained from



parents, teachers, government officials including DEDs, DEOs and Chairpersons of Councils, school managements through focus group discussion. The study revealed the following:

The education policy needed preparation before its implementation to avoid the challenges affected other countries that implemented the policy. Such challenges are related to issues of equity, quality politics and financing. It was found in those countries that children needed more than financial and non-financial help to realise their expectations. Abolition of school fees in Tanzania necessitated the government to bear the costs education for every child. In practice, a number of activities that were supported by parents including financial contributions and digging base for school buildings stopped and schools struggled to calculate how to use the meager capitation grants from the government. As a coping strategy to meager capitation funds, schools continued to collect contributions from the parents. For example the report indicated that:

*Kagoma Primary School, in Muleba, received capitation of 840,376 shillings during 2015 for 586 pupils, an average of 1,434 shillings per pupil per year. The amount was clearly not adequate to provide quality education. Parental contribution during the year amounted to 775,000 shillings, an average of 1,322 shillings per pupil. The school also received 740,000 from the member of the parliament for the district which was used to construct a toilet block. The total funds collected by the school in 2015 amounted to 2,355,376 shillings. (HakiElimu, 2017. p15).*

Given this strategy, it was reported that although the heads of schools indicated that students were not sent home, findings revealed that children were continuously sent home by the school governments to collect the contributions from their parents or guardians. Instead, children were roaming on streets afraid to meet their parents and at

the same time to return to schools without the required amount of money. The most affected children were from the poor families.

Moreover, the schools management appreciated the new approaches of spending the money (HakiElimu, 2017). However, they appeared disagreed that the education policy provided guideline that had limited items for the schools and it restricted them from seeking support from parents. For example, the schools cultivated some crops, which provided mid-day meals for children, and sold them to obtain money for buying files, stationeries, paying water and electricity bills. The capitation grant does not consider some of these important operational charges. Adding, the report indicated that stakeholders including parents and teachers were supporting the fee free education policy. However, they raised the argument there were limited participation of stakeholders prior to the onset of the education policy that created misinterpretation of the policy.

Regarding challenges of implementing the fee free education policy included the ways school management use the received capitation funds. It was noted that, although the government issued the funds to districts with guidelines, the report showed that there are not clear ways to ensure the funds are not misused at the level of a school. However, in practice the heads of schools have the problem on how to operate activities, which in the past relied on the funds allocation and parents' contributions, citing examples of the missing allowances for school committees and boards (HakiElimu, 2017).

The results reported the impact of implementing fee free education in Tanzania. Firstly, the study revealed that there was enormous increase in enrolment for basic education during SEPD and PEDP. The increase differed by schools: for example Muleba, class I enrolment rose by 68% from 81 to 136 in 2015 and 2016 respectively. Secondly, there were signs of declining quality of education augmented by the lack of classrooms, increased teaching loads among primary school teachers, shortage of schools, and shortage of teaching resources (HakiElimu, 2017a). Thirdly, the quality of education was affected by declining teachers' performance and motivation, great teacher-pupil ratio and overcrowded classrooms (HakiElimu, 2017b).

Another impact of fee free education according to HakiElimu (2017, march) was that although fee free education focus on addressing equity and equality issues in the provision of education, the issues appeared to be not seriously considered because the parental responsibilities are still unbearable among the poor and excluded children: street children, HIV/AIDs affected children, children in conflicts zones and remote populations.

According to the Government Circular No. 3, the parental responsibilities fall in the following costs: health expenses, travel to and from school, mid-day meal for day students and those in hostels, exercise books, ruler, pens and pencils and schools uniforms. The report indicated that parental costs calculated were ten times compared to the government's capitation grants provided to the schools for Tzs 6000/= per child annually. Similarly, Kattan (2006) noted that when the direct and indirect charges are combined, the parents spend about 13, 000 Tz. Shillings for her children schooling per

year. The most affected were the poor families and the study recommended to review the costs.

The study recommended to the government and community to play role in ensuring sustainable quality schools and education, addressing the indicators of quality problems that inhibit policy implementation, transparency of school governance, ensure context-responsive policy decisions, and promoting equity and equality to ensure inclusive education. It recommended that the government should see the need to support the children from the poor and at risk to access and complete basic education cycle.

Moreover, the study recommended that heads of to the government to educate stakeholders on the education policy because schools heads showed limited understanding of fee free education and basic education. However, the study suggested to adopt the phased-in approach to cost sharing whereby the government and indirect parents' contributions are 50% (HakiElimu, 2017). The HakiElimu's (2017, March) results provided clearly the picture regarding the status of fee free education implementation in primary schools.

## **2.5 The Gap in Literature**

Literature from scholars discussed the fee free education concept, prevalence and country cases, which have attempted to implement the policy. It is noted that the majority of these studies involved larger sample covering several countries to address fee free basic education. A few studies were conducted in national or regional levels. Despite these studies, no published or documented study similar to this study, which

have been done where this study was done. Therefore, findings from this study, conclusion and recommendation will cover the gape

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

T. The chapter discusses the research design, study area, population and sampling procedures. It presents the data collection methods, data analysis, trustworthiness and the research ethics considerations.

#### **3.2 Research Design**

This study used mixed approach to explore the effectiveness of fee free primary education in Tanzanian schools. A case study research design was adopted to the study because of its ability to capture data from a larger area. Case study design is able to generalize results to a larger population and develop inferences about the characteristics of the studies sample. The study used quantitative research methods systematically and objectively to select and study the sample and generalize the findings (Jacobs & Sorensen, 2010). However, the qualitative research takes into account gathering of data from the perspectives of the informants in their natural setting (Jacobs & Sorensen, 2010). The mixed methods research will enable the researcher to organize data and

findings concurrently or sequentially to understand the research problem. The mixed methods approach was selected to compliment data collection methods, analysis, and discussion of the findings and recommendations.

### **3.3 Area of the study**

The study was conducted in Lindi Region especially Ruangwa District in Tanzania. The area was chosen because the schools in district have been demonstrating poor performance. However, the researcher social and cultural affiliation to the area influences her decision about the study area.

### **3.4 Population**

A population refers to the object of the study. This may include individuals, institutions, products, and events (Weiman & Kruger, 2002). The population of this study will be all primary education stakeholders in Ruangwa District including teachers, students, heads of schools, and parents.

### **3.5 Sample and Sampling Techniques**

According to Creswell (2012), a sample is a subgroup of the target population that the researcher plans to study for generalizing the results within studied target population. The purpose of sample selection is to obtain respondents who are able to provide information that reflect behaviour or characteristics that are similar to the population (Creswell, 2003; Kothari, 1990; Leedy, 1997). Five schools was purposely selected and from which the sample of 60 pupils and 30 teachers (randomly selected), and 30 heads

of schools, and 10 parents was conveniently selected to volunteer participation in the study.

Parents, heads of schools, and parents were obtained through convenient sampling (*See* Table 3.1). Teachers and pupils were selected using stratified and systematic sampling procedures due to their number and class levels they belong during teaching. Teachers volunteering to participate in the study automatically involved the students from their respective classes to volunteer in the study.

**Table 3.1: Sample of Informants in the Study Area**

| <b>Informants</b> | <b>Number</b> | <b>%</b>   |
|-------------------|---------------|------------|
| Heads of Schools  | 30            | 23.1       |
| Teachers          | 30            | 23.1       |
| Parents           | 10            | 7.7        |
| Pupils            | 60            | 46.2       |
| <b>Total</b>      | <b>130</b>    | <b>100</b> |

Source: Field Data 2017

### **3.6 Data Collection Methods and Instrumentation**

Data collection methods involve the process of collecting information based on variables of interest to reflect the direction that helps the researcher to respond the study questions and/or objectives (Kothari, 2004; Sapsford & Jupp, 2005). This study employed three data collection methods: questionnaire, semi-structured interviews, and documents reviews. Similarly, the study involved such instruments as: questionnaires guides, semi-structured interview schedules and documentary review guides.

#### **3.6.1 Questionnaire**

This is a technique that involves the use of structured and unstructured questions for the individual respondents to write the answers and return them to the researcher (Creswell,

2012; Mzezele *et al.*, 2013). The researcher employed a structured format of questionnaire to collect data from the respondents. This method used questionnaires guides to collect data from pupils, heads of schools and teachers about their perception, opinions, challenges and suggestions on the concept of free education and the implementation of fee free education in primary and secondary schools. This method was chosen due to its ability to motivate the respondents to think about their feelings and expressing ideas considered to be more significant to the question.

### **3.6.2 Semi-structured Interview**

An interview is a technique that involves the use of oral or written questions in collecting information from the interviewee (Mzezele, et al., 2013). In this study, semi-structured interview schedules or guides were used to collect data from respondents: teachers, heads of schools, and parents/guardians. Specifically data related to their understanding of fee free, education, strengths of fee free education, the implementation and challenges of fee free education, suggestions on improving the future implementation of fee free education were collected from the mentioned respondents. The researcher selected this semi-structured interview because of its ability to provide firsthand information from the participants' natural setting. Thus, the data helped to answer the research questions.

### **3.6.3 Documentary Review**

Documentary review is technique that brings secondary type of data including thesis, conference papers, thesis, textbooks and newspapers (Scott, 2006). The researcher selected documents review technique to be able to collect data related to the practices of implementing fee free primary education. Data were collected from schools and



district education offices, data related to opportunities available for all children to access fee free education, education, strategies to enhance fee free primary education. This technique provides the researcher the opportunity to gather qualitative and quantitative data regarding the implementation of fee free primary education in Ruangwa District. The instruments used to collect data included circulars, school financial reports, banks statements and reconciliation as well as financial monthly and quarterly reports.

### **3.7 Validity and Reliability**

Validity and reliability are important aspects for improving the quality of research process and results. Bhattacharjee (2012) view validity as the degree of a measure that represents adequately the construct it was expected to measure. In this study, validity was assured through member checking of transcripts, triangulation of data collection methods (Interviews, questionnaire, documents reviews, and focus group discussion) and the use of mixed methods research approach.

Moreover, the researcher intended to collect data from different sources including heads of schools, parents, pupils and teachers. A careful selection of the sample from the target population and consideration of ethical issues by the researcher was expected to ensure validity. However, reliability of the study refers to the extent to which the research instrument or procedures are consistently bringing same information given the variation of time and respondent (David & Sutton, 2004). To achieve reliability of this study, the researcher tested the research instrument to similar respondents or setting and modified them accordingly. Therefore, through triangulation of research methods, member checking, piloting, consideration of multiple data sources and research ethics, the

researcher ensured the quality of the data and findings that respond to the research problem.

### **3.8 Data Analysis Procedure**

This is a research process, which involves ordering, summarizing, and organizing the raw data for easy use and management to answer the studied question (Smith, 2011). This process involved computer software to analyze data and display them in different forms. However, the data were subjected to content analysis framework for qualitative information obtained through interviews and documentary reviews. Statistical Computer Software (SPSS 22 versions) used to analyse quantitative data obtained through questionnaire and documents reviews. **Analysed data were presented in different formats including charts, themes, quotes and graphs.**

### **3.9 Research Ethics Consideration**

The consideration of research ethics is of paramount importance. Research ethics takes into account the moral values and principles that guide the respondents, sponsors, researchers and all individuals involved in the research to abide to (Strydom, 2007). In this research, the researcher was expected to comply with human research ethics: informed consent, respect for confidentiality and anonymity, storage of data and privacy for the results as well as distortion of the transcripts. First of all, the researcher asked for permission to conduct the research from different authority organs including the Open University of Tanzania prior to commencement of the study. Second, respondents were informed about the purpose of the study, and that their identities would not be disclosed to the third person, and that the information they provided would remain

confidential and solely used for this study. Thirdly, the question of language barriers was solved by producing English and Kiswahili versions that allowed all respondents to volunteer their participation in the study to respond to the research questions comfortably.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

The preceding chapter presented the methodology to the study. This chapter presented and discussed the findings in response to the research questions. The study investigated the effectiveness of Fee Free Primary Education (FFPE) provision in Tanzania by using Ruangwa district as an example. The findings addressed four study objectives that are to:

- (i) Assess the stakeholders' understanding on the concept of fee free education,
- (ii) Assess stakeholders' implementation of fee free primary education,
- (iii) Investigate the challenges facing stakeholders in the implementation of fee free primary education, and
- (iv) Find out suggestions for improving the future of fee free primary education provision in Ruangwa district schools.

In addressing these objectives, the study gathered information using interviews, questionnaire, documents reviews and focus group discussions. Findings were presented and discussed cognisance to five themes including the of stakeholders' understanding of fee free Education (FFE) concept, stakeholders' participation in the implementation of fee free primary education, changes discovered following implementation of FFE, challenges in the implementation of fee free basic education and proposals for improving it in Ruangwa area.

#### **4.2 Stakeholders' Understanding of Fee Free Education Concept**

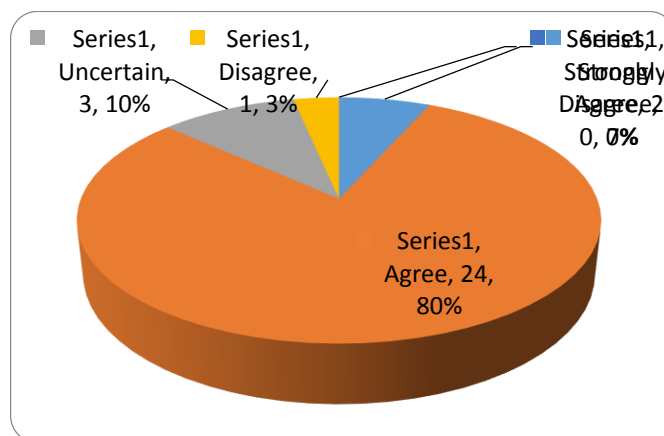
The study reports 24 (80%) teachers demonstrated an understanding of the concept FFE. 4 (13%) of teachers failed to define it correctly and three others argued to have no idea with the concept. For example, some of teachers who attempted to define FFE correctly that, "it is an education policy which reduced some responsibilities of a parent to her/his child from standards one to ordinary level of secondary education". "This is government program that is designed to support pupils with important needs such as fees, books, notebooks, for the purpose of learning and teaching". Another teacher explained that,

*"FFE is the kind of education provided by government without payment of school fees from Kindergarten to Form Four level [of secondary education]. After the current education policy of 2014 [that] issued three circulars number 5 and 6 of 2015 and number 2016".*

Meanwhile, teachers who demonstrated poor conception of FFE posed some of the following reasons. First, they were not involved during the introduction of the project, second, the policy was not clear and effective because it does not explain fully

concerning other contributions made in money form to assist student learning for extra time.

The third, teachers fail to fulfill their mission due to poor perception of parents/guardians concerning teaching, and the fourth reason is that the funds for FFPE are not sufficient to meet the current running cost of academic matters. These explanations reflected teachers' expression with regard to their experience and practice, especially when asked whether they understand the concept, 80% agreed as Figure 4.1 shows.

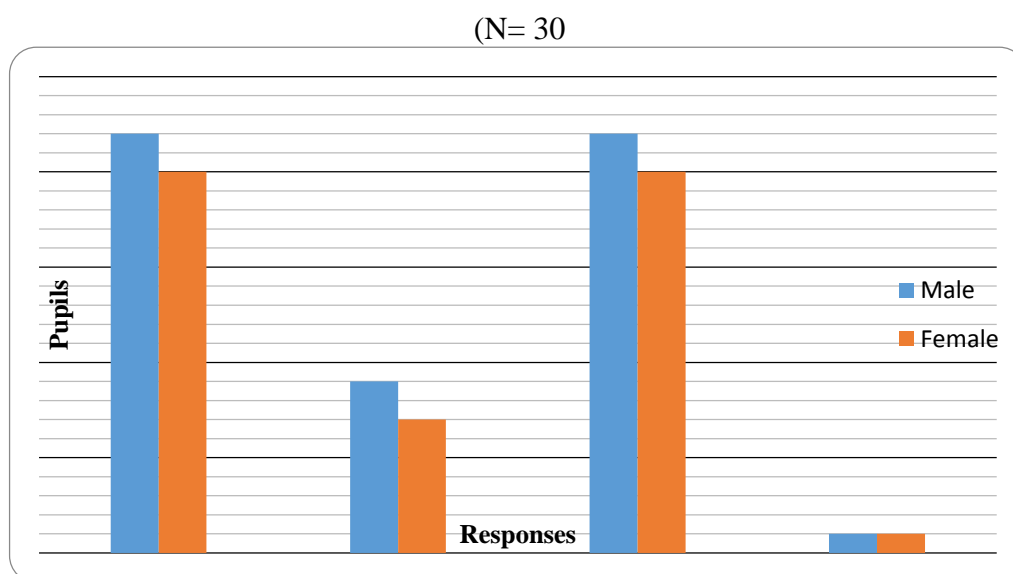


**Figure 4.1: Teachers' Awareness of FEE Policy (N=30)**

Findings concerning awareness of FFE concept revealed that 100% (30) of the school heads indicated 'YES' meaning that they are able to explain the concept correctly. When asked to state FFE concept, 93% (28) heads demonstrated high ability to explain FFE concept and 6.6% (2) appeared to have limited knowledge of the concept. In their explanation, one of the school heads stated that, "FFE refers to education that is funded by the government through taxation or charitable organizations rather than tuition funding". Another head of school viewed that, "FFE is a government plan to meet the costs of accessing and providing education without receiving contributions or payments

from parents”. The definitions emphasize that the government is in charge of education costs and excluding other education stakeholders. Although the two school heads who demonstrated poor understanding of the concept, they appeared to be aware of its contribution in the community as they claimed that FFE helped to increase enrolment of pupils and reduce truancy level.

Further, findings reveal high level of pupils’ awareness regarding FFE concept such that 44 (73%) pupils stated FFE correctly and 16 (26%) appeared to have limited knowledge about the concept. The study indicated that pupils who appeared to have limited comprehension about the concept reasoned that in practice they were not involved in the introduction of the policy and that in schools there were some contributions in money form for paying cooks, guards, and teachers’ extra teaching (due to lack of teachers in some subjects, e.g. science) as well as buying food. The findings, which corroborate with HakiElimu’s (2017) reports that parents contributed health expenses, travel food and stationeries. Moreover, results indicated that the pupils related the meaning of FFE with such concepts as education without pay, education with little burden to parents, and a plan that reliefs parents from the cost of education. As one pupil explained, “this is education strategy which does not allow paying anything”. It helps parents and guardians to contribute nothing in deferent school activities that bring development to the school and performance of pupils. Figure 4.2 illustrates pupils’ level of exposure on FFE.



**Figure 4.2: Pupils' Understanding of FFE**

Table 4.1 presents results based on parents' rating scales (*strongly agree, Agree, Uncertain, Disagree, and Strongly Disagree*) indicated that more than 5 respondents strongly agreed on aspect number 2, 5 and 6. However, the majority of the respondents assessed the aspects in *strongly agree* and *agree* that means they had some knowledge of FFE. Results show that although parents have positive attitude towards FFE, they have limited knowledge of FFE and they need to be educated as Table 4.1 illustrates.

**Table 4.1: Parents' Awareness of FFE Concept**

| Aspects assessed  | N = 10 | SA | A | U | D | SD |
|---|--------|----|---|---|---|----|
| 1. Fee free education means the government covers all cost of education   |        | 2  | 4 | 2 | 1 | 0  |
| 2. The foundation of fee free education is to provide an opportunity for all children to access primary education irrespective of their social and economic differences |        | 8  | 1 | 1 | 0 | 0  |
| 3. Many parents have positive response to the FFE policy  |        | 2  | 4 | 2 | 1 | 2  |
| 4. Many parents are not informed enough regarding FFE policy  |        | 5  | 2 | 1 | 0 | 1  |
| 5. It is important to educate parents about FFE concept   |        | 7  | 2 | 1 | 0 | 0  |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 6. Parents are responsible to contribute clothes, food and various teaching and learning materials in the provision of FFE | 5 | 3 | 1 | 1 | 0 |
| 7. The government introduced FFE to reduce education costs especially fees and other contributions to parents              | 4 | 2 | 4 | 0 | 0 |
| 8. FFE is not a new policy, it was introduced soon after independence and it changes according to needs over time.         | 3 | 4 | 3 | 0 | 0 |
| 9. FFE responds to the national and international declarations on primary education for all                                | 3 | 4 | 2 | 1 | 0 |

Source: Field Data 2016

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

In brief, the findings on stakeholders' understanding of FFE revealed that 24 (80%) teachers were aware of FFE concept. Only 6 (20%) appeared to be not aware of FFE and they reasoned that they were not involved during the initiation of the policy, the policy was not clear to explain the money paid for extra time of assisting learning in schools, and the poor parents' perception towards teaching career and the allocation of insufficient funds to run the school (HakiElimu, 2017). In the same vein, 93% (28/30) school heads indicated to have knowledge of the FFE concept 6.6 % (2) could not define it correctly as they emphasised that the government is in-charge of everything as reflected in literature (Kattan, 2006). About 73% (44/60) pupils appeared to aware with the FFE concept and 26% (16/60) indicated limited ability to explain it. The reasons for their limitations were similar to that of teachers. They equated FFE with concepts; 'education without pay', 'education with little burden to parents' and 'a plan which reliefs parents from cost of education'. Such phrases were highlighting their partial exposure to the concept.



### **4.3 Stakeholders' Involvement in the Implementation of FFE**

The study reports stakeholders' involvement in the implementation fee free education policy in Ruangwa district. Results reveal different strategies and approach that teachers, heads of schools and pupils used to implement FFE policy. In this case, teachers argued that they were able to implement the policy through teaching pupils and educating parents about the idea of FFE.

For example, some of the strategies include educating the parents, pupils and other stakeholders that FFE doesn't mean parents contribute nothing to the education of their children, encouraging parents to send their children to school, ensuring that no any fee contribution is taking place at school, improving performance of pupils for their future life. In addition, they involved executing their responsibilities as teachers (core curriculum and extra curriculum), adhering to government directives on fee free basic education and supervising construction and rehabilitation of school facilities. Participating in planning the use of funds allocated to the school according to government directives and avoiding calling for financial contributions from pupils and parents were other strategies for teachers.

Moreover, Table, 4.2 report's findings assessed through scales (*strongly agree, Agree, Uncertain, Disagree, and Strongly Disagree*) revealed that teachers were uncertain regarding procedures of introducing fee free primary education and its clarity to parents and guardians. However, findings showed agreement of respondents regarding implementation of FFE that it provided relief to parents and guardians, it was understood by teachers, and that the government takes the burden of education costs

(HakiElimu, 2017). Table 4.2 illustrates teachers' assessment with respect to their satisfaction on the implementation of FFE.

**Table 4.2: Teachers' Assessment Regarding FFE Implementation**

|    | Aspect assessed  | N = 30 | SA | A  | U  | D  | SD |
|----|--|--------|----|----|----|----|----|
| 1. | I am satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools      |        | 2  | 9  | 8  | 6  | 3  |
| 2. | I am not satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools. |        | 5  | 4  | 8  | 6  | 5  |
| 3. | I was fully involved in the introduction of fee free primary education policy in Tanzania                      |        | 1  | 2  | 4  | 5  | 15 |
| 4. | The implementation of fee free primary education is clear to the children's parents and guardians              |        | 1  | 7  | 10 | 8  | 2  |
| 5. | The implementation of fee free primary education has provided relief to parents and pupils                     |        | 5  | 15 | 5  | 4  | 0  |
| 6. | The implementation of fee free primary education is clearly understood by teachers                             |        | 5  | 12 | 5  | 5  | 1  |
| 7. | The implementation of fee free primary education is clearly understood by students                             |        | 1  | 6  | 9  | 13 | 2  |
| 8. | The implementation of fee free primary education is clearly understood by politicians and other stakeholders   |        | 4  | 9  | 7  | 8  | 2  |
| 9. | The implementation of fee free primary education creates more costs to the government than parents/guardians   |        | 7  | 13 | 3  | 6  | 1  |

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

Findings generated from heads of schools showed that they were involved in the implementation of FFE in many ways. Such ways include providing education to pupils, parents and guardians regarding fee free education policy especially helping them to know their rights in this policy and their limitation using different forums such as school and village/community meetings, using school funds according to the government regulations and directives, to encourage the community to participate in necessary contributions for the school, to ensure that parents are not any contribution and the children receives food at school.

The results revealed other means that heads of schools used to implement the policy, for example, to disseminate the government circulars and guides on FFE for the people

to know and stop any kind of contributions from the parents and pupils, to participate in teaching and facilitating implementation of interschool examinations for pupils, chairing staff and school meetings for different agenda, participating in different parents' and community meetings on the implementation of FFE. These findings reflect the phrases of FFE concept presented by the pupils who had limited comprehension of FFE that it reliefs parents from education costs.

Adding, findings on Table 4.3 illustrates heads of schools' assessment (using rating scales: *strongly agree*, *Agree*, *Uncertain*, *Disagree*, and *Strongly Disagree*) with respect to their satisfaction and dissatisfaction on the implementation of FFE. The findings reveal that they agreed on aspect 1 regarding the procedures of introducing fee free primary education and with strong disagreement on aspect number 3 that there were poor involvement. Results indicate that there were strong agreements among respondents that the government pays more on education costs as aspect number 9 reads. However, the findings corroborate with that of teachers' assessment of the concept that FFE is clearly understood by teachers with strong agreement by 13 heads of schools as depicted in Table 4.3, number 6. Table 4.3 explained the heads of schools' assessment on the implementation of FFE.

**Table 4.3: School Heads' Assessment Regarding FFE Implementation**

| No. | Aspect assessed  | N = 30 |    |    |   |    |
|-----|--|--------|----|----|---|----|
|     |  | SA     | A  | U  | D | SD |
| 1   | I am satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools      | 3      | 18 | 6  | 2 | 1  |
| 2   | I am not satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools. | 3      | 7  | 11 | 3 | 4  |
| 3   | I was fully involved in the introduction of fee free primary education policy in Tanzania                      | 4      | 2  | 6  | 5 | 13 |
| 4   | The implementation of fee free primary education is clear to the children's parents and guardians              | 4      | 13 | 9  | 4 | 1  |

|   |  |    |    |   |   |   |
|---|--|----|----|---|---|---|
| 5 | The implementation of fee free primary education has provided relief to parents and pupils                   | 11 | 14 | 1 | 0 | 0 |
| 6 | The implementation of fee free primary education is clearly understood by teachers                           | 13 | 12 | 5 | 0 | 0 |
| 7 | The implementation of fee free primary education is clearly understood by students                           | 4  | 10 | 9 | 5 | 2 |
| 8 | The implementation of fee free primary education is clearly understood by politicians and other stakeholders | 11 | 11 | 4 | 4 | 0 |
| 9 | The implementation of fee free primary education creates more costs to the government than parents/guardians | 16 | 7  | 4 | 1 | 1 |

Source: Field Data, 2016

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

Results from pupils indicated that the ways in which they are involved in the implementation of FFE. It was noted from the study that pupils were involved through their commitment in studying hard to meet their learning outcomes, as one explained,

*I study hard to make sure the national education goals are achieved and to make just on the money paid by the government for my education, the money that could have been used for a different development activity. The money which has enabled me to achieve my expectations without paying any high cost...*

Another pupil argued,

*I educate my fellow pupils that they should be serious with their studies. Also, I educate parents and guardians concerning fee free education so that they motivate their colleagues to send their children to school.*

Moreover, Table 4.4 reports findings on the extent to which the pupils were satisfied or dissatisfied with the implementation of FFE policy in schools. Results shows that while 18/60 pupil disagreed, 31/60 and 27/60 strongly disagreed with dissatisfaction regarding the procedures used to introduce fee free primary education in schools and the level of involvement in policy planning that relate to literature (HakiElimu, 2017). However, the results indicated that about pupils had strong agreement with satisfaction

on procedure used to introduce fee free primary education (45/60) and implementation of the policy has relieved children's parents and guardians (34/60).

**Table 4.4: Pupils' Assessment Regarding FFE Implementation**

| No. | Aspect assessed  | N = 60 |  |  |  |  | SA | A  | U  | D  | SD |
|-----|--|--------|--|--|--|--|----|----|----|----|----|
| 1   | I am satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools      |        |  |  |  |  | 45 | 9  | 4  | 2  | 0  |
| 2   | I am not satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools. |        |  |  |  |  | 3  | 4  | 7  | 18 | 27 |
| 3   | I was fully involved in the introduction of fee free primary education policy in Tanzania                      |        |  |  |  |  | 9  | 3  | 8  | 5  | 31 |
| 4   | The implementation of fee free primary education is clear to the children's parents and guardians              |        |  |  |  |  | 19 | 14 | 21 | 5  | 1  |
| 5   | The implementation of fee free primary education has provided relief to parents and pupils                     |        |  |  |  |  | 34 | 19 | 0  | 5  | 1  |
| 6   | The implementation of fee free primary education is clearly understood by teachers                             |        |  |  |  |  | 22 | 12 | 18 | 5  | 2  |
| 7   | The implementation of fee free primary education is clearly understood by students                             |        |  |  |  |  | 12 | 19 | 17 | 8  | 3  |
| 8   | The implementation of fee free primary education is clearly understood by politicians and other stakeholders   |        |  |  |  |  | 17 | 17 | 19 | 4  | 2  |
| 9   | The implementation of fee free primary education creates more costs to the government than parents/guardians   |        |  |  |  |  | 24 | 13 | 10 | 9  | 2  |

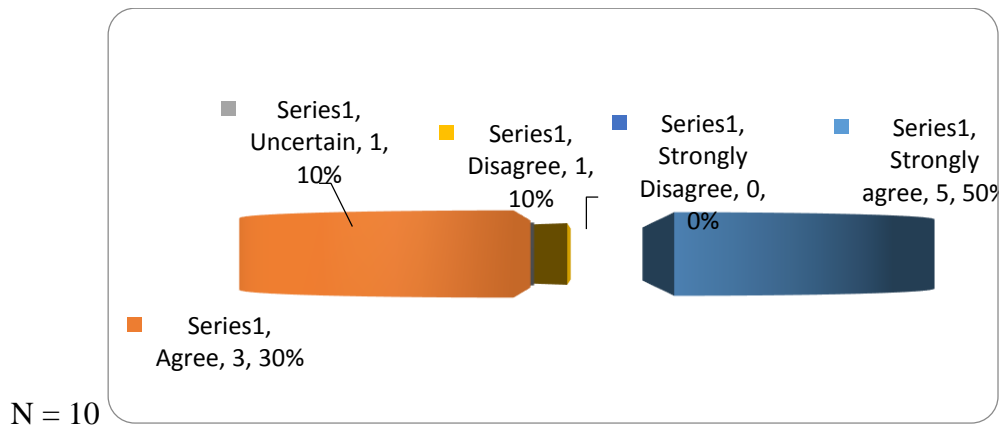
Source: Field Data, 2016

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

The study indicated that students were 'uncertain' whether the implementation of fee free primary is clear to parents and guardians (21/60), politicians (19/60), teachers (18/60), and students (17/60). The uncertainties of those aspects are reflected similar results from the assessment made by schools and teachers. Table 4.4 presents the assessment by pupils on FFE implementation.

In this case, findings from parents indicated a strong agreement when they assessed whether or not the parents are responsible to contribute clothes, food and various

teaching and learning materials in the provision of FFE. Figure 4.3 presents parents' assessment of the idea.



**Figure 4.3: Parents' Assessment Regarding FFE Implementation**

Source: Field Data, 2016

With regard to the findings on stakeholders' participation in the implementation of FFE, reveal that they were engaged in activities including educating parents, pupils and the community on FFE, encouraging parents to send their children to school and making sure fee is not paid at school. Moreover, improving performance of pupils, adhering to government directives of FFE, supervising construction and rehabilitation of school facilities and distributing government directives on FFE policy. Other activities for students included studying hard to achieve the national education goals and providing education to fellow pupils, parents and guardians on FFE policy.

#### 4.4 Changes Following Implementation FFE Policy

The study reports that there are several changes noted by as a result of implementing the FFE policy in Ruangwa district. About 93% (28/30) teachers agreed that the policy have made changes, as one of them explained,

*Yes, I have noted changes in Ruangwa district because many parents/guardians are able to send their children to start standard one class in our school. Before the ... [introduction of] fee free primary education, the number of enrolment was limited compared to present.*

Adding, results revealed more changes as presented.

- Increase enrolment and number of students in primary and secondary schools
- Reduction of contributions from parents/guardians as costs for the education of their children
- Increased shortage of teaching and learning facilities
- Insufficient funds to run the schools
- Increased engagement parents and guardians in social and economic activities, reduced their concentrating on paying school fees for their children.
- Decreased pupils' drop out and truancy in schools
- Lack of motivation among teachers due to poor support from parents and government that means parents' role to their children on education matters have been transferred to schools.
- Abolition of school fees and provision of monthly capitation grants from the government in schools.
- Supply of teaching and learning materials in schools by the government.

monitoring and spending directory (7), as Table 4.5 illustrates.

**Table 4.5: School Heads Noted Changes in FFE Provision**

| Aspects of change  | Responses |
|--|-----------|
| 1 Increased enrolment of pupils  | 19        |
| 2 Presence of school funding monitoring and spending directory               | 7         |
| 3 Availability of capitation grants in schools and transparency to community | 6         |
| 4 Decreased pupils drop out  | 4         |
| 5 Increased average attendance of pupils in schools                          | 4         |

|   |  |   |
|---|--|---|
| 6 | Increased efforts of parents to provide necessary materials                  | 3 |
| 7 | Parents have reduced follow up of children's attendance                      | 2 |
| 8 | Increased furniture: desks and tables in classrooms                          | 2 |
| 9 | Presence of responsibility allowances for heads of different education posts | 1 |

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Source: Field Data 2016

Nevertheless, results indicated that 46% (28/60) pupils noted changes on the decrease of truancy, drop out and increased attendance in schools, 48% (29/60) revealed that parents have reduced the burden of spending in education and they are able to afford other needs to their children due to FFE policy implementation. Other noted changes included the increased enrolment, construction of new buildings for classrooms and offices, increased number of children who could read and write as well as the provision of teaching and learning resources such as books, chalks, and lab materials in school. As one of the pupils argued, "I study peacefully because in the previous the contributions and fees disturbed me so much. However, at present I can do many things with peace at school". Another pupil added that, "First of all is the rise in the quality of education at our school [...] because truancy have been stopped and teachers are committed in teaching the pupils. Moreover, the parents' education cost for their children is minimized". These results is contrary to the literature (HakiElimu,2017) which indicated that parents supported education through digging base of school building and there were no appropriate procedures of managing funds in schools. These results reflected a step ahead in improving FFE provision.

Table 4.6 indicates findings regarding the extent parents' satisfaction and dissatisfaction (*using rating scales: strongly agree, Agree, Uncertain, Disagree, and Strongly Disagree*) with the implementation of FFE policy in schools. It was discovered from



the findings that while 6 respondents strongly agreed that they were increased of pupils in schools and classrooms and demands of qualified teachers, 6 agreed on to have witnessed increase in construction of laboratories toilets, libraries and classrooms as reflected in aspect number 2, 3 and 6. However, the respondents indicated a varied decision regarding their attitude towards FFE policy, as Table 4.6 illustrates.

**Table 4.6: Parents' Noted Changes Due to FFE Provision**

|   | Aspect assessed   | N = 10 | SA | A | U | D | SD |
|---|---|--------|----|---|---|---|----|
| 1 | Many parents have positive response to the FFE policy   |        | 2  | 4 | 2 | 1 | 2  |
| 2 | Provision of FFE led to the increase of students in schools and classrooms  |        | 7  | 0 | 1 | 2 | 0  |
| 3 | The increase of students in schools and classrooms led to high demand of qualified teachers                           |        | 7  | 3 | 0 | 0 | 0  |
| 4 | The high demand of teachers led to the expansion and improvement of teacher training programmes                       |        | 5  | 3 | 1 | 0 | 1  |
| 5 | Expansion of enrolment for pre-service teachers aimed at improving teaching and learning in the implementation of FFE |        | 1  | 5 | 3 | 1 | 0  |
| 6 | We have witnessed the increase of classrooms, laboratories, libraries and toilets during the implementation of FFE.   |        | 2  | 6 | 1 | 0 | 1  |

Source: Field Data 2016

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

Briefly, the findings revealed several changes due to the implementation of FFE policy in Ruangwa include the increased enrolments for basic education, reduced pupils' drop out and attendance, abolition of fees and contributions, increased demands of funding for school functions, engagement of parents in social and economic activities, and supply of teaching materials. Other reported changes were the availability allowances for educational officers, the existence of spending and monitoring of school funds directory and increased services as well as construction of school buildings. These results appeared contrary in literature that indicated lack of guidelines in issuing and monitoring use of school funds and that parents costs were ten times government

capitation grants to schools per child annually, harassment of pupils due to fees led to drop out (Daven, 2008; HakiElimu, 2017, March; Kattan, 2006).

#### 4.5 Challenges in the Implementation of FFE

The research reported challenges following the implementation of FFE in Ruangwa with regard to perceptions and practices of teachers, heads of schools and pupils. For example, 16 out of 30 teachers argued that meager capitation grants that were allocated for schools could not meet the running costs in schools. Table 4.7 presents the teachers' noted challenges about FFE implementation.

**Table 4.7: Teachers' Views on the Challenges in the Provision of FFE**

| Challenges   | Responses |
|--|-----------|
| 1 Meager amount of capitation grants in schools  | 16        |
| 2 Lack of education on FFE to the community  | 9         |
| 3 Diminished parents cooperation with the school and responsibilities to their children            | 4         |
| 4 Limited infrastructure leading to a few classrooms and toilets to bare the increase in enrolment | 4         |
| 5 Shortage of teachers   | 2         |
| 6 Combining development agenda with political issues   | 1         |
| 7 Shortage of teaching and learning recourses  | 1         |

Similarly, findings indicated that 30 (100%) school heads agreed that the implementation of FFE was influenced by several challenges including the following:

- (i) Parents left their roles of buying equipment for sports and games, cleanliness to the government.
- (ii) Insufficient funds allocated by the government to schools make it difficult to achieve to run academic, administrative and maintenance activities at school. For example, the ration provided appeared to be not equivalent to the number of students at school.
- (iii) Delay of capitation grants to reach schools
- (iv) Big teacher-pupils ratio makes it difficult to teach in classrooms.

- (v) Parents have misconception of FFE and they need to be educated
- (vi) Political situation makes parents not willing to cooperate in education activities.
- (vii) Limited teaching and learning facilities such as classrooms, teaching aids and latrines due to increased enrolment

As one head of school argued,

*This policy made enrolment of pupils without considering the age of the children that leads to having many children in classrooms with different ages and abilities. The situation is likely to compromise quality of education because we lose attention of teaching in such situation.*

Furthermore, the study discovered pupils were affected by many challenges during the implementation of FFE in Ruangwa district. The challenges were as follows:

- (i) Lack of transport facilities such as good roads and vehicles to help teachers and students reach schools and their homes on time.
- (ii) Insufficient funds makes it difficult to buy stationeries, print examinations and pay electricity bills at school
- (iii) Lack of health services including dormitories, dispensary and food at school
- (iv) Continued contributions in terms of money for buying food, school uniform, and for paying the cook, milling bills, transport charges as well as buying cleanliness equipment, e.g. jembe, panga, shoka and ndoo.
- (v) Shortage/lack of science teachers
- (vi) Delay and shortage of teaching and learning materials from the government

In the same vein, findings generated (*using rating scales: strongly agree, Agree, Uncertain, Disagree, and Strongly Disagree*) from parents about the challenges in providing fee free education in Ruangwa indicated a strong agreement in aspects 2, 3,

4 and 5. However, respondents appeared to agree in all aspects, as presented in Table 4.8.

**Table 4.8: Parents' Noted Challenges of FFE Provision**

| No. | Aspect assessed   | N = 10 |   |   |   |   | SA | A | U | D | SD |
|-----|---|--------|---|---|---|---|----|---|---|---|----|
| 1   | Many parents are not informed enough regarding FFE policy   | 5      | 2 | 1 | 0 | 1 |    |   |   |   |    |
| 2   | Shortage of infrastructure such as classrooms, laboratories, libraries and toilets is a big challenge in the implementation of FFE policy | 7      | 2 | 0 | 0 | 0 |    |   |   |   |    |
| 3   | The increase of students in schools and classrooms led to high demand of qualified teachers   | 7      | 3 | 0 | 0 | 0 |    |   |   |   |    |
| 4   | There is a need to educate parents on FFE policy  | 7      | 2 | 1 |   |   |    |   |   |   |    |
| 5   | Like other sectors, FFE faces different challenges  | 8      | 1 | 1 | 0 | 0 |    |   |   |   |    |

Source: Field Data 2016

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD– Strongly Disagree)

Briefly, the findings discovered challenges in the implementation of FFE policy including lack of awareness of the parents and community regarding FFE, shortage of science teachers, insufficient funds allocation in schools, poor engagement of parents for the education of their children, and government delays of capitation grants to schools. Other challenges are the limited school facilities and infrastructure, big teachers-pupils ratio, lack of transport facilities, poor health services and continued minor contributions in schools. The findings corroborates with what the previous studies discussed about the existence of informal school fee based fees Kattan, 2009), significant contributions of parents for their children (Daven, 2008), and lack of preparedness for innovations (HakiElimu, 2017, March) impose challenges to FFE provision.

#### 4.6 Proposals for Improving Provision of FFE

The research reports the findings related to suggestions in improving the implementation of FFE in Ruangwa district. Based on responses of 30 teachers, the suggestions include the needs to increase the amount of funds allocated in schools to meet the running costs effectively (16) and the need for education to parents and guardians on the meaning of FFE policy (10) that related to literature (HakiElimu, 2017). In addition, the need to ensure improved working conditions in terms of infrastructure e.g. classrooms, offices, toilets and teachers' houses, and enactment of rules and regulations to make parents/guardians accountable to their children. Other proposals include the needs to increase remuneration for teachers (4), employment of new teachers to cope with the increasing number of enrolment in schools (2) and to make sure the capitation grants reach schools on time. Regarding education to community, one teacher emphasised that:

*I think the government should involve all stakeholders from grassroots to the top level so as to come up with good procedures of improving the implementation of FFPE for future benefits. Also, ... [it should] collect information and views from different education professionals for further improvement.*

Adding up, findings revealed what teachers assessed challenges of FFE provision (using rating scales: strongly agree, Agree, Uncertain, Disagree, and Strongly Disagree) and revealed that teachers had strong disagreement with the idea to stop completely the current procedures of fee free primary education and they appeared to vary significantly on whether those procedures should be maintained as they are. Table 4.9 presented teachers' assessment for proposals to improve FFE provision.

**Table 4.9: Teachers' Proposals for FFE Improvement**

| Aspect asses   | N = 30 | SA | A | U | D | SD |
|--|--------|----|---|---|---|----|
| The current procedures of fee free primary education should be maintained as it is |        | 6  | 5 | 5 | 6 | 6  |
| The current procedures of fee free primary education should be stopped completely  |        | 2  | 3 | 3 | 6 | 15 |

Source: Field Data 2016

N = 30 (Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

However, findings from responses of 30 school heads on improving FFE highlighted different strategies and proposals. Such proposals indicated various needs for the government to increase budget allocation that match the actual number of pupils enrolled in schools (24), the need to educate the community on the content of FFE policy (13) and to make sure the problem of school facilities such as shortage of classrooms, offices and teaching and learning resources is addressed (7). In addition, they noted that there are needs for employing teachers, timely distribution of capitation grants, and involving the community, parents and guardians in different school development activities for moral and materials support.

Findings revealed that heads of schools assessed the proposal of FFE provision (*using rating scales: strongly agree, Agree, Uncertain, Disagree, and Strongly Disagree*) and discovered that they had strong disagreement with the idea to stop completely the current procedures of fee free primary education and they were uncertain to maintain or not to maintain those procedures. This result is similar to what teachers perceived in these aspects. Table 4.10 presented School heads' assessment for proposals to improve FFE provision.

**Table 4.10: School Heads' Proposals for FFE Improvement**

| <b>Aspect asses</b>   | <b>N = 30</b> | <b>SA</b> | <b>A</b> | <b>U</b> | <b>D</b> | <b>SD</b> |
|---|---------------|-----------|----------|----------|----------|-----------|
| 1. The current procedures of fee free primary education should be maintained as it is |               | 2         | 5        | 11       | 5        | 4         |
| 2. The current procedures of fee free primary education should be stopped completely  |               | 1         | 3        | 3        | 5        | 16        |

Source: Field Data 2016

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

Moreover, findings generated from pupils showed the following proposals for improving the future implementation of FFE in the district.

- (i) Increase provision of teaching and learning resources, for instance, computers, atlas, books, in the library.
- (ii) Ensure availability of transport facilities, e.g. school bus, to support movement of pupils and teachers from home to school.
- (iii) Ensure continuous in-service training for teachers to improve their teaching competencies
- (iv) Provide sufficient amount of funds for school development.
- (v) Developing basic infrastructure for the school to operate, for example, building dormitories, offices, classrooms, toilets, and water supply and electricity systems.
- (vi) Introduce FFE in the A-level and university education
- (vii) Increase remuneration for teachers
- (viii) Provide food to pupils who stay far away from the school premises.

As one of the pupils explained,

*“The government should increase teaching materials in libraries and laboratories for ward secondary schools and to maintain availability of basic resources such as water wells, dormitories and dispensary in these schools”.*

Another pupil added,

*My views to the government is that it has to improve a variety of things for example, to allocate enough funds in schools for improving school infrastructure, addressing transport problem for pupils and teachers to enable them reach schools on time. Also, it should construct dormitories and install electricity in schools so that the pupils could study during night to raise their academic performance.*

Results obtained pupils’ survey on improving FFE provision revealed that they strongly agreed both with the current procedures of implementing the FFPE and they should not be stopped as Table 4.11 indicates. Results from pupils appeared to be against with teachers and heads of schools whose results (Tables 4.9 & 4.10) strongly disagreed on the same aspects. The implication of the results suggests their misconception in implementing the FFE policy in practice; hence, education on FFE is needed for these people.

**Table 4.11: Pupils’ Proposals for FFE Improvement**

| Aspect assessed  | N = 60 | SA | A  | U  | D | SD |
|--|--------|----|----|----|---|----|
| The current procedures of fee free primary education should be maintained as it is |        | 24 | 13 | 10 | 9 | 2  |
| The current procedures of fee free primary education should be stopped completely  |        | 33 | 14 | 4  | 5 | 2  |

Source: Field Data 2016

(Acronyms description: SA-strongly agree, A-Agree, U-Uncertain, D-Disagree, SD – Strongly Disagree)



Table 4.12 presents findings from parents who responded to the questionnaire indicated that the majority appeared to agree and strongly agree in all assessed aspects, except number one in the respondents differed in decisions. Such differences in decisions for aspect one seemed to suggest the existence of misconception of FFE among respondents. This is reflected in Tables 4.1 and 4.8 that the government covers all education costs for their children and that parents and guardians need to FFE education for effective implementation.

**Table 4.12: Parents' Proposals for FFE Improvement**

|   | Aspects assessed  | N = 10 |  |  |  |  | SA | A | U | D | SD |
|---|---|--------|--|--|--|--|----|---|---|---|----|
| 1 | The government introduced FFE to reduce education costs especially fees and other contributions to parents  |        |  |  |  |  | 4  | 2 | 4 | 0 | 0  |
| 2 | It is important to conduct continuous professional training for teachers on education changes especially FFE  |        |  |  |  |  | 6  | 4 | 0 | 0 | 0  |
| 3 | The government efforts in increasing school assets is one of the strategies in the provision of FFE   |        |  |  |  |  | 2  | 7 | 1 | 0 | 0  |
| 4 | There is a need for all stakeholders and different sectors to cooperate during planning, implementation and evaluation of FFE provision in order to minimize or eradicate the challenges that are facing the FFE policy |        |  |  |  |  | 5  | 4 | 1 | 0 | 0  |
| 5 | It is important to use effectively the development of Information and Communication technology during the provision of FFE  |        |  |  |  |  | 5  | 4 | 1 | 0 | 0  |

(Acronyms description: SA - strongly agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree)

The results relate with HakiElimu's (2017, March) comment on the need to prepare before implementation of education policy. Hence, Table 4.12 is about the parents and guardians suggestions towards improving FFE in schools.

Concisely, results revealed proposals in implementing FFE that there are needs to improve funds allocation in schools, educating the community, pupils and parents on FFE concept, improving working conditions and remuneration for teachers. In addition,

there are needs to employ new teachers, improve school facilities, transport and services, ensure availability of teaching materials and in-service training programmes for teachers.

Overall, the study reported and discussed findings in consideration of the stakeholders' awareness of FFE concept, their involvement in the implementation of the FFE policy and the perceived changes following its implementation in Ruangwa District. However, it discussed challenges on the provision of FFE and proposals for improving the future provision of fee free basic education in Tanzania.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusion and recommendation of the study. The study addressed the following four objectives:

- (i) To assess the stakeholders' understanding on the concept of fee free education,

- (ii) to assess stakeholders' implementation of fee free primary education,
- (iii) To investigate the challenges facing stakeholders in the implementation of fee free primary education, and
- (iv) To find out suggestions for improving the future of fee free primary education provision in Ruangwa district schools.

## **5.2 Summary of the Study**

The study discussed findings related to the knowledge of stakeholders' on FFE, their involvement in the provision of FFE, the changes due to policy implementation, and challenges during policy implementation as well as proposals in improving the provision of education in Ruangwa District, Lindi Region.

The study results discovered that 80% of teachers were aware of the innovation, except 20% were not. 100% of school heads agreed that they were able to explain FFE correct, however, when asked to explain it only 93% defined it correctly and 7% did not. While 73% of pupils indicated to be aware of the concept FFE, their fellow 26% did not. The majority of the respondents who demonstrated limited knowledge of the concept reasoned: first, they were not fully involved in the initiation of the FFE, second not clear with the FFE due to the existence of some contributions in schools, third insufficient funds allocation to meet the school functions, and parent's negative attitude regarding the teaching career.

Results indicated that stakeholders were involved in the implementation of FFE in many ways including educating parents, pupils, and community concerning the innovation, encouraging parents to send their children to school, and making sure that fee is not

paid in schools, improving academic performance of pupils. Moreover, they are involved through supervising construction and rehabilitation of school facilities and services, distributing government documents such as circulars and guidelines on FFE, and studying hard to meet national education standards. However, the findings showed that stakeholders were satisfied with the introduction of FFE because it has provided relief in terms of education costs to parents and guardians.

In addition, the study revealed changes due to the implementation of FFE in Ruangwa. These were the noted increase in pupils' enrolment, attendance in schools, demands of capitation grants in schools, supply of teaching materials than before, school services and buildings, opportunities for parents and guardian to engage in social and economic activities. Other changes were the existence of spending and monitoring procedures, availability of allowances for leaders in education posts, decreased in dropout rate and abolition of fees and other contributions in schools.

Findings revealed satisfaction of stakeholders with the implementation of FFE, for example teachers' indicated that while they were dissatisfied with procedures of introducing FFE and its clarity to parents, they were satisfied that it provided relief to parents and guardians by leaving large cost of education to government. The same, school heads agreed on the procedures of introducing FFPE and strongly disagreed that they were poorly involved in the planning stage. They strongly agreed that the government carries a large burden of education cost that parents (HakiElimu, 2017, March). Findings further showed that out of 60 pupils responded to the rating scale, 18 pupils disagreed on the ways used to introduce fee free primary education in schools and 58 strongly disagreed on the way they involved in policy planning. Likewise, while

45 pupils strongly agreed on the procedures used to introduce FFE, 34 pupils were satisfied that it reduced the burden of education cost to parents and guardians.

Findings discovered challenges following the implementation of FFE in the area that include shortage of science teachers, lack of in-service teacher training, poor engagement of parents in the education of their children, insufficient funding in schools, limited school facilities and infrastructure, and poor social services such as dispensary, water supply, transport for pupils and teachers, food and electricity. Moreover, challenges related to lack of education to parents and guardians concerning FFE provision, high teacher-pupils ratio and existence of some school based contributions for paying school's guard and cook, buying food, hoes, and printing test.

### **5.3 Conclusion**

This study concludes that although the procedures for the introduction of FFE were in favour of few individuals, the stakeholders were somehow satisfied with the implementation of the innovation. The research indicated the stakeholders' knowledge of FFE that was promising to teachers and school heads; still education is needed to the community. There were considerable changes and challenges due to the implementation of the innovation that shaded light for education practitioners and stakeholders to study them with respect to research recommendations.

### **5.4 Recommendation**

The study presents recommendations for action and further studies.

(a) Recommendation for action:

- (i) For a proper performance of pupils in schools and provision of FFE, there are needs for the government to improve the modality and amount of funds allocated to run schools.
- (ii) For the purpose of increase community participation and minimize challenges in school related activities of implementing FFE, there are needs for the community and government to introduce regular programmes to educate parents, pupils and community on the concept of FFE.
- (iii) In ensuring commitment of teachers and heads of schools to implement FFE in schools, the working conditions should be improved through remunerating teachers properly, building houses for teachers, ensuring transport for pupils and teachers, establishing sanitary services, ensuring in-service teachers training, and availing them with teaching resources.
- (iv) In eliminating the big teacher-pupils ratio and shortage of teachers in schools, the government and Non-governmental organizations should strive to train new teachers and employ them in schools.
- (v) The quality assurance and monitoring department in the district should be supported to visit schools regularly. Their regular visits is expected to provide support to teachers and schools in terms of technical and professional challenges in teaching and in operation of the school.

(b) Recommendation for further studies

Since this study was confined to Ruangwa district, the results could not be generalized to a large population of Tanzania. There is a need for study to investigate FFE by involving large population in Tanzania.

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## **APPENDICES**

### **Appendix I: Questionnaire for Teacher and Students**

#### **Greetings**

Hello, my name is..... (name of the researcher) from the Open University of Tanzania. I am collecting information and opinions from different education stakeholders in response to a study that investigates the implementation of fee free primary education in Ruangwa District Council.

#### **Introduction**

Since 2001 the Ministry of Education, Technology and Vocation Education introduced fee free basic education. The current education policy of 2014 issued three circulars no. 5 and 6 of 2015, and circular no. 6 of 2016 which provides directives on the implementation of free basic education. The study intends to examine and determine the effectiveness and benefits of policy for teachers, parents/guardian and schools in Tanzania, especially Ruangwa District in Lindi.

### **Confidentiality**

The information provided in this session will remain to be confidential and used strictly for the purpose of this study. No part of the information you will provide can be disclosed to a third person without your prior consent. When we write the report we will not disclose your identity and we will only use the information for the purpose of this research only.

### **Consent**

As a ..... (title of the respondent) you are requested to participate in this study and provide the necessary information that is within your capacities regarding the effectiveness of fee free primary education in Ruangwa District Council. The information you are going to provide will contribute to the improvement of teaching in primary schools. Your participation in this research is voluntary and you are free to leave the interview at any point in case you feel uncomfortable to continue in the study. If you accept to participate in this study kindly respond to the questions faithfully, provide as detailed information as necessary according to your knowledge. However, you are free to refuse to answer any particular question.

If you accept to participate in this study, kindly sign below.

Signature\_\_\_\_\_Date:\_\_\_\_\_

Name                      of                      the                      school                      .....

Village/street.....

Gender: Male ..... Female .....

Please put a tick (✓) in the space for your response against each item (no. 1 - 14) in the table below. Read elaboration of acronyms for the response, as [**SA:** *Strongly Agree*; **A:** *Agree*; **U:** *Uncertain* **D:** *Disagree*; **SD:** *Strongly Disagree*]

| S<br>N | Item   | Responses |   |   |   |    |
|--------|--|-----------|---|---|---|----|
|        |  | SA        | A | U | D | SD |
| 1.     | I understand the meaning of fee free primary education policy  |           |   |   |   |    |
| 2.     | I am satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools      |           |   |   |   |    |
| 3.     | I am not satisfied with the procedures used to introduce the fee free primary education in Tanzania's schools. |           |   |   |   |    |
| 4.     | I was fully involved in the introduction of fee free primary education policy in Tanzania                      |           |   |   |   |    |
| 5.     | The implementation of fee free primary education is clear to the children's parents and guardians              |           |   |   |   |    |
| 6.     | The implementation of fee free primary education has provided relief to parents and pupils                     |           |   |   |   |    |
| 7.     | The implementation of fee free primary education is clearly understood by teachers                             |           |   |   |   |    |
| 8.     | The implementation of fee free primary education is clearly understood by students                             |           |   |   |   |    |
| 9.     | The implementation of fee free primary education is clearly understood by politicians and other stakeholders   |           |   |   |   |    |
| 10.    | The implementation of fee free primary education creates more costs to the government than parents/guardians   |           |   |   |   |    |
| 11.    | The current procedures of fee free primary education should be maintained as it is                             |           |   |   |   |    |
| 12.    | The current procedures of fee free primary education should be stopped completely                              |           |   |   |   |    |

13. Do you know the meaning of fee free primary education? Yes ( ) No ( )

14. If the answer to question 13 is yes, explain please?

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15. If the answer to question 13 is No, give reasons.

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16. Do you think primary education in Ruangwa schools is provided for free? Yes ( ), No ( )

If the answer to question 16 is No, give reasons.

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17. If the answer to question 16 is No, give reasons.

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18. How do you participate to implement the fee free primary education in the school?

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19. What do you think are the changes you have noted or received due to the introduction of fee free primary education policy in Ruangwa District? Please explain.

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20. Are there any challenges in the implementation of fee free primary education policy in Ruangwa? Yes ( ) No ( )

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21. If the answer to question 20 is YES, Please explain the challenges

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22. What do you think should be done to improve the implementation of fee free primary education for future benefits of primary schools in Ruangwa District Council

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**Thank you for your cooperation**

## **Appendix II: Dodoso kwa Wanafunzi**

### **Salamu**

Halo, ninaitwa..... (Jina la Mtafiti) kutoka Chuo Kikuu Huria cha Tanzania. Nipo hapa kupata taarifa na maoni mbalimbali ya wadau wa elimu kuhusu utafiti unaolenga kutathmini utekelezaji wa sera ya elimu ya msingi bila malipo katika halmashauri ya wilaya ya Ruangwa.

### **Utangulizi**

Mwaka 2001 Wizara ya Elimu na Mafunzo ya Ufundi ilianzisha sera ya elimu bila malipo katika elimumsingi. Utekelezaji wake umechochewa na Sera Mpya ya Mwaka 2014 kupitia nyaraka zake namba 5 na 6 wa mwaka 2015 na 6 wa 2016 zinazoelekeza watendaji katika kutekeleza elimu bure shuleni. Utafiti huu unafanyika kwa lengo la kutathmini sera na kubaini tija ya utekelezaji wake kwa walimu, wazazi/walezi kwa upande mmoja na shule kama taasisi kwa ujumla.

### **Usiri**

Taarifa zitakazotolewa zitabaki kuwa siri na zitatumikakwa lengo la utafiti huu tu. Hakuna sehemu yoyote ya taarifa utakazotoa itakayowekwa wazi kwa mtu wa tatu bila ridhaa yako. Tutakapoandika taarifa ya utafiti, hatutataja jina lako na taarifa zitatumika kwa ajili ya utafiti huu tu.

### **Hiari**

Ukiwa ni wanafunzi katika shule hii, tunakuomba ushiriki katika utafiti huu na utoe taarifa zote muhimu zinazohusu uboreshaji wa ufundishaji wa masomo shuleni. Taarifa utakazotoa zitasaidia kuboresha ufundishaji na mahudhurio ya watoto shuleni. Ushiriki wako katika utafiti huu ni wa hiari na hivyo basi una uhuru wa kuacha kushiriki wakati wowote endapo utajisikia vibaya kuhojiwa.

Kama unakubali kushiriki katika utafiti huu, tafadhali jibu maswali yote kwa usahihi na uaminifu kufuatana na uelewa wako. Hata hivyo, uko huru kukataa kujibu swali lolote linalokufanya ujisikie vibaya.

Kama unakubali kushiriki katika utafiti huu, tafadhali tia saina hapa chini:

Saina \_\_\_\_\_ Tarehe : \_\_\_\_\_

Jinsia: Mwanaume ( ) Mwanamke ( )

Tafadhali, weka alama ya tiki (✓) pahala pa jibu unaloona linafaa kwa kila hoja (ya 1 - 14) kwenye jedwali hapa chini. Soma kwanza ufafanuzi huu wa kifupi cha jibu:

SA: Nakubaliana kabisa

A: Nakubali

U: Sikubali wala sikatai

D: Sikubaliani

SD: Sikubaliani Kabisa

| Na  | Hoja   | Majibu |   |   |   |    |
|-----|--|--------|---|---|---|----|
|     |  | SA     | A | U | D | SD |
| 23. | Ninaelewa vizuri maana ya sera ya elimu ya msingi bila malipo  |        |   |   |   |    |
| 24. | Nimeridhishwa na utaratibu wa kuanzishwa kwa sera ya elimu bila malipo katika shule ya msingi Tanzania     |        |   |   |   |    |
| 25. | Sijaridhishwa na utaratibu uliotumika kuanzisha elimu ya msingi bila malipo                                |        |   |   |   |    |
| 26. | Nimeshiriki vizuri katika kuanzishwa kwa sera ya elimu ya msingi bila malipo nchini Tanzania               |        |   |   |   |    |
| 27. | Utekelezaji wa sera ya elimu ya msingi bila malipo unaeleweka vizuri kwa wazazi na walezi wa wanafunzi     |        |   |   |   |    |
| 28. | Utekelezaji wa sera ya elimu bila malipo umeleta nafuu kwa wazazi/wanafunzi                                |        |   |   |   |    |
| 29. | Utekelezaji wa sera ya elimu ya msingi bila malipo unaeleweka vizuri kwa walimu                            |        |   |   |   |    |
| 30. | Utekelezaji wa sera ya elimu ya msingi bila malipo unaeleweka vizuri kwa wanafunzi                         |        |   |   |   |    |
| 31. | Utekelezaji wa sera ya elimu ya msingi bila malipo unaeleweka vizuri kwa wanasiasa na wadau wengine        |        |   |   |   |    |
| 32. | Utekelezaji wa sera ya elimu ya msingi bila malipo unagharama kwa serikali zaidi kuliko wazazi na walezi   |        |   |   |   |    |
| 33. | Utaratibu ulipo wa utekelezaji wa sera ya elimu ya msingi bila malipo unafaa kuendelezwa kama ulivyo sasa. |        |   |   |   |    |
| 34. | Utaratibu ulipo wa utekelezaji wa sera ya elimu ya msingi bila malipo ufutwe kabisa                        |        |   |   |   |    |

35. Je, unaelewa maana ya elimu ya msingi bila malipo? Ndiyo ( ) Hapana ( ).

(Weka alama ya tiki kwenye mabano mbele ya jibu).

36. Kama jibu lako la swali Na. 13 ni **Ndiyo**, toa maelezo?

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37. Kama jibu lako la swali Na. 13 ni **Hapana**, toa sababu.



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38. Je, unadhani elimu ya msingi bila malipo unufaika nayo hapa shuleni?

Ndiyo ( ) Hapana ( )

39. Kama jibu lako la swali Na. 16 ni **Hapana**, toa sababu.

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40. Je, unadhani ni mabadiliko gani umeyapata baada ya kuanzishwa kwa sera ya elimu ya msingi bila malipo shuleni? Tafadhali elezea.

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41. Je, kuna changamoto zozote katika utekelezaji wa sera ya elimu ya msingi bila malipo shuleni?

Yes ( ) No ( )

42. Kama jibu lako la swali Na. 20 ni **Ndiyo**, basi toa maelezo ya changamoto hizo?

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43. Je, unafikiri mambo yepi yafanyike ili kuboresha utekelezaji wa sera ya elimu ya msingi bila malipo kwa manufaa ya sasa na baadaye katika shule zetu?

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**Asante kwa ushirikiano wako**

**Appendix III: Research Clearance Letters**

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES**

Kawawa Road, Kinondoni Municipality,  
P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445  
Ext. 2101  
Fax: 255-22-2668759,  
E-mail: [drps@out.ac.tz](mailto:drps@out.ac.tz)

Date: July 5<sup>th</sup>, 2017.

District Executive Director  
Ruangwa District  
P.O.Box 51  
Ruangwa  
Lindi

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. MBAWALA Mary, Benjamin. Reg.PG:201701586 pursuing Masters of Education in Administration, Planning and Policy Studies. We hereby grant this clearance to conduct a research titled "AN ASSESSMENT OF THE IMPLEMENTATION OF FEE FREE PRIMARY EDUCATION IN TANZANIA: A CASE OF RUANGWA DISTRICT, LINDI REGION". She will collect her data at Ruangwa District in Lindi Region from July 10<sup>th</sup>, 2017 to August 10<sup>th</sup>, 2017.

Incase you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam, Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

  
Prof Hossea Rwegoshora  
For: VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANIA

## RUANGWA DISTRICT COUNCIL

SIMU: 0732 932312  
FAX: 0732 932359



DISTRICT EXECUTIVE DIRECTOR,  
RUANGWA DISTRICT COUNCIL,  
P.O. BOX 51,  
**RUANGWA.**

**Ref. No. HWR/E.I/7 VOL.XX/176**

**14/07/2017**

VICE CHANCELLOR,  
THE OPEN UNIVERSITY OF TANZANIA,  
P.O.BOX. 23409,  
**DAR ES SALAAM.**

### RE: RESEARCH CLEARANCE

Refer back to your letter dated July 5<sup>th</sup> July, 2017 with the same heading above.

With this letter I hereby inform you that the permit for Ms. Mbawala Mary Benjamin Reg. PG: 201701586 who pursuing Masters of Education in Administration, Planning and Policy Studies at your University (The Open University of Tanzania) to conduct a Research Assessment in Ruangwa District Council from July 10<sup>th</sup>, 2017 to August 10<sup>th</sup> 2017, has been accepted.

However Ruangwa District Council will not bear any cost for the whole period of her research.

Thanks.

Odilia Marenga  
For: DISTRICT EXECUTIVE DIRECTOR  
**RUANGWA.**

Copy: Mary Benjamin Mbawala

MKURUBENZI RTENDAJI WILAYA  
PALMASHURITA WILAYA RUANGWA  
SLP SI  
RUANGWA

mmmmmm