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Original Research Paper

Effects of Free Education on Enhancing Access to Primary Education in Tanzania: A Case of Newala District, Mtwara Region

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ABSTRACT

Tanzania has attempted to increase access to education at various levels of education systems. Despite all these efforts there are a lot of challenges which need to be addressed to enhance progress in the education sector. This study is one amongst many with the objective of assessing the effects of free education on enhancing access to primary education in Tanzania. The study used logic model to explain the households' decision to enroll their children into primary school under free education policy. The results revealed that free education policy has succeeded both in increasing enrolment and in reducing delays in entering to school because more pupils have been enrolled at the legal school entry age of 5-7 year or less. However, free education has not succeeded in reducing drop outs because after implementation of free education policy the surprising outcome is that the percentage of dropouts from school increased. The study further determined significance of the factors that were deemed important for sending children to school; where it was revealed that, distance from home to school had a negative influence on the decision of sending children to school. The odds in favour of enrolment increase when the household considers free education an important factor. For the sex of the household head odds ratio were in favour of male headed households. Though the government implemented free education policy, most of people are not satisfied with the policy, because it did not meet their expectations.

Keywords: *Primary education, free education; access to education.*

Since the1960s (after independence), Tanzania has attempted to increase access to education at various levels of education systems. Access to primary education had been problematic during colonial administration as there were many Africans who were simply denied entry to education both for practical and political reasons (Bogonko, 1990). This was mainly attributed to the factors such as the rural subsistence economy that was adopted by many

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colonial governments did not require people to be well educated to work in the farms and sometimes they had the idea that an educated population may not have served the interests of the colonial system (Oketch, 2007). Therefore, during colonial era Tanzania exhibited patterns of exclusion in access to primary education system as education was mainly provided to the white people and only a few black people having access to it.

According to statistics published by the World Bank (2008),the gross rate of enrollment in primary education in Africa in 1960, near the end of the colonial era, was 36% as compared to 67% for Asia and 73% for Latin America. This average, however, concealed large disparities between territories, urban and rural areas, sexes and religious and ethnic groups. For the French-speaking territories, the overall gross enrollment ratio was 38%, (50% for the Belgium colonies and 31% for French colonies); for the English-run colonies it was 40%. The rate of illiteracy was over 90% for sub-Saharan Africa as a whole (Diallo, 1997).

Following such exclusionary mechanisms in the education system during colonial era, improving primary education was the foremost interest of the government soon after independence, simply because for someone to access secondary education/schools s/he was required to have first successfully completed primary school. In order to achieve its objective of improving access to primary education and consequently reduce illiteracy level, the Tanzanian Government introduced several policies, which aimed at helping to improve education access to all at a more rapid pace. The first thing the government could do to improve access to primary education was to abolish the racial school system which existed under the colonial rule and introduction of one national education system (Knutsson, 2005); Education for Self-Reliance (ESR) was yet another policy which was introduced following the Arusha Declaration in 1967which was encouraging each school to contribute to its own upkeep through income raising activities, together with the abolition of the Standard IV examination in 1973.

However, this policy of education for self-reliance did not improve the school enrolment rates significantly since financial burden remained very high for majority of parents to afford to send their children to school. As a result the policy ended up opening access to the few emerging African political elites who could afford to pay the fees charged by the emerging schools (Oketch and Rolleston, 2007). This was due to the fact that Primary enrolment grew slowly, because total primary school enrolment was 36 per cent in 1962 to 42 per cent in 1974 (Morris, 1976).

In order to increase school enrolment, private primary schools were opened and a Universal Primary Education Program (UPE) was introduced in 1974 (Riddell, 2003). Within the Universal Primary Education program, school fees were eradicated resulting in a substantial increase in student enrolment. However, between 1985 and 1995 Tanzania embarked on various economic reforms which did not leave the education system untouched. It is during this time when the government of Tanzania (GOT) begun to pull out from the free provision

of various social services by introducing cost sharing. The education sector is amongst the sectors which were affected by these reforms since under cost sharing school fees for primary and secondary schools were reinstated and the number of children receiving formal education dropped significantly (ESDP, 2006). The education sector was characterized by liberal ideas of market oriented schools and cost efficiency.

In 2001 Mechanisms for mainstreaming donor support into Government plans were established through the Medium Term Expenditure Framework (MTEF) and the Public Expenditure Review. Through this arrangement, donor funds designated for support to the PEDP would be added to those of the Government in a special "basket" fund called the Education Programme Fund (EPF), or through the Government's budgets (URT, 2001) support. Tanzania devised these Education Sector Development programmes in order to attain the Millennium Development Goals (MDGs). The MDGs has several goals and goal number 2 is the one related to educational issues. It aims to achieve Universal Primary Education and the target is to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Within the Education Sector Development Programme (ESDP), there were two-education development plans that were implemented, namely: (a) The Primary Education Development Plan (PEDP) which aimed to increase enrolment and the quality of primary education; and (b) The Secondary Education Development Plan (Shayo, 2009) which aimed to increase enrolment and provide quality secondary education.

With the introduction of Primary Education Development Plan (PEDP),in 2001 tuition fees and other mandatory cash contributions to schools were abolished. During the time of its introduction, both survey and administrative data sources revealed how enrolment rates increased significantly between years of its introduction. For example, according to the Basic Education Development Committee (2006) by the year 2005, a total of 7,541,208 children were enrolled in primary schools across the country, 10.1 per cent over the target. In grade one, 1,348,437 children were enrolled, a 29.5 per cent excess over the target. With so many children enrolled, the administratively recorded net enrolment rates went up from 66.0 per cent in 2001 to 97.3 per cent in 2007. According to the Household Budget Surveys for 2001 and 2007 gross and net enrolment rates increased from 85 per cent to 117 per cent and from 59 to 84 per cent respectively(Alderman et al, 2009). Tanzania is amongst countries in Sub-Saharan Africa that have succeeded in the implementation of free primary education but the process has been described by some analysts as being slow and has raised questions to whether Tanzanian Government's will achieve a totally successful universal FPE (Galabawa, 2001).

Different figures shows that 15-20% of children under age of15in Tanzania still do not attend school (Caroline and Stahley, 2011).This could be due to other costs associated with education, either direct household expenditures on books or uniforms, or opportunity costs of being in school or contextual factors such as school quality or labour market demand

(citation). Because School fees are not the only cost of primary schooling to households, other contributions, the loss of income or assistance from even a young child's labour, lack of information on the importance attached to education as well as push factors out of school such as child-unfriendly environment may be regarded as contributing factors (Colclough et al, 2005a).

Table 1: Distribution of sampled household from Newala District

Division of residence	Ward of residence	Village of residence	Number of households
Newala	Mtonya	Majengo A	26
	Luchingu	Luchingu A	30
	Makote	Makote	26
	Nanguruwe	Nanguruwe	30
Kitangali	Kitangali	Kitangali	30
	Mchemo	Mchemo	25
Chilangala	Chilangala	Chilangala	30
		Total	**197**

Source: Field data

Rationale for the study

Developing countries including Tanzania are facing a number of developmental social challenges, amongst which is ensuring that every citizen gets quality social services such as clean and safe water, good roads and better education (Månsand Owens, 2010).It is acknowledged that of all these social services, access to basic education lies at the heart of development (TEA, 2010).

To the citizens of the United Republic of Tanzania, access to basic education is a constitutional right as it is stipulated in the constitution of the United Republic of Tanzania of 1977 article 11 (part 2),it states that "education is a right for all children of school-going age which is around 5-7 years". In this sense getting access to education is not a favour, instead it is a basic human and constitutional right. Through the Education Sector Development Programme (ESDP), in 2002 the Government of Tanzania introduced the Primary Education Development Program (PEDP), with the initial goal of achieving Universal Primary Education (UPE) by 2015 by eliminating of school fees (Wedgwood, 2007). Free Education Policy was incorporated in the PEDP to abolish the school fees and other mandatory payments to reduce costs associated with primary school education. The program aimed to ensure that all children have equal opportunity to participate in education regardless of income level, gender, and/or physical disability. With the free primary education policy, participation in school was measured by the number of pupils enrolled to grade one. It is conceived that, access to education is a result of collective achievements which are determined by many factors in which free education is part and not a standalone factor.

The study conducted in Mtwara, Tanzania by Erhardt, et.al (2012) showed that access to education is still a problem in Mtwara region. In this study they concluded that Mtwara region is facing serious problems of dropout and low access to education because enrollment to standard one is below the government expectation. Available data shows shocking picture of access to primary education in Mtwara Region. For example, The Citizen Newspaper of 12th April 2012 reported that in 2010only 43.5% of children aged 7 years were enrolled to school, while in 2012, a total of 4,565 (55.1%) out of 8,278 pupils dropped out of school for various reasons. This might be suggesting that measuring access to primary education by focusing on enrollment rate might be a misleading measure as the evidence has shown, many pupils are enrolled but only a few complete their primary education. It was thought that this massive school dropout was mainly caused by high school fees which parents were required to pay for their kids to pursue primary education but most of these (rural) parents could not afford to pay for their kids and thus were forced to drop out of school.Based on these premises this study aimed at exploringwhether the abolition of school fees as the main constraint to accessing primary education amongst Tanzanians was only sufficient strategy to address the problem of primary school dropout and thus increase access to primary schools in Tanzania? We use Newala District of Mtwara region as our case study.

More specifically, this study's main objective was in two folds, firstly was to assess the effects of free education on enhancing access to primary education in Newala district of Mtwara Region, Tanzania. In order to achieve this, the effects of free primary education policy was measured agaisnt primary school enrolment,droupout and delays in entering primary school; and secondly was to identify factors that influence household decision-making to sending their children to primary school.

METHODOLOGY

The data for this study was collected from 7 villages in Newala District of Mtwara region in Tanzania during August – September 2013. A mixed sampling procedure was adopted whereby while on the one hand the region and district were selected purposively, on the other hand fishbowl draw simple random sampling technique was used to select the seven wards. Systematic sampling techniques were employed to select the households from which the data was collected as table 1 reveals.

Estimation of the model

The study adopted the binary model taking only two values of zero and one. Therefore, the study adopts logistic regression model designed specifically for limited dependent variables. This method uses maximum likelihood estimation method to estimate the value of parameters of the model. The dependent variable takes the value of 1 if the household has at least one child enrolled at primary school level and takes the value of 0 if the household have a child at school age but not enrolled in primary school. In binary logistic model, this variable is the one that determines the households' decision to send their children to school.

For each household i we can derive the utility difference denoted by y^* as a function of households' characteristics and other factors denoted by X and the error term μ, which captures the influence of other factors not observed. The following equation can be estimated, assuming a linear relationship

$y^* = X\beta + \mu$..... Equation (1)

$y^*$is unobserved variable called the latent variable. The assumption is that the household decide to send their children to school when the utility difference exceeds a certain threshold level that can be set to 0 without loss of generality. Ify is the variable that represents the household's decision to enrol their children it takes the value of 1 if a child is at school age and enrolled in primary school and it takes the value of 0 if the household has a child at school age but not enrolled in school. Estimation of equation 1 is not possible because y* is unobserved, hence it is of little significance.
Therefore, equation (2) is estimated instead of estimating equation (1).

$P_i = E(Y = 1|X_i) = \beta_1 + \beta_2 X_i$..... Equation (2)
Where:

$$Y = \begin{cases} 1 & \text{if the hosehold have at least one child enrolled at primaryschool} \\ & \\ 0 & \text{if the household have achild at school age but not enrolled} \end{cases}$$

Equation (2) can be estimated by Ordinary Least Squares method (OLS), hence called a Linear Probability Model (LPM). Since the dependent variable is binary, estimation by OLS will be inappropriate.

To get around the problems of LPM, it is necessary to invoke some assumptions on the distribution of the disturbance term μ. The logistic regression model assumes the disturbance term follows a standard logistic distribution with mean 0 and standard deviation of $\frac{\pi^2}{3}$while the probit model assumes μ follows a standard normal distribution with mean 0 and standard deviation of 1.

X is a set of expalanatory variables explaining the dependent variable. Since logit model assumes that the error term follows a standard logistic distribution withmean 0 and standard deviation of $\frac{\pi^2}{3}$. Thus the probability that Y=1 is given as:

$P_i = E(Y = 1|X_i) = \frac{1}{1-e^{-(\beta_1+\beta_0)}}$..... Equation (2)
For ease of exposition, we write equation (2) as

$P_i = \frac{1}{1+e^{-Z_i}} = \frac{e^z}{1+e^z}$ .....Equation (3)
Where $Z_i = \beta_1 + \beta_2 X_i$

The equation (3) represents what is known as the (cumulative) logistic distribution function of socio-economic characteristics of the household.

It is easy to verify that as Z_i ranges from $-\infty$to$+\infty$, P_i ranges between 0 and 1 and P_i is nonlinearly related to $Z_i(i.e., X_i)$, thus satisfying two requirements considered earlier. In order to satisfy these requirements, we have created estimation problems because P_i is non-

linear not only in X but also in β′s as can be seen clearly from equation (2). This means that cannot use the familiar OLS procedure to estimate parameters Gujarati (2004). Therefore, the equation (2) can be liberalized as follows:

If P_i, the probability of school enrolment, is given by equation (3), then $(1 - P_i)$, the probability of a child not enrolled in school is given the equation (4)

$1 - P_i = \frac{1}{1-e^{Z_i}}$ ..... Equation (4)

Therefore, the above equation will be as follows

$\frac{P_i}{1-P_i} = \frac{1+e^{Z_i}}{1+e^{-Z_i}} = e^{Z_i}$ ..... Equation (5)

Now $P_i/(1 - P_i)$ is simply the odd ratio (Odds ratio refers to the ratio of the probability that something happens to the probability of it not happening. If p is the probability of occurrence 1-p is the probability of non-occurrence. Thus the odds ratio is given as $\frac{p}{1-p}$) in favour of school enrolment the ratio of the probability that the school enrolment has dropped down. In order to obtain good results, equation (5) must be in natural log as follows in equation (6) below

$L_i = \ln\left(\frac{P_i}{1-P_i}\right) = Z_i$.....Equation (6)

That is, L, the log of the odds ratio, is not only linear to X, but also linear in the parameters. L is called the logit, and hence the name logit model for model equation (6).

The estimation techniques

In order to estimate the logit model the equation (6) can be as follows

$L_i = \ln\left(\frac{P_i}{1-P_i}\right) = \beta_1 + \beta_2 X_i + \varepsilon_i$.....Equation (6.1)

The properties of the stochastic error term $\varepsilon_i$will be discussedshortly. To estimate (6.1), we need, apart from X_i the values of the regressand, or logit, L_i.This depends on the type of data we have for analysis whether individual data or grouped data. In this case, of the school enrolment the appropriate is replicated data for the analysis. To estimate the specified log it model the forced entry method was used in favour of the stepwise approach.

Table 2: Enrolment and dropout summary statistics in Newala

Period	Variable	Mean	Median	Standard deviation
Before	Gross enrolment	3541	2516	2456
	Net enrolment	3347	2363	2370
	Dropouts	197	200	100
	Percentage dropouts	7	6	3.07
After	Gross enrolment	5613	5176	1175
	Net enrolment	5092	4749	1141
	Dropouts	522	527	119
	Percentage dropouts	9.53	10.22	2.46

Source: Field data, 2013

Empirical model

The following logistic model was estimated

$P_i = E(Y = 1|X) = F(X\beta)$..... Equation (7)

Where; P_i is the probability that the dependent variable takes the value of 1, given the value of regressors

X is a vector of explanatory variables explaining the dependent variable

β Is the matrix of coefficients?

Which in terms of logarithm of the odds in equation (7) is written as:

$$\ln\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1 Py + \beta_2 He + \beta_3 free + \beta_4 Sex +$$

$\beta_5 Ds + \beta_6 As + \beta_7 Dr + \beta_8 Fm + B9\ Age + \varepsilon_i$.....Equation (8)

Y_i =Dependent variable that takes the value of 1 if the household has at least one child enrolled at primary school level and takes the value of 0 if the household have school age child but not enrolled in primary school education.pIs the estimated probability that Ytakes the value = 1.

Py = Income of the household. Because of unavailability and unreliability of data on households' income, the economic activity of the head of the household will be used in place of income of the household to serve the same purpose.

He =Level of education of the Head of the Household. Variable corresponding to 1if the head of the household attended formal schooling and 0 if he/ she did not attend formal schooling.

freed =Free-Education variable defining the applicability of free education onenrolment. The variable takes the value of 1 if it is considered an important factor for enrolment and0 otherwise.

Sex =Defines the sex of a child whether; male (1) or a female (0).

Ds =Distance to school from home, which takes the value

of 1 if distance exceeds 2 kilometres and takes the value

of 0 if lessthan two

As=Sex of the head of the household

Age= Pupils age.

RESULT AND DISCUSSION

Enrolment and dropout statistics

As stated previously, in 2002, the government of the united republic of Tanzania introduced the policy of free primary school education to enable all the pupils at the school entry age to access primary education. The effects of this new policy were immediately reflected by the sharp increase of the number of enrolled children which grew from 6654 in 2001 to 8817 in

2002, however, it thereafter declined gradually in the subsequent years. Nevertheless, the overall enrolment level remained considerably higher for the period after the introduction of the new policy compared to the period before. Surprisingly, in tandem with the increase in enrolment rates, the number of dropouts also increased despite the provision of free education.

In the period under review (1994 - 2012) the mean gross enrolment in the period before introduction of free education was 3541 while after introduction of free education it rose to 5613. These figures might partially be reflecting the effect of free education policy on the one hand or other forces might have been in play on the other hand. However, it is evident that the variability of gross enrolment was much higher in the period after free primary education policy was introduced than before as shown by standard deviation figures in Table 2 which raises questions regarding to the effects of the policy to primary education access.

The results have shown that, after the implementation of free education policy the surprising outcome is that the percentage of dropouts from school increased even much more than it was before the introduction of the new policy. The mean proportion of dropouts in Mtwara was standing at 7 percent before free primary education policy but increased to 9 percent after implementation of free education policy. This situation/trend might be suggesting that other attributes than school fees are in play that discourage school participation.

Table 3: Enrolment summary statistics by age

	School entry age	Mean	Median	Std	Minimum	Maximum
Before	Age eight or more	65.8	60.2	12.3	57.1	95.5
	Age 7 or less	34.2	39.8	12.3	4.5	42.9
After	Age eight or more	40.1	39.6	5.7	30.8	51.7
	Age 7 or less	59.8	60.4	6.0	47.0	69.2

Source: Field data

Delays in entering school (Distribution of enrolment by age)

The data shows that during the period 1994 and 2001 before the introduction of free primary education policy more pupils about 65.8 percent were enrolled at the age of 8 years and/or above while those enrolled at the standard/official school entry age of 7 years or less were only 34.2 percent. Suggesting that pupils were delayed to go to school for various reasons one of which was found to be engaged in income earning activities sometimes to pay for their school fees and other domestic duties such as farming and keeping/grazing animals. However, after the introduction of free education policy, the results show that there was a dramatic turnaround where by more pupils were now enrolled at the standard school entry age 7 or less. The results reveals that, after 2002pupilsenrolled at the standard or official age of 7 years or less were 59.8 percent and those who were enrolled at older age (above 7 years) dropped to 40.1 percent. This was mainly contributed by the fact that it was now compulsory for parents to enrol all school going children to primary schools and legal action were taken against parents who did not enrol their children to school.

Table 3 shows the overall trends of enrolment by age. It is clear that prior to 2002 more students were enrolled at older age of 8 years or more while after free education was introduced more students were enrolled at standard school entry age or less in exception of year 2002 itself, the year of introduction of the policy. Introduction of free education seem to have helped the parents to enrol their children at the right school entry age 7 or less. Before introduction of the policy in 2002, the proportion of children enrolled at older ages (greater than 7) was higher than that after introduction of free education. More children are now enrolled at age 7 or less compared to the previous period. School contributions and fees made some families to delay sending their children to school because they could not afford the cost.

Estimation model

The odds ratios were calculated to simplify the interpretation of the logistic regression coefficients. For odds ratio greater than 1, a unit increase in a dependent variable increase the odds in favour of enrolment β times. Alternatively, unit increase in a dependent variable increase the odds in favour of enrolment by β-1 percent. If odds ratio is less than 1, a unit increase in a dependent variable reduces the odds in favour of enrolment by 1-β percent.

Results of the estimation model

Distance from school was also an important variable. The odds are against those who are far from school. The coefficient has a negative sign .The odds ratio is less than 0.11 implying that being far from school reduces the probability of a child being enrolled in school. Those who live more the 2 kilometres away from school the odds in favour of enrolment are 22 percent lower than those who live closer to schools, at 1 percent significance level. Distance from home to school seems to affect enrolment decision by the household. The far the school away from home the lower the chance of a child being registered in primary school level. The households that are located near to school have an incentive to enrol their children to primary school than those who reside far from school. Sometimes when the school is located a very long distance away from pupil's home it risks the safety of a child travelling this distance both to and from school. The effects of school-home proximity might even be more severe in rural areas where wild animals can scare off children to school and thus leads to higher dropout rates. These results are consistent with those of Mbelle and Katabaro (2003) in a study they conducted in Tanzania .Their results revealed that distance to school has a negative effect on performance and enrolment in both primary and secondary schools.

Furthermore, the results of this study show that sex of the head of household has a positive influence on households' decisions to enrol their children to primary schools for pursuing education. The odds are against those whose parents/guardians are female. The children whose head of the household is a male are likely to be enrolled than those whose head is a female. At 10 percent level of significant the coefficient is positive and statistically significant. The odds ratio is 1.6 implying that odds ratio in favour of enrolment decreases when the parents of a school aged children is a female. The result suggests children from

female headed households are 60 percent lower less enrolled when compared to children from male headed households.

Additionally, in trying to understand the influence of the economic activities on decisions to enrol, the study analyzed three economic activities which included agriculture/farming, business/self-employed performed by heads of the household. The results suggest that for heads of households to be involved in business or being employed, the odds in favour of enrolment of a child decreases in comparison to being a non-business person or agriculturists. The odds in favour of enrolment ratio are 0.598for those heads of households who are involved in business/self-employed, as their major source of income and 0.5076 for those who are employed in government or private sectors respectively. This implies that households involved in business their children are 59 percent less enrolled into school compared to households whose main economic activity is agriculture at 5 percent level of significant. Likewise, those whose major source of income comes from self-employment, their children are 50 percent less enrolled in comparison to those involved in agriculture with 10 percent level of significant. These results might be suggesting that children are also taking part in whatever is the main household livelihood strategy right from the early ages, thus delaying them to be enrolled in school and sometimes become an incentive for them to drop out of school by becoming another option available for them if they are out of school.

According to National Sample Census of Agriculture (2002/03), agriculture is the main economic activity in Newala District, meaning that the majority of Newala District dwellers are Agriculturists. An analysis above has shown that parents/guardians being agriculturist increase chances of a child to be enrolled in school as compared to being involved in other economic activities available in the area such as self-employment and business. This might be suggesting that, at early ages children are also participating in their parents businesses unlike they can do in agricultural activities which require some huge investment in terms of energy to perform the very manual tasks associated with agriculture such as tilling land, planting, weeding, harvesting etc. For that case parents and/or guardians who are agriculturalist are more willing to send their children to school at early ages compared to those involved in other forms of activities and thus removal of school fees may lead to parents being more willing and able to send their children to school.

Free education has a positive influence on the households' decision to send their children to school. At 10 percent level of significance, the coefficient is statistically significant. The odds ratio 1.6 is implying that odds in favour of enrolment increase when the household considers free education an important factor. This means that the odds ratios in favour of enrolment for household that recognize the importance of free education are 1.6 times of those who do not care free education. This mean that free education have a positive influence on the household decision to enrol their children to school, that is the more education become free, the more parents become willing to send their children to school. This can be attributed to the fact that free education policy has to some extent helped to reduce the costs associated with primary

school education by eradication of school fees and other mandatory contributions that overburdened the poor households.

Table 4: Enrollment and ethnicity

Ethnic group	Enrolment status		Total
	Yes	No	
Makonde	66.36	33.64	100
Makua	63.83	36.17	100
Mwera	65.22	34.78	100
Yao	47.06	52.94	100
Total	63.96	36.04	100

Source: The researcher2013

As a result, this policy has reduced the overall annual spending on education for each schoolchild in a household and thus increased the probability of sending more children to school than before the policy was introduced. These results are consistent to those of Root (2007) who examined the effects of abolition of school fees in Kenya, Tanzania, and Uganda, using times series regression analysis, his results showed that there is an increase in enrolment when the fees are removed.

Moreover, the study wanted to investigate if ethnicity has an influence on access to primary education. Sincethe sample was composed of four ethnic groups Makonde, Makua, Yao and Mwera which are mainly found in the study area, so information on their behaviour towards enrolling their children to school was collected and analysed accordingly. The results show that being Yao, the odds in favour of enrolment of a child decrease in comparison to being Makonde and other ethnicity. The odds in favour of enrolment ratio are 0.38 for Yao. This implies that Yao children are 38 percent less enrolled in comparison to Makonde and other ethnicity children. This can be verified by the statistics of enrolled pupils in Newala Primary Schools by ethnicity (see Table 4).

These results might be suggesting that even though the Makonde is the dominant ethnic group (tribe) in Newala, they may also be suggesting that they are more aware of the importance of education than other ethnic groups and that is why they were able to grab the opportunity provided by freed education policy and thus explore the benefit of education (table 4).

CONCLUSION

Data analysis results reveal that to some extent free education policy have succeeded to increase the number of pupils enrolled at primary school level. However, despite the success in increasing total enrolment and improvement of gender balance, free education policy has not been successful to solve the problems of school dropouts. Thus, it seems the problem of dropouts from schools is beyond the removal of school fees. The households' decision to register their children in primary school level is mainly influenced by, distance from home to

school (which have a negative effect on enrolment decision). Other factors include ethnicity, the importance attached to free education, sex of the head of households, and economic activity of the households' head. Area of residence whether rural or urban does not affect the decision of the household to send their children to school.

Policy Implication

Free education policy in primary schools has reduced the fee payment burden to parents in primary school education level. This is supported by the increase in total enrolment in primary schools as compared to before the introduction of this policy. The government should consider introduction of free education policy in other education levels, specifically secondary education at the ordinary level to increase access to education to all citizens. This is important owing to the global changes in science and technology, education is very crucial. Therefore, similar strategies used in enhancing free primary education can be used at secondary level. This can be done stage wise by starting at the ordinary level then progress to advanced level.

However, despite of the notable increase in schools enrolment as a result of free education policy, the study has revealed that still the rate of dropouts has increased suggesting that access to education cannot be guaranteed by the waving school fees only, other factors are into play. This implies that, in order to increase access to education especially to people living in rural areas, other strategies should be instituted to work in parallel with waiving school fees. In order to achieve this, a thorough and serious assessment study has to be done by the government to determine what exactly causes the increase in dropouts in primary schools apart from school fees. This will enable the government to take proper measures to mitigate or reduce the problem of school dropouts across the country.

Tanzania is striving to achieve Universal Primary Education to ensure every child have access to education. The issues that need to be incorporated with increase in enrolment are the quality of education that is provided. Improving the quality of education is an important matter of concern to the government. Thus, the government has to ensure improvement in the learning environment to the pupils by ensuring there are sufficient qualified teachers and teaching materials available. Improvement of the school buildings and staff accommodation should be considered.

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