

The contribution of TASAF conditional cash transfers project to primary education development in Kibaha District, Tanzania

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The purpose of this study was to assess the contribution of TASAF's Conditional Cash Transfer (CCTs) as a social protection programme introduced in Tanzania to motivate poor families to help their children attend school. This study investigated the contribution of Tanzania Social Action Fund (TASAF) Conditional Cash Transfer on enrolment and development of primary education examines community participation in the projects and challenges facing the projects. The study employed a mixed method approach under which a descriptive survey using questionnaires, focus group discussion and interview was used to collect data from 256 participants. The qualitative data collected were analysed using content analysis technique while quantitative data were analysed descriptive by using SPSS software. The study's findings revealed that conditional cash transfer help beneficiaries cover various costs including those related to education hence improving performance. The study also revealed that through participation in the project, people become aware of its implementation and learned how to adopt and correct changes resulting from it. The study further revealed that the inadequacy of coverage and lack of continuity of the financial support from the project were some of the issues that hampered its success. Conclusively, the study indicated that communities can play a crucial role in furthering and sustaining effective and quality schools. It is recommended that abolishing school fees and introducing conditional cash transfer must not reduce the support communities provide towards education services