

**IMPACT OF THE CDF IN THE DEVELOPMENT OF PUBLIC
SECONDARY SCHOOLS IN MWALA CONSTITUENCY**

BY

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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my husband Sammy Muchiri and my two children Esther and Denis for their support and encouragement through out the course.

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ABSTRACT

The Kenya Government established the Constituency Development Fund (CDF) in 2003, within auspices of Social Dimension of Development Programme (SDDP) aimed at channeling resources to local levels for poverty reduction and regional development. The CDF provides funding to various community-based projects such as construction of schools, dispensaries, public toilets and improvement in service delivery like water.

Despite the rationale for introduction of CDF, there are concerns on its efficiency to develop secondary schools' physical facilities. Some of the shortcomings experienced include; inadequate allocations and disbursements, low participation levels of parents and community members in decision making and monitoring of the projects, inadequate skills and knowledge on project management by head teachers and BoG members.

The main purpose of the study was to assess the impact of Constituency Development Fund in development of public secondary schools in Mwala Constituency. It was also concerned with identifying the level of participation of parents and community members in decision making and monitoring of CDF projects as well as skills and knowledge on project management possessed by Head teachers and BoG members.

The study sampled 9 public secondary schools, using stratified sampling technique based on divisions. A total of 9 head teachers and 9 PTA chairpersons for the sampled secondary schools were involved in the study. A sample of 5 councillors in whose wards the sampled secondary schools were located and 1 CDF programme manager were also involved in the study. Making use of descriptive research design, the research sourced its data through questionnaires for head teachers, area councilors, and CDF Programme Manager. Interview schedule was used for PTA chairperson and observation schedule to investigate on-going projects in sampled secondary schools. Data collected was analysed using descriptive statistical technique of distributions, computing percentages and making conclusions.

The major findings indicated that several CDF projects including; science laboratories, library, dormitories and staff house have been established but they were incomplete due to inadequate funds. Parents and communities were not adequately involved in decision making and monitoring of the projects. Head teachers and BoG members do not have adequate skills and knowledge for proper project management. Conclusions made were that funds allocated and disbursed to public secondary school for development of physical facilities are inadequate. Participatory approach has not been used to involve parents and community members in decision making and monitoring of the CDF projects. Head teachers and BoG members lack adequate skills and knowledge to manage the CDF projects efficiently.

Based on these findings, it is recommended that allocation and disbursement of funds from CDF to public secondary schools should only be to those projects that can be completed with available funds. Functional working committees should be set up for better participation of parents and community members in decision making and monitoring of CDF projects. Secondary school head teachers and BoG members require more training in management of the projects to ensure efficiency in utilisation of the funds from CDF.

ABBREVIATIONS AND ACRONYMS

AfDB	African Development Bank
BoG	Board of Governors
CDF	Constituency Development Fund
EFA	Education for All
FPE	Free Primary Education
FSE	Free Secondary Education
GDP	Gross Domestic Product

GER	Gross Enrolment Ratio
GNP	Gross National Product
GoK	Government of Kenya
ICT	Information Communication Technology
MoEST	Ministry of Education Science and Technology
MoE&HRD	Ministry of Education and Human Resource Development
NGO	Non Governmental Organization
PTA	Parents Teachers Association
SAP	Structural Adjustment Programme
SDD	Social Dimension Development
SMC	School Management Committees
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United International Children Fund
UN	United Nations
UPE	Universal Primary Education

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CHAPTER 1.0 INTRODUCTION

The chapter deals with the background to the study by statement of the problem, purpose of the study, objectives of the study, research questions, assumptions of the study, significance of the study, limitations and delimitations of the study, theoretical framework, conceptual frame work and operational definitions of key terms.

1.1 Background to the Study

Education like other forms of investment in human capital can contribute to economic development and raise the incomes of the poor just as much as investment in physical capital, such as transport, communications, power, irrigation. The World Bank (1980) recognized that spending on education is not simply consumption but investment in education and is not only a basic human right but also a means of enhancing the productive capacity of developing countries and increasing profitability of investment in physical and basic infrastructure. Psacharopoulos (1985)

Attempts to measure the contribution of education to economic growth suggest that a significant share of the growth of national income in developing countries is due to education of the labour force (Psacharopoulos and Woodhall 1985). Educational investment is productive and does contribute directly to the growth and employment goals and contributes indirectly by improving levels of health and life expectancy as well as reducing fertility. The basic economic problem all governments face is how to allocate resources between competing ends.

In Kenya education and training, financing encompasses all financial outlays by central and local government, the private sector, NGOs, households, communities and external partners (Sessional Paper 2005). Government spending on education and training excluding expenditure by households has ranged between Million Kshs. 299, 065.3 (5 % -7 %) of the GDP. At National level, recurrent government spending on education has been higher than any other social sector spending i.e. Million Kshs.203, 861.0 (73 %) of the social sector expenditure. In addition, education recurrent budget has risen from Million Kshs 52,608.1(35 %) of public sector recurrent budget in 2000 to Million Kshs.77, 299.8(39 %) in 2004, with Million Kshs 78,707.2(79 %) going towards administration and planning out of which Million Kshs78, 640.5 (86 %) goes towards salaries and wages. (Sessional Paper 2005)

Table 1.1: Central Government Expenditure on Social Services (2003/04)

MINISTRY	AMOUNT Million Kshs	EXPENDITURE (%)
Ministry of Education Science & Technology	263,531.6	73
Ministry of health	68,590.5	19
Ministry of labour and human resource development	7,220.0	2
Ministry of Home affairs, National heritage and sports	21,660.1	6
Total	361,002.2	100

Source: Kenya Government, Economic Survey (2004)

Despite the high expenditure on education, the government is unable to shoulder the total burden of financing education due to constraint in public finance. In the secondary sub-sector over Million Kshs 662.8 (95 %) of recurrent expenditure is directed towards teachers' salaries, whereas development expenditure is directed towards instructional materials. Following the introduction of cost-sharing in 1988, the government was to continue meeting teachers' salaries, education administration and procurement of some limited school facilities. Parents on the other hand, were to provide for tuition, textbooks, activities and examination fees. The communities were to be responsible for erecting and maintaining physical infrastructure such as classrooms, libraries, and workshops. There has been a significant shift in secondary school education financing burden from the Government of Kenya to parents resulting to high cost of schooling which accounts for 30% of those unable to access education at secondary level. (Strategic Plan 2006-2011)

However with the launching of Free Secondary Education on 28th February 2008, each student in public secondary school was allocated kshs 10,265 for tuition and administrative cost. Overall student enrolment has increased from 1.37 million in 2007 to 1.4 million in 2008. Table 1.2 below shows Fees guidelines for public secondary schools in Kenya under FSE;

Table 1.2 Fees Guidelines for Public Secondary Schools (2008) in Kenya Shillings

Vote Head	Day Schools	Boarding Schools	Secondary	Total
	GoK Subsidy	GoK subsidy	Parent Fees	
Tuition	3,600	3,600	0	3,600
Boarding, Equipment & Stores	0	0	13,034	13,034
Repairs, maintenance & improvement	400	400	400	800
Local Transport and travel	400	400	500	900
Administrative Costs	500	500	350	850
Electricity, Water and conservancy	500	500	1500	2,000
Activity	600	600	0	600
Personal Emolument	3,965	3,965	2,743	6,708
Medical	300	300	100	400
Total School Fees	10,265	10,265	18,627	28,892

Source: Ministry of Education, 2008

Note that, the figures on table 1.2 above omit caution money of about Kshs 500 charged for new students and development levy of Kshs 2000 on approval of DEB projects.

The government established the Constituency Development Fund in 2003 within auspices of Social Dimension of Development Programme (SDDP) aimed at channeling resources to local levels for poverty reduction and regional development. CDF provide funding to various community based projects,

including school construction which is targeting to increase the number of day schools and increase infrastructure in the existing schools to improve enrolments and transition rates.

However, there are concerns about allocation and monitoring of the CDF in schools resulting to enormous challenges in undertaking CDF projects in schools. There are complains about lack of involvement of local community in decision making and monitoring of the CDF projects, which could lead to inefficiency and ineffectiveness in utilisation of the funds. There are also concerns about information on utilization of CDF and how it should be availed to parents and the community to enhance their contribution in ascertaining that the school managers are using the funds properly.

1.2 Statement of the Problem

Since the introduction of Free Primary Education in 2003 and Free Secondary Education in 2008 in Kenya, the number of students who require places in secondary schools has been rising such that secondary schools cannot cope with the demand due to limited places. Provision of physical facilities by households and communities has not been adequate in availing more places for the increasing number of students. The establishment of the CDF Programme 2003 was intended to go directly to local levels to the provide people at grass roots with the opportunity to make decision on expenditure that maximizes their welfare consistent with the theoretical predictions of decentralisation theory. In the education sector CDF is meant to complement the effort of communities and

households in providing physical facilities in secondary schools, which would in turn improve enrolments, quality of teaching and create conducive learning environment for students.

Despite the rationale for introduction of CDF, there are concerns on its efficiency to develop secondary schools in areas where households and communities are unable to provide adequate funds to construct physical facilities. There are shortcomings experienced in utilisation of funds from CDF including inadequate allocation and disbursement to complete started projects including science laboratories, library, dormitories and staff houses, lack of involvement of stakeholders and community members during decision making and monitoring of the CDF projects, inadequate skills and knowledge on project management by head teachers and BoG members. Against the background of more than half of Kenyans population living below poverty line, and rising costs of living, then most schools will remain undeveloped.

1.3 Purpose of the Study

The main purpose of the study was to assess the impact of Constituency Development Fund in development of public secondary school education in Mwala Constituency. The study aimed at analyzing the types of physical facilities that have been established in secondary schools within Mwala Constituency under the CDF. The study aimed at identify if development projects started under CDF funding are completed and in use to promote teaching and learning. The study was also concerned with assessing the level of participation of parents and

community members in decision making and monitoring of CDF projects. The study aimed at identifying if secondary schools Head teachers and BoG members in Mwala Constituency have skills and knowledge on financial and project management.

1.4 Objectives of the Study

The study was concerned with the following specific objectives.

- 1) To identify the types and status of CDF projects established in the secondary schools within the constituency.
- 2) To establish if the funds are allocated efficiently to complete the started projects.
- 3) To analyse the level of participation of community in decision making and monitoring of CDF projects in secondary schools within Mwala constituency.
- 4) To determine whether head teachers' and BoG members have adequate knowledge and skills in financial and project management.
- 5) To assess the impact of the CDF on development of physical facilities in secondary schools in Mwala Constituency.
- 6) To establish challenges that are faced in establishing CDF projects.

1.5 Research Questions

The following research questions will be generated to guide the purpose of the study:-

- i. What types of CDF projects have been established in public secondary schools of Mwala Constituency since its establishment in 2003?
- ii. What is the number of established CDF projects per secondary school in Mwala Constituency?
- iii. What is the level of prioritization of CDF projects in public secondary schools of Mwala constituency?
- iv. How much money was proposed, awarded and disbursed for the CDF projects to public secondary schools in Mwala Constituency
- v. What is the status of the CDF projects in the public secondary schools in Mwala Constituency?
- vi. To what extent do parents and the community participate in decision making and monitoring of CDF projects?
- vii. What skills and Knowledge do head teacher and BoG members have on financial and project management?
- viii. What challenges are faced in establishing CDF projects?

1.6 Significance of the Study

The findings of the study have both practical and theoretical implications on the utilization of the CDF in the development of secondary schools in the country. Theoretically the study has increased knowledge on roles played by various members in utilization of the CDF to develop public secondary schools. The study identified the level of involvement and participation of parents and the community in decision making and monitoring of CDF in schools. The study also

identified knowledge and skills that head teachers and BoG members have on financial and project management hence identifying the best course of action.

Practically the study may be used to identify challenges faced in utilization of the CDF in public secondary schools and identify more efficient methods of selection and monitoring CDF projects. The study gave a clear picture of projects undertaken and their contribution to teaching and learning or if better prioritization would have been done to meet the schools goals. The study may be used to develop a policy, which will ensure efficiency in utilisation of CDF to develop and equip public secondary schools for enhanced enrolment.

1.7 Delimitations and Limitation of the Study

The study was conducted using samples of head teachers and PTA chairpersons from public secondary schools in Mwala Constituency. Head teachers who were involved in starting the project and have transferred from the school were not involved in the study. Councillors in whose wards sampled schools were located were also involved and the CDF programme manager for the constituency. A total of 9 (21 %) Head teachers, 9 (21 %) PTA chairpersons, 5 (42 %) councillors and the CDF Programme Manager who were currently operating in their term of office were involved in the study.

The study was conducted in only one constituency but for more conclusive result; other constituencies should have been studied. However this was not possible due to financial and other constraints such as scarcity of time and other resources. It was not possible to obtain the opinions of all parents and other stake holders like

PTA members and BoG members because tracing them required considerable time and resources. There was little literature available on the CDF projects in public secondary schools.

1.8 Assumptions of the Study

- i. All secondary schools have received funds from CDF.
- ii. Each secondary school has a development plan with prioritized needs for physical facilities.
- iii. Parents and community takes an active role in decision making and monitoring of CDF projects in public secondary schools.
- iv. Proper records are kept on the utilisation of CDF at school level.
- v. All respondents would be cooperative and provide reliable responses.
- vi. Head teachers and BoG members manage CDF projects in secondary schools in Mwala Constituency.

1.9 Theoretical Frame-Work

1.9.1 Decentralisation Theory

Decentralisation concept is defined as the transfer of responsibility for planning, management, resource raising and allocation from central government and its agencies. (Rondinelli and Cheema, 1983) The responsibility is transferred to:

- i. Field units of central government ministries or agencies
- ii. Subordinate units or levels of government
- iii. Semi- autonomous public authorities or co operations

- iv. Area- wide, regional or functional authorities, or
- v. Non –governmental private or voluntary organizations

Decentralisation is driven by several forces including;

- i. Political - democratic decision making requires the involvement of local communities as key stakeholders.
- ii. Social - local decisions are more sensitive to community needs.
- iii. Economic- more efficient and effective resource usage requires local control of resource allocation decisions.

1.9.2 Types of Decentralization

- 1) Deconcentration is handing over some amount of administrative authority or responsibility to lower levels within central government ministries and agencies and it is shifting workloads to staff or offices outside the national capital or centre. It gives some discretion to field agents to plan and implement programmes and projects or to adjust central directives to local conditions within guidelines set by central ministry or agency head quarters. It is justified on the grounds of managing public institutions more effectively and efficiently
- 2) Delegation transfers managerial responsibility for defined functions to organizations that are outside bureaucratic structure and that are indirectly controlled by central government. It implies that a central authority transfers to an agent specified functions and duties which the agent has broad discretion to carry out but ultimate responsibility remains with the sovereign authority. In many countries, responsibilities have been delegated to public co operations, regional

development agencies, special function authorities, semi autonomous project implementation units and a variety of organizations.

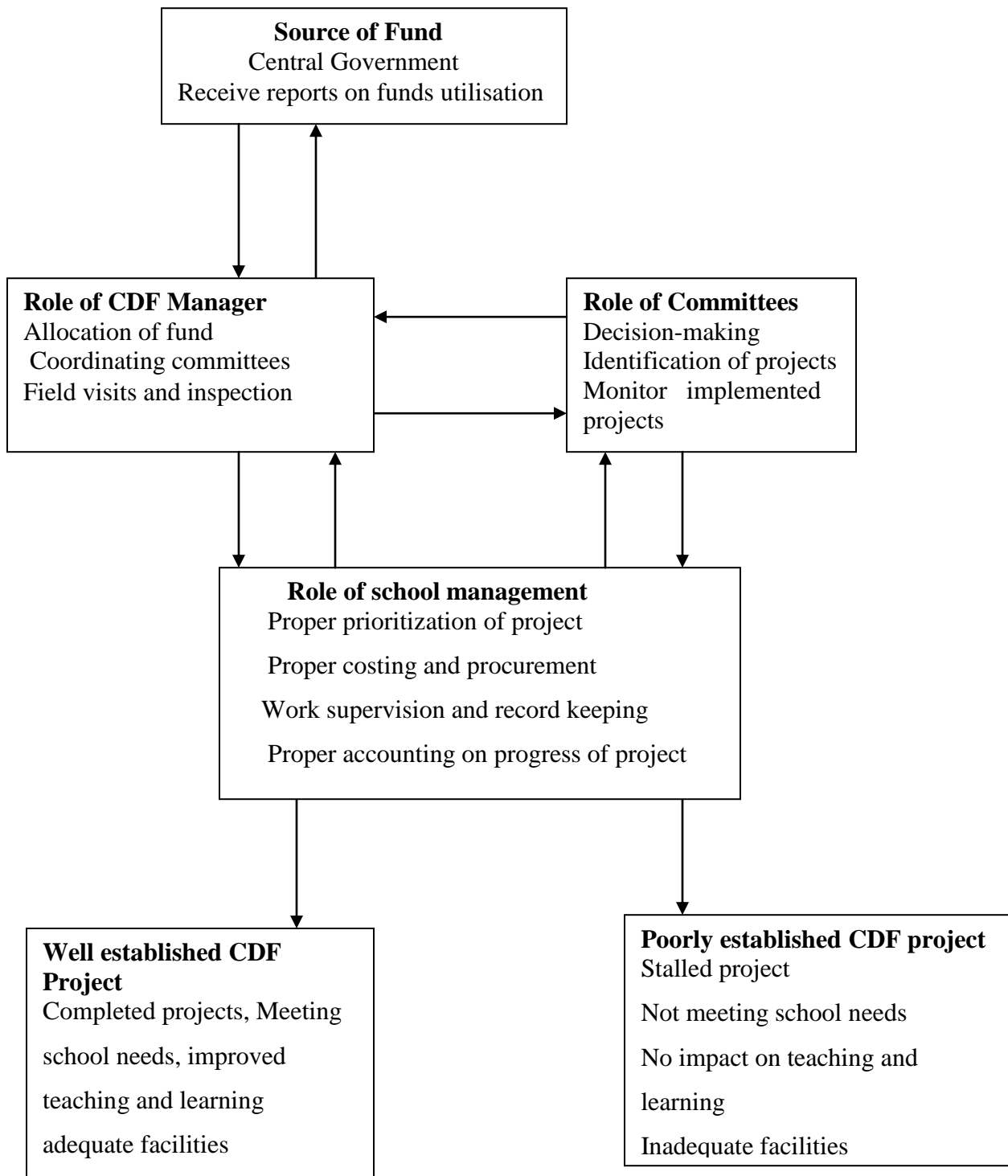
- 3) Devolution is the strengthening financially or legally sub national units of the government, activities, of which are substantially outside the direct control of the central government. Local units of government are autonomous and independent and their legal status makes them distinct from central government. Central authorities frequently exercise only indirect supervisory control over such units.
- 4) Privatization is total transfer of authority to private firms or individuals.

The theory of decentralisation was found relevant for the study because CDF is a decentralisation scheme providing communities with opportunity to make spending decisions to maximize their social welfare. It stimulates local involvement in development projects funded under the program. Efficiency results in the role community play in decision making and monitoring the use of funds.

1.10 Conceptual Frame-Work.

The CDF goes directly to local levels to provide people at grass roots with the opportunity to make decisions on expenditure that maximize their welfare consistent with theoretical predictions of decentralisation theory. Involving communities was meant to bring efficiency outcomes from their role of decision making and monitoring the use of the funds. If the CDF was not well utilized schools would end up not providing the much-needed physical facilities such as classrooms, laboratories, library, staffroom, toilets and dormitories in order to improve enrolments and have impact on teaching and learning.

Fig 1.1 Conceptual Representations of Efficiency and Effectiveness in Utilization of CDF in Development of Secondary Schools



Source: Adapted from Harris (1978), Profit Planning for Increased Output.

1.11 Operational Definitions of Central Terms

Allocation	Share of funds given to a public secondary school.
Assessment	Observing the progress of CDF project and giving a report
Community	A group of people occupying a given area
Constituency	An area represented in by a member of parliament
CDF Project	Expenditures on permanent fixtures like laboratories, libraries, classrooms and administration block using CDF.
Decentralisation	Devolving authority from central government to grassroots
Development	Construction of physical facilities which would enhance teaching and learning
Disbursement	Release allocated funds to public secondary schools.
Efficiency	Quality of doing something without waste of time or money
Evaluation	Assessment of the actual outcome in relation to initial policy goals
FPE	Free Primary Education where the government pays for tuition and operational charges
FSE	Free secondary education where the government pays for tuition and operational charges
GER	Gross Enrolment Ratio,all students who are enrolled in a level of education
GDP	Gross Domestic Product meaning all the resources that the government earns within a period of one year.
Fund	Amount of money that has been set aside or made available

for a particular purpose.

Government	The Government of the Republic of Kenya
Head Teacher	Head of a school who manages schools
Impact	The effect of CDF on development of secondary schools
Prioritisation	Selecting the most needed physical facility to be developed..
SDD	Social Dimension Development which ensures channeling of resources to local levels for poverty reduction and regional development.
Secondary School	Institution of learning where pupils transit to after leaving primary schools.
SAP	Structural Adjustment Programme which is a set of government regulations to stimulate economic growth
Theory	A set of concepts that explain a given phenomenon
Utilization	Use of resources to convert them into useful materials within the school set up.
UPE	Universal Primary Education providing free and compulsory primary education .

CHAPTER 2.0: LITERATURE REVIEW

2.1 Introduction

The of Kenya government has continued to emphasize the central role played by education in national development and MoEST is committed to an education and training system that guarantee the right of every learner access to quality and relevant education. The current focus is to ensure equitable access, improvement in quality, and efficiency at all levels of education and training, with the ultimate goal of achieving all inclusive and quality education and training. For the government to achieve its roles there is need for strong partnership with all stakeholders. Efficient and cost-effective strategies are chief ingredients in provision of quality education and calls for prudent use of resources at disposal. MoEST has invited all its partners, that is School Management Committees (SMC), Board of Governors (BoG), and District Education Boards (DEBs) for commitment to quality and timely service. The government has made some achievements including FPE launched in 2003, and FSE Programme launched on 20th February 2008 to enhance access to secondary education through support for tuition and operations accounts.

2.2 Education and Development in the World

Education is placed at the center stage of any country's human and economic development strategies and focuses on provision of knowledge and skills. The concept that investment in human capital promotes economic growth dates back to the time of Adam Smith and other early classical economists, who emphasized

the importance of investing in human skills. In 1960s, Schultz (1961) and Denison (1962) showed that education contributes directly to the growth of national income by improving the skills and productive capacities of the labour force. The World Bank expressed new interest in human development, particularly education, as is reflected in its 1980 World Development Report. Research by Hicks (1980) and Wheeler (1980) reaffirmed the importance of education in promoting economic growth. Economic development comes about by building up a larger stock of productive assets; including human skill (Ayot and Briggs 1992). Educated people are more productive since they are development oriented, self reliant, have greater initiative in problem solving situations, adapt more easily to changing circumstances and assume supervisory responsibilities more quickly and benefit more from experience (Blaug 1974)

An educated person is compared to an expensive machine, which is used to produce goods and services. (Harbison 1976) argues that,

Human resource constitutes the ultimate basis of wealth of nations. Physical capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development.

Education is viewed as a panacea for societal problems and it is positively associated with improvement in physical quality of life, encompassing low child mortality, lower fertility, healthier families and improved environmental health.

2.3 Financing Education Investment

Education is both a private and a social investment that is shared by individual students, their families, employers, government, and other groups including international agencies. The sharing arrangements vary from country to country, both in proportions of public and private funds allocated to education and in the mechanisms by which the costs of education are financed. During the 1960s and 1970s, most of the expansion of education was financed by increased public expenditure on education, (Psacharopoulos, 1985) which rose in relation to national income and public expenditure as a whole. The proportion of GNP devoted to education in developing countries rose on average from 2.3 % in 1960 to 4.5 % in 1984, and the proportion of the national budget rose from 11.7 % in 1960 to 16.1 % in World Bank, (1984). The fact that education took an increasing share of the national budget reflected the high priority given to education. Governments believed it would promote economic growth and provide skilled manpower needed for development (Jallade, 1973). Crisis in financing of education in 1960s was due to:

- a) Change in attitudes by beneficiaries towards education as a result of the huge increases in financial expenditure in education.
- b) Uncertainty about the economic role of education in the light of diminishing scarcity of qualified manpower in developing countries.
- c) The concern about the brain drain and unemployment among the educated.
- d) Other sectors such as health, population, nutrition, and rural development began to challenge educational investment for public funds.

Education is facing growing financial constraints hence more research is being undertaken and analysis of alternative methods of financing education, particularly cost recovery and redistribution of financial burden of investing in education. The World Bank (1980) emphasized that the increasing demand of education on public finance at a time when government funds are stagnant or falling in many developing countries can be resolved by either finding additional resources of financial support or reducing unit costs through greater efficiency.

2.3.1 Financing of Education in Africa

After independence of African countries, many governments paid attention to expansion of education facilities to increase access and equalize education opportunities due to belief education was important to development (Olembo et al, 1992). In realization of expanding education in third world countries, UN economic commission for Africa and UNESCO sponsored the May 1961 Addis Ababa Conference on development in education. The conference noted that the cost of producing quality education was three times higher in Africa as the percentage of national income than in Europe or North America. The conference suggested educational cost be reduced and emphasized greater reliance on self-help building, setting less elaborate standards and using cheaper materials of local origin.(Forojolla 1993)

2.3.2 Financing Education in Various Countries Outside Africa

United States of America

Education is free in elementary and high school. Local authorities, the state and federal government meet the cost of education. Moehiman, (1987) in his studies on system of school financing in America notes that there was one source of revenue for public schools. He observes that, total expenses of a Programme, financial ability of the community to pay and the method of raising funds to meet the expenses were the factors to be considered when constructing school buildings. He however states that the ability to pay for such projects was depended on the extent to which the community desired to make further sacrifice to satisfy prioritized needs.

France

The aim of French education was to promote culture, unify the French, promote social equality and transform France into an industrialized, scientific and technology culture. Average French child was expected to spend twelve years in school, five years in primary, four years in first cycle of secondary education. French education system was traditionally associated with Catholic Church hence responsibility to finance it. Garcia (1994) states that financing education in France was from various sources e.g. from state and local authorities, educational establishments having their own funds, certain private institutions such as church, various associations and movements, households, commercial and industrial firms.

Australia

According to Australian national commission for UNESCO, (1980) on compulsory education in Australian states those who get interested in local schools formed parents and citizens associations. The functions they performed included; rising of local funds for specific school projects, mobilizing and allowing local opinion in regard to particular educational and administrative issues and serving as an effective means of parents' education.

South America and Caribbean

According to World Bank discussion paper 257 (1991) on the quality of education in Latin America and Caribbean it was noted that compared to other developing regions, Latin America spends the smallest share on secondary and primary education in their GNP but investment on teachers were most expensive.

Guyana

Donations of funds are made from industrial and commercial sectors near the school; individuals donate land, building materials and Labour. Substantial funds are also raised through the organization of funds-drive activities e.g. fares food sales and craft sales (Paul and Randolph 1968)

Asia

In Burma, the P.T.A was a major source of input in financing education. A 1972-1973 survey by the Ministry of Education of Burma revealed that PTAs provided 21.2 % of cost of building, 63.8 % of the cost of furniture and equipment, 63.4 % of repairs and 87.7 % of general contingencies. Burma introduced innovative Programme where the government contributes 41.5 %, UNICEF 22.8% and local community 35.6 % of repairs costs of 434 new schools. The scheme represented a

unity of state foreign organization and local communities in the financing of education (Scandlen and Black , 1980).

Vietnam

Education is free and compulsory for five years of primary but less than half of young Vietnamese receive secondary education partly because there is shortage of adequate facilities particularly in mountainous areas. Parent Associations had come to play a central role in construction and maintenance of school buildings and facilities. In association with the local education council PA, persuaded and encouraged local production and trading establishments in building educational facilities.(World Bank,1996)

2.4 Financing Secondary Education in Developing Countries

The focus on achieving EFA after the world Forum in Jomtien, Thailand in 1990 has meant singular emphasis on increasing enrolment in primary school for many agencies and developing countries while secondary education has been quietly neglected. Secondary education is a crucial stage for education system (Caillods & Lewin 2001) as;

- 1) It is where most primary school teachers are trained, and future students of higher education are selected and taught essential foundation skills.
- 2) It is where youngsters consolidate basic knowledge gained at primary school and acquire the common culture that allows them to be useful citizens in a peaceful society.

- 3) Youngsters build knowledge through experience and experiments as essential subjects e.g. science, health education and technology are taught in a formal way and they learn how to work and how to cooperate with others.
 - 4) Secondary education is the bridge between primary, tertiary education and the world of work.
 - 5) It is the critical base for generating critical manpower for national development.
 - 6) It is also the route to achieve participation in the global economy where varied knowledge and skills are required finally it is fundamental to poverty reduction.
- Caillods& Lewin(2001:5-6)

Zimbabwe

After independence in 1980, Zimbabwe committed itself to providing more access to secondary schools and participation grew from a gross enrolment of rate of below 15 % to over 40 % by early 1990s. Its success was due to high level of commitment of public resources i.e. 8 % GNP, 17 % public expenditure. System of school administrator shares costs with local authorities and community based organizations through which teachers salaries are paid by the government. Attrition through out secondary schooling remains significant relating to high costs falling on parents. (Caillods& Lewin, 2001)

Malawi

The GERs in Malawi remain small in the normal public school system i.e. 7 %. Fees in government schools are small and represent 5-15 % of actual costs, with other costs being borne publicly. Difficulties in improving access are due to overall budgetary position constrained by a lack of economic growth and the fact that about

6 % of GNP is already allocated to education. Magnitude of financial challenge is considerable and requires external assistance. There is need to substantially reduce cost per student and or private contribution raised. Caillods & Lewin(2001)

The Francophone African Countries

They include Mali, Cote d'Ivoire, Senegal, and Madagascar. Their GERs remain small, with Cote d'Ivoire having the highest 23 %. UPE in all the countries is far from being attained and competition for scarce resources is fierce. Cote d'Ivoire allocates 5-6 % of GNP to secondary education. Financial challenges are daunting and measures being considered include; reducing the length of secondary education (Mali), encouraging development of private sector (Cote d'Ivoire, Madagascar and Mali) and introducing cost sharing.

Sri Lanka

It has achieved high levels of secondary education at low cost though it is a low-income country. By 1980s the Gross Enrolment Ratio at secondary exceeded 65 % and primary GERs have been over 100 %. Factors contributing to success include;

- 1) Low unit cost of schooling about 10 % of GDP per capita
- 2) Open access to schooling without selection through grade10.
- 3) Many secondary schools include primary sections and benefit from economies of scale that can yield on fixed costs and share staff across grades.
- 4) Growth of in school age cohort is about 1.2 % and is projected to fall further which has reduced demand for new teachers and buildings considerably.

5) Fees and other community contributions have not been significant in financing expanded access in education in Sri Lanka. Caillods & Lewin (2001:286-287)

China

Liberalisation and the development of a socialist market economy have resulted in a great range of financing mechanisms. Schools are integral part of the local economic and political organizations and teachers are members of work units (Danwei), which have range of economic and social responsibilities.

Common arrangements include; earmarked local taxation for education levied on business turn over and payrolls, allocations of a share of the profits of school run business and different forms of collective work unit support for school based in the community (in cash from fund raising and in kind from labour).

High secondary enrolments are sustained by; low population growth, effective compulsory attendance legislation backed by sections of employers, performance related structured salary schemes and work unit related income from activities unrelated to schooling as well as entrepreneurial use of school assets e.g. renting space and buildings. Financial autonomy, which has developed along side greater degrees of decentralized control, procedures to assure quality and compliance with national legislation on standards and performance have been slow to develop.

Costa Rica

It has achieved high levels of secondary participation and invests 6 % of GDP to secondary education. There is need to increase efficiency, encourage retention at end of secondary cycle, and allow growth in participation within sustainable financial allocations. (Caillods & Lewin (2001)

Measures taken to improve retention and success include; increase teachers' salary, rationalization of curriculum, increase average school size to generate economies of scale and earmarked funding for secondary school development.

2.4.1 Options Available to Finance Increased Participation in Secondary Schooling

This section will explain the options that are available to increase access to and participation in secondary schooling in developing countries, one or more of the options can be adopted and they include;

- 1) Overall allocation of public investment to education could be increased and used to enhance investment in secondary schooling.
- 2) Resources allocated to other levels of education could be redirected towards investment at secondary level.
- 3) Existing public resources could be utilized more efficiently and unit costs could be reduced so as to provide more access.
- 4) New national sources of finance could be identified through greater private and community contributions.
- 5) External assistance could be re-profiled to yield more benefits for development of secondary education. (Caillods & Lewin (2001))

2.5 Quality of Secondary Education in Africa

Most of the poorest countries, including most Sub-Saharan African countries are increasing resources to improve access and quality of primary education. Ignorance

to simultaneously increase quality and capacity at the secondary level has created serious problems in Africa. In a conference on secondary education held in Uganda in June 2003, all governments remained committed to attain EFA goals by 2015 and continue allocating increased resources to primary level. Investment in the education and training of current and future generations is the only way to break cycle of poverty. Access to and successful completion of secondary education shapes the skills mix of labour force, influencing international competitiveness, foreign investments and prospects for sustained growth (Lewin, 2003a). Broad consensus say that motivated teachers, relevant curriculum, useful teaching and learning materials, an agreeable learning environment and efficient organization and management of fixed amounts of materials are inputs that raise student achievement and constitute to quality of education system. (Watkins, 2000, Fuller, 1986)

2.5.1 Salient Features of Good Education System

Quality is an evaluation relative to arbitrary standards or international trend .Quality of education system concentrate on quality indicators such as inputs. There are some indicators of quality education system which include: -

- a) An education system that is accessible to all.
- b) A well structured relevant and balanced education curricula.
- c) The inputs (teacher, learning materials, and school environment) should generate maximum student learning at secondary school level. Well-lit, unclamped schools with sufficient infrastructure, laboratory space, electricity, water supply and

sanitary facilities provide a comfortable and healthy environment conducive to learning.

d) Policies and institutional governance that allow efficient organization, implementation, monitoring, and allocation of resources. Governance allows involvement of communities, parents, teachers and students in educational decisions; create relevance and ownership of schools. Accountability mechanisms provide motivation for authorities and schools to be involved in encouraging quality services. Lack of involvement of parents in decisions makes principals not accountable to parents and parents may not be attracted to the idea of participating in school affairs.

e) Adolescent population should be educated and well prepared for adulthood, lifelong learning and world of work for continued education. Bregman, (2003)

2.5.2 Constraints to Effective Secondary Education System Management

Constraints in educational management are the factors that hinder effective and efficient management of resources within educational institutions including; human, physical and financial resources. The fact that many education managers especially principals, have not received adequate management training (ADB 1999) data on enrolment, learning performance, teachers' facilities and finance are often unavailable or unreliable. Developing countries with low secondary enrolments, like most African countries cannot finance substantially higher participation rates from domestic public resources with current structures (Lewin & Caillods, 1999)

2.6 Cost- Sharing of Education in Kenya

On attainment of independence in 1963, the Kenya government (GoK) committed itself to providing free education for citizens as part of development strategies to improve the welfare and productivity of the nation (GoK 1965). At the onset of socio-economic crises of early 1980s, however, user fees were introduced in the social sector as part of the wider Structural Adjustment Programme. The aim was to encourage increased cost recovery as a way of mobilizing additional resources. Cost-sharing policy was introduced in 1988 and implemented from 1989 (*Kenya Gazette* of December 1989). This policy underlines the partnership between the government, private entrepreneurs, NGOs, parents and other stakeholders in financing education. Like in most Sub-Saharan Africa, cost sharing has been criticized for its adverse impact on the income poor and vulnerable groups (Owino & Abagi 2000)

2.6.1 Emerging Issues in Education Sector in Kenya

- 1) Educational financing remains problematic as parental and community contribution is constrained by poor macroeconomic performance. There is also inefficiency and ineffectiveness in the utilisation of the limited resources available.
- 2) 95 % of recurrent spending goes to personal emoluments leaving only meager resources for instructional materials and operations and maintenance. Abagi & Owino (2000)

- 3) In absence of baseline unit costs of education, many schools have increased their charges arbitrarily and without justification thus placing a heavy burden on parents.
- 4) Safety nets put in place to mitigate adverse impacts of cost sharing remain ineffective as evidenced by among others, lack of transparency and accountability, leakage of benefits, limited coverage and poor coordination.
- 5) The MoE has no specific unit/ division of cost sharing which deals with its policies, implementation and monitoring process.

2.6.2 Policy Directions for Efficient Management of Education in Kenya

This section will focus on some policy directions which will be necessary to efficiently manage education in Kenya and they include;

1. As validity and efficacy of cost sharing in education appears to be questionable, the MoE&HRD headquarters need to review and re-evaluate the philosophy of the Programme once again. More effort needs to be directed towards enhancing efficiency and effectiveness in the use of available limited resources, including effective monitoring and evaluation mechanisms.
2. A systematic study is required to establish the actual unit costs of secondary education to provide appropriate policies and guidance on the cost and financing of education and training including ideal fees structure for each region, locality of schools.
3. Capacities need to be strengthened on the supervisory and monitoring roles of MoE&HRD in implementing directives on cost and financing of education

and reviewing policy and legislation frameworks that tend to curtail the participation of the poor and other indigent groups in education.

4. Without good governance and efficient management of schools in general, and financial management in particular, investment in education from any source would not be fruitful. The communities, parents and school heads will have to be fully involved in education policies touching on cost and financing.

Abagi & Owino (2003)

2.6.3 Issues of Transparency and Accountability in Financial Management for Education

The implementation and increased emphasis on cost sharing in the late 1980s was not accompanied by a comprehensive framework for overseeing the administration of funds collected by education institutions. Consequently, funds collected by schools have not been well accounted for in a number of cases. Press reports give account of head teachers being accused by parents of either imposing unnecessary levies on pupils or failing to account for money collected for specific projects. In many cases, it is not known how much is collected by schools for specific activities. At the secondary level, head teachers often embark on ambitious programmes that require large financial outlays as purchasing a school bus (Owino, Abagi, 2000). Since schools fix fees levels, parents are literally at the mercy of the schools.

There are instances, however, where rich parents contribute to the suffering of the poor ones in that, when proposal are made to increase fees during PTA meetings for instance, rich parents simply endorse such proposals without considering the ability

of poor ones to pay. On the whole, there has been widespread abuse of office by head teachers as there is no transparency in the use of school finances.

2.6.4 Impact of Cost-Sharing in Education in Kenya

Studies on education cost, financing and cost-sharing, associate increased cost of education to low standards in education, declines in enrolment and rise in drop out rates. There is gradual erosion of parental ability to provide for other needs of the family as education takes increased share of resources available, and overall lowering of the quality of education as well as low transition rate from primary to secondary. (Abagi and Olweya, 1998) conclude that the policy of cost sharing needs to be re-assessed, if not abolished, as it inhibits the access to basic quality education by vulnerable groups. Evidence shows that there has been a decline in GER from 95 % to just 76 %. The declines in education indices is generally associated with adverse effects of cost-sharing policy.

2.6.5 Important Efficiency Outcomes on Cost Sharing in Kenya

Transfer of costs from the government to parents and communities should have had the positive effect of releasing resources, which could be used to improve other areas and indices of education such as quality, equity, raising internal efficiency of education as well as improving on cost effectiveness of the entire education system. An analysis of trends in public expenditure on education and indices such as enrolment shows that there have not been many gains from implementation of cost-sharing. In acknowledging that the objectives of cost-sharing policy have not been

met, the Master Plan on Education and Training (Republic of Kenya, 1998:162-163) notes that,

First, enrolments have not been rising with population, and historical data show that enrolments are sensitive to the financial demands of parents. Secondly, schools lack essential facilities and materials inspite of the relatively larger levels of household expenditure...It must be concluded that the policy of cost sharing has been a contributory factor to falling enrolments as well as failing schools.

2.7 Current Status of Secondary Education in Kenya

- i) Demand for secondary education is rising steadily; the current enrolment is 1.04million pupils up from 0.7million pupils in 2002
- ii) The ratio of boys to girls at secondary level being 52:48.
- iii) With introduction of free secondary education in 2008, the Kenya Government allocates kshs 10,265 per student per year for tuition and administrative cost.

The provision of free day secondary education will go along way to help the country realize the objectives envisaged in vision 2030. (Daily Nation, August 20, 2008:42)

2.7.1 Challenges Facing Secondary Education in Kenya.

In the third regional conference on Secondary education in Africa in Accra Ghana in April 2007, Professor Gorge Saitoti noted that secondary education in Kenya was facing various challenges including;

i) Access and Equity

- a) Transition from primary to secondary had improved from 47 % in 2003 to 60 % in 2007.

b) Demand for secondary education continues to increase, and lack of adequate classrooms is a major constraint.

c) Secondary education was on a cost-sharing basis between the government and parents, and it poses affordability problems since 56 % of the population lives below the poverty line.

d) Serious gender and regional disparities exist and persist in some parts of the country resulting in overwhelming demand for facilities especially in arid areas, pockets of poverty within high potential areas and urban slums.

Improving access to secondary schooling requires expansion of infrastructure through strong partnerships, enhancing efficiency in use of human and financial resources, developing sustainable poverty reduction and resource targeting mechanism, increasing household awareness on importance of secondary education and addressing gender disparity.

ii) Quality and Relevance of Secondary Education in Kenya

a) There was an over whelming demand for teachers and learning resources.

b) Provision of attractive salaries has resulted in less resources being earmarked for teaching and learning.

c) There was need to make secondary education relevant to labour market and global economy.

d) Limited ICT, infrastructure, computer labs and connectivity issues pose major challenges for Kenya, which is operating in the wider global knowledge society.

iii) Management of Secondary Education in Kenya

- a) There was need for prudent management of limited physical and financial resource.
- b) Continuous training for head teachers requires significant outlay.
- c) The structural adjustment policies pose critical succession management issues.

2.8 Rationale for Physical Facilities in Secondary Schools in Kenya

Physical facilities increase educational opportunity and achievement (UNESCO 1995) and planners can control costs by using indicator cost per student place which helps to hold down construction costs and reduce non education area in schools in order to increase space needed by students for learning.

Physical resources, which are owned by secondary schools in Kenya, consist of ;

The school land, farm e.t.c

- 1) School buildings (classrooms, laboratories, library, staffroom, toilets, dormitories)
- 2) Equipment (office, games, kitchen)
- 3) Furniture, books and other learning materials
- 4) Vehicles and their associated spare parts (MoEST 1999)

Physical facilities should be well planned taking into account the objectives of education policy and contribute to reinforcing the quality of teaching and learning process. They should be sufficiently flexible so as not to impede possible changes in the future content of education and allow for multiple uses by different groups and clientele. Physical facilities should be cost effective and not unduly tax the

present budget or future ones through high foreseeable costs of maintenance. For proper utilisation of CDF there is need for; prioritizing the needs of a school, involvement of parents, evaluation and properly trained head teachers.

The BoG act as custodians and trustees of movable and immovable property of respective schools. The BoG is also mandated by Education Act to audit and regulate expenditure by administration to ensure all the income received by the school is applied for promotion of the objects of the school. The statutes presume that BoG members are knowledgeable in law, human resource management, accounting and project management Koech Report (1999)

2.9 Summary

It is important to note the following;

- 1) Education plays a key role in development of any country and hence the need to invest in human capital.
- 2) Education is a private and social investment shared by individual students, their families, employers, government and other groups including international agencies.
- 3) The Addis Ababa Conference in 1961 on development in education suggested educational cost in Africa be reduced and emphasized greater reliance on self help building, setting less elaborate standards and using cheaper materials of local origin.
- 4) Focus on achieving EFA has emphasized on increasing enrolment in primary school, neglecting secondary education.

- 5) Investment in education and training of current and future generation is the only way to break a cycle of poverty.
- 6) Well lit, unclamped schools with sufficient infrastructure, laboratory space, electricity, water supply and sanitary facilities provide a comfortable and healthy environment conducive to learning.
- 7) Many education managers have not received adequate management training, data on enrolment, learning performance, teaching facilities and finance are often or unreliable in Kenya.
- 8) Cost sharing underlies the partnership between the government, private entrepreneurs, NGOs, parents and other stakeholders in financing education but has been criticized for its adverse impact on income poor and vulnerable groups.
- 9) Educational financing remains problematic as parental and community contribution is constrained by poor macroeconomic performance.
- 10) More effort needs to be directed towards enhancing efficiency and effectiveness in the use of available resources, including effective monitoring and evaluation mechanisms. Communities, parents and school heads need to be fully involved in education policies touching on cost financing.

CHAPTER 3.0: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes procedures that were followed in carrying out the study. The chapter focused on research design, location of the study target population, sampling techniques and sample size, construction of research instruments, pilot study, validity, reliability, data collection techniques and data analysis.

3.2 Research Design

The study adapted an explanatory approach using a descriptive survey design to assess the impact of the CDF in development of secondary schools in Mwala Constituency and involvement of stakeholders in decision making and monitoring of CDF projects. Descriptive survey designs are used in preliminary and explanatory studies (Lack and Ruben, 1992) to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho 2002). Descriptive survey design provides an opportunity to explore and probe the respondents for more information. Descriptive survey design is non experimental as it deals with relationship between non- manipulative variables in a natural setting (Best and Khan 1992) Questionnaires and interviews are the most common instruments as well as examination of existing records, a researcher can observe and inspect the variables or actions as they are or as they happen.

3.3 Location of the Study

The study was carried out in Mwala Constituency which is also a district curved out of the larger Machakos district. The rationale for selecting this area for study was that the area was convenient to the researcher considering the time and resources that were available for the research. Selecting a larger area would have required more time, which was not at the disposal of the researcher and also a similar study had not been carried out in the area.

3.4 Target Population

Mwala Constituency is composed of five educational divisions namely, Mwala, Mbiuni, Vyulya, Masii, and Yathui. The research was conducted in 9(21 %) secondary schools out of the 42 public secondary schools in the constituency..9 (21 %) head teachers and 9(21 %) PTA chairpersons were involved in the study. (42 %) councillors in whose wards the sampled secondary schools were located and 1(100 %) CDF Programme Manager was involved in the study.

Table 3.1 Number of Schools Selected from Each Division (2009)

Division	Number of Schools Per Division	Selected Schools Per Division
Mwala	8	2
Mbiuni	10	2
Vyulya	6	1
Masii	8	2
Yathui	10	2
Total	42	9

Source: Mwala District Education Office, Public Secondary Schools (2009)

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Techniques

Stratified sampling was used based on divisions within the constituency to determine the number of schools selected from the total number of public secondary schools in the constituency. Simple random sampling using systematic sampling was used by listing all the secondary schools per division and every fourth secondary school was selected to participate in the study with a total of 9(21 %) secondary schools sampled. The head teachers and PTA chairpersons in the sampled secondary schools were involved in the study. Area councillors in whose wards the sampled secondary schools were located and the CDF Programme Manager in the Constituency were involved in the study.

3.5.2 Sample Size

9(21 %) secondary schools were sampled for the study after using stratified sampling based on division then simple random sampling using systematic sampling where the fourth school was selected from a list of schools per division. 9(21 %) head teacher and 9 (21 %) PTA chairpersons for the sampled schools were involved in the study. 5(42 %) councillors in whose wards the sampled secondary schools were located and 1(100 %) the CDF Programme Manager for Mwala Constituency were involved in the study.

3.6 Construction of Research Instruments

The instruments that were used in collecting data included questionnaires, interview schedules and observation schedule.

3.6.1 Questionnaires

The researcher used questionnaires to elicit responses from Head teachers, Councillors, and CDF Manager. The questionnaires were considered suitable for collecting data from the individuals because they can individually record and interpret these instruments (Orodho 2003). Questionnaires were used to find out; -

- i) Types of CDF projects established in the public secondary schools.
- ii) Amounts of money allocated for CDF projects to public secondary schools.
- iii) Level of participation of parents and community in decision making and monitoring of CDF projects.
- iv) Skills and knowledge possessed by head teachers and BoG members on financial and project management
- iv) Challenges faced in establishing the CDF projects in secondary schools..

3.6.2 Observation Schedule

The researcher had a set of observation guidelines on the status of on-going CDF projects which included science laboratories, classrooms, computer laboratories, libraries and dormitories. The observation schedule helped to relate the efficiency of the project management to the time it was started and quality of materials used

for construction. The researcher visited all the secondary schools which were sampled for the study and observed and recorded information about on-going CDF projects and any other on-going development projects.

3.6.3 Interview Schedule

Interviews were held with the PTA chairpersons using interview schedule which was useful to the PTA chairpersons because some of them may not be able to read and react to a questionnaire and they give in-depth opinion in utilization of funds from CDF. The interview schedule had structured questions in order to avoid bias, enhance validity, and ensure time is well spent.

3.7 Pilot Study

Prior to visiting the schools for data collection, the research instruments were properly examined in order to detect deficiencies and the nature of questions asked to find out if they would elicit the right responses. The piloting of the research instruments was done at Mithanga A.I.C Secondary School in Mwala Constituency to pretest validity and reliability of research instruments. The researcher presented a questionnaire to the head teacher and conducted interview with the PTA chairperson. The councillor Vyulya ward was visited and issued with a questionnaire as well as the CDF programme manager Mwala Constituency. Observation schedule was used to investigate the on-going CDF project and other development projects at Mithanga AIC Secondary School. The questionnaires were collected and analysed, the questions that were not easy for respondents to interpret were identified and proper framing of the questions was

done. Areas which were not covered in the questionnaires were inserted after piloting to improve their validity. The interview schedule for the PTA chairpersons was also improved after piloting.

3.7.1 Validity

Validity of the instruments was established by piloting the instruments before embarking on the actual field study. Data collected from the pilot study was examined to establish if the instruments were measuring what they supposed to measure. Some areas parts of the research instruments which needed improvement and reframing of questions had the changes effected to make them ready for actual data collection.

3.7.2 Reliability

Two weeks after piloting, similar questionnaires to the ones used during piloting were issued to the same respondents to ascertain if they were reliable by filling them once more. The head teacher Mithanga AIC Secondary School, Vyulya ward councillor, and the CDF Programme manager filled the same questionnaire they had filled during piloting. The information obtained was compared with that obtained during piloting and the answers were similar, an indication that the questionnaires were of high reliability.

3.8 Data Collection Techniques

The researcher requested for a research permit from the Office of the President by applying through Kenyatta University. The researcher reported to District

Commissioner and District Education Officer on 10th July 2009, Mwala District before embarking on data collection. The researcher also wrote a letter of introduction to all the head teachers in the sampled secondary schools. The head teachers were assured that findings of the study would be confined to the purpose of the study. The researcher visited the nine sampled secondary schools on different dates depending on the locality of the school. On visiting a sampled secondary school the researcher issued a questionnaire to the Head teacher and was given a date by the Head teacher when to collect it back and meet the PTA chairperson because the PTA chairperson had to be conducted and give a convenient date. On the first day to visit the sampled secondary school the observation schedule was filled. The researcher also visited the ward offices and issued a questionnaire to the area councillor who with agreement of researcher promised to fill it and be ready by the same date when PTA chairpersons were to be interviewed. The arrangement with area councillor was necessary in order to save time and resources. The researcher visited the secondary schools on the dates given by the Head teachers to collect the filled questionnaire and interview the PTA chair persons and all were available for interview and filled questionnaires by head teachers were collected. Questionnaire filled by area councillors were also collected on the same day when the secondary schools in the area were visited. The CDF Manager was also visited in his office at Makutano and issued with a questionnaire to fill and gave a date when it would be ready for collection. The filled questionnaire by CDF Manager was collected on the promised date.

3.9 Data Analysis

Data was collected from the study was about enrolment in studied secondary schools, number and types CDF projects in secondary schools studied, amounts of funds proposed per school and those disbursed, rating of level of participation by parents/ community, adequacy of funds, status of CDF projects, quality of CDF projects, usefulness of CDF projects, prioritization of CDF projects

Qualitative analysis of the data was used to arrive at conclusions. Data was tabulated with frequency distributions and percentages calculated to enable the researcher to arrive at conclusions.

CHAPTER 4.0 RESEARCH FINDINGS

4.1 Introduction

The chapter covers background information, data analysis and findings of the study based on the objectives of the study. The study was concerned with the following specific objectives.

4.1.0 Background Information

4.1.1 Enrolment in Studied Secondary Schools

Head teachers in the secondary schools where the study was conducted were asked to provide information about enrolment in their secondary schools from 2003-2009 to establish if enrolments were increasing and hence the need for more physical facilities. Data collected about enrolment is indicated in Table 4.1 below.

Table 4.1 Enrolment in the Studied Secondary Schools (2004-2009)

Secondary School	Number of streams	2004	2005	2006	2007	2008	2009
1	3	545	461	419	413	423	390
2	2	96	110	120	149	266	293
3	2	266	297	257	328	389	353
4	1	115	121	128	136	165	175
5	1	24	47	78	95	128	128
6	2	270	250	245	223	229	238
7	2	430	400	380	388	401	400
8	2	280	300	350	400	425	445
9	2	95	125	189	235	299	315
TOTAL	17	2,121	2,111	2,166	2,365	2,655	2,737

From Table 4.1 ,7(77.8 %) had increasing trend in enrolment while 2(22.2 %) secondary schools had declining enrolment hence the need for more physical facilities. 6(66.7 %) had two streams, with expansion of physical facilities they can accommodate more students and enhance efficiency in utilization of other resources within the secondary schools.

4.1.2 Category and Year When Started for Studied Secondary Schools.

The questionnaire for head teachers required them to indicate categories of their schools, and when their schools were started. Number of years the secondary schools have been in existence were calculated and recorded. Table 4.2 below shows the responses obtained from the studied secondary schools.

Table 4.2 Category, Year When Started and Period of Existence of Studied Secondary Schools (2009)

Secondary School	Category of School	Year When Started	Period of School Existence in Years
1	Boarding	1969	40
2	Day/Boarding	1986	23
3	Day/Boarding	1971	38
4	Day	2000	9
5	Day	2003	6
6	Boarding	1978	31
7	Boarding	1986	23
8	Boarding	1971	38
9	Boarding	1968	41

From the Table 4.2, 5(55.6 %) secondary schools studied were in the category boarding schools. Only 2(22.2 %) secondary schools were in the category of day schools and the most recent to be started. 5(55.6 %) secondary schools were over thirty years and still required funds from CDF for developing very necessary physical facilities such as science laboratories.

4.1.3 Level of Education for Respondents

1) Head teachers

The questionnaire for head teachers required them to fill information about their level of education and data obtained is indicated in table 4.3 below;

Table 4.3: Level of Education for Head teachers for Studied Secondary Schools

Educational Level	(f)	(%)
SI	0	0.0
Graduate	5	55.6
Masters	4	44.4
PHD	0	0.0
Total	9	100.0

Findings indicated that 5 (55.6%) of the head teachers were graduates, while the 4(44.4%) were holders of a Masters degree. The head teachers were also required to indicate if they had been trained in other areas and indicate if BoG members in their secondary schools were trained in financial and project management. The responses obtained are in table 4.4 below;

Table 4.4: Other areas of Training for Head teachers and BoG Members

Area of Training	Head teachers		BoG Members	
	Freq.	%	Freq.	%
Financial Management	9	100	3	33.3
Project Management	3	33.3	3	33.3
Accounts	4	44.4	N/A	N/A

All the head teachers had been trained on financial management, but only 3(33.3%) had been trained in project management. 4(44.4%) head teachers had training in accounts. 3(33.3%) secondary schools had their BoG members trained on financial and project management. This is an indication that more training is needed for the secondary school managers.

2) PTA Chairpersons

During interview with PTA chairpersons they were asked to give their level of education. Table 4.12 below shows responses obtained;

Table 4.5: Level of Education for PTA Chairpersons in Studied Secondary Schools (2009)

Level of Education	(f)	(%)
Primary	1	11.1
Secondary	7	77.8
Diploma	1	11.1
Degree	0	0
Total	9	100.0

The study found out that 7(77.8 %) PTA chairpersons had secondary level of education. The level of education for PTA chairperson influences the level of decision making of parents as well as control and monitoring of CDF projects. Their input in assessment of value for money after the CDF projects are completed or once funds for the project is exhausted is very necessary to enhance efficiency in utilization of the funds.

3) Area Councillors

In the questionnaire for area councilors, they were asked to indicate their level of education and the responses obtained are found in table 4.6 below;

Table 4.6 Education Level for Area Councillors

Level of Education	(f)	(%)
Primary	0	0.0
Secondary	4	66.6
Diploma	1	16.7
Graduate	1	16.7
Total	6	100.0

Findings indicated that 4(66.6%) area councilors had secondary education, while 1(16.7%) had a diploma and 1(16.7%) was a graduate.

The CDF programme manager was a graduate and pursuing a master’s degree in business administration.

4.2.0 CDF Projects Established in Secondary Schools in Mwala Constituency

Head teachers were asked to indicate number and types of CDF projects established in their secondary schools and the results obtained are contained in table 4.6 below;

Table 4.7: Number and Type of CDF Projects in Public Studied Secondary Schools (2009)

Secondary School	Number of CDF Projects	Type of CDF project(s)
1	0	N/A
2	1	Staff house
3	1	Science Laboratory
4	1	Science laboratory
5	3	Science Laboratory Generator(given as a generator not money) Library
6	0	N/A
7	1	Dormitory
8	2	Generator((given as a generator not money) Dormitory
9	1	Renovation of school buildings

7(77.8%) secondary schools where the research was conducted had at least one project funded by CDF. 2(22.2%) of studied public secondary schools had not been awarded any funds from CDF, though the schools submitted proposals. The secondary school which was started last in 2003 had three projects which is the highest number of projects funded by CDF among the secondary schools where the study was conducted.

4.2.1 Prioritisation of CDF Projects in Studied Secondary Schools (2009)

Head teachers were asked to rate prioritization of CDF projects in their schools ranging between poor to very good considering needs in their schools. Table below 4.7 shows responses obtained;

Table 4.8: Prioritization of CDF Projects in Studied Secondary Schools

Prioritization Rating	(f)	(%)
Very poor	0	0
Poor	0	0.00
Fair	1	11.11
Good	2	22.22
Very Good	4	44.44
Not applicable	2	22.22
Total	9	≅100.0

From the Table 4.4 responses obtained from indicated that four (44.4 %) head teachers indicated that the prioritization was very good and physical facilities were to meet immediate needs for the secondary schools. This was also noted from observation schedule.

4.2.2 Quality of CDF Projects in Studied Secondary Schools

PTA chairpersons for the schools which had been funded by CDF were asked to rate the quality of CDF projects in their schools in relation to materials in order to judge value for money. Table 4.6 below shows the responses obtained;

Table 4.9 Quality of CDF Projects in Studied Secondary Schools (2009)

Quality of CDF Project	(f)	(%)
Very Low	0	0.00
Low	1	11.11
High	5	55.55
Very High	1	11.11
Not Applicable	2	22.22
Total	9	100.0

5(55.5 %) PTA chairpersons indicated that the projects were of high quality. 1(11.1 %) PTA chairperson indicated that the project was of low quality and reason given was that there was change of building materials other than those proposed. This was also indicated by the observation schedule where bricks were used instead of stones as planned producing a low quality project which had cracks. Use of bricks may mean that the buildings will not last for along period of time.

4.3.0 Allocation and Disbursement of Funds from CDF in Studied Secondary Schools (2009)

4.3.1 Allocation of CDF to Various Categories of Secondary Schools

In the questionnaire for area councilors, they were asked to rate the level of allocation for various categories of schools in their wards and data obtained is found in table 4.10

Table 4.10: Rating for CDF Allocations in Various Categories of Secondary Schools

Allocation Rating	New Schools		Day		Day/Boarding		Boarding	
	Freq	%	Freq	%	Freq	%	Freq	%
Very Low	0	0.0	1	16.7	4	66.6	3	50.0
Low	1	16.7	2	33.3	1	16.7	2	33.3
High	2	33.3	1	16.7	1	16.7	1	16.7
Very High	3	50.0	2	33.3	0	0.0	0	0.0
Total	6	100	6	100	6	100	6	100

From table 4.10 above, 3(50%) councilors indicated that very high allocations are to the newly started schools.4(66.6%) councilors indicated a very low allocation in the category of day/boarding schools within their wards. Allocation for boarding secondary schools was also low.

4.3.2 Funds Proposed, Awarded, Disbursed and Deficits

Head teachers in all the secondary schools where the study was conducted were asked to indicate the amount of money proposed for CDF projects, amount awarded and the amount disbursed. The researcher calculated percentage amount of funds disbursed, deficit and percentage deficit. Table 4.11 below shows the findings obtained;

Table 4.11 Amounts of Funds Proposed, Disbursed and Deficit per Studied**Secondary School (2009)**

Secondary School	Amount of Money Proposed (Kshs)	Amount of Money Awarded (Kshs)	Amount Disbursed (Kshs)	Percentage Disbursed Funds (%)	Deficit (Kshs)	Deficit (%)
1	1,200,000	0	N/A	N/A	N/A	N/A
2	600,000	600,000	250,000	41.7	350,000	58.3
3	530,000	530,000	300,000	56.6	230,000	43.4
4	1,300,000	1,000,000	200,000	20.0	800,000	80.0
5	1,200,000	1,200,000	700,000	58.3	500,000	41.7
	1,900,000	1,900,000	600,000	31.6	1,300,000	68.4
6	1,500,000	0	N/A	N/A	N/A	N/A
7	1,200,000	1,200,000	700,000	58.3	500,000	41.7
8	1,500,000	1,200,000	300,000	25.0	900,000	75.0
9	2,000,000	1,500,000	800,000	53.3	700,000	46.0

From Table 4.11 not all secondary schools which had submitted proposals for funding from CDF had been awarded funds. 7(77.8 %) public secondary schools had received funds from CDF, while 2(22.2 %) secondary schools had not been allocated any funds from CDF. The percentage of disbursed funds for 4(57 %) secondary schools of the funded schools was less than half of the money proposed to complete the CDF projects. The percentage deficit for 5(55.6 %) schools is over 50 % meaning that the started projects could not be completed with funds from CDF. The CDF manager

indicated that CDF does not allow co-funding except the use of PTA funds to complement funds from CDF.

4.3.3 Adequacy of Funds from CDF for Studied Secondary Schools (2009)

In the questionnaire for head teachers, they were asked to rate the adequacy of the funds ranging between inadequate to very adequate as per proposed projects. Table 4.12 below shows the responses which were obtained;

Table 4.12 Adequacy of Funds from CDF for Studied Secondary Schools by Head teachers (2009)

Rating of Adequacy of Funds	(f)	(%)
Very Inadequate	0	0
Inadequate	7	77.8
Moderately Adequate	0	0.0
Adequate	0	0.0
Very Adequate	0	0.0
Not applicable	2	22.2
Total	9	100.0

In all the 7(77.8 %) schools which were funded by CDF indicated that the funds were inadequate since they were unable to complete started CDF projects.

Area councilors were also asked to rate the adequacy of funds from CDF to secondary schools and the responses obtained in table 4.13 below;

Table 4.13 Adequacy of Funds from CDF to Secondary Schools by Area

Councillors (2009)

Rating of Adequacy of Funds	(f)	(%)
Very Inadequate	3	50.0
Inadequate	2	33.3
Moderately Adequate	1	16.7
Adequate	0	0.0
Very Adequate	0	0.0
Total	6	100.0

3(50%) area councilors indicated that the funds were very inadequate, while 2(33.3%) councilors indicated that the funds were inadequate. The CDF programme manager indicated that the funds were adequate.

4.3.4 Status of CDF Projects in Studied Secondary Schools

In the for head teachers questionnaire they were asked to indicate the status of all CDF projects in their secondary schools. The responses obtained are presented in the Table 4.14 below;

Table 4.14 Status of CDF Projects in Studied Secondary Schools (2009)

Project Status	(f)	(%)
Not Started	0	0.0
Incomplete	5	55.6
Complete and in Use	1	11.1
Stalled	1	11.1
Not Applicable	2	22.2
Total	9	100.0

In 5(55.6 %) secondary schools where the study was conducted, CDF projects were incomplete hence started and not in use .In 1(11.1 %) school the CDF project has stalled in very early stages of project development and the reason given for stalling was very little amount of funds money was disbursed was very little. Only one (11.1 %) CDF project was complete and in use in the secondary schools where the study was conducted. The school had used PTA funds to complement the funds disbursed from CDF.

4.3.5 Period of Funds Utilization from CDF for Secondary Schools Studied

Head teachers were asked indicate in their questionnaire the time taken in utilizing the funds from CDF before they were exhausted. Table 4.15 below shows the responses obtained;

Table 4.15 Period of Funds Utilization from CDF in Studied Secondary Schools (2009)

Period of Fund Utilisation	(f)	(%)
Less than 1 year	6	66.7
1 year	1	11.1
2 years	0	0.0
3 years and More	0	0.0
Not Applicable	2	22.2
Total	9	100.0

The period of utilizing the funds was rated in the seven secondary schools which were funded by CDF and 6(85.7 %) schools indicated that the funds were utilized in less than a year and funds were exhausted. If the funds allocated were all disbursed the schools would construct the much needed physical facilities within a short time. CDF programme manager indicated the funds were used efficiently in the secondary schools .The manager suggested measures that that can be put in place to improve utilisation of funds from CDF in secondary schools including;

- a) Frequent monitoring of project implementation by stakeholders.
- b) Full funding of a project to completion rather than in phases
- c) More involvement of school administration in tendering and project supervision.

4.3.6 Number of Phases of Funds Disbursement

Head teachers were asked to give the number of phases which the funds from CDF were disbursed. Table 4.16 below shows their responses;

Table 4.16: Number of Phases of Fund Disbursement to Studied Secondary Schools from CDF (2009)

Phases of Disbursement	(f)	(%)
1	2	22.2
2	2	22.2
3	3	33.3
4	0	0.0
Not Applicable	2	22.2
Total	9	100.0

The responses indicated that out of the seven secondary schools funded by CDF 2 (22.2 %) secondary schools funds were received in a single phase as well as 2(22.2 %) secondary schools who also received the disbursed funds in two phases. This explains why some projects were incomplete as the other phases of disbursement were not effected.

4.3.7 Other Sources of Funding for Secondary School Development

The CDF manager indicated that in funding of secondary schools they do not allow CDF projects to be co- funded, except the use of PTA funds to complement those from CDF. Due to the inadequacy of funds from CDF as indicated by respondents,

other sources of funds that are used come from PTA fund and GoK where funds from FSE for repair, maintenance and improvement vote head are being used to complete the CDF projects at the expense of carry out repairs, maintenance and improvements in the secondary schools.

4.4.0 Level of Participation of Parents and Community in Aspects of CDF Projects.

4.4.1 Participation of Parents in Aspects of CDF Projects by Head teachers

Head teachers were required to rate the level of participation parents in various aspects of the project. The responses obtained are in table 4.17 below

Table 4.17: Participation Rating by Head teachers of parents (2009)

Aspect of Project	Decision Making		Planning		Control/ Monitoring		Assessment	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Very Low	1	11.1	2	22.2	2	22.2	2	22.2
Low	3	33.3	3	33.3	3	33.3	3	33.3
Moderate	2	22.2	1	11.1	1	11.1	2	22.2
High	1	11.1	1	11.1	1	11.1	1	11.1
Not Appl.	2	22.2	2	22.2	2	22.2	2	22.2
Total	9	100	9	100	9	100	9	100

In all the aspects 3 (33.3%) head teachers indicated that parents participation was low. It is only 1(11.1%) head teacher per aspect who indicated high level of participation in aspects of the project. This shows that parents do not adequately participate in aspects of the CDF projects.

PTA chairpersons were asked to rate the level of participation for parents during implementation of CDF projects. The various aspects in which the parents are expected to participate include decision making, planning, monitoring and control as well as assessment. Table 4.18 below shows the responses obtained

Table 4.18 Participation Rating of Parents in Aspects of CDF Projects by PTA Chairpersons (2009)

Aspect of Project	Decision Making		Planning		Control/ Monitoring		Assessment	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Very Low	1	11.1	2	22.2	1	11.1	3	33.3
Low	6	66.7	5	55.6	4	44.4	4	44.4
Moderate	0	0	0	0	2	22.2	0	0
High	0	0	0	0	0	0	0	0
Not Appl.	2	22.2	2	22.2	2	22.2	2	22.2
Total	9	100	9	100	9	100	9	100

In the rating of parents participation seven (77.7 %) PTA chair persons rated between low and very low CDF projects. This is an indication that participation of parents does not take a major part during implementation of CDF projects as witnessed in almost all aspects of the project including decision making, planning, monitoring and control and assessment. Parents do not present their opinions or views in the aspects of the CDF projects. Citizen participation is important to eliminate corruption and enhance efficiency in utilisation of resources from any source. PTA chair persons suggested frequent parent meetings to create awareness

on functioning of CDF as a measure of improving participation of parents in decision making and monitoring of CDF projects in secondary schools.

4.4.2 Participation Rating of Community Members in Aspects of CDF Projects

Head teachers were asked to rate the participation of community members in aspects of CDF projects and the responses obtained are in table 4.19 below

Table 4.19 Participation Rating of Community Members in Aspects of CDF Projects by Head Teachers (2009)

Aspect of Project	Decision Making		Planning		Control/ Monitoring		Assessment	
	Freq.	%	Freq	%	Freq.	%	Freq.	%
Very Low	3	33.3	2	22.2	3	33.3	2	22.2
Low	3	33.3	3	33.3	2	22.2	3	33.3
Moderate	1	11.1	0	0	2	22.2	2	22.2
High	0	0	0	0	0	0	0	0
Not Appl.	2	22.2	2	22.2	2	22.2	2	22.2
Total	9	100	9	100	9	100	9	100

In decision making 3 (33.3%) head teachers indicated was between very low and low participation of community members. In planning 3(33.3%) head teachers indicated low participation of community .In control and monitoring aspect of CDF projects 3(33.3 %) head teachers indicated very low participation while in the aspect of assessment 3(33.3%) head teachers indicated low level of participation.

None of the head teachers indicated high participation by community members in all the aspects of the CDF projects.

Area councillors were asked in their questionnaire to indicate the level of participation of community members in selecting and monitoring of CDF projects. The results obtained were indicated in table 4.20 below

Table 4.20 Participation Rating of Community Members in Aspects of CDF Projects by Area Councillors (2009)

Participation Rating	(f)	(%)
Very Low	0	0.0
Low	4	66.6
Moderate	1	16.7
High	1	16.7
Very High	0	0.0
Total	6	100.0

From table 4.20 above, 4 (66.6 %) councillors indicated that participation of community members was low and only 1(16.7%) indicated high level of participation of community members. This is an indication that community members are not well involved in decision making and monitoring of CDF projects.

4.4.3 Information Availed to Parents on CDF projects by Head Teachers

In the questionnaire for the head teachers they were asked to state the information kept on progress of CDF projects to ensure transparency and accountability. The head teachers indicated they kept the following documents;

- i. Contract agreements
- ii. CDF payment vouchers
- iii. CDF cash book
- iv. Quotations
- v. Receipts
- vi. Invoices
- vii. Delivery notes
- viii. Expenditure records

The information is summarized into amount received and the expenditure and presented verbally to after touring the CDF projects during general meetings.

4.5.0 Head Teacher and BoG Members Knowledge and Skills

Head teachers were required to fill in their questionnaire about training for themselves and BoG members on financial and project management. The following were the responses obtained;

Findings of the study indicated that all the head teachers had received training on financial management but only three (33.3 %) had some training on project management. On the other hand 7 (77.7%) BoG members in the studied

secondary schools had not received any training on financial and project management.

4.5.1 Adequacy of Skills and Knowledge for Head Teachers and BoG Members

Head teachers were asked to rate the adequacy of skills obtained from the training that they had received on financial management. Table 4.21 shows the responses obtained

Table 4.21 Adequacy of Skills and knowledge for Head teachers and BoG Members in Studied Secondary Schools (2009)

Rating of Skill Adequacy	(f)	(%)
Very Inadequate	0	0
Inadequate	1	11.1
Moderately Adequate	4	44.4
Adequate	3	33.3
Very Adequate	1	11.1
Total	9	100

Findings from table 4.21 above indicate that, 4(44.4 %) head teachers indicated that skills and knowledge obtained from training were moderately adequate and expressed the need for more skills for proper management of the projects.

4.6.0 Impact of the CDF on Development of Physical Facilities in Secondary Schools in Mwala Constituency.

The CDF was meant to supplement efforts by households and communities in developing physical facilities in the secondary schools to cater for increasing number of students and create conducive learning environments. The CDF projects in the secondary schools where research was conducted were classified according to their types and information obtained was presented in Table 4.14 below;

Table 4.22: Established CDF Projects in the Studied Secondary Schools (2009)

Type of CDF Project	(f)	(%)
Staff house	1	10
Science Laboratory	3	30
Electricity Generator	2	20
Library	1	10
Dormitory	2	20
Renovation of buildings	1	10
Total	10	100

3(30%) of the established CDF projects were science laboratories. 2(20 %) were dormitories and electricity generators. This is an indication that the secondary schools in Mwala constituency lack essential physical facilities needed for learning and teaching but they need to be completed to ensure that they are in full use..

4.6.2 Usefulness of CDF Projects in Studied Secondary Schools (2009)

Head teachers in the secondary schools where the study was conducted were asked to rate usefulness of the CDF projects once completed, to promoting teaching and learning ranging from not useful to very useful. Table 4.23 below shows the responses that were obtained;

Table 4.23 Usefulness of CDF Projects to Teaching and Learning in Studied Secondary Schools (2009)

Usefulness Rating	Frequency(f)	Percentage (%)
Not useful	0	0
Moderately useful	0	0
Useful	1	11.1
Very Useful	6	66.7
Not applicable	2	22.2
Total	9	100.0

6(66.7 %) head teachers indicated that the CDF projects would be very useful to promoting teaching and learning in their schools once they are completed. For instance the construction of science laboratories was quite important for teaching science subjects.

In the interview with the PTA chairpersons they were asked to give the contributions of the completed to teaching and learning and the responses obtained included;

- 1) Science laboratories –To enhance teaching and learning of science subjects
- 2) Staff quarters -For more contact hours with the students
- 3) Library – Facilitate reading of students

- 4) Dormitories –To cater for increasing enrolment in boarding schools
- 5) Renovation of buildings –To ensure buildings are safe and secure for use
- 6) Electricity Generators- To enhance teaching of ICT in secondary schools as well as lighting the schools for morning and evening preps.

However, from the findings, 9(90 %) of the CDF projects are incomplete due to inadequate funds hence not in use and the objectives for their construction has not been met.

4.7.0 Challenges Faced in Establishing CDF Projects

From the questionnaires for head teachers they asked to indicate the challenges they faced when implementing CDF projects in the secondary schools and the following responses were obtained;

- a) Inadequate funding to complete started projects
- b) Delay in funding after proposals have been submitted.
- c) Release of funds in phases causing price differences between the proposed and the actual owing to inflation resulting to more expenses than planned for
- d) High expectations from the CDF officials despite the little funds disbursed.
- e) Poor workmanship by contractors

Head teachers were asked to suggest ways to overcome the challenges and the following responses were obtained;

- a) Prompt fund release
- b) Disbursing adequate funds
- c) Funding one project to completion

- d) Single phase of allocation
- e) Avoid politicizing disbursement of funds

4.7.1 Suggested Ways to Improve Management of CDF

PTA chairpersons were asked to indicate ways that could be used to improve management of CDF and the suggestions obtained include;

- a) Proper procurement procedures
- b) Adequate involvement of PTA in establishing CDF projects in secondary schools.
- c) Field visits by CDF officials at all stages of projects.
- d) Use of labour from parents and students as away of complementing CDF

Area councillors gave their suggestions on how to improve CDF project management and included;

- a) Monitoring committee should assess the projects in the secondary schools.
- b) Proper representation of all groups including youth leaders, pastors and women groups leaders, during allocation of funds.
- c) CDF act should be amended to make utilisation of funds more efficient.

4.8.0 Discussion of Findings

1) Several types of CDF projects have been developed in the secondary schools within Mwala constituency which includes science laboratories, staff house, library, dormitories, electricity generators and renovation of school buildings. The developed physical facilities have been well prioritized; of good quality and will be quite useful

once completed for promotion of teaching and learning in secondary schools in Mwala constituency.

2) All schools where the research was conducted had written proposals to CDF offices requesting for funding but not all were allocated funds to develop physical facilities. None of the schools had adequate funds disbursed as per the proposed funds and the started projects were not completed as funds got exhausted. CDF does not allow co-funding and only PTA funds can be utilized to complement funds from CDF.

3) The level of participation of parents/ community is quite low in most aspects of the project including decision making, planning, control/monitoring as well as assessment. Information on expenditure of projects funded by CDF is summarized and presented verbally to community/parents without displaying the figures.

4) Head teachers and BoG members have received training on financial management but not on project management .The skills obtained during training were not adequate and they expressed the need for more training. Challenges faced by head teachers in implementing the CDF projects include; inadequate funding, delay in funding and high expectations from CDF officials despite little funds disbursed.

5) The CDF has good impact on development of schools as some schools have been in existence for quite along period of time and still lack quite important physical facilities which have been developed under CDF. However, they need to be completed to have full impact on teaching and learning.

CHAPTER 5.0: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study was concerned with assessment of impact of CDF on development of secondary schools in Mwala constituency. Data was collected using questionnaires for Head teachers, area Councilors and CDF Manager, while interview schedule was used for PTA chair persons and an observation schedule was used to assess the on –going projects in the studied secondary schools. This chapter summarizes the findings of the study as analyzed in chapter four. Discussion of the findings, conclusion, recommendations and suggested areas of further research are also done in this chapter.

5.2 Summary

In the education sector CDF was meant to complement efforts of communities and households in providing physical facilities in secondary schools, which would in turn improve enrolments quality of teaching and create conducive learning environments. Shortcomings have been experienced in allocation and monitoring of CDF projects. The findings of the study indicate that;

- 1) Most schools have been allocated CDF and have developed some physical facilities including; science laboratories, staff quarters, library, dormitories and renovation of school buildings.
- 2) Most of the projects funded by CDF are incomplete as funds disbursed are below the proposed funds which are required to complete the projects. In most

of the studied secondary schools, PTA funds are used to start separate development projects.

- 3) Parents and community members are not adequately involved in various aspects of the CDF projects including decision making, planning, control and monitoring as well as assessment of the projects.
- 4) CDF officials rarely make field visits to the secondary which have been funded by CDF to carry out project assessment due to lack of means of transport.
- 5) A number of challenges are experienced in establishing CDF projects, including inadequate funding, release of funds in phases and delay in funding after proposals have been submitted.
- 6) Not all head teachers and BoG members have been adequately trained on financial and project management for efficiency and effective use of the funds.

5.3 Implications of the Findings

- 1) Most of the schools still require physical facilities needed for teaching and learning. This is evidenced by the type of projects that have been funded by CDF. Since 58 % of Kenyans live below poverty line, many at house hold level have not been in a position to provide the required physical facilities required in secondary schools. Some of the projects are given to secondary schools like electricity generators though they were not proposed to CDF. For the electricity generators to be operational they

required other installation expenses which the CDF did not provide hence having no immediate impact on teaching and learning.

- 2) Allocation has been done to too many secondary schools at once and the funds disbursed to the schools are not adequate to complete started projects. There is need to establish the right number of secondary schools that are allocated funds from CDF to ensure that they receive adequate funds to complete projects that they have started. CDF should not fund a new project before the previous ones are completed as was the case in some secondary schools. Policy should be established to ensure that funds collected from PTA for development are utilized in complementing the CDF.
- 3) Participatory approach has not been used in the utilisation of CDF where community/parents, school management, CDF committee and CDF office have not been working together. From the findings, participation of parents and community is quite minimal but it is necessary to ensure that transparency and accountability is enhanced. Parents and community hardly participate in the main aspects of the project including decision making, planning, monitoring and control as well as assessment. Working committees are not functional within the secondary schools to ensure proper control and monitoring of CDF projects so that resources are properly used to produce the planned physical facilities.
- 4) Head teachers have received training on financial management but have not received training on management of development projects. Skills and

knowledge obtained during training on financial management is not adequate to handle financial matters adequately. BOG members on the other hand have not received training on financial and project managements members though they should be custodians of financial resources in a secondary school to ensure funds are well utilized and get value for money in development of physical facilities. They hardly take a supervisory role of ensuring the right procedures are practiced during implementation of the CDF projects.

5.4 Conclusion

- 1) Secondary schools in Mwala Constituency still require important physical facilities needed for promoting teaching and learning as well as creating more space for increasing number of students.
- 2) Allocation and disbursement of funds from CDF has not been efficiently done because all started projects have not been completed. The funds are hardly adequate to complete the CDF projects.
- 3) Level of participation of parents and community in utilisation of funds from CDF in Mwala constituency is low as they hardly play any active role in the aspects of CDF projects.
- 4) Head teachers experience a number of challenges when implementing CDF projects.
- 5) Head teachers and BoG members do not have adequate skills on financial and project management to efficiently use funds from CDF.

5.5 Recommendations

- 1) Policy needs to be developed on the criteria to be followed when physical facilities to be developed in secondary schools. All schools should come up with development plans in consultation with all stake holders and proper documentation done on prioritized needs for physical facilities. The established development plan should be approved by the District Education Boards and copies supplied to the CDF offices so that the most deserving secondary schools are funded. CDF projects should meet immediate needs of the secondary schools and should also be pegged to enrolments and efficiency of the secondary schools.
- 2) Allocation and disbursement of funds should only be done to the projects that can be completed with the available funds. Completed projects should be assessed and reports given to the schools for better utilization of funds in future CDF projects. New allocations should not be done before the previous projects are assessed CDF officials and reports on the projects given to schools.
- 3) PTA development fund should contribute a percentage of funds to be utilized together with funds that are disbursed by CDF as this will ensure that parents/communities take an active role in the aspects the projects including decision making, planning, control and monitoring as well as assessment of development projects.
- 4) Information on CDF allocation, disbursement and utilization should be displayed in secondary schools notice boards in order for community/parents to assess value for money in every stage of project development. This will ensure effectiveness and efficiency in utilization of the funds and make principals more accountable

and transparent in utilization of the funds so as to provide the much required physical facilities.

- 5) CDF officials should give a time frame on the utilisation of funds from the time of disbursement and when the first assessment will be done so that funds are used promptly to enhance efficiency. This will ensure that the funds are utilized at the right time and for the intended purpose. CDF officials should visit the CDF projects at all stages to ensure funds are utilized well and write reports about the CDF projects.
- 6) Working committees should be functional in the secondary schools which have been funded by CDF comprising of representative from all stakeholders to ensure there is accountability and transparency in utilizing the funds. Head teachers should play an active role during tendering and procurement to ensure the funds are well utilized.

5.6 Recommendations for Further Research

Research should be carried out to find out the following;

- 1) The actual members who participate during allocation of CDF.
- 2) Process of auditing of CDF expenditure in public secondary schools.
- 3) Aspects of assessment of CDF projects in secondary schools.
- 4) Willingness of community to monitor the utilisation of funds from CDF
- 5) Tendering procedures for CDF projects in public secondary schools.

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APPENDIX I: Letter of Introduction to Head Teachers

NDUNGWA MUCHIRI
PO BOX 2219,
MACHAKOS
Mobile 0726515197

THE PRINCIPAL,
.....

MWALA DISTRICT

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

I am a post graduate student at Kenyatta University .I am currently undertaking an educational research on the topic ‘**ASSESSMENT AND IMPACT OF CDF IN DEVELOPMENT OF SECONDARY SCHOOLS IN MWALA CONSTITUENCY**’. Your school has been identified to participate in the study .The responses obtained will be treated with confidentiality and will only be used for the purpose of the study. Your cooperation and assistance will enable the study to come up with accurate findings.

Thank you.

Yours faithfully,

Ndungwa N. Muchiri

APPENDIX II: Head Teachers' Questionnaire

- 1) Name of your school
- 2) Which year was the school started?
- 3) Category of the school a) Boarding b) Day c) Day/Boarding
- 4) Number of streams a) 1 b) 2 c) 3 d) 4 e) 5
- 5) Fill in the table about enrolment in your school

YEAR	2004		2005		2006		2007		2008		2009	
	B	G	B	G	B	G	B	G	B	G	B	G
TOTAL												

KEY B= BOYS G= GIRLS

- 6) Does the school have a development plan to show prioritized needs for physical facilities? YES NO
- 7) What is your level of education?

SI (1) Graduate (2) Masters (3) PHD (4) Others (5)
- 8) Tick the areas you have been trained on
 - a) Project management
 - b) Financial management
 - c) Accounts
 - d) Any other area (please indicate).....
- 9) How can you rate the adequacy of skills acquired during the training

Not adequate (1) Moderately adequate (2) Adequate (3) Very adequate (4)

10) Have the BoG members been trained on project and financial management?

YES NO

11a) Comment on the status of CDF projects in your school.

Serial Number	Project	Not Started (1)	Incomplete (2)	Almost Complete (3)	Completed and in Use (4)
1					
2					
3					
4					
5					

b) Rate the usefulness of the projects to teaching and learning in the school once complete.

Serial Number	Project	Not Useful (1)	Moderately Useful (2)	Useful (3)	Very Useful (4)
1					
2					
3					
4					
5					

12) How long did the projects take in utilizing funds from CDF?

Serial Number	Project	Less than 1 yr (1)	1 year (2)	2 years (3)	3yrs and More (4)
1					
2					
3					
4					
5					

13) List the project(s) that are ongoing

.....

14a) List any stalled CDF projects.....

.....

b) State the reason(s) for stalled CDF.....

.....

15) Fill the table about the CDF projects and Disbursement of funds in your school.

Serial Number	Project	Amount Proposed Kshs	Amount Awarded Kshs	Amount disbursed Kshs	Amount required to complete the project Kshs	Number of phases of disbursement
1						
2						
3						
4						
5						

16a) How do you rate the adequacy of disbursed funds to completion of the projects?

Serial Number	Project	Very Inadequate (1)	Inadequate (2)	Adequate (3)	Very Adequate 4)
1					
2					
3					
4					
5					

b) Will the on going project be completed within the planned time? YES NO

17) How can you rate the prioritization of the CDF projects undertaken in your school?

Serial Number	Project	Very Poor (1)	poor (2)	Good (3)	Very Good (4)
1					
2					
3					
4					
5					

18) Have you used any other funds to complement the CDF project? YES NO

19) Name the other source of funds

.....

20) What challenges do you face when undertaking the CDF projects?

.....

21) Suggest ways that can be used to overcome the challenges

.....

22) How can you rate the level of participation of the parents in various aspects of the projects?

Aspect of project	Very low (1)	Low (2)	High (3)	Very High (4)
Decision making				
Planning				
Monitoring and control				
Assessment				

23) How can you rate level of participation of community in the aspects of the projects?

Aspect of project	Very low (1)	Low (2)	High (3)	Very High (4)
Decision making				
Planning				
Monitoring and control				
Assessment				

24) What records do you keep during implementation of CDF project?

.....

25) What information on utilisation of the CDF do you avail to parents and community to ensure transparency and accountability.....

26) How can you rate the frequency of field visits CDF officials to your school?

Rare (1) Fairly Frequent (2) Frequent (3) Very Frequent (4)

27) Are there documents left behind to show that CDF project in your school is assessed by CDF officers? YES NO

APPENDIX III: Interview Schedule for the PTA Chair person

- 1) What is your professional occupation?
- 2) What is your level of education?
 Primary (1) Secondary (2) Diploma (3) Degree (4)
- 3) When were you elected the PTA chairperson?
- 4) List CDF projects have been established in the school since its establishment in 2003?
 a) Completed project(s).....
 b) Stalled project(s)
 c) Ongoing project(s).....
- 5) How can you rate the quality of completed CDF projects in the school?
 Very Low (1) Low (2) High (3) Very High (4)
- 6) What contributions will the completed CDF project make to teaching and learning?

- 7) How can you rate the usefulness of CDF project in teaching and learning?
 Not useful (1) Moderately useful (2) Useful (3) Very useful (4)
- 8) How can you rate participation of parents and community in aspects of CDF projects?

Aspect of Project	Not Involved	Slightly Involved	Moderately Involved	Highly Involved
Decision making				
Planning				
Monitoring and control				
Assessment				

9a) Tick the aspect of project that you feel parents must be involved

Decision Making (1) Planning (2) Monitoring and control (3) Assessment (4)

b) For the answer given above what are the reasons.....

.....

10) How much parents contribute for development projects? Kshs.....

b) If (Yes) does the money complement the CDF (1) Starts new projects (2)

11a) Does the head teacher who is the project manager avail information to parents/community on the progress of the CDF project? YES NO

b) If yes what information is availed?

.....

12) As the PTA chairperson what measures do you take to ensure parents participate in CDF projects?.....

.....

.....

.....

.....

13) Suggest measures which could be implemented to improve management of CDF in your school

.....

APPENDIX IV: Questionnaire for the Area Councillor

1) Name of your ward.

2) When where you elected a councillor of the ward?

3) What is your level of education?

Primary (1) Secondary (2) Diploma (3) Degree (4)

4) How many public secondary schools are located in your ward?

.....

5) Among the schools mentioned above how many have been newly started under CDF? Name them.....

.....

6) How can you rate the level of CDF allocation in the following category of schools

School Category	Very Low (1)	Low (2)	High (3)	Very High (4)
New Schools				
Day				
Day/Boarding				
Boarding				

7) What factors do you consider when determining which secondary schools are to be allocated funds from CDF? i).....

ii).....

iii).....

8) Fill in the table about CDF projects for secondary schools in the ward

School	Boarding/Day	CDF Project	Year Funded	Complete/incomplete

9) Comment about adequacy of allocated funds in relation to projects in the secondary schools?

Very inadequate (1) Inadequate (2) Adequate (3) Very adequate (4)

10) How can you rate the level of participation of community members in your area in selecting and monitoring of the CDF project in the secondary schools?

Low (1) Moderate (2) High (3) Very high (4)

12) How frequently do you assess the progress of the CDF projects in secondary schools within your ward?

Not at all (1) Rare (2) Often (3) Very Often (4)

13) Give suggestions that may be useful in improving CDF project management in secondary schools?.....

.....

.....

APPENDIX V: Questionnaire for CDF Manager

1) What is your level of education?

Diploma (1) Degree (2) Masters (3) PHD (4)

2) For how long have you been CDF manager in Mwala constituencyyears

3a) How many new secondary schools have been developed under CDF?

b) Have all secondary schools in the constituency benefited from the CDF? YES/NO

4) What criteria do you use in selecting the secondary schools to be allocated funds from CDF?.....

5) How can you rate the level of CDF allocation in the following category of schools

School Category	Very Low (1)	Low (2)	Moderate(3)	High (4)
New				
Day				
Day/Boarding				
Boarding				

6) How can you rate the adequacy of funds allocated in secondary school

Not adequate (1) Fairly adequate (2) Adequate (3) Very adequate (4)

7) How is the allocated money disbursed? At once (1) In phases (2)

8) Are head teachers given any time frame to present information on progress of CDF projects once funds are disbursed? YES NO

9) At what stages do you demand for information on progress of the CDF project from the head teachers?

.....

11) How can you rate the frequency of field visits to secondary schools by CDF officials during implementation of CDF projects?

Not at all (1) Rare (2) Often (3) Very Often (4)

12 a) List the main aspects of the CDF project that are evaluated?

.....
.....

b) What documents are left behind to show that the CDF project was evaluated?

.....

13) Are there times you allocate money to secondary schools for a new project before the previous one has been completed and evaluated? YES NO

14) Do you allow the secondary schools to supplement the CDF allocation from other sources? YES NO

15) How can you rate the efficiency in utilisation of CDF in development of secondary schools in Mwala constituency?

Very Inefficient (1) Efficient (2) Efficient (3) Very efficient (4)

16) Suggest measures that can be put in place to improve utilisation of CDF in secondary schools in the constituency.....

.....
.....
.....
.....
.....

APPENDIX VI: Observation Schedule

- 1) Stage of implementation of the on going CDF project.....
 - i) Start ii) Middle iii) Near completion iv) Completed
- 2) Appropriateness of the CDF project based on school needs
Inappropriate (1) Lowly appropriate (2) Appropriate (3) Highly appropriate (4)
- 3) Suitability of construction materials used for the project
Slightly suitable (1) Suitable (2) Highly suitable (3)
- 4) Contribution of the project to teaching/ learning
Low (1) Medium (2) High (3)
- 5) Is the project flexible to allow future changes Yes /No
- 6) Can the project allow multiple uses? Yes/ No
- 7) Any parallel project running together with that of CDF? Yes/ No
Name it?
- 8) Suggest the next project if the school is funded by CDF based on available Physical facilities

APPENDIX VII: Sketch Map of Mwala Constituency

