

**THE IMPACT OF THE CONSTITUENCY DEVELOPMENT FUND  
PROGRAMME ON PUBLIC PRIMARY SCHOOLS: A CASE OF  
MOGOTIO CONSTITUENCY.**

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**D53/CE/11518/07**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION OF  
KENYATTA UNIVERSITY.**

**MAY 2011**

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*The impact of the  
constituency*



2013/423088

## DECLARATION

This research project is my original work and it has not been submitted to any other organization for the award of any degree or diploma certificate whatsoever.

Signature  ..... Date 25th May, 2011 .....

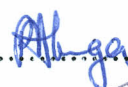
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This proposal is submitted for examination with our approval as the university supervisors.

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## **DEDICATION**

To my wife Wanja and our girls Chela and Chemu: you've been such a blessing: I wouldn't ask for more.

## ACKNOWLEDGEMENT

Am greatly indebted to my Supervisors, Mr. Ngaba and Mrs. Genga for their invaluable guidance. My appreciation also goes to CEDGG staff and Pauline for typing this work.

My special gratitude also goes to all my MBA lecturers for their input during my entire course in Kenyatta University. I am indebted to them all.

## ABSTRACT

The study assessed the impact of Constituency Development Fund (CDF) on education development in public primary schools in Mogotio Constituency of Rift Valley since 2003. Between 2003 and 2009, a total of Kenya shillings 222,995,600 has been disbursed to Mogotio Constituency. So far, out of the 171 projects undertaken, 108, (representing 63.1%) are in the education sector. Of the 108 projects, 90 are in public primary schools and the remaining 18 are secondary. CDF has been characterized by mismanagement, embezzlement, political interference, incomplete projects and shoddy jobs (Evusa, 2008). Mogotio Constituency may not be immune to these. Eighty schools in Mogotio constituency have received funding-often several times- while 8 have not received a cent since the inception of the programme in 2003.

The main objective of the study was to investigate the impact of CDF on education development of public primary schools since it takes the lion's share of the CDF funds. Specific objectives include: to find out the extent to which CDF has contributed to the provision of physical facilities, to determine how CDF has affected enrolment, performance in national exams and to establish the challenges faced in the implementation of the CDF programme in public primary schools.

Literature review focused on the overview of the CDF programme in Kenya and the related concepts of decentralization and devolution. Others include: Challenges facing CDF implementation and CDF and Strategic Management.

The Descriptive Survey Method using the Purposive Sampling technique was used. Fifty percent of the 80 public primary schools were targeted for survey. The 42 schools were carefully selected to capture all the varieties of schools in Mogotio in all the 4 divisions: boarding, day, rural and urban, over-enrolled and under-enrolled. A census of the 8 schools not funded was done. The questionnaire targeting the Headteachers was the primary tool for data collection. Pre-testing was done on a few selected respondents in the public primary schools in the neighbouring Eldama Ravine Constituency. Once the data was collected, it was edited, coded, and being a descriptive study, measures of central tendency and dispersion was used. Forty two questionnaires representing a response rate of 84% were received back. The study found out that the enrolment has not changed much with the introduction of CDF. Furthermore, the Pearson correlation index between KCPE mean score and CDF is insignificant ( $p=+0.122$ ). However, CDF seems to have had a major impact in Mogotio Constituency. The correlation index between the CDF and classrooms is quite significant ( $p=+0.508$ ). The Major complaint with CDF is the inadequate amount disbursed leading to substandard works and stalled projects. There should be capacity building of the Headteachers of the funded schools to equip them with the necessary technical and supervisory skills before projects begin.

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## ABBREVIATIONS & ACRONYMS

ASAL – Arid and Semi –Arid land

CEDGG – Centre for Enhancing Democracy and Good Governance

CDF – Constituency Development Fund

CDFC –Constituency Development Fund Committee

DDO – District Development Officer

DEO – District Education Officer

DWO – District Works Officer

EFA – Education For All.

ERS - Economic Recovery Strategy

FPE – Free Primary Education

KCPE – Kenya Certificate of Primary Examination

KNEC – Kenya National Examinations Council

LATF – Local Authority Transfer Fund

MDGS – Millennium Development Goals

MP - Member of Parliament

NMC – National Management Committee

MOE – Ministry of Education

PTA – Parents Teachers Association

SMC- School Management Committee

SPSS – Statistical Package for Social Science

TSC – Teachers Service Commission

## DEFINITION OF OPERATIONAL TERMS

**CDF:** It is a fund established in 2003 to spur grassroots development in a prudent, transparent, accountable and participatory manner.

**Constituency:** An electoral area under a Member of Parliament where CDF money is received from the national office and disbursed.

**Headteacher:** A female or male school administrator charged with the responsibility of running a public or private school.

**Impact:** It refers to either a positive or negative effect or influence of CDF on the education sector.

**Primary School:** It refers to the elementary school where young children receive the first stage of compulsory education where they receive regular instruction from class one to eight.

**Strategic Management:** It is the formal and structured process by which an organization establishes a position of strategic leadership. It is about envisioning and realizing the future.

**Variable:** A concept which can take on different quantitative values.

# CHAPTER ONE

## 1.0 INTRODUCTION

In this section, the researcher highlights the background to the study, statement of the problem, the overall objective of study and the specific objectives. Others include: the research questions, significance of the study, the scope, anticipated limitations and the study assumptions.

## 1.1 Background to the Problem

The Constituency Development Fund (CDF) was established in 2003 under the CDF Board, a parastatal under the Ministry of Planning, National Development and Vision 2030 ([www.kippra.org](http://www.kippra.org)). Fifty six percent of Kenyans live below the poverty line and CDF has been identified as the best approach to wealth creation and poverty eradication ([www.cbs.go.ke](http://www.cbs.go.ke)).

Unlike other development funds that filter from central government through layers and layers of administrative bureaucracies, the funds under this programme go directly to the Constituency. It gives the individuals at the grassroots the opportunity to make expenditure choices that maximizes their welfare in line with their needs and preferences (Kaimenyi, 2005).

CDF aims to promote equity and therefore each of Kenya's 210 Constituencies receives CDF. The fund aims at controlling imbalances in regional development brought about by partisan Constituency development projects.

Seventy five percent of the fund is allocated equally amongst all the 210 constituencies with the remaining 25% allocated per constituency depending on the population and poverty index (OSIEA, 2008). The following table summarizes the total national allocation since inception.

**Table 1: National CDF allocations between the financial years 2003/2004 and 2009/2010**

FINANCIAL YEAR	AMOUNT ALLOCATED(Kshs)
2003/2004	1,260,000,000
2004/2005	5,431,999,997
2005/2006	7,028,619,994
2006/2007	9,736,860,002
2007/2008	9,797,000,000
2008/2009	9,797,000,000
2009/2010	12,300,000,000
<b>GRAND TOTAL</b>	<b>55,351,479,942</b>

Source: <http://www.cdf.go.ke>

In Mogotio Constituency , with a population of 60,595 (Census,2009 ) , the following sector projects have been implemented since 2003: Education(63.1%), Water(18.1%), Health(12.3%), Agriculture(4%), Roads(1.8%) and Security(0.6%).Of all these, in the period 2003-2009, a total of 171 projects have been implemented.

Of these, 108 projects are in the education sector (Appendix III). From the Mogotio Constituency Project implementation Report 2003/2009, the lion's share of the funds in the education sector went to primary schools (Ksh44,004,729) as compared to the secondary sub-sector (Ksh15,379,190/=).

**Table 2: Total CDF allocation to Mogotio Constituency between 2003/2004 and 2009/2010.**

FINANCIAL YEAR	AMOUNT ALLOCATED(Ksh)
2003/2004	6,000,000
2004/2005	21,939,078
2005/2006	28,373,538
2006/2007	39,306,317
2007/2008	39,549,094
2008/2009	39,549,094
2009/2010	48,278,479
<b>GRAND TOTAL</b>	<b>222,995,600</b>

Source: <http://www.cdf.go.ke>

Mogotio Constituency has 4 divisions, 23 locations and 12 civic wards. There are 88 public primary schools with a pupil population of 19,945 as compared to 18 public secondary schools with a student population of 3,232. There are 8 private primary schools with a total pupil population of 1,572 and one private secondary school with 254 students (DEO's Office, Mogotio District, Statistics Section).

## **1.2 Statement of the Problem**

The poverty index of Mogotio Constituency is 51% (DDO, Mogotio). It is majorly a semi-arid region. The HIV/AIDS scourge has also left many children orphans. CDF is an ingenious God- sent project for the constituents whose low income could not see them achieve much academically. Sixty one percent of the CDF projects since 2003 are in the education sector. The lion's share of the funds are targeted to the primary sector (CDF, Mogotio).CDF should aid the Ministry of Education achieve access and retention goals.CDF funds can be directed to infrastructure, co-curricular activities and academics. The biggest challenge of the CDF fund is the implementation. A study by Evusa (2008) found out that there is a lot of political interference in CDF management, the area MP handpicked members of the committee, there were lots of stalled projects, many shoddy jobs and the amounts inadequate. Mogotio may not be immune to this. Thus, this study sought to assess the impact of CDF on the public primary schools of Mogotio constituency.

## **1.3 Overall Objective of the Study**

This study sought to investigate the impact of CDF on educational development of public primary schools of Mogotio Constituency.

## **1.4 Specific Objectives of the study**

The specific objectives of the study were to:

- i. assess the extent to which CDF has contributed in the provision of physical facilities of public primary schools in Mogotio Constituency.
- ii. determine how the CDF programme has affected enrolment in public primary schools
- iii. determine how CDF has affected the performance in National Examinations.
- iv. establish the challenges faced in the implementation of the CDF programme in public primary schools.

## **1.5 Research Questions**

- i. To what extent has CDF contributed to the provision of physical facilities of public primary schools in Mogotio Constituency?
- ii. How has the CDF programme affected enrolment in public primary schools?
- iii. How CDF has affected performance in the National Examinations?
- iv. What challenges are faced in the implementation of the CDF programme in public primary schools?

## **1.6 Significance of the Study**

The researcher hopes that the study findings will be useful to the following groups. The first beneficiaries are the residents of Mogotio Constituency. They will have an opportunity to assess the distribution of the funds and its impact.

The findings will be useful to the CDF management both at the constituency and national levels in assessing the impact and in monitoring and evaluation. It will also benefit the Government of Kenya to assess whether her national resources are utilized well. The Ministry of Education will also find the findings useful in the assessment of whether the education sector has had any significant benefit from The Fund. Other researchers will also find the findings useful. It may generate interest for future research and contribute to some data on CDF.

### **1.7 Scope of the Study**

The study covered Mogotio constituency of Mogotio District of Rift Valley province. It focused on the CDF funding to public primary schools between the fiscal years 2003/2004 and 2009/2010. There is a total of eighty eight public primary schools in the constituency in four divisions: Mogotio, Kisanana, Emining and Sirwa/Kipngorom.

### **1.8 Limitations of the Study**

The limitations included the fact that the depth of knowledge of the people of Mogotio Constituency of CDF management may be limited. There may have been some fear and suspicion by some respondents who may read political mischief. Furthermore, some knowledgeable respondents may have knowingly distorted the information to suit their political or ideological views. Also, the study limited itself to one constituency. For more conclusive data, all the 210 constituencies may have to be involved.

## 1.9 Study Assumptions

The study assumed that the respondents gave accurate and reliable information and that the sample chosen represented the population of Kenya. Further, the researcher hoped that the research instruments chosen were valid and reliable so as to give a good picture regarding the impact of CDF in the public primary schools of Mogotio constituency.

## **CHAPTER TWO: LITERATURE REVIEW.**

### **2.0 Introduction.**

The literature reviewed for the purpose of this study covered the following areas: the CDF in Kenya, Decentralization and Devolution, Challenges facing CDF, CDF and Strategic Management, Conclusion and the Conceptual Framework.

### **2.1 The Constituency Development Fund in Kenya**

The Constituency Development Fund was established in 2003 through the CDF Act in the Kenya gazette (No.11) of 9<sup>th</sup> January 2004. The Fund aims to control imbalances in regional developments brought about by partisan constituency-level development projects; particularly those aiming to combat poverty at grassroots (KIPPRA). The Fund's budgetary allocation is equivalent to 2.5% of the government ordinary revenue. For the seven years that CDF has been in existence, a total of Ksh 55 billion has been channeled through The Fund (KHRC and SPAN, 2010).

Unlike the other development funds that filter from the central government through layers and more layers of administrative organs and bureaucracies, the funds under this programme go directly to local levels (Kaimenyi, 2005). This means that CDF provides the individuals at the grassroots with the opportunity to make expenditure choices that maximize their welfare in line with their needs and preferences. Although CDF takes a relatively small amount of natural resources collected every year, its impact can be significant if the funds are efficiently utilized (Kaimenyi, 2005).

There are indicators that CDF is helping provide services to communities that for many years did not benefit substantially from the government services; the poor, in particular. Nevertheless, there are increasing concerns about the utilization of CDF which suggests that funds are not being optimally utilized (Kaimenyi, 2005)

Ido (2010) argues that CDF was established in 2003 to spur grassroots development in a prudent, transparent, accountable and participatory manner. CDF's innovativeness in seeking to correct historical imbalances in resource distribution and equitable development has been hailed far and wide.

## **2.2 Decentralization and Devolution**

CDF was created to fight poverty at the grassroots level through implementation of community based projects which have long-term effect of improving the people's economic well-being and to relieve members of parliament from heavy demands of fundraising for projects which ought to be financed through consolidated fund (Chweya, 2006).

Other notable decentralization programmes before CDF have fallen short of expectations. These are: The Majimbo System (1963), The Special Rural Development Programme (1969 – 1970), District Development Planning (1971) and The District Focus for Rural Development (1983 – 1984).

Kenya has several operational decentralized funds such as Secondary School Education Bursary (SSEB, established in 1993/1994), Local Authority Transfer Fund (LATF, 1998), Roads Maintenance Levy Fund (RMLF, 1993) Rural Electrification Programme Levy Fund (REPLF, 1997) and Free Primary Education (FPE, 2003) (OSIEA, 2008).

The establishment of CDF and the Stimulus Programmes (2009) is an expression by the government of continued faith in decentralization. On the other hand, the poor have always been left frustrated by all the other previous models of decentralization (Chweya, 2006).

Decentralization is the redistribution of decision making responsibility between the centre and the lower-levels of an organization. In governance, it would involve redistribution of decision making power and authority between the headquarters of the national government and the field units, for instance District, Provinces, regions or local councils. Popular participation in decision making is an important aspect of decentralization. The CDF programme involves redistribution of decision making responsibility for project planning and implementation from the Central government ministries and departments to constituencies.

Decentralization takes two models: deconcentration and devolution. Deconcentration involves redistribution of power from the centre to subordinate levels within the same organization. It is effected within the same organization and does not involve legislation. It can therefore be reversed without the need to change or breach any law.

Devolution on the other hand involves redistribution of power and authority through legislation (Chweya, 2006). Therefore, CDF partly fits into the devolution model because it was established through an Act of parliament

Other countries that have the devolution model include: Tanzania, Ghana, Rwanda, Mali, India and Britain (KHRC and SPAN, 2010).

## **2.3 Challenges facing implementation**

Karue(2009) identified the following nine challenges faced in the implementation of CDF projects: low utilization of completed facilities especially education, health and cattle dips due to lack of collaboration with line ministries, weak capacity to identify viable projects, low technical capacity to implement development projects and poor management of transition during elections. Others include: low utilization of technical officers in implementation of projects, too many small projects thinly spread with little or low impact, poor financial control, undue political interference and corruption/embezzlement.

Kenneth(2008), listed some of the challenges facing implementation of CDF as: failure by committees to keep proper records and books of accounts, unauthorized re-allocation of funds, failure to involve stakeholders in project implementation, paying exorbitant rent for CDFC offices and allowances to committee members.

Juma(2007), argues that although much attention has been devoted to CDF misuses, a more serious issue is the conflict of interest among parliamentarians. He says that there should be a separation between legislative roles and executive functions as foreshadowed in the constitution.

KIPPRA identifies four key areas from an analysis of baseline data. These are: governance: The Act gives the M.P a lot of power. Political loyalties have led to unfair sharing of resources across constituencies or wards. The other is implementation. Poor awareness by community members has contributed to poor performance or complete failure. Poor participation, particularly of marginalized groups results in poor prioritization of projects or exclusion.

There are no mechanisms to deal with such projects as roads, water systems and schools that may cut across constituencies entailing shared benefits. The third is monitoring and evaluation. There is lack of professional and technical supervision leading to poor project quality. Furthermore, there is low community participation in monitoring and evaluation due to inadequate data and general information about the funds. The *Wananchi* view the funds as free or imagine that it belongs to the MP and therefore should not be questioned. The fourth is effectiveness and efficiency: The allocations are inadequate. Lack of adequate support from government ministries has led to shoddy jobs being done.

CDF management structures provide for active citizen participation in development which enhances ownership, democratization and sustainability. However, this participation is at the discretion of the area MP since the Act does not provide recourse to constituents should the MP fail to hold local consultative forums

Gikonyo(2009) argues that past government short-gun policy in local development has replicated failed practices and models. She identifies the following 4 key barriers: excessive centralism, lack of citizen participation, obscure authority and accountability structures.

Kaimenyi (2005) asserts that concerns about the utilization of funds are increasing. Most of the concerns revolve around issues of allocative efficiency. He also points out that there are projects which have 'spillover' benefits to the neighbouring constituencies. Such projects are usually avoided by the MPs because they export benefits to other constituencies. Furthermore, CDF has direct political implications. MPs view CDF as an investment in their political careers with returns. A politician would like projects that maximize political returns while the voters would prefer projects that maximize welfare.

OSIEA (2008) argues that the CDF Act requires that two councilors from the constituency are chosen to sit on CDFC to represent development needs of the people. The Act assumes that the councilors will ensure that there is no double funding between LATF and CDF. In areas where the chief and the councilor have a good working relationship with the community and the CDFC, they can greatly assist in CDF implementation.

However, in practice, the local chief and councillor can also be a stumbling block if they decide to collude with corrupt CDFC members or if they decide to undermine the sitting MP for political reasons.

Another challenge for CDF implementation is that since inception, there has not been a nationwide audit of CDF. The 2007 amendment seems to have removed the Board's role in auditing CDF, so it is not very clear who audits it.

It will be a task for the Controller and Auditor General to audit all the 210 constituencies and each with over 100 projects in a year in some constituencies. In 2007, the National Management Committee had embarked on an audit exercise to ensure that funds were audited before the general election in December 2007. It is not clear how far this initiative went (OSIEA, 2008).

The other challenge is that many CDF projects have turned into 'white elephants' because they were started without the relevant government department. Some schools and health centres have no staff to run. Some were put up without consultations hence not meeting the required professional specifications.

## 2.4 CDF and Strategic Management

Henry Mintzberg defines strategy in terms of 5Ps. These are: strategy as a plan (a consciously intended course of action; a blue print for action), as a ploy (a tactic or maneuver to outwit an opponent or competitor in business), a position (a 'match' or 'fit' between the organization and environment), a pattern (consistency in behaviour) and perspective (a way of thinking shared by all members of the organization) (Capon, 2008). From the above, it is clear that a strategy should be made in advance and it should be made deliberately or purposefully.

Thomson and Strickland (1987) are of the view that strategic management consists of five critical components. First, defining the organization's business and developing a strategic mission as a basis for establishing what the organization does and doesn't do and where it is headed.

Secondly, is to establish strategic objectives and performance targets. Thirdly, formulating a strategy to achieve the strategic objectives and targeted results. Fourthly, implementing and executing the strategic plan. Finally, evaluating strategic performance and making corrective adjustment in strategy and or how it is being implemented in the light of actual experience, changing conditions and new ideas and opportunities.

These need to be applied to the management of CDF in Mogotio Constituency. If the management adopts the strategic management it will help it to: focus on short- term and long- term goals of the organization, the management becomes proactive rather than reactive and it will also assist the organization plan and identify opportunities for the future.

It is often important for the management to monitor both how well the chosen strategy is working and how well the implementation is proceeding, making the corrective adjustments whenever better ways of doing things can be supported. Therefore, the function of strategic management is on-going, not something to be done once and then neglected or abandoned.

Every sitting MP has a five-year term. There should be constituency strategic plans which cover either 5 or 10 years which the constituents contributed to. It will be a good blue print which will guide all the programmes for the five-year period and the *wananchi* will not only be aware of what will be implemented in each year but can hold the MP accountable based on it.

The 80/20 Pareto rule is applicable to CDF too. Eighty percent of unplanned effort gives 20% of valuable outcome (Cotter, 1995)

Kinyua(2004) notes that the CDF Act envisages that the project being implemented under the Fund will be subjected to Monitoring and Evaluation on a regular basis to oversee their successful implementation.

The following chart summarizes the strategic management process.

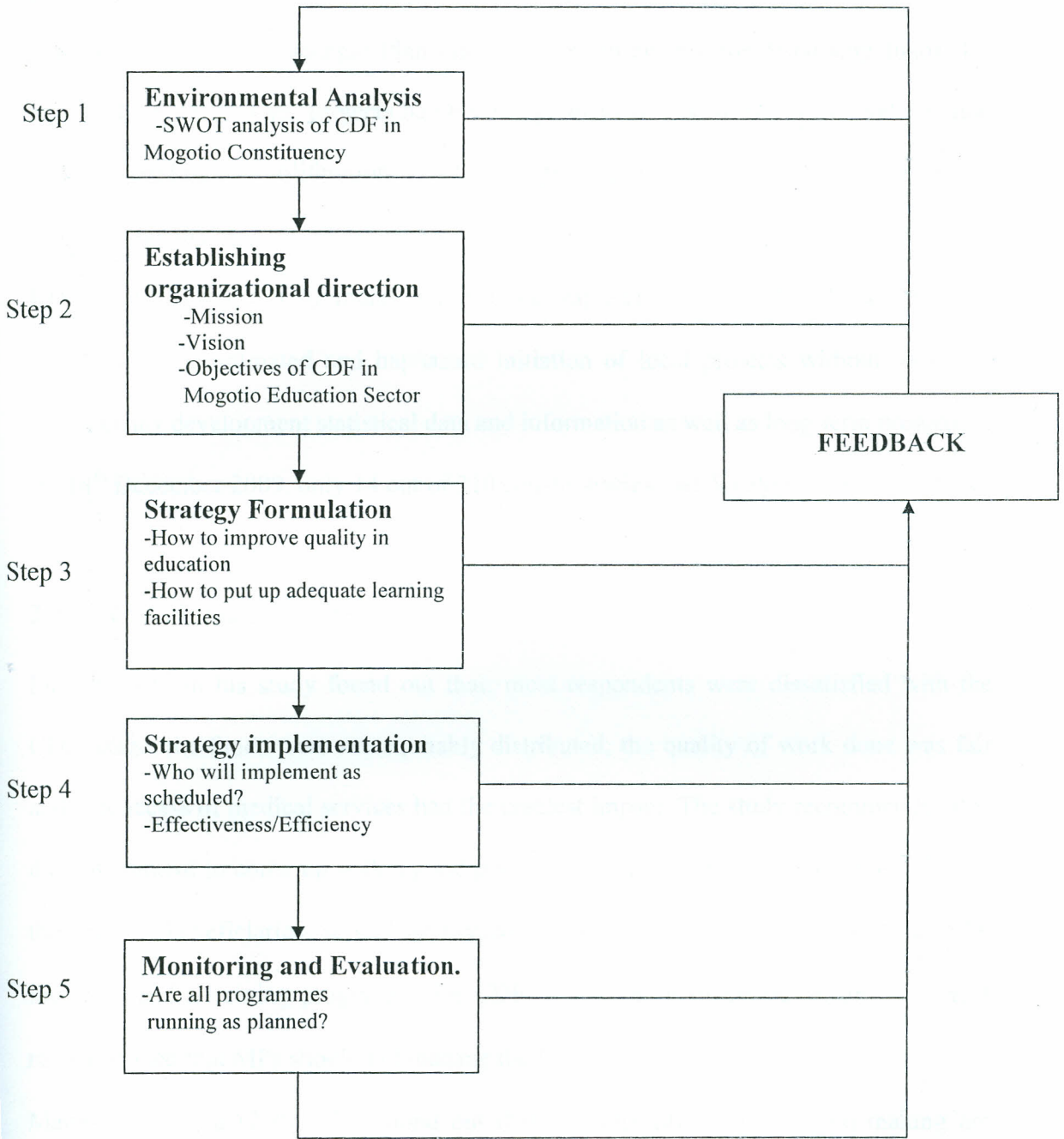


Fig 1. Adopted from [http://www.quickmba.com/strategic\\_management](http://www.quickmba.com/strategic_management)

28/8/2010

Kenneth(2008) directed the CDF Board to develop and implement a five years' strategic plan aligned to vision 2030 to guide CDF programmes. The Ministry is thinking of making Constituency Strategic Plan one of the requirements for disbursing funds. He regretted that in the past, projects had been implemented without following well thought out plan leading to proliferation of white elephant projects. The strategic plan would promote equality within constituencies and also fast-track rural development.

KHRC and SPAN (2010) found out that the implementation of The Fund has been marked by uncoordinated and haphazard initiation of local projects without regard to constituency development statistical data and information as well as long-term projection. By 14<sup>th</sup> December 2009, only 14 out of 210 constituencies had developed strategic plans.

## **2.5 Conclusion**

Lumiti(2008) in his study found out that: most respondents were dissatisfied with the CDF usage, the funds were not equitably distributed, the quality of work done was fair and that access of medical services had the greatest impact. The study recommended that the government to come up with a good policy and empower people. The poor, who are the greatest beneficiaries, should be treated as clients. CDF allocation should also be increased and a training programme for CDF committee members be set up. Further, it recommended that MPs should not manage the funds.

Mapesa and Kibua(2006) also found out that: the institutions of decision making are weak and there was insufficient technical staff with essential skills.

Further, there is a lot of political interference and low community participation in project selection, monitoring and evaluation.

They recommended that all constituencies should have Strategic Plans and consolidation of the various constituency-based funds. They also recommended the development of grass root procurement systems and creation of a citizen report card.

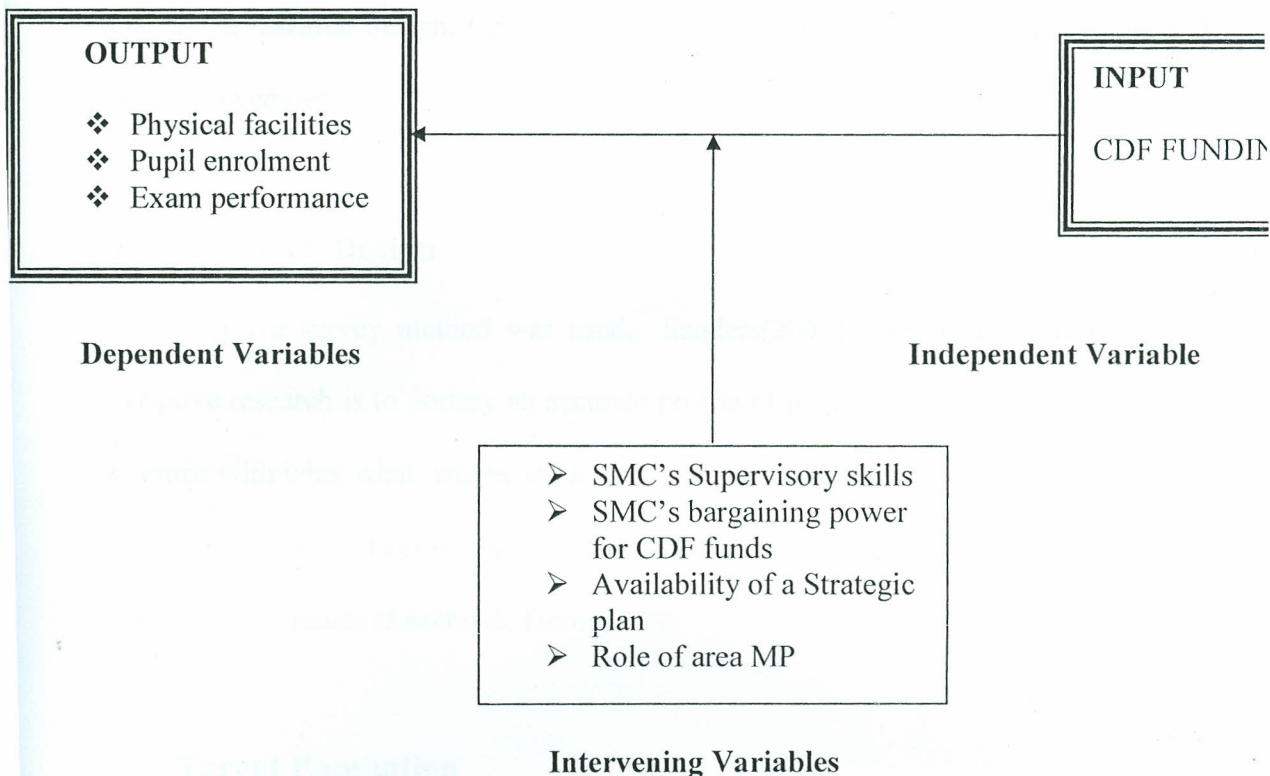
In conclusion, it is clear that the CDF is a wonderful programme which will not only bring about equity but can really spur a people-driven socio-economic development.

In the education sector, with proper planning, it can enhance quality of education which is crucial for the country's development. Some research is available on CDF and a few others on CDF and the education sector. This research tries to bridge the gap by looking at the impact of CDF in educational development in public primary schools in Kenya and in Mogotio, in particular.

## **2.6 Conceptual Framework**

CDF is an independent variable because the other variables: physical facilities, enrolment and academic performance depend on it. The dependent variables depend on the CDF funding. The School Management Committee's bargaining power can see the institution get more funding or less. If the committee is also equipped with the right supervisory skills then the projects in the school will be better managed. The availability and effective use of the strategic plans at the CDF office and the beneficiary institutions can make a big difference in the prioritization and utilization of resources. The area MP can intervene if he or she feels a project deserves funding.

**Fig 2: Relationship between the CDF funding and educational development in public primary schools**



Source: Researcher (2011)

**Table 3: Number of Public Primary Schools in Mogotio Constituency**

<b>DIVISION</b>	<b>DAY</b>	<b>BOARDING</b>	<b>TOTAL</b>
Kisanana	14	0	14
Mogotio	29	2	31
Emining	25	1	26
Sirwa/Kipngorom	17	0	17
<b>TOTAL</b>	<b>85</b>	<b>3</b>	<b>88</b>

Source: DEO's Office, Mogotio District, Statistics Section (2010)

### **3.3 Sample Size**

A sample should be carefully chosen so that it has all the features of the total population(Kothari, 2004). Mugenda & Mugenda(2003) assert that in a situation where there is no estimate available of the proportion in the target population assumed to have characteristics of interest, 50% should be used. Fifty percent of the funded schools were targeted while all the schools which have not been funded since the inception of CDF were targeted. In total, 50 schools were targeted; 42 funded and 8 not funded.

**Table 4: Sample size per division in public primary schools**

<b>Division</b>	<b>Total No. of Schools</b>	<b>Funded</b>	<b>Not Funded</b>	<b>Sample (Funded)</b>	<b>%</b>
Kisanana	14	12	2	6	50.00%
Mogotio	31	29	2	15	51.72%
Emining	26	24	2	12	50.00%
Sirwa/Kipngorom	17	15	2	7	46.67%
<b>TOTAL</b>	<b>88</b>	<b>80</b>	<b>8</b>	<b>40</b>	<b>49.19%</b>

Source: Researcher (2010)

### **3.4 Sampling Technique**

This refers to a deliberate formula for collecting data from a given sample population. This is done before any data is actually collected (Kothari, 2004). Purposive sampling was used to select the funded schools in each division to represent the rest. Purposive sampling involves a situation in which a researcher purposively targets a group of people believed to be reliable for the study (Kombo & Trump, 2006).

A census of all the schools not funded was taken since they are few. Views of the Headteachers of the target schools were sought from each division. A total of 50 respondents were targeted.

### **3.5 Data Collection**

Primary and secondary data was used. Secondary data was obtained from the CDF office of Mogotio constituency and the CDF website and others from the Ministries of Education and Planning and Vision 2030. The primary tool for collecting primary data was the questionnaire which had closed-ended questions and a few open-ended ones. The Likert type of scale was used. The researcher personally gave out the questionnaires.

### **3.6 Validity and Reliability of Research instruments.**

Validity of the research instrument refers to how accurate the data obtained in the study by the instruments represent the variables under study (Mugenda & Mugenda, 2003). To ensure validity, the researcher matched the question in the questionnaire with the research questions.

Reliability measures the degree to which a research yields consistent results or data after repeated trials (Kothari, 2004). To ensure reliability, the questionnaire was pre-tested on a few selected respondents in the neighbouring constituency, Eldama-Ravine. This allowed for modifications in order to rephrase, clarify and clear up any short comings in the questionnaire.

### **3.7 Data Analysis and Presentation**

Once the questionnaires had been administered, they were collected, edited and coded. Being a descriptive study, measures of central tendency and dispersion were used.

This was captured through charts, tables and graphs. Analysis was done using the Statistical Package of Social Sciences (SPSS). Pearson Correlation analysis was used to establish the correlation between CDF funding and educational development.

## CHAPTER FOUR: ANALYSIS AND INTERPRETATION

### 4.0 Introduction

This chapter presents an analysis of data collected from respondents. The purpose of the study was to find out the impact of CDF on the educational development of the public primary schools of Mogotio Constituency.

### 4.1 Response Rate and Gender

Out of the 50 questionnaires administered for the study, 42 respondents returned their questionnaires. This represents a response rate of 84%.

The study sought to find out the gender of the respondents. The following table shows a summary of the gender of the respondents.

**Table 5: Gender of Respondents**

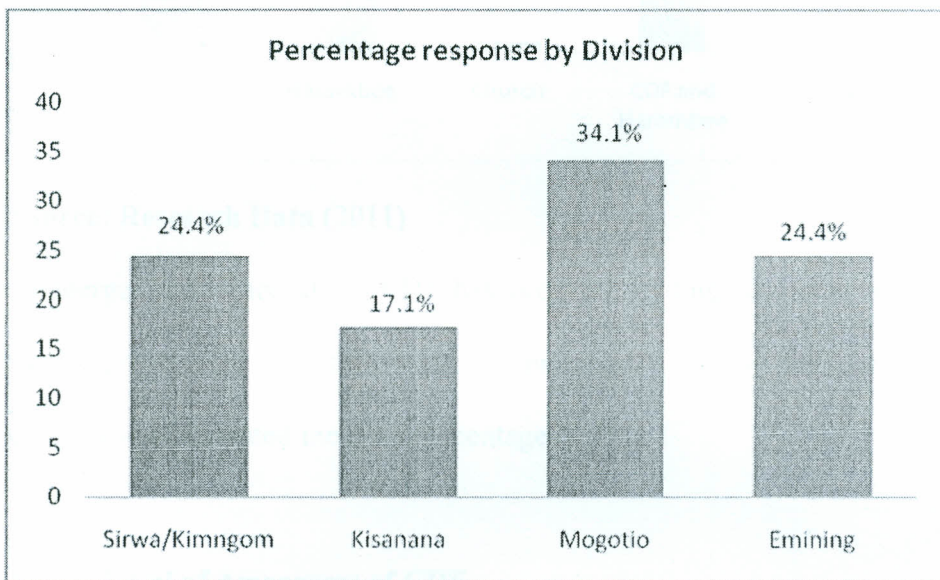
<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Males	38	90.2
Females	4	9.8
<b>Total</b>	<b>42</b>	<b>100.0</b>

Source: Research Data (2011)

From table 5, there are only 4 lady head teachers (representing 9.8%) in the sampled schools. The rest are male.

Further, the study sought to assess the response rate per division. The response percentage is as shown in figure 3.

**Figure 3: Percentage Response per Division.**



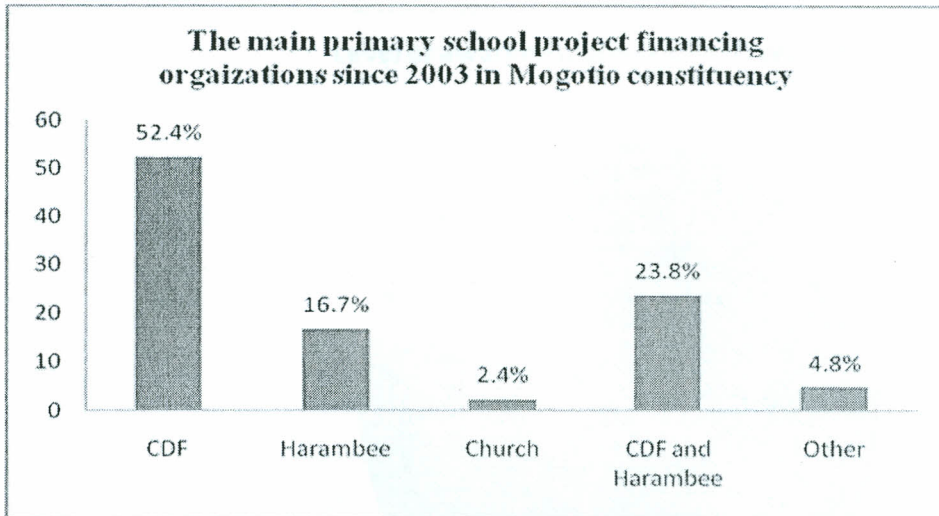
**Source: Research Data (2011)**

From the figure, Mogotio division posted the highest response rate (34.1%) and Kisanana the least (17.1%).

#### **4.2 Financing Organizations since 2003**

The study sought to find out how projects within each school have been financed since the year 2003. The response is given in figure 4 below.

**Figure 4: Financing Organizations**



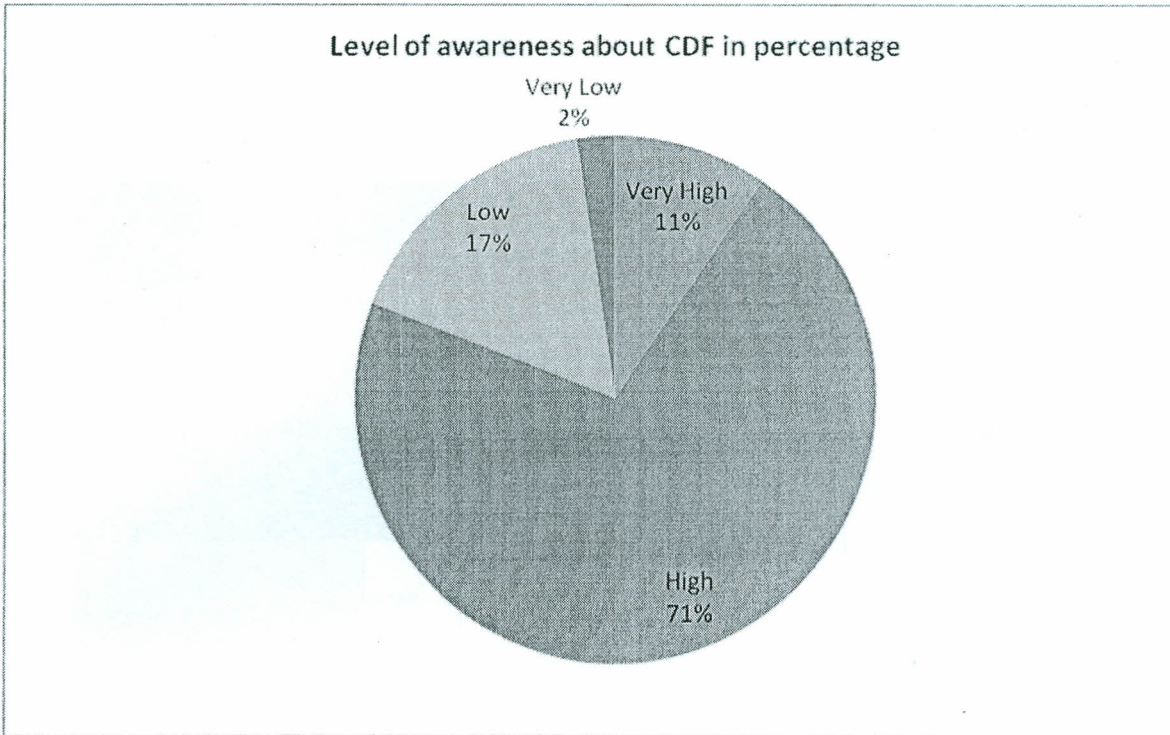
**Source: Research Data (2011)**

It emerged that since 2003, CDF has been the leading financing organization that has funded projects (52.4%), followed by a combination of CDF and Harambee (23.8%). The church has contributed the least percentage (2.4%).

#### **4.3 Level of Awareness of CDF**

The study also sought the opinion of the respondents on the level of awareness among the general public in Mogotio Constituency and the results are summarized in figure 5 below.

**Figure 5: Level of Awareness of CDF.**



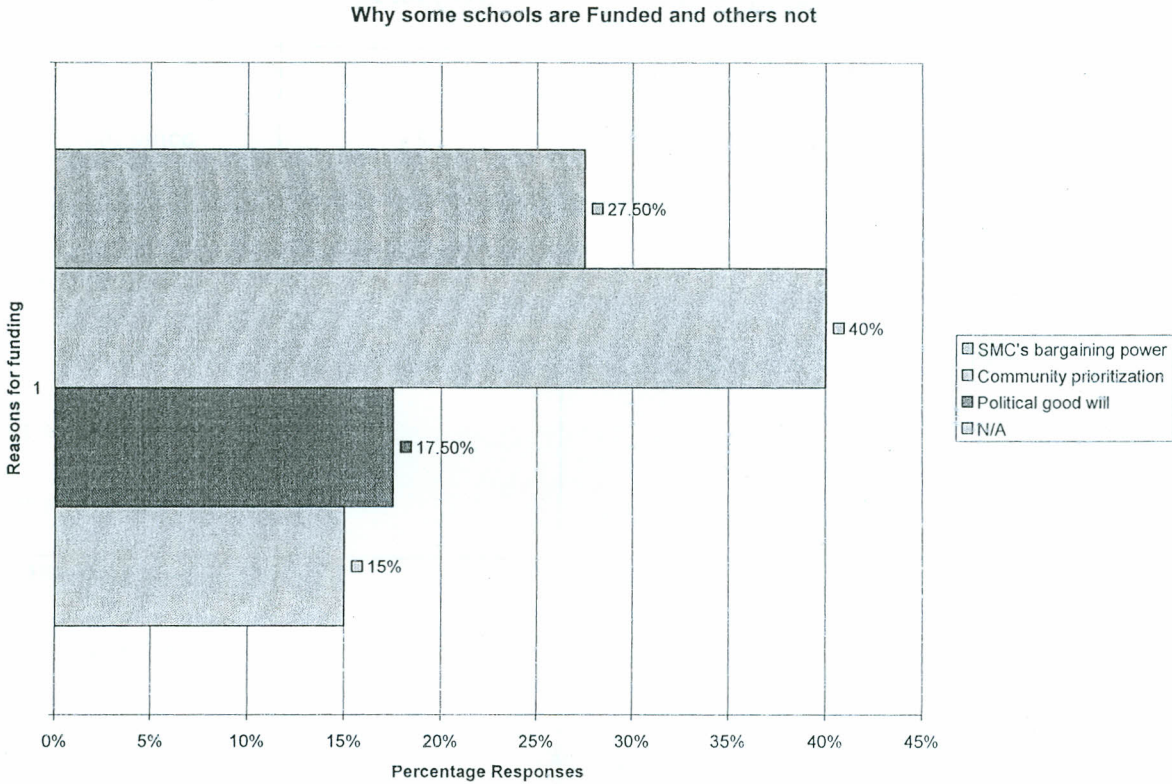
**Source: Research Data (2011)**

From the data, 71% of the respondents responded that the level of awareness among the general population in Mogotio Constituency is high and 2% rated it as very low.

#### **4.4 Why Some Schools have Been Funded.**

The study also sought to find out why some schools have been funded severally, while others have not received any funding since 2003. Figure 6 gives a summary of the findings.

**Figure 6: Why Some Schools are Funded and Others Not.**



**Source: Research Data (2011)**

A majority of the respondents(40%) attributed their schools being funded or not due to their community’s prioritization. SMC’s bargaining power came next(27.5%).

**4.5 The Effect of the CDF Fund on Various School Activities**

The respondents were asked to state their level of satisfaction with the performance of CDF in Mogotio Constituency in public primary schools on pupil enrolment, provision of facilities and national exams. The results were tabulated in Table 6.

**Table 6: The Effect of CDF on Enrolment, Facilities and Exams**

<b>Criteria</b>	<b>A lot (%)</b>	<b>Some Effect (%)</b>	<b>No Effect (%)</b>
CDF effect on pupil enrolment since 2003	13.2	57.9	21.1
CDF effect on provision and expansion of physical facilities	34.2	39.5	18.4
CDF effect on performance of pupils in the national exams	7.9	68.4	15.8

**Source: Research Data (2011)**

Sixty eight percent of the respondents rated CDF as having some effect on the exam performance followed by enrolment (57.9%).

Further, the respondents were asked to rate the performance of CDF in their schools. The results are captured in Table 7.

**Table 7: CDF Performance**

Questions	Yes %	No %
Has the school ever received CDF funding?	78.6	21.4
Do you think your school would have been better off if it had received CDF funding?	100.0	0.0
Is there any on-going project(s) in the school?	50.0	50.0
Has pupil performance significantly improved since 2003?	74.9	25.1

**Source: Research Data (2011)**

So far, 78.6% of the schools have been funded. One hundred percent of the Headteachers of the schools not funded feel that their schools would have been better off if they had received some funding. Seventy four percent of the respondents were of the opinion that their pupils' performance in exams has improved.

The study also sought to assess the level of satisfaction with the performance of the CDF programme in Mogotio Constituency in the primary school sub-sector. The findings are captured in table 8.

**Table 8: Level of Satisfaction.**

Characteristic	Selected sector	Level of Performance of the sector			
		Very Satisfied (%)	Satisfied (%)	Dissatisfied (%)	Very Dissatisfied (%)
The level of satisfaction with the performance of CDF in Mogotio constituency in the primary schools sub sector in the selected sectors.	How educational projects are identified	12.8	43.6	28.2	2.6
	Quality of work done	2.4	46.2	28.2	5.1
	Number of projects implemented	7.9	38.1	38.1	2.4
	Distribution of educational projects in the constituency	5.3	8.9	36.8	18.4
	Time taken to implement projects	7.7	4.2	36.8	15.8
	Amount allocated per project	15.4	20.5	48.7	15.4

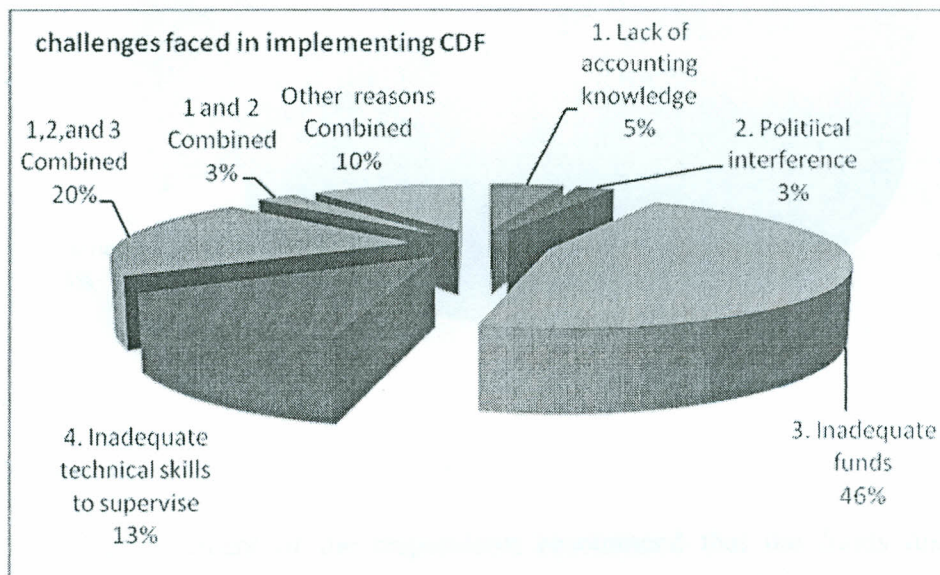
**Source: Research Data (2011)**

Most of the respondents were satisfied with identification and quality of work done; 43.6% and 46.2% respectively. However, a good number were dissatisfied with: distribution of the projects (36.8%), time taken (36.8%) and amount allocated (48.7%).

#### 4.6 Challenges Faced in Implementing CDF Projects.

The respondents were asked to state the challenges they face in the implementation of the CDF projects in their schools when funded. The results are captured in Figure 7 below.

**Figure 7: Challenges Faced by School Management in implementing CDF.**



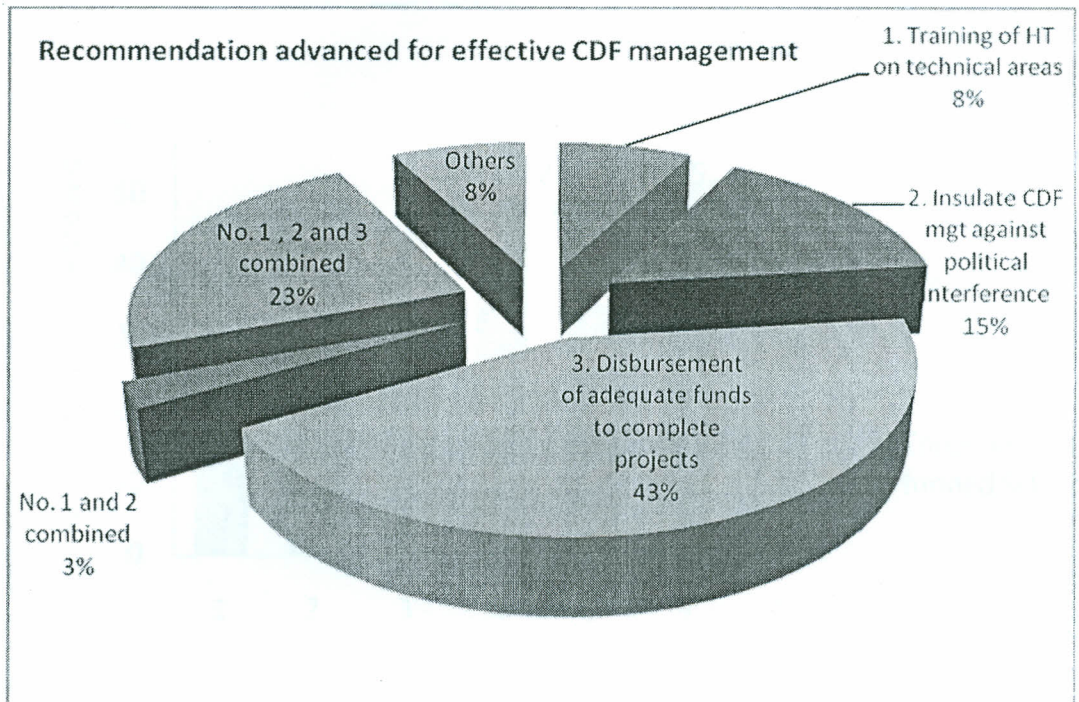
Source: Research Data (2011)

The results isolate inadequacy of funds as the major challenge in the implementation of the CDF projects in school (46%), followed by inadequate technical skills (13%).

#### 4.7 Recommendations for Better CDF Management.

The respondents were asked to make recommendations on how the CDF programme can be improved in public primary schools in Mogotio Constituency and the findings are summarized in Figure 8 below.

**Figure 8: Recommendations for Better CDF Management.**



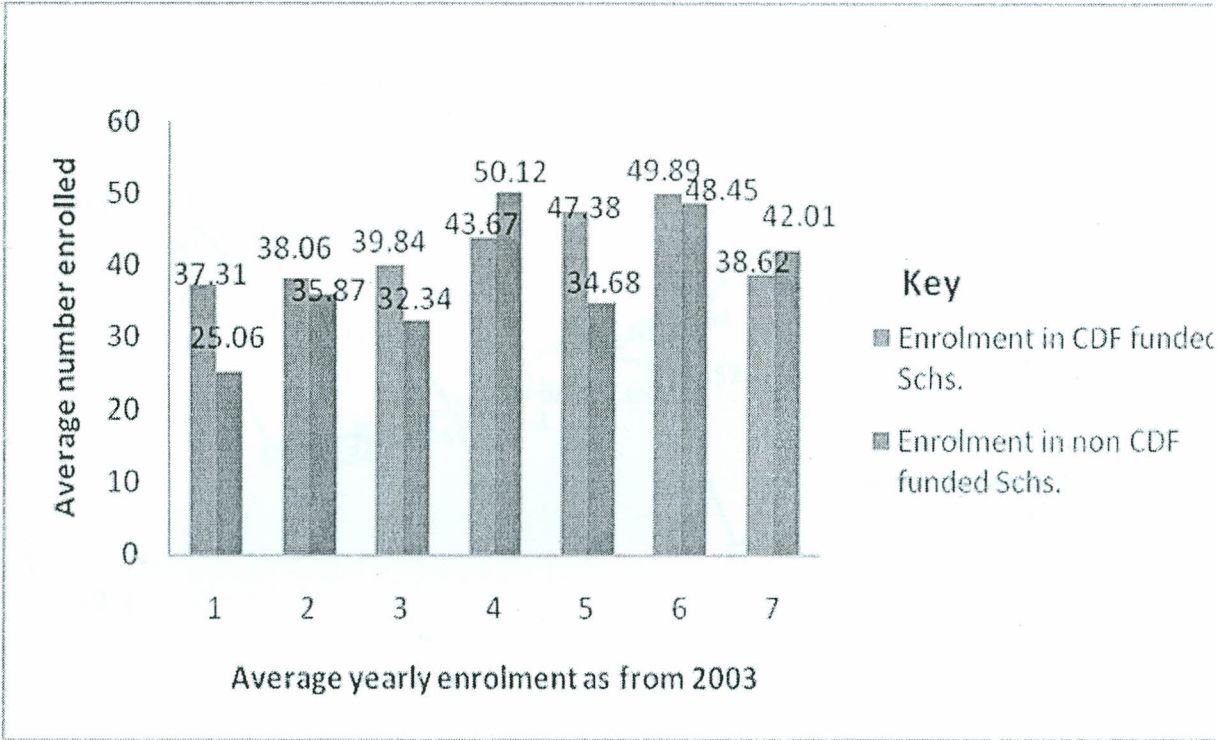
Source: Research Data(2011)

Forty three percent of the respondents recommend that the funds disbursed for the projects should be adequate. Twenty three percent recommend a combination of training the Headteachers on technical areas, insulating the CDF Management against political interference and disbursement of adequate funds.

#### **4.8 CDF and Enrolment**

The study sought to assess whether the CDF has had any impact on the enrolment of Class 8 candidates since 2003. A comparative analysis was done between the CDF funded schools and those that have not been funded since 2003. Figure 9 has the details.

**Figure 9: CDF and Enrolment**



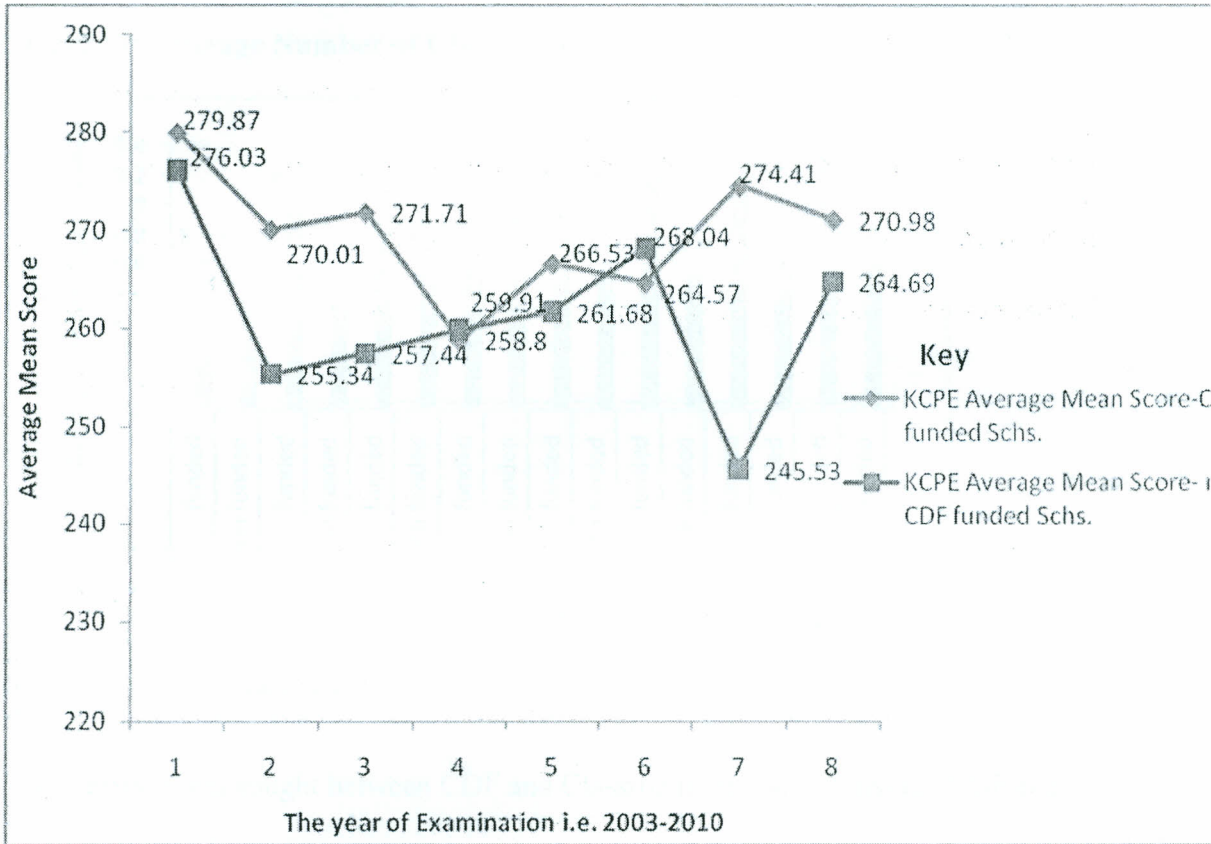
Source: Researcher (2011)

The average enrolment of pupils in the candidate classes of the funded schools has been on a steady increase from 37.39 in 2003 to 49.89 in 2008. On the other hand, the enrolment of the non-funded schools has been below the funded but its population has been erratic. However, the non-funded schools had a higher enrolment in 2006.

**4.9 CDF and KCPE Mean Score.**

Moreover, the study sought to assess whether the CDF has had any impact on the mean score of Class 8 candidates since 2003. A comparative analysis was done between the CDF funded schools and those that have not been funded since 2003. The summary is shown in Figure 10.

**Figure 10: Effects of CDF on KCPE Mean Score**



**Source: Research Data (2011)**

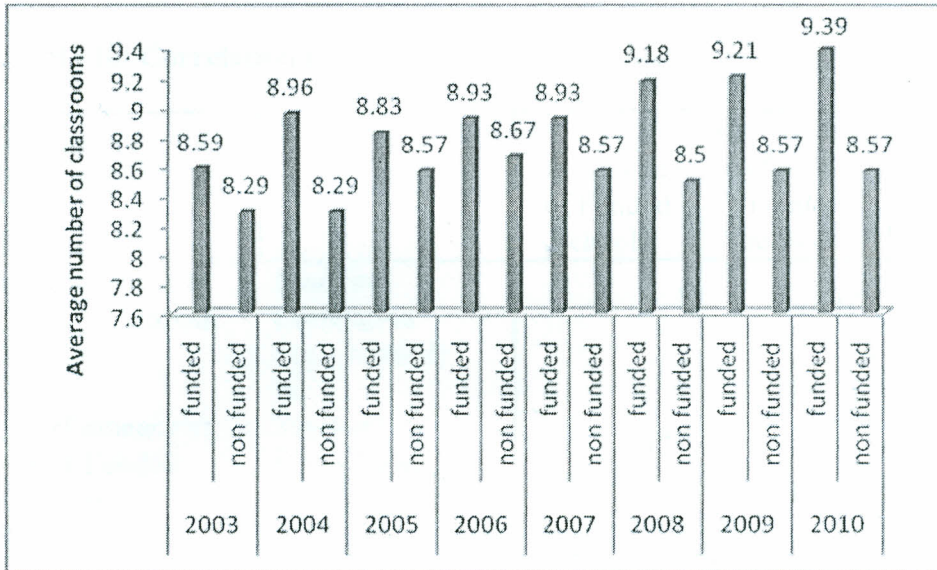
There was a drop in the mean scores of all the sampled schools between the years 2003 to 2006. Thereafter, the mean of the funded schools improved a bit but that of the non-funded nose-dived in 2009 to 245.53 out of 500 marks.

#### **4.9.1 Effect of CDF on Classrooms**

The study also sought to find out whether the CDF has had any impact on the number of classrooms in the schools 2003.

A comparative analysis was done between the CDF funded schools and those that have not been funded since 2003. The summary is shown in Figure 11.

**Figure 11: Average Number of Classrooms**



Source: Research Data (2011)

A correlation was sought between CDF and Classrooms and also between CDF and KCPE Mean Scores of the funded schools. Tables 9 and 10 shows the details.

**Table 9: Correlation (CDF and Classrooms)**

		CDF Funded schools	Non-CDF Funded schools
CDF Funded schools	Pearson Correlation	1	.508
	Sig. (2-tailed)	.	.244
	N	8	7
Non- CDF Funded schools	Pearson Correlation	<b>.508</b>	1
	Sig. (2-tailed)	.244	.
	N	7	7

Source: Research Data (2011)

At + 0.508 (p=+0.508), the difference is significant at the level shown above.

It was found that there is a strong significant correlation between the provision of physical facilities and CDF (p= +0.508 Pearson Correlation index).

**Table 10: Correlation (CDF and KCPE Mean Score)**

		Performance of Funded schools.	Performance of Non-Funded schools.
Performance of Funded schools.	Pearson Correlation	1	.122
	Sig. (2-tailed)	.	.774
	N	8	8
Performance of Non-Funded schools.	Pearson Correlation	.122	1
	Sig. (2-tailed)	.774	.
	N	8	8

P= +0.122 is not significant. CDF may not have had much impact on KCPE performance.

## **CHAPTER FIVE.**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Introduction**

This chapter presents the summary of findings, conclusions and recommendations for further research.

#### **5.2 Summary of Findings**

The purpose of the study was to establish the impact of CDF programme on public primary schools in Mogotio Constituency. The objectives were: to find out how CDF has contributed to the provision of physical facilities, enrolment, KCPE performance and the challenges faced in the implementation of the programme.

From the 50 questionnaires administered, 42 were returned, duly filled giving a response rate of 84%. Seventy one percent of the respondents rated the level of awareness of the general population of Mogotio Constituents as high. Fifty two percent of the respondents identified CDF as the leading funding organization of education projects in Mogotio since 2003. Furthermore, 40% of the respondents attributed or blamed their schools being funded or not to their community's prioritization. One hundred percent of the respondents of the schools which have never been funded by CDF since 2003 felt that their schools would have been better off if they had been funded.

The major complaint in Mogotio Constituency is the inadequacy of the amounts given. Forty eight percent of the respondents ranked it as a major source of dissatisfaction followed by project identification mechanism (43.6%) and quality of work done (46.2%).

It was recommended that schools be given adequate funds to complete the projects and the CDF management should be insulated against political interference.

### **5.3 Conclusion**

The average enrolment has not changed much with the introduction of CDF. From the study, though the average enrolment of the KCPE candidates per school rose steadily from 37.31 and 25.06 to 49.89 and 48.45 from 2003 to 2008, the same declines to 38.62 and 42.01 in 2009 for the funded and non-funded schools respectively. CDF may also not have had a major impact in academics. The Pearson correlation index between the KCPE mean score and CDF is insignificant ( $p=+0.122$ ).

However, CDF seems to have had a major impact in the provision of classrooms in Mogotio. The Pearson Correlation index between CDF and classrooms ( $p=+0.508$ ) is quite significant.

### **5.3 Recommendations**

The study focused on Mogotio Constituency and used the questionnaire as the main tool of study. From the study, the researcher makes the following recommendations:

- i) More research should be done on CDF in other constituencies on similar areas to establish the impact of CDF in the education sector since a lot of public funds are directed to this sector.
- ii) More studies should be carried out to establish the seeming decline of the KCPE candidature of the public schools after nine years of CDF and Free primary Education programmes.

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**APPENDIX I: LETTER OF INTRODUCTION**

Kenyatta University  
School of Business,  
Department of Business Admin.  
Box 43844,  
Nairobi.

Dear Respondent,

**RE: RESEARCH DATA COLLECTION**

This questionnaire is designed to gather information on the impact of the Constituency Development Fund in the education sector of Mogotio Constituency.

This is a research project carried out in partial fulfillment for the award of a Masters in Business Administration degree of Kenyatta University. This research paper is useful to you as a resident of Mogotio to assess the impact of CDF in the educational development in the public primary schools. This sub-sector takes the lion's share of all the CDF funds.

The information in this questionnaire will be treated with confidentiality and in no instance will your identity will be revealed. Furthermore, the information will not be used for any other purpose other than for the research. A copy of this research paper will be available upon request.

Thanks in advance.

Samuel Marigat

0722346816

## APPENDIX II. QUESTIONNAIRE.

Dear Respondent,

My name is Samuel Marigat. I am carrying out a survey to find out the impact of CDF on the educational development of the public primary schools of Mogotio Constituency since 2003. You have been selected in a random process and I'm kindly requesting you to spare a few minutes of your precious time to answer a few questions.

Your response will be presented as an aggregate of findings and your identity will be treated in confidence. Show your response by a tick (✓).

### PART I

#### **a) This section is about personal data**

1. Gender M  F
2. Highest level of education reached:  
Certificate  Diploma   
Degree  Postgraduate
3. How long have you served in your current school?  
1-5yrs  6-10yrs  11-15yrs   
16-20yrs  over 21 yrs

b) This section is about school data

- 1 When was the school established? \_\_\_\_\_
- 2 What is the current pupil population? \_\_\_\_\_
- 3 Name of Division \_\_\_\_\_

**PART II (Knowledge of CDF)**

1) How have projects been financed in your school since 2003?

- a. CDF
- b. Harambee
- c. Church
- d. Other

2) In your opinion, what is the level of awareness of CDF among the general population?

- a. Very high
- b. High
- c. Low
- d. Very low

3) Has your school received any CDF funding since 2003?

Yes  No

**NB: If your answer is No, skip to Part VI**

4) Why do you think your school benefitted while others did not?

a. SMC's bargaining power

b. Community's prioritization

c. Political goodwill

d. Others \_\_\_\_\_

**PART III: (Satisfaction)**

In this section, you are requested to state your level of satisfaction with the performance of CDF in Mogotio constituency in the primary schools sub-sector in the given criteria.

**Level of satisfaction**

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied

Please circle (O) your answer.

Performance criteria	Rating			
1. How educational projects are identified	1	2	3	4
2. Community participation in project identification	1	2	3	4
3. Quality of work done	1	2	3	4
4. Number of projects implemented	1	2	3	4
5. Information sharing from CDF office to <i>Wananchi</i>	1	2	3	4
6. Distribution of educational projects in the constituency	1	2	3	4
7. The role of the MP in the CDF management	1	2	3	4
8. Time taken to implement projects	1	2	3	4
9. Amount allocated per project	1	2	3	4
10. Transparency in the Management of CDF funds	1	2	3	4

**PART IV: (CDF Performance)**

In the following section, you are requested to rate the performance of CDF in your school in relation to the given parameters:

- 1. A lot
- 2. Some effect
- 3. No effect

Circle the response (0)

Performance criteria	Rating		
1. Effect on pupil enrolment since 2003	1	2	3
2. Provision and expansion of physical facilities	1	2	3
3. Effect on performance of students in the national exams	1	2	3

**PART V: (Challenges)**

1. What challenges have you faced in implementing CDF projects?

- a. Lack of accounting knowledge
- b. Political interference
- c. Inadequate funds
- d. Inadequate technical skills to supervise
- e. Others \_\_\_\_\_

2. What recommendations would you make to the CDF management?

- a. Training of Head teachers on technical areas
- b. Insulate CDF Management against political interference
- c. Disbursement of adequate amounts to complete projects
- d. Any other \_\_\_\_\_

**NB: Please Skip to Section VII**

**PART VI(This Section is meant for schools which have NOT received CDF funding)**

1. Why do you think your school has not received any CDF?

- a. Political reasons
- b. Lack of bargaining power by SMC
- c. Your school is perceived to have enough resources
- d. The Location Committee has never prioritized it
- e. Other \_\_\_\_\_

2. Do you think your school would have been better off if it had received CDF funding?

- Yes
- No

3. Is there any on-going project(s) in the school?

- Yes
- No

4. If yes, the project(s) is/ are financed by:

The Parents

The School Sponsor

Harambee/Community

Other \_\_\_\_\_

5. Has the student performance significantly improved since 2003?

Yes

No

6. Has the student enrolment significantly improved since 2003?

Yes

No

**PART VII.**

This section is meant to capture data on school enrolment and KCPE mean score since 2001. All Head teachers should fill in this form.

YEAR	ENROLMENT	KCPE MEAN SCORE	NO. OF CLASSROOMS
2001			
2002			
2003			
2004			
2005			
2006			
2007			
2008			
2009			
2010			

Thanks for your response.



# CONSTITUENCIES DEVELOPMENT FUND BOARD

## MOGOTIO CONSTITUENCY

### TOTAL PROJECTS PER SECTOR FY2003-2009

NO	LOCATION	EDUCATION	WATER	HEALTH	AGRICULTURE	ROADS	SECURITY	TOTAL	LOCATIONAL %	RANKING
1	CHEBEREN	5	-	-	-	-	-	5	2.92	14
2	EMINING	8	2	1	-	1	-	12	7.02	5
3	KABUSWO	2	-	-	-	-	-	2	1.17	22
4	KAMAR	3	-	2	-	-	1	6	3.51	11
5	KAPKECHUI	4	-	1	1	1	-	7	4.09	9
6	KAPNOSGEI	2	1	-	-	-	-	3	1.75	21
7	KIMOSE	6	-	1	-	-	-	7	4.09	8
8	KIPNGOROM	3	-	1	1	-	-	5	2.92	13
9	KISANANA	3	2	-	-	-	-	5	2.92	12
10	KOIBOS	7	1	2	-	-	-	10	5.85	6
11	KOIBOSSOI	10	2	1	1	-	-	14	8.19	3
12	KOITEBES	3	3	1	-	-	-	7	4.09	7
13	KIPTOIM	4	7	-	2	-	-	13	7.60	4
14	MOGOTIO	10	4	2	1	1	-	18	10.53	1
15	MOLOSIRWE	5	1	-	-	-	-	6	3.51	10
16	NGENDALEL	3	-	1	-	-	-	4	2.34	20
17	NGUBERETI	3	5	1	1	-	-	10	5.85	5
18	OLDEBES	2	1	1	-	-	-	4	2.34	18
19	OLKOKWE	4	-	1	-	-	-	5	2.92	17
20	ROSOGA	4	-	-	-	-	-	4	2.34	19
21	SIMOTWE	4	-	1	-	-	-	5	2.92	16
22	SINENDE	2	2	1	-	-	-	5	2.92	15
23	SIRWA	11	-	3	-	-	-	14	8.19	2
	<b>GRAND TOTAL</b>	<b>108</b>	<b>31</b>	<b>21</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>171</b>	<b>100.00</b>	

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APPENDIX IV

PROJECT	LOCATION	ALLOCATION (KSHS.)				TOTALS	ACTIVITY TO BE DONE	EXPECTED OUT PUT	REMARKS
		2003/2004	2004/2005	2005/2006	2006/2007				
Kapkein Primary School		460,000			500,000	960,000	construction of a school	classrooms	
Cheberen Secondary School		460,000	540,000	500,000	500,000	2,000,000	construction of a school	classrooms	
Rosoga Secondary School	Cheberen	230,000		600,000	1,000,000	1,830,000	construction of a school	classrooms	
Koitebes Primary School	Cheberen	230,000				230,000	construction of a school	classrooms	
Kabogori Primary School	Rosoga	115,000	200,000	200,000		515,000	construction of a school	classrooms	
Kabarbesi Primary School	Koitebes	115,000	200,000		300,000	615,000	construction of a school	classrooms	
Chemoinoi Dispensary	Emining	115,000		300,000	300,000	715,000	construction of a school	classrooms	
Embogong Primary School	Emining	115,000				115,000	construction of a school	classrooms	
Radat Primary School	Kimose	350,000	300,000			650,000	construction of a school	classrooms	
Molok Dispensary	Kimose	110,000				110,000	construction of a school	classrooms	
Ngendalel Dispensary	Radat	300,000				300,000	construction of a school	classrooms	
Legetwet Primary School	Radat	160,000		200,000		360,000	construction of a school	classrooms	
Lomanira Primary School	Kiptoim	460,000			300,000	760,000	construction of a school	classrooms	
Mugurin Primary School	Ngubereti	230,000				230,000	construction of a school	classrooms	
Muguyuni Primary School	Lembus-Mogotio	230,000		30,000	300,000	560,000	construction of a school	classrooms	
Molos Primary School	Mugurin	230,000			30,000	260,000	construction of a school	classrooms	
Emsos Primary School	Kipkitur	230,000		200,000		430,000	construction of a school	classrooms	
Oldebes Primary School	Kamar	153,000				153,000	construction of a school	classrooms	
Ndabibi Water Project	Maji Moto	153,000		400,000	200,000	753,000	construction of a school	classrooms	
Kipnyunguny Primary School	Oldebes	103,000		200,000	300,000	603,000	construction of a school	classrooms	
Saguel Dam	Kisanana	50,000				50,000	construction of a school	classrooms	
Ngendalel Primary School	Ngendalel	230,000		300,000	400,000	930,000	construction of a school	classrooms	
Kapnosgei Primary School	Ngendalel	230,000		300,000	400,000	930,000	construction of a school	classrooms	
Sinendet Secondary School	Olkokwe	460,000		500,000	500,000	1,460,000	construction of a school	classrooms	
Majimoto Health Center	Kapnosgei		500,000	300,000	200,000	1,000,000	construction of a health centre	health centre	
Kamar Dispensary	Nyalilbuch		500,000	300,000	300,000	1,100,000	construction of a dispensary	dispensary	
Oldebes Dispensary	Maji Moto		500,000	300,000	300,000	1,100,000	construction of a dispensary	dispensary	
Kipsogon Dispensary	Kamar		300,000	200,000		500,000	construction of a dispensary	dispensary	
Waseges Dispensary	Oldebes		500,000			500,000	construction of a dispensary	dispensary	
Nguberteti Health Center	Lembus-Mogotio		250,000	200,000		450,000	construction of a health centre	health centre	
Sore Dispensary	Waseges		500,000	200,000		700,000	construction of a dispensary	dispensary	
Kapchepkut Dam	Ngubereti		843,786			843,786	construction of a dam	dam	
Ndaramiande dam	Sore		843,786			843,786	construction of a dam	dam	
Kapnosgei Dam	Rosoga		300,000			300,000	construction of a dam	dam	
Kelelwa Borehole	Ngubereti		5,450,173	4,180,719		9,630,892	construction of a borehole	borehole	
Koisaram Primary School	Kapnosgei		200,000	100,000		300,000	construction of a school	classrooms	
Kaplelwo Primary School	Lembus-Mogotio		300,000			300,000	construction of a school	classrooms	

Matebei Primary School	Kisanana	200,000	300,000		500,000	construction of a school	classrooms
Aram ECD	Radat	50,000	200,000		250,000	construction of a school	classrooms
Kapterit Primary School	Rosoga	200,000	200,000		400,000	construction of a school	classrooms
Kipkigei Primary School	Koitebes	100,000			100,000	construction of a school	classrooms
Kipchobet Primary School	Kimngorom	100,000	100,000		200,000	construction of a school	classrooms
Sorti Primary School	Kimngorom	100,000	200,000	400,000	700,000	construction of a school	classrooms
Kaburgei Primary School	Kimose	500,000	400,000	400,000	1,300,000	construction of a school	classrooms
Kipngorom Primary School	Emining	400,000	200,000	1 288 960	600,000	construction of a school	classrooms
Kapcheluguny Primary School	Sirwa	500,000	300,000	300,000	1,100,000	construction of a school	classrooms
Sagasagik Secondary School	Kimngorom	500,000	484,595	400,000	1,384,595	construction of a school	classrooms
Kimose Secondary School	Emining	500,000	484,595	400,000	1,384,595	construction of a school	classrooms
Sirwa Secondary School	Kiptoim	500,000		300,000	800,000	construction of a school	classrooms
Oterit Primary School	Kimose	500,000	300,000	300,000	1,100,000	construction of a school	classrooms
Olkokwe Dispensary	Sirwa	400,000			400,000	construction of a dispensary	dispensary
Kabuswo Primary School	Emining	400,000		400,000	800,000	construction of a school	classrooms
Maximilan Primary School	Olkokwe	200,000			200,000	construction of a school	classrooms
Lombala Primary School	Kabuswo	400,000	400,000		800,000	construction of a school	classrooms
Pombo Primary School	Kipkitur	200,000	200,000	300,000	700,000	construction of a school	classrooms
Koibarak Secondary School	Rosoga	160,000	200,000	300,000	660,000	construction of a school	classrooms
Muguyuni footbridge	Ngendalel	50,000	133,368		183,368	construction of a footbridge	footbridge
Kaplamo Primary School	Kipkitur		200,000	200,000	400,000	construction of a school	classrooms
Benongoi Primary School	Kipkitur		400,000	400,000	800,000	construction of a school	classrooms
Kapsok Primary School	Sirwa		200,000	100,000	300,000	construction of a school	classrooms
Oinopos Primary School	Sirwa		300,000		300,000	construction of a school	classrooms
Rosoga Primary School	Kipngorom		400,000		400,000	construction of a school	classrooms
Kures Primary School	Kipngorom		200,000	400,000	600,000	construction of a school	classrooms
Chemutung Primary School	Rosoga		200,000		200,000	construction of a school	classrooms
Chepnyorging Primary School	Rosoga		200,000		200,000	construction of a school	classrooms
Borokwo Primary School	Radat		200,000	200,000	400,000	construction of a school	classrooms
Nato Primary School	Radat		200,000		200,000	construction of a school	classrooms
Kapkararam ECD	Kimose		300,000	400,000	700,000	construction of a school	classrooms
Kiptoim Primary School	Emining		300,000	300,000	600,000	construction of a school	classrooms
Keelwa Primary School	Ngubereti		500,000	400,000	900,000	construction of a school	classrooms
Kapkandul Primary School	Kiptoim		300,000	200,000	500,000	construction of a school	classrooms
Chepyuan Primary School	Lembus-Mogotio		200,000		200,000	construction of a school	classrooms
Molosirwe Primary School	Kipkitur		200,000		200,000	construction of an ECD	classrooms
Ngemba Moi ECD	Mugurin		19,241		19,241	construction of an ECD	ECD
Tinosiek ECD	Kipkitur		100,000		100,000	construction of an ECD	ECD
Kabbergei ECD	Kamar		100,000		100,000	construction of an ECD	ECD
Kamasai ECD	Ngendalel		100,000		100,000	construction of an ECD	ECD
Chebirbei Primary School	Kaphosgei		300,000	300,000	600,000	construction of a school	classrooms

Lolbugo Cattle Dip	Mogotio			300,000	200,000	500,000	construction of a dip	dip
Kapkein Dispensary	Mugurin			200,000		200,000	construction of a dispensary	dispensary
Koitebes Dispensary	Kiptoim			400,000		400,000	construction of a dispensary	dispensary
Ngendalel Dispensary	Kiptoim			200,000	300,000	500,000	construction of a dispensary	dispensary
Sore Primary School	Koitebes				400,000	400,000	construction of a school	classrooms
Chemorgong Primary School	Koitebes				400,000	400,000	construction of a school	classrooms
Turkup Keben ECD	Olkokwe				70,000	70,000	construction of a school	classrooms
Ngentui Primary School	Sore				300,000	300,000	construction of a school	classrooms
Kapngemui Primary School	Sore				200,000	200,000	construction of a school	classrooms
Bikwen ECD	Sore				100,000	100,000	construction of a school	classrooms
Radat Water Supply	Cheberen				300,000	300,000	construction of a water project	water supply
Lelen Primary School	Cheberen				300,000	300,000	construction of a school	classrooms
Kwirindache ECD	Cheberen				50,430.50	50,430.50	construction of ECD centre	ECD centre
Mutaran ECD	Radat				50,430.50	50,430.50	construction of ECD centre	ECD centre
Logiri ECD	Radat				500,000	500,000	construction of ECD centre	ECD centre
Mogotio ECD	Radat				100,000	100,000	construction of ECD centre	ECD centre
Chemogoch Primary School	Radat				400,000	400,000	construction of a school	classrooms
Magoi Primary School	Radat				400,000	400,000	construction of a school	classrooms
Tingtinyon ECD	Lembus-Mogotio				50,000	50,000	construction of ECD centre	ECD centre
Kapyemit Primary School	Lembus-Mogotio				400,000	400,000	construction of ECD centre	ECD centre
Kipteweret ECD	Lembus-Mogotio				50,000	50,000	construction of ECD centre	ECD centre
Kapndasim ECD	Lembus-Mogotio				50,000	50,000	construction of ECD centre	ECD centre
Chomiek Primary School	Lembus-Mogotio				300,000	300,000	construction of a school	classrooms
Kisanana Primary School	Lembus-Mogotio				300,000	300,000	construction of a school	classrooms
Emsos Dispensary	Lembus-Mogotio				200,000	200,000	construction of a dispensary	dispensary
Kipkitur Dispensary	Lembus-Mogotio				200,000	200,000	construction of a dispensary	dispensary
Kipngorom Dispensary	Kisanana				300,000	300,000	construction of a dispensary	dispensary
Chepnetuny Borehole	Maji Moto				2,354,555	2,354,555	construction of a borehole	borehole
Tuiseru Dam	Kipkitur				1,100,000	1,100,000	construction of a dam	dam
Olbor Dam	Kipngorom				1,100,000	1,100,000	construction of a dam	dam
Lengnet Dam	Kimngorom				1,100,000	1,100,000	construction of a dam	dam
Reresie Dam	Kimngorom				1,100,000	1,100,000	construction of a dam	dam
Logori Dam	Kimngorom				300,000	300,000	construction of a dam	dam
Tarabunyan Cattle Dip	Kimngorom				300,000	300,000	construction of a cattle dip	cattle dip
Kimngorom Cattle Dip	Kimngorom				300,000	300,000	construction of a cattle dip	cattle dip
Tabach Borehole	Kimngorom				800,000	800,000	construction of a borehole	borehole
Kamar Chief's Office	Kimngorom				50,000	50,000	construction of a chief's office	chief's office

Nambawan Water Project	Emining			200,000	100,000	300,000	construction of a water project	water supply	-
Chebirbei Water Project	Emining			140,000		140,000	construction of a water project	water supply	-
						0			-
	<b>EMERGENCY</b>	<b>300,000</b>	<b>1,333,333</b>	<b>1,673,481</b>	<b>2,318,300</b>	<b>5,625,114</b>			-
	<b>ADMINISTRATI 3%</b>	<b>180,000</b>	<b>618,172</b>	<b>801,002</b>	<b>1,109,641</b>	<b>2,708,815</b>			-
	<b>SCHOOL BURSARY</b>		<b>2,100,000</b>	<b>2,589,905</b>	<b>3,930,631.70</b>	<b>8,620,536.70</b>			-
	<b>GRAND TOTAL</b>	<b>5,999,000</b>	<b>22,239,250</b>	<b>27,236,906</b>	<b>34,913,988.70</b>	<b>90,389,144.70</b>			-
	<b>FUNDS DISBU</b>	<b>6,000,000</b>	<b>21,939,078</b>	<b>28,373,538</b>	<b>39,306,317</b>				-
	<b>ACCUMULATE</b>	<b>1,000</b>	<b>-300,172</b>	<b>1,136,632</b>	<b>4,392,328.30</b>	<b>5,229,788.30</b>			-