

Evaluation of the Management and Utilization of Constituency Development Fund on Education Development in Gem Constituency, Siaya District, Kenya

Godfrey O. Otieno, Mose J. Nyadwaki & Dr. Gideon Momanyi

Abstract: *The contribution of Constituency Development Fund (CDF) on the development of education sector in Kenya since its inception in the year 2003 has been critical. Some studies have shown that like any other devolved funds, CDF implementation has faced challenges in its allocation criteria, problem of equity and influence by politicians in its allocation and disbursement. Consequently there is need to assess the awareness and knowledge of the CDF contribution to education development. These factors inhibit the funds effectiveness in achieving its set objectives. The purpose of this study therefore, was to evaluate the management and utilization of Constituency Development Fund on education development in Gem constituency, Siaya District. A survey research design was adopted for the study since one of its merits is that it aids the researcher in collecting original data for the purposes of describing a population which is too large to observe directly. The study target population comprised of 37,468 households, 9 chiefs, 15 CDF committee members, 125 headteachers and the District Development Officer (DDO). The study adopted multi-stage sampling technique. At stage one; the population was stratified into heads of households, head teachers, CDF committee members, chiefs and DDO. In stage two, a sample of 384 households was obtained at 95% level of statistical significance using the formula $n = Z^2 pq/d^2$. The third stage involved selection of 48 households from each of the eight Kenya National Bureau of Statistics sampling frame using systematic sampling technique. At stage four, saturated sampling technique was adopted to select the CDF committee members, chiefs, DDO and the headteachers while purposive sampling technique was adopted to pick these respondents. Data were collected through interview schedules, key informant interviews, questionnaires and photography. The data analysis was done using SPSS and Excel computer packages. Descriptive statistics was used to summarize the data so as to enhance clarity and ease understanding of the information. Pie charts, bar, column, line graphs and tables were used to present analysed information on various aspects of CDF. The study reveals that 94.7% of the heads of households had knowledge of CDF sponsored education projects. However, the CDF sponsored project catalogue is not computerised for easier retrieval of information since the computers bought are not installed. The study shows that whereas the criteria used for allocating CDF to the projects were: good project proposals, poverty incidence, proximity of similar projects and population, the CDF bursary is disbursed based on household poverty, academic performance and orphanhood. The study also reveals that through development of education sector, households benefit directly and indirectly through: tenders for construction, supply of labour and materials, reduced expenditure on education, and increased enrolment and retention in Early Childhood Education, Primary and Secondary schools. On the basis of these findings, the study concludes that community knowledge on CDF sponsored education projects is significant and that to some extent, the CDF committee adopts professionalism in the identification and allocation of CDF to the projects and bursary in accordance with the CDF laws contained in the CDF Act 2003 and amendment Act 2007. The study therefore recommends computerization of CDF projects catalogue and there is need for CDF law to give guidelines on how CDF bursary is allocated to the beneficiaries. The study further recommends an increase of CDF from the current 2.5% to 5% or more of the national income by the government to ensure that other sectors such as health, agriculture, water and infra - structure are significantly covered so as to add benefits to the people in order to achieve the objectives of Kenya Vision 2030 on equitable distribution of resources and poverty reduction.*

I. Background of the study

The Constituency Development Fund (CDF) was introduced under the Kenyan Constituencies Development Fund Act 2003. Its purpose is to take development to the citizens at grass roots level within the shortest time possible, in order to alleviate poverty. CDF is as a result of wider decentralisation efforts of the government given impetus through the Economic Recovery Strategy for Wealth and Employment Creation. Recognizing that the benefits of economic growth may not reach all people, particularly the most disadvantaged members of the community, and in conformity with the government's goal of fighting poverty, the strategy outlines interventions aimed at reducing poverty at grassroots. One key intervention has been the disbursement of financial resources directly to the districts and constituencies. Such resources include the Local Authority Transfer Fund (LATF) 1998/99, Poverty Alleviation fund 2000/1, the Roads Maintenance Fuel Levy Fund

(RMLF) 2000/1, Constituency HIV/AIDS Fund 2001/2, Free Primary Education Fund 2003, School Bursary Funds 2003, and CDF 2003/4. These initiatives demonstrate that the government is committed to the decentralization of economic power to ensure that services are delivered directly and effectively to communities (Mapesa *et al.* 2006).

Unlike other development strategies, CDF is a home-grown initiative intended to uplift the living standards of the people of Kenya at the grassroots level. The CDF Act has been dubbed as the most credible and critical legislation passed by the Kenyan parliament in the recent past. The initial request was 5% of ordinary government revenue in each fiscal year. However, as the Act transitioned towards enactment, this figure was reduced to 2.5% of ordinary government revenue. Thus, the Act requires that the government sets aside an amount of not less than 2.5% of all its ordinary revenue collected in every financial year be paid into the fund and disbursed under the direction of a National Management Committee (NMC). This money is targeted to the constituencies and the budget ceiling for each constituency is prescribed to be: first, three quarters of the net total CDF divided equitably among all constituencies (netting out 5% emergency and 3% administrative take down) and secondly, a quarter of the net total CDF divided by the national poverty index multiplied by the constituency poverty index. The formula was for the first time used to share out development funds to the two hundred and ten (210) constituencies for the financial year 2004/05 under the CDF Act.

There have been several poverty reduction programmes in the constituency since independence namely; poverty eradication commission fund, Njaa Marufuku grants, NALEP-SIDA programme, HIV/AIDS grants, Rural enterprise fund, and other devolved funds such as Constituency bursary, roads levy, youth funds, women fund, Global Fund, Millennium Development Fund and CARE (K) micro credit among others. As opposed to the mentioned programmes, CDF addresses inequality, equitable distribution and devolution of resources in a wider perspective. New Look Gem (2007) indicates that CDF in Gem constituency has been used to construct more education and health facilities, sink boreholes, rural electrification, bursary and infrastructural development. For instance, Ksh. 17,378,900 of the fund has been used in health projects, Ksh.3,668,200 allocated to water projects, Ksh. 58,490,445 on education projects and Ksh.700,000 on agriculture development since the disbursement of the fund began in 2003/2004 financial year. The fund has also been used for secondary and college bursaries. Even though CDF has been used to construct such good facilities in the constituency, little information is available on its contribution towards poverty reduction through development of education sector. Republic of Kenya (2003) asserts that cost of education especially on school development, examination fees, payment of Board of Governors teachers, and purchase of books is the largest single factor forcing children to drop out of school in Kenya. The Republic of Kenya (2005) indicates that in Gem constituency, the rural population who were poor and had no education constituted 70% in 1999 while those with primary and secondary education but poor were 72% and 55% respectively. The table below shows that there was a steady increase in the allocation of CDF in Gem constituency since its introduction in 2003/2004 financial year.

Table 1: Allocations of CDF to Gem constituency

Constituency	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Gem	6,000,000	28,696,380	37,113,562	51,414,013	51,731,573	174,955,528

Source: District Development Office Files, Siaya, 2007

Even with such CDF allocations of which 70% were used in education development, poverty continues to be a major problem since 41.8% of Gem population live in less than one US Dollar a day. Information available indicates that the CDF legal framework is sometimes flawed and at the same time there exists financially fuelled political tug of war amongst Councillors and the CDF committee in controlling grassroots development funds. The utilization of CDF is such that the income of the community would rise if the local contractors and suppliers are given priority in the award of CDF tenders and consideration of the locally available labour. Generally, this fund is meant to relieve the parents and community as a whole the burden of contributing to the construction of education facilities and supplement the school fees through bursary provision. It also contributes to the provision of ready market for local goods such as bricks, sand and timber among others. If this fund was properly utilized in Gem constituency as per its objectives, then the households' income will positively change and more savings would be realised thus resulting into livelihood improvement. In view of this, the study is significant in establishing the contribution of CDF on education development and poverty reduction in Gem constituency, Siaya District. Republic of Kenya (2008) shows that poverty incidence in Gem constituency dropped from 68% in 1999 to 41.8% in 2005/2006. However, little is known if this drop could be partly attributed to CDF.

1.4 Objectives

The overall objective of this study was to assess the knowledge of CDF and determining the criteria used for allocation to projects and bursaries in Gem constituency, Siaya District. The specific objectives of the study were to;

1. Establish community knowledge of CDF sponsored projects in Gem constituency, Siaya District since its inception in 2003.
2. Determine the criteria used by the CDF Committee in allocating CDF to the sponsored projects and bursary in Gem constituency, Siaya District.

II. Literature Review

2.0 Introduction

This section thematically reviewed related literature on evaluating the management and utilization of CDF on education development in Gem constituency, Siaya District, Kenya. It aims at critically analyzing previous studies, surveys done and identifying the gaps to be addressed.

2.1 Establishment of Knowledge on Projects

Establishment of knowledge on projects among the beneficiaries and implementers on Projects is one way of finding out whether the projects actually existed as described in the inventory or catalogue of the projects. Knowledge of projects by the community reflects on the effectiveness of the programme being undertaken in addressing its set objectives. Attitude of the community towards a programme if negative, then there exists lack of enough knowledge on the programme implementation and expected benefits. Negative attitude may also imply that the programme is of little benefit to the community and therefore their expectations are never met. Such attitude on programmes or projects may therefore suggest ineffectiveness. KACC (2007) conducted a survey entitled 'National Corruption Perception Survey'; the study revealed that responses on knowledge of corruption in Kenya rose from 85% in 2000 to 87% in 2003 and to 99% in 2005 representing a significant rise. However, on attitude and beliefs, nearly 50% of the respondents strongly agreed that corruption not only reduces confidence in the government but also that it hurts the national economy. Gem constituency has had varying poverty reduction related projects undertaken by the government of Kenya, non-governmental organizations, faith based organisations, individual self help groups and donors. One way of knowing whether a programme is effective in addressing its set objectives is by taking stock of funded projects and the number of beneficiaries. This makes it easier to assess and authenticates the actual status of the projects and their true existence. It is also important to know which programme has been funded by an organisation because information available indicates that some organizations take credit of project they have not funded and have no direct link. It is well known that LATF has funded similar projects as CDF and therefore care must be taken to avoid mix up (Republic of Kenya, 2006).

In order to take stock and have knowledge of projects, Republic of Kenya (2007) conducted a cataloguing of Projects in Kisumu East and West Districts for the projects which had been implemented since 2003. The objective was to provide inventory of the projects in the two districts in order to establish their status on the ground. The data collection method was through a self administered questionnaire with columns indicating divisions, constituency, name of the project, activities, implementation schedule (start date and end date), cost in Kenya shillings and source of funds. The result showed that two hundred and fifty five (255) were CDF project implemented or under implementation. As opposed to Republic of Kenya (ibid) method of data collection, this study established stock of projects funded entirely by CDF using the project catalogues obtained from CDF offices in Gem constituency.

Kilonzo (2005) conducted a study entitled "World Vision Kenya (WVK) and Community Development in Kisumu District". The study's objectives were to examine the contribution of WVK to community's economic development and secondly the challenges faced by the WVK in its efforts to holistically develop the target population. The study used simple random sampling technique to select projects forming accessible population. The projects identification entailed grouping them into health and sanitation, education and sponsorship, community capacity building, food security, disaster mitigation and evangelism. The current study, though had some similarities with the WVK study, it never used simple random sampling method to establish the stock of projects for the study but instead purposively selected for verification three projects from each constituency that fall within the locations of KNBS clusters sampled for the study. Photographs of some projects were also taken to serve as proof of their physical existence.

2.2 Allocation of Funds Criterion to Projects and Bursary

Allocation criteria of CDF to the various sponsored projects and bursary beneficiaries formed an important aspect of this study. Equitable distribution of resources is one way a country can develop proportionately. East Asian Countries managed to reduce their abject poverty through their ability to combine

high economic growth rates with dramatic reductions in inequality and poverty (Manda, *et al.* 2001). Society for International Development (2004) asserted that Kenya's inequality is high with a Gini-index of 57.0, a figure higher than that of its peers of Uganda, Tanzania and Nigeria but slightly lower than South Africa Gini-index of 59.3. This inequality in the income distribution in Kenya led to the establishment of devolved funding system as a way of enhancing equitable distribution of resources and reduction in poverty. The devolved funds such as Rural Development Fund (RDF), Poverty Eradication Fund and the Rural Enterprise Fund among others which had been previously disbursed failed to improve people's livelihood in Gem constituency of Siaya District (Republic of Kenya, 2005). Poverty levels remain high and some parts of the constituency still experience food deficit leading to poor nutrition among the residents. Improper allocation criteria have been identified as the main reason behind the failures of these funds in addressing poverty in Gem constituency and Siaya District as a whole since the main sectors failed to meet their set development targets (Republic of Kenya, 2001). CDF whose approach differed from the previous funds has already been faced with many challenges some of which this study tried to address in Gem constituency. This concern may compromise its main objective of poverty reduction in the constituency.

Republic of Kenya (2007) evaluated the effectiveness of devolved funds in meeting their set objectives as part of the routine annual monitoring and evaluation of programmes. The main objective was to track the implementation of the District Development Plans with special focus on devolved funds such as the CDF, LATF, HIV/AIDS, and Roads Levy among others. Both primary and secondary data were collected through interviews but the sampling technique used was never stated. The study found out that there was insignificant funding of CDF bursary for ever increasing number of deserving cases. It was found out that the district received ksh. 391,202,558 for CDF but due to lack of capacity to handle such resources, the fund was not well managed and inequitably distributed across the district for its impact on poverty reduction to be fully realised. The survey made a recommendation among others that the project committees and Constituency Development Committees be trained on various aspects of CDF programme such as identification process, monitoring and evaluation. Mapesa *et al.* (*ibid*) concurs on poor management of CDF and recommended training of constituency development committee. These studies did not assess the contribution of the devolved funds on education development and their resulting effects on household poverty reduction which has been addressed in this study by specifically assessing contribution of CDF on education development and its resulting effects on poverty reduction in Gem constituency.

The main challenge of devolved funds is equity in allocation of funds to the beneficiaries. According to Omondi (2007) study entitled "Constraints to Constituency Development Fund Bursary allocation to Secondary School Students in Siaya District", 33.3% of the CDF bursary beneficiaries were not deserving and that there was evidence of unfairness and lack of transparency in allocation of the bursary. The study recommended a further research on the effectiveness of CDF in addressing rural household poverty through funding of students bursaries by the CDF committee. He suggested better criteria be put in place to identify the bright and poor students for bursary. In contrast to Omondi (*ibid*) study, the current study covered the entire district and covered the entire CDF funding channels while the former was confined in two Constituencies namely Ugenya and Gem and addressed the CDF bursary component. Odebero (2001) study entitled "Bursary as a Method of Financing Secondary Education in Kenya: A case Study of Busia District" had similar objectives as Omondi (*ibid*) but it was conducted in Busia District and its main objective was to determine if bursary award benefits the most deserving students, find out the criteria used by head teachers to identify the needy students and determine if bursary allocation to the recipients was equitably distributed. His study however, revealed that not all deserving students benefited and there was lack of equity in the distribution of bursary to recipients.

Wachiye (2005) study entitled "Equity and Access to University through Higher Education Loans in Bungoma District" main objectives were to find out the levels of inequality in the provision of Higher Education Loans Board (HELB) loans to undergraduate recipients, find out the relationship between the loan allocations and the socio-economic status of the recipients and to find out the criteria used by HELB to allocate loans to recipients in Bungoma District. Results showed small level of inequalities in the allocations among the recipients over four academic years and that not all the recipients from low socio-economic background received high loans and not all students from high socio economic background received low loan allocation. It was found out that the only criterion used by the HELB is socio-economic background of the applicants. The study revealed that the process of identifying recipients was flawed and recommended investigation in the "Means Testing Instrument" used by the HELB. The criteria used to identify projects and beneficiaries formed major findings of this study as it may contribute to bridging the information gap pertaining to the CDF allocation processes.

III. Research Methodology

3.0 Introduction

This chapter focuses on research design, back ground of the study area, target population, sampling techniques and sample size, collection and analysis of data

3.1 Research Design

The study adopted survey research. This is a type of descriptive research which adopts descriptive and fact finding enquiries of different kinds. Mugenda *et al.* (2003) asserts that survey research seeks to obtain information that describes existing phenomenon by asking individuals about their perception, attitudes, behaviour or values. This type of research is important as it aids the researcher in collecting original data for the purposes of describing a population which is too large to observe directly. In their studies, Ochieng (2005), Odhiambo (2005), Mapesa et al (ibid) used survey research design.

3.2 Background of the Study Area

The area of study was Gem constituency, Siaya District. Gem constituency is in the Eastern side of Siaya District in Nyanza Province. It geographically, lies between latitude 0 26' to 0 18' North and longitude 33 58' East and 34 33' West. It borders Emuhaya and Butere- Mumias District to the North East, Bondo to the South and Kisumu West to the South East. It also borders Ugenya and Alego Usonga constituencies to the West. Currently, the population of Gem constituency in Siaya District stand at about 149,875 people with 37,468 households projected from the 1999 population census. Poverty incidence in the constituency is among the highest at 68% of the population while population growth rate is 0.9% (Republic of Kenya, 2006).

Topographically, the constituency major geomorphology is uplands with different relief, soils, and land use. The altitude is approximately 1140m above the sea level. Notable hills are Akala and Regea while river Yala traverses the constituency. The physical features have a bearing on the overall development of the constituency. The high altitude signifies high rainfall and hence suitable for agriculture and livestock keeping. According to Republic of Kenya (2001), the constituency has 103 primary and 22 secondary schools. Majority of the district population are in the rural and depends heavily on subsistence agriculture. The constituency is still thriving to reduce food poverty through Millennium development fund but the food deficit syndrome is still far from over as supported by the welfare Monitoring surveys and the Kenya Integrated Household Budget Surveys of 2005/06 carried out by the Kenya National Bureau of Statistics which are discussed in chapter one. The constituency resource endowments include river Yala which has great potential for irrigation as well as tourist attraction at Ndanu falls. Electrification network in the constituency is also an endowment which contributes to alleviation of poverty through mushrooming of informal sector enterprises. More than ten trading centres are supplied by electricity to promote local business and growth of the market centres. Communication network is another aspect of resource endowment as the mobile telephone network encompasses the constituency. The landline telephone connections are adequately distributed in some trading centres. The decision of the United Nations Community to site Yala division as a Millennium Village located at Bar Sauri was a step forward in addressing the social well being and welfare of the residents. The millennium village programme addresses the millennium development goals especially goal one of the eradication of extreme poverty by the year 2015. Finally the introduction of CDF has led to remarkable development undertakings in the constituency especially in education and health sectors. Despite many challenges faced by the fund, it has been very instrumental in changing the face of the constituency.

3.3 Study Population and Sampling Procedures

Gem constituency has a total of 37,468 households estimated from 1999 population and housing census (Republic of Kenya, 2006). The target population of the study comprised of 37,468 heads of households, 15 CDF committee members, 9 chiefs, 125 secondary and primary head teachers and the District Development officer (DDO). Information available in Education office Siaya indicates that the constituency has 22 secondary schools and 103 primary schools. The key informants comprised of CDF committee members, DDO and chiefs. The study sampling procedure is summarised in table 2.

Table 2: Sampling Procedure

	Population (N)	Sample population (n)
Household heads	37,468	384
Households per Frame	384	48
CDF committee	15	15
Chiefs	9	9
Head teachers primary	103	103
Head teachers secondary	22	22
DDO	1	1

Source: Researchers own calculations (2007)

From table 2, the study adopted multi-stage sampling technique. At stage one; the population was stratified into heads of households, head teachers, CDF committee members, chiefs and DDO. In stage two, a sample of 384 households was obtained using the formula $n = Z^2 pq/d^2$ as stated by Mugenda et al. (2003), where n is the desired sample size if target population is greater than 10,000, Z is the standard normal deviate at the required confidence level, p is the proportion in the target population estimated to have characteristics being measured while $q=1-p$. The level of statistical significance test is ' d '. The sample calculation was done considering the target population of 37,468 households in the constituency, the required confidence interval as 95% thus $d=5\%$ or 0.05 and the values of $p = 0.5$, $q = 0.5$ and $z = 1.96$. The third stage involved selection of 48 households from each of the eight Kenya National Bureau of Statistics sampling frame using systematic sampling technique. According to Cochran (1977), in systematic sampling technique, every k^{th} household is picked after determination of sample interval using the formula N/n and the random start by use of the formula $(k+1)/2$ if k is odd and either $k/2$ or $(k+2)/2$ if k is even. At stage four, saturated sampling technique was adopted to select the CDF committee members, chiefs, DDO and the head teachers in the constituency while purposive sampling technique was adopted to pick the respondents.

3.4 Data collection and analysis

The study used both primary and secondary data. The primary data was obtained from the sample population comprising of households head, CDF committee members, managers and chiefs through interviews and discussions. Secondary data were obtained from government publications, CDF Offices, District Development Office, Kenya National Bureau of Statistics office and other organizations serial reports. Household and key informants' data was collected in the month of June 2008 while data from schools were collected in the month of October 2008. Before carrying out data collection for the study, a pre test of the instruments was carried out in one none selected cluster of the Kenya National Bureau of Statistics to test reliability of research instruments for one week in the month of December 2007 and the results were analysed. The pre test results concluded that the instruments were valid and reliable. According to Orodho (2005), validity is concerned with whether the questionnaire content is measuring what it is supposed to measure. Gay (1987) contends that validity is established by expert judgement. The unit of data collection in this study were households, schools, CDF committee, managers and chiefs chosen based on previous surveys carried out by the government, research bodies and other researches done on CDF which includes household based surveys.

Descriptive statistics such as frequency tables, percentages and bar charts as well as pie charts were used for analysis. In this study, data were cleaned and then coded according to the variables. The analyzed information is presented using frequency tables, percentages, cross tabulations and charts or figures.

IV. Results And Discussion

4.0 Introduction

This chapter presents findings on household socio economic characteristics of the constituency, knowledge of the community on CDF projects and the criteria used for distribution of CDF to sponsored projects and bursary. Descriptive analysis has been used to assess the state of various variables and the values expressed in terms of percentages and frequencies and presented in frequency tables and charts.

4.0.1 Response Rate

The study targeted a sample population of 384 heads of households out of which 320 responded registering a high percentage response rate of 83.3%. The non response was as result of the family being away or the structure demolished and therefore the household members could not be traced. The households which relocated outside the sample frame boundary also contributed to the non response. The CDF committee members interviewed were 14 while 9 chiefs participated in the study. The headteachers of both primary and secondary had a low response rate compared to the households. The study shows that out of the 125 schools, 81 responded. This indicated that there was generally high response in the study to allow for analysis and inferences to be made from the data.

4.1 Household Demographic Characteristics

Information on demographic characteristics of the household respondents is critical. From the survey data which covered three hundred and twenty (320) respondents, 46.8% were male while 53.2% were female. The results shows that of the total households' respondents, 68% are married, 25.7% widowed, 4.8% single and 1.5% divorced or separated. The study reveals that subsistence farming is the main occupation since 68.3% of the households are engaged in this type of farming system. This indicates a drop of 8.7% from Ayako (*ibid*) baseline survey. Households involved in business are 11.4% while the retired/civil servants/teachers/private sector employee respondents are 12.1% of the total households' heads. Households with *Jua Kali* artisan are 8.2%. The average household size is five which is above the known figure of 4 members reported in the 1999

population census results. The study shows that the mean age of respondents is approximately 45 years. Majority of the respondents are in the age bracket of 31-45 years with respondents aged 55 and above accounting for 28.5%. From table 3, out of 319 respondents, 63.7% reached primary level and 20% has secondary education.

Table 3: Level of Education attained by heads of households

Education level	Frequency	Percent	Cumulative Percent
Primary	203	63.6	63.6
Secondary	64	20.1	83.7
Tertiary	21	6.6	90.3
University	4	1.2	91.5
Never attended School	27	8.5	100
Total	319	100	*

Source: Field Survey, 2008

The study covered eighty (80) schools in the constituency. Wagai division contributes 46.3% (37) of the total schools and the remaining 53.7% (43) were from Yala division. The study reveals that 86.3% of the responding schools benefited from CDF in the constituency.

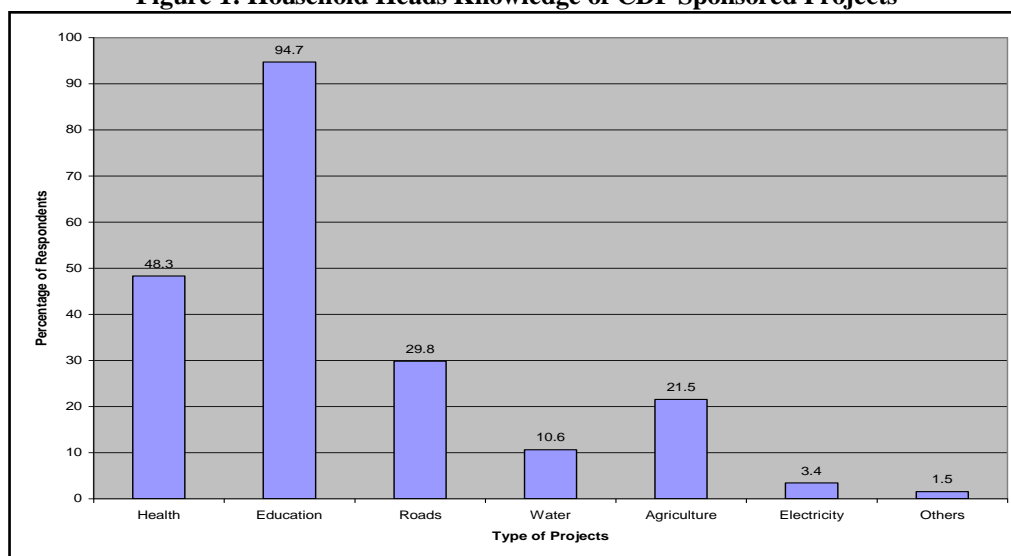
4.2 Establishment of Knowledge on CDF Projects

The first specific objective of this study was to establish community knowledge of CDF sponsored projects in Gem constituency Siaya District since the year 2003. Household heads were requested to provide information regarding their knowledge on CDF sponsored projects as well as projects status in the constituency. Documentary evidence mainly from the CDF Constituency Office and the District Development Office were also used to establish the projects and bursary recipients. Photo evidence on some projects was used to confirm the physical location of a project appearing in the documents. The key informants provided their opinion regarding statements based on CDF sponsored education projects.

4.2.1 Heads of Household and Key Informants Knowledge on CDF Projects

From the survey results, the study reveals that knowledge on CDF is significant among heads of households since the study indicates that 93.5% of the heads of households has knowledge of the fund. For participants who have knowledge of the fund as indicated in figure 2, 48.3% have knowledge of health projects while 94.7% have knowledge of education projects. The study also reveals that the other projects the heads of households have knowledge of include roads, water, agriculture and electrification. The CDF funded education projects includes construction of classrooms, water points, provision of desks, electrification and early child hood centres among others. The agriculture sector which promotes food production with an aim of tackling reduction in food poverty is not significantly funded by CDF since 28.1% of 24 key informants have knowledge of agricultural projects. Table 4 indicates how the key informants responded to the statements on physical existence of the projects and bursary while figure 1 provides research findings on knowledge of CDF funded projects in the constituency as perceived by the household heads.

Figure 1: Household Heads Knowledge of CDF Sponsored Projects



Source: Field Survey, 2008

(n=318)

Table 4 provides information pertaining to some statements on CDF and how the CDF committee and other key informants responded to each statement. From table 4, the study reveals that school projects and bursary beneficiaries physically exist in the institutions. However, it was noted that CDF committee monitors schools projects but not the bursary beneficiaries. The study confirms the existence of project catalogue but are poorly organised such that retrieval of information is made difficult. The catalogue is not computerised to enable proper storage of information pertaining to projects and bursary beneficiaries.

Table 4: Key Informants Agreement and Disagreement on CDF Sponsored Projects

Statement	Percentage of respondents		
	Agree	Disagree	Total
CDF school projects physically exists	21 (87.6%)	3 (12.4%)	24 (100%)
CDF bursary beneficiaries exists in schools	21 (87.5%)	3 (12.5%)	24 (100%)
CDC monitors bursary beneficiaries	11 (43.8%)	13 (56.2%)	24 (100%)
CDC monitors school projects regularly	17 (71.9%)	7 (28.1%)	24 (100%)
CDC has school project catalogue	23 (96.9%)	1 (3.1%)	24 (100%)

Source: Field Survey, 2008

On the physical existence of the projects and bursary recipients, the study shows that 87.6% of the CDF key informants are in agreement while 56.2% disagreed that the committee monitors the bursary beneficiaries. However, 71.9% agreed that they regularly monitor CDF funded education projects.

4.2.2 CDF Sponsored Education Projects

The study also collected data on CDF sponsored education projects from schools in Gem constituency to further provide information on the existence of the projects and their status on the ground. As stated before, CDF has sponsored 86.3% of the schools in the constituency. From table 5, the study shows that 81.3% of the headteachers stated that the education projects sponsored by CDF mostly construction of classrooms. The other projects funded are laboratory facilities, water, electrification, office blocks, sanitation facilities, compound fencing and staff houses. The study suggests that more classrooms were constructed to decongest the classes as a result of the Free Primary Education. As a result of decongestion, the spread effects are likely to be reduction in air borne and other contagious diseases. This suggests that expenditure on health care goes down and more savings are realised by the households.

Table 5: Type and Number of CDF Sponsored Education Projects

Project Type	N	Number of CDF funded schools	Number of schools not funded
Classrooms	80	65 (81.3%)	15 (16.7%)
Laboratory	68	1 (1.3%)	67 (98.7%)
Water	80	1 (1.3%)	79 (98.7%)
Electrification	69	3 (4.3%)	66 (95.7%)
Office block	69	5 (7.2%)	64 (92.8%)
Toilets	68	2 (2.9%)	66 (97.1%)
Fencing	69	1 (1.4%)	68 (98.4%)
Others	71	8 (11.3%)	63 (88.7%)

Source: Field Survey, 2008

4.2.3 Status of CDF Sponsored Education Projects in Gem Constituency

The study also sorts to determine the status of CDF sponsored education projects in schools. The headteachers were requested to indicate the status of the CDF sponsored projects in their respective schools. From table 6, the study reveals that CDF sponsored projects were either complete or ongoing and that one of the projects was abandoned or stalled. From the table, the study shows that 83.1% of the classrooms sponsored were ongoing. A discussion with the chairman of Gem CDF committee reveals that construction of septic tank at Ulumbi secondary school stalled because the contractor abandoned the project after being paid. This led the contractor being blacklisted by all CDF committees in Siaya District.

Table 6: Headteachers and Status of CDF funded Education Projects

Project type	N	Project Status		
		Complete	Ongoing	Stalled
Classrooms	65	11 (16.9%)	54 (83.1%)	-
Laboratory	1	-	1 (100%)	-
Water	1	1 (100%)	-	-
Electrification	3	2 (66.7%)	1 (33.3%)	-
Office block	5	1 (20%)	4 (80%)	-
Toilets	4	-	3 (75%)	1 (25%)
Fencing	1	-	1 (100%)	-
Others	8	5 (62.5%)	3 (37.5%)	-

Source: Field Survey, 2008

The Newsletter published by Gem constituency CDF namely, New Look Gem (ibid) indicates that all primary school projects were either on the construction or renovation of classrooms. The Newsletter concurs with headteachers that most of the projects are ongoing. Table 7 shows the number of projects sponsored by CDF as contained in the New Look Gem Newsletter.

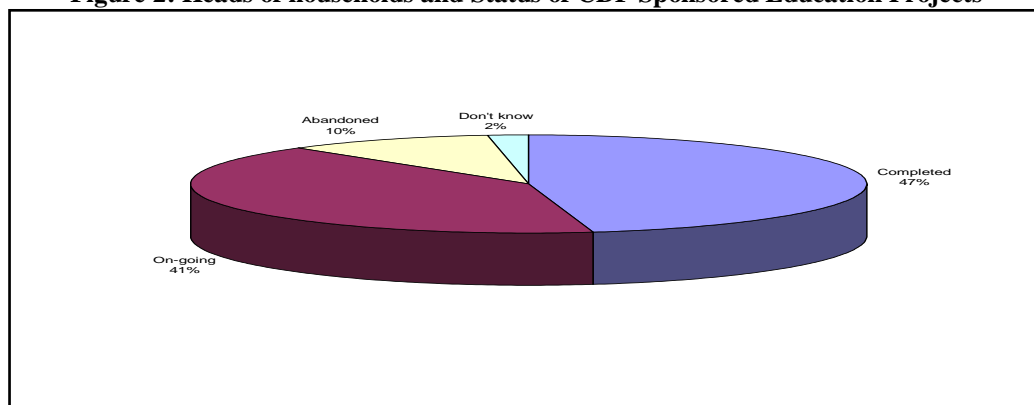
Table 7: CDF Sponsored Project Status

Type of Institution	Number of Projects	Project Status		
		Complete	Ongoing	Stalled
ECD	11	6 (54.5%)	5 (45.5%)	-
Primary	75	19 (25.3%)	56 (74.7%)	-
Secondary	30	7 (23.3%)	22 (73.3%)	1 (3.4%)
Polytechnics	3	1 (33.3%)	2 (66.7%)	-

Source: New Look Gem, 2007

The pie chart figure 2 indicates that among the heads of households who were aware of the type of projects funded entirely by CDF, 47% indicated that projects are completed, 41% indicated that projects are on going while 10% asserted that the projects were abandoned and 2% did not know the status of the projects. Physical verification of some selected projects indicates that the projects reported to have been abandoned are in actual sense ongoing and the committee was waiting disbursement of fund to continue with the projects.

Figure 2: Heads of households and Status of CDF Sponsored Education Projects



Source: Field survey, 2008

(n= 318)

Table 8 shows the type and number of CDF funded projects and bursary beneficiaries from Gem constituency. The table indicates that more projects on education were sponsored than other production sectors of agriculture, electrification and roads. This suggests that emphasis is put on education based projects since education is one of the basic requirements for development and poverty reduction. Secondly, development of education sector decongests the classrooms to enable healthy environment.

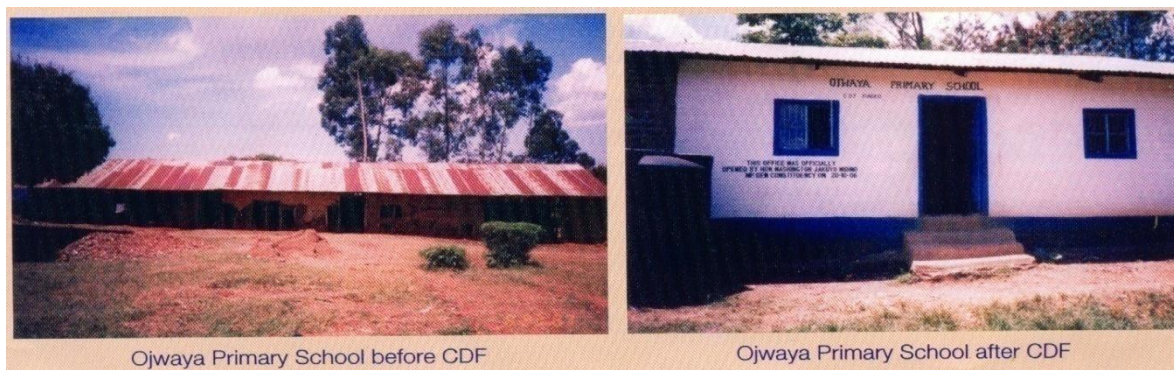
Table 8: Number of Projects and Bursary Beneficiaries

Project type	Number of CDF projects and bursary in Gem Constituency	
Education	Primary	75
	Secondary	30
	Polytechnics	3
	ECD/orphanages	11
Health	Health centre	13
	Dispensaries	*
	Mortuary	*
Security (police posts, chiefs/Assistant offices)	9	
Agriculture	1	
Water	6	
Roads	9	
Rural electrification	5	
Resource centre	2	
Bursary Recipients 2004 - 2006	260	
Environmental (forestation) sites	*	
Colleges/Institutes	1	

Source: New Look Gem, 2007

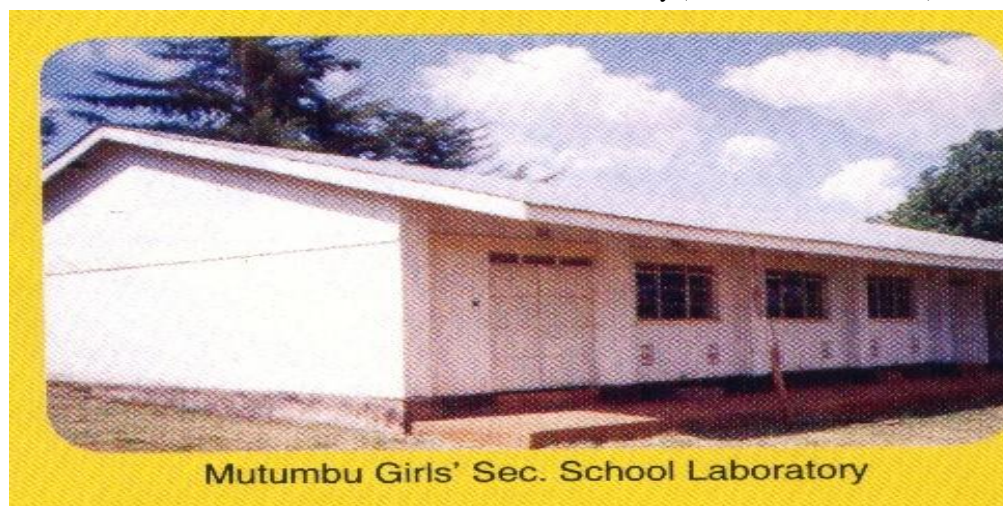
The study also used documentary evidence to establish the existence of CDF funded projects in the constituency. This entailed thorough scrutiny of various project documents including the newsletters. The plates below shows some of the CDF funded projects visited by the researcher for verification. As shown on plate 1 below, CDF reconstructed Ojwaya Primary school from pathetic to a modern state with better facilities such as roof water catchment tank.

Plate1: CDF funded Ojwaya Primary School (New Look Gem, 2007)



The construction of laboratory at Mutumbu Girls has facilitated access to education equipments to enhance improvement in performance of science subjects. It has also reduced the burden from the community of building such facilities.

Plate 2: CDF funded Mutumbu Girls Laboratory (New Look Gem, 2007)



From the forgoing discussions on objective one, the study reveals that community knowledge on CDF sponsored projects is significant. The discussions also shows that about 70% of the CDF funds so far received in the constituency were utilized on education projects especially for construction of classrooms. However, the study shows non computerization of the CDF sponsored projects catalogue as an impediment to modern information storage methods. This hinders faster tracking and retrieval of information pertaining to various CDF projects.

4.3 Criteria for Allocation of CDF to Sponsored Projects and Bursary

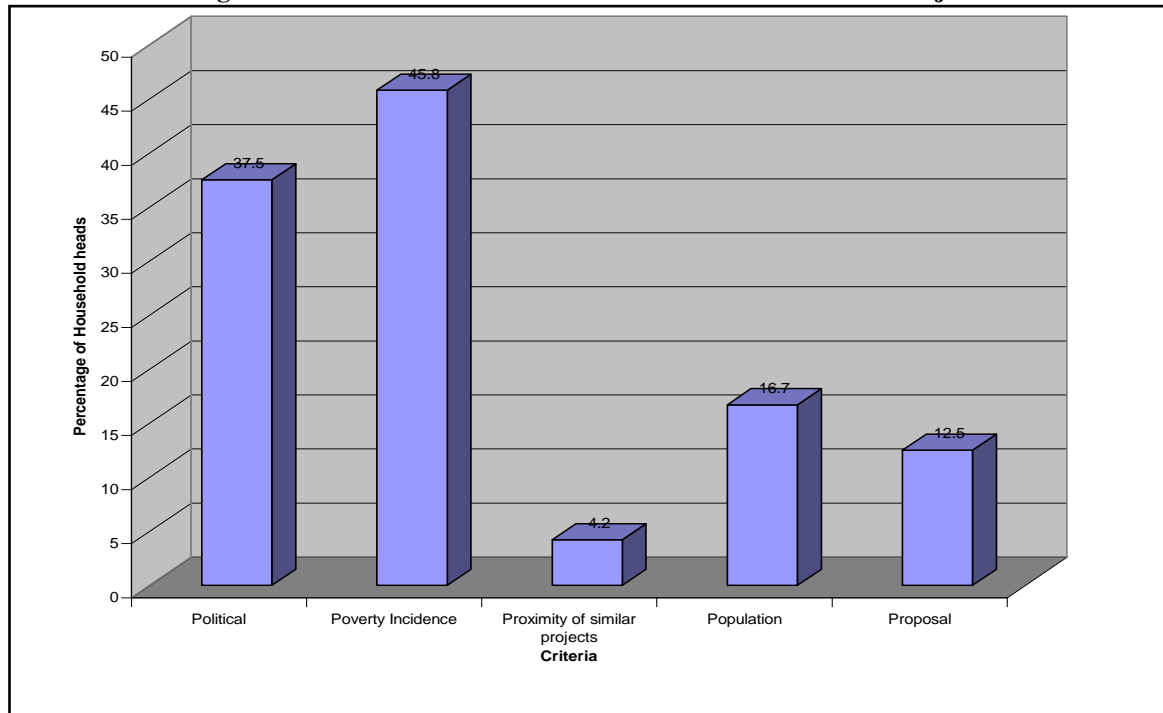
4.3.1 Introduction

Knowledge of the criteria used by CDF committee to allocate funds to the projects and bursary among households in Gem constituency is critical. The knowledge reflects on the transparency with which the fund is being administered by the committee. According to New Look Gem (ibid), the selection of projects to be funded by CDF is done in Chiefs Barazas. In these barazas, community members come together to discuss and highlight their needs. Project proposals are also written by the community and submitted to CDF committee through Location Development Committee for consideration. During discussion with the chairman of CDF committee, he asserted that schools can also make direct requests and proposals to the CDF committee for funding. The chairman further said that the area Member of Parliament occasionally direct the committee to fund certain projects which he considers to be of priority.

4.3.2 Household heads and CDF Allocation Criteria to Education Projects

The study determined from the heads of households the criteria CDF committee uses to allocate funds to the sponsored schools projects which are submitted directly by the schools or through location committees. household heads stated which criteria the CDF committee uses to sponsor projects in the constituency. The results are summarized in figure 3.

Figure 3: Household heads and Criteria of CDF Allocation to Projects



Source: Field Survey, 2008

(n=318)

From figure 3, out of the 318 heads of households, 37.5% indicated political consideration as the main criteria the CDF committee uses to allocate funds to projects. The study also shows that 45.5% of 318 heads of households the committee considers regional poverty levels across the constituency as the criteria for allocation of funds to projects. The factors considered though not as significant are population of the project area, proposals and proximity of similar projects. For the CDF bursary, the study shows that 53.4% of 318 heads of households have knowledge on the criteria used for the bursary allocation. The study reveals that 21.1% of the heads of households participated in the identification of education projects.

4.3.3 Key Informants and CDF Allocation Criteria

In order to understand the criteria used for allocation of CDF further, the key informants namely; CDF committee members, chiefs and District Development Officer provided information regarding how projects are identified. The study reveals that 9.1% asserted that the area Member of Parliament (MP) is the identifying authority. The CDF committee itself is also an identifying authority as well as the Locational Development Committees (LDCs) and Councillors. The study shows that the community plays pivotal role in the identification of projects for funding. The three tables shows that politics played little role in the identification and funding of CDF projects. The study indicates that 71.2% of the headteachers made direct request for CDF sponsorship and that 72.7% of the key informants indicated that community participation on the project identification is significant.

Table 9: The Main Project Identification Authority

Identification Authority	MP	CDC	LDC	Community	Councillors
Respondents	24	24	24	24	24
% Respondents	9.1	81.8	36.4	72.7	63.6

Source: Field Survey, 2008

The key informants were also requested to provide information on the factors considered by the Gem constituency CDF committee in allocating funds to the sponsored education projects. From Table 10, the study shows that for projects, the CDF committee uses project proposals, proximity of similar projects and population of the project area as the criteria for sponsoring CDF sponsored projects. The study indicates that 27.3% of the key informants stated that politics plays major role as a criterion for allocating funds to CDF sponsored projects. Even though politics was used as criteria, it is against the CDF Act 2003 which states that the CDF projects must not be for political expediency and personal awards (Institute of Economic Affairs, *ibid*).

Table 10: The Criteria for awarding CDF projects and bursary by Key Informants

Criteria	Percentage of respondents	
	CDF projects n=24	CDF bursary n=24
Political	27.3	45.5
Poverty incidence	18.2	90.9
Proximity of similar projects	54.5	*
Population	45.5	*
Good Proposal	72.7	*
Academic performance	*	100
Family size	*	72.2
Orphan hood	*	81.8
Others	*	*

Source: Field Survey, 2008

4.3.4 Headteachers and CDF Allocation Criteria to Education Projects

In order to determine the criteria used for allocation of CDF further, the headteachers indicated how the CDF projects sponsored in their schools were identified and allocated funds. This information was to provide an insight on how the projects are identified and eventually funded. From table 11, the study reveals that most of the CDF sponsored projects were as a result of direct request by the headteachers to the CDF committee. The study shows that 71.2% of the headteachers stated that they made direct request to CDF committee for sponsorship. Also, some projects were proposed at the locational development committees as asserted by 30.1% of the headteachers. The study further reveals that 15.1% of the headteachers stated that CDF projects in their schools are as a result of directive from their Member of Parliament. This confirms the notion that Member of Parliament sometimes directs the CDF committee to allocate funds to certain schools.

Table 11: Headteachers and Identification of CDF projects

Criteria	N	Number of schools	Percentage
Proposed at LDC meeting	73	22	30.1
Request by councillor	73	3	4.1
Directive by MP	73	11	15.1
Direct request by school to committee	73	52	71.2
Others	73	3	4.1

Source: Field Survey, 2008

The headteachers provided information on the criteria which the CDF committee uses to select a school project for funding. From table 12, the study shows that 55.9% of 68 headteachers stated the committee uses poverty levels of the community around the schools. However, the headteachers stated that the allocation is made project appraisal by the select committee of CDF committee. The other criteria are School population and proximity of similar projects. According to the headteachers, influence by politicians is not a significant factor.

Table 12: Headteachers and the Criteria for projects selection

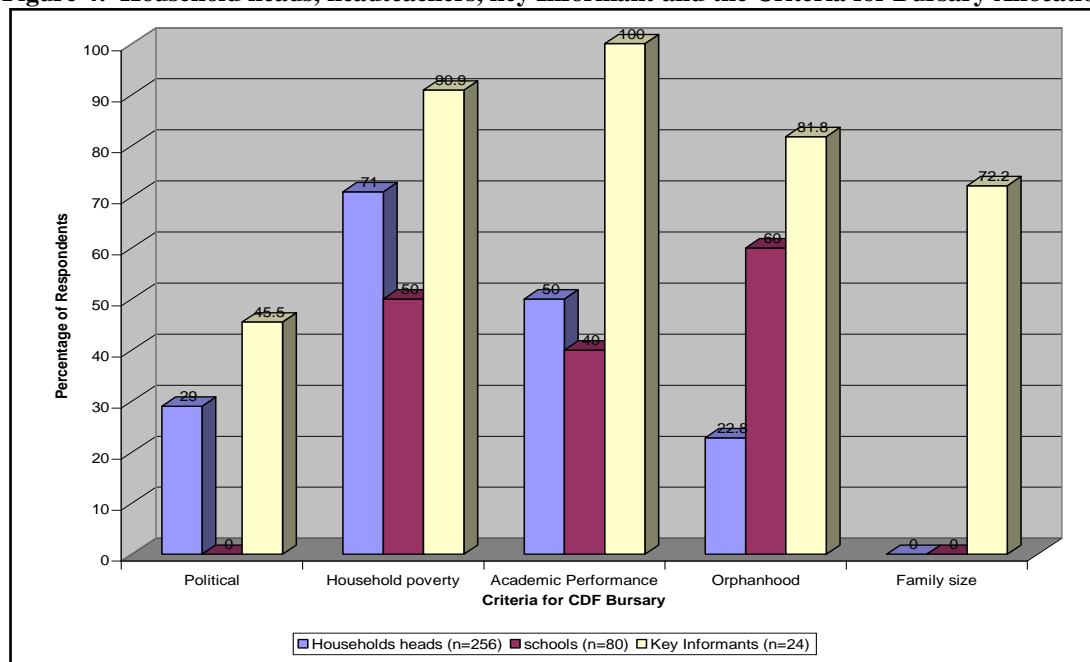
Criteria	N	Number of Schools	Percentage
Political	68	13	19.1
Poverty incidence	68	38	55.9
Proximity of same Projects	68	11	16.2
Population	68	18	26.5
Others	68	6	8.8

Source: Field Survey, 2008

3.5 CDF Bursary

Wanjiru (2008) shows that CDF law does not give guidelines on how the bursary should be disbursed and as result, there have been considerable abuse of the CDF bursary. The CDF committee may allocate up to 15% of the amount disbursed annually as CDF bursary in the constituency. In this study, the heads of households, key informants and the head teachers provided information on the criteria CDF committee uses in awarding bursary to the applicants. The options included political consideration, household poverty incidence, academic performance, household size and orphan hood. It has also been shown that CDF sponsored students in 15 (68.2%) of the twenty two (22) secondary schools in Gem constituency.

Figure 4: Household heads, headteachers, key Informant and the Criteria for Bursary Allocation



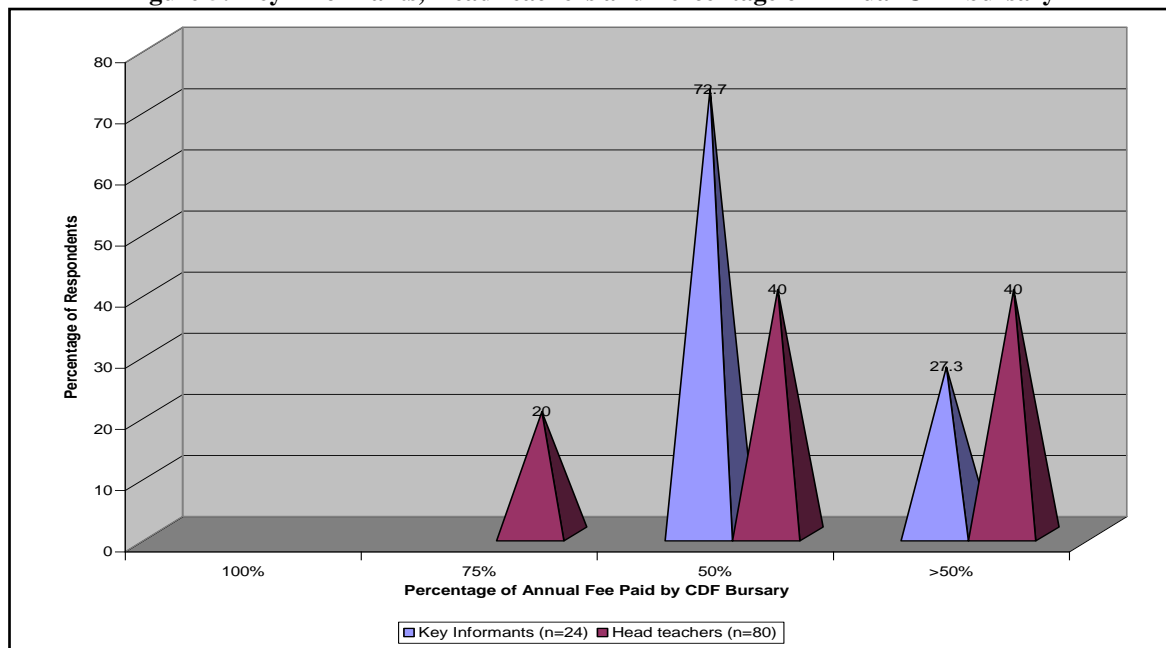
Source: Field Survey, 2008

From figure 4, the study shows that 45.5% of the 24 key informants and 29% out of 256 heads of households asserted that politics influenced the allocation of CDF bursary. This confirms Omondi (ibid) study which revealed that 33.3% of the CDF beneficiaries in Gem and Ugenya constituencies were relatives of politicians and that 6.7% of non applicants also benefits from the bursary. It further indicates that the parents rating of the factors used by CDF committee to award bursaries shows that among the bursary beneficiaries, 70% had relations with politicians while 48% indicated orphanhood, 44.2% academic ability, 43.4% economic ability and 61% familiarity with CDF officers. This study shows that the heads of households, key informants and headteachers concurs that the main criteria considered by the CDF committee in allocating bursary to the applicants are household poverty, academic performance and orphanhood. It is therefore evident that politics had least influence on the bursary allocation to the applicants suggesting that CDF committee adopts some professionalism in its allocation criteria. This suggests that some procedures in allocation of bursary were followed even though there is no CDF law indicating the guidelines for bursary allocation.

4.3.6 Range of Bursary Disbursed by CDF committee

The study sought information regarding the percentage and amount of bursary awarded to the applicants from the key informants, headteachers and heads of households. The percentage of bursary awarded was considered in terms of the annual fee charged by schools and other institutions. The minimum amount of bursary as revealed by the study is ksh. 5,000 while the maximum bursary stated by the headteachers is ksh. 10,000. From figure 5, the study shows that both key informants and the headteachers of schools concurs that the bursary awarded is 50% of the annual fee. However, 40% of 80 headteachers asserts that the bursary disbursed is less than 50% of the total annual fee charged by schools. The findings from the schools and the households confirm that the bursary awarded is generally below 25% of the total annual fee charged by the schools. The study indicates that 33.3% out of the fifteen (15) schools in the constituency had received CDF bursary at 50% of the annual fee charged and none of them received bursary of more than 75% of the annual fee.

Figure 5: Key Informants, HeadTeachers and Percentage of Annual CDF bursary

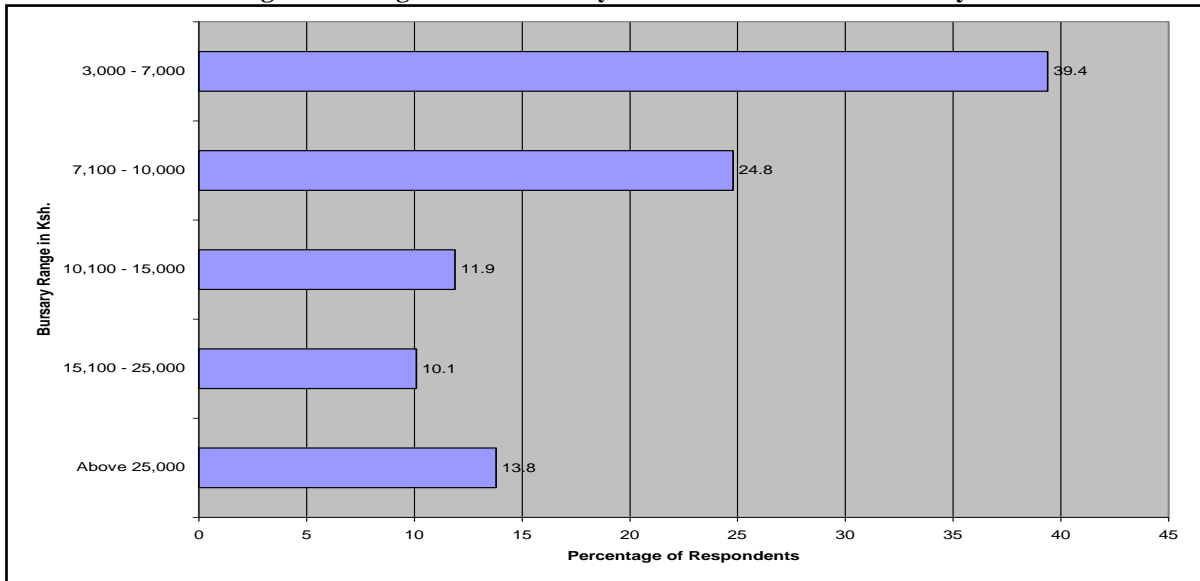


Source: Field Survey, 2008

4.3.7 Heads of Households and Range of Bursary Awarded

Head of households provided information on the amount of bursary received by their households or relatives. Figure 6 provides information on how the household heads stated the range of bursary awarded to their households. The study shows that 39.4% of the households were awarded bursary in the range of ksh. 3,000 - 7,000 per year and concurs with Omondi (ibid) study whose findings revealed that 37.8% of the bursary beneficiaries received between Ksh. 2000 and Ksh. 8000 per year. The study further reveals that 10.1% of the applicants received full bursary in the range of Ksh. 15,100 to 25,000. Those who received over Ksh. 25,000 per year were 13.8% of the households applicants and were either in colleges or national schools. Based on the bursary awards as stated by the households and referring to the national fees guidelines of Ksh. 16,000 and 26,000 per year for day and boarding schools respectively, it is evident that those who are in day schools benefits more than their counterparts in boarding schools. This implies that a student from a poor family who relies on bursary and admitted to a boarding school is more likely to drop out of school if he cannot raise the fee difference.

Figure 6: Range of CDF Bursary Awarded in Gem Constituency



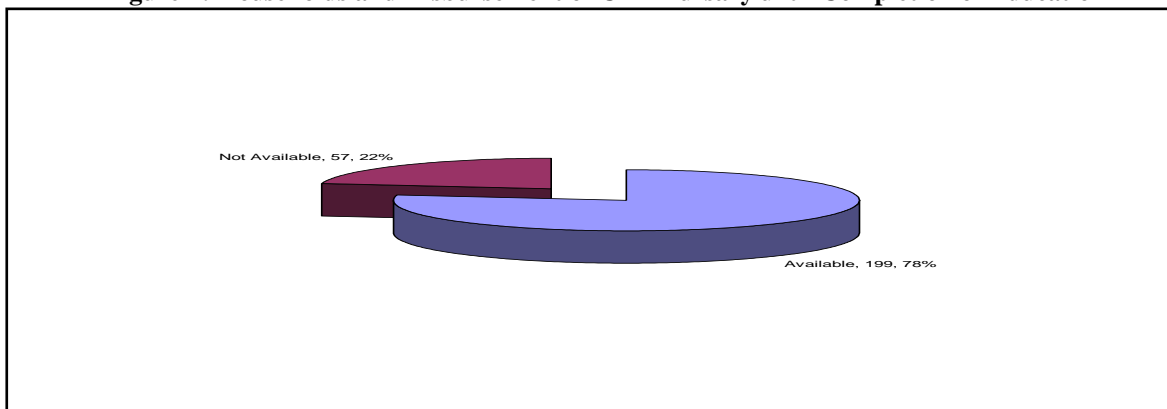
Source: Field survey, 2008

(n=256)

4.3.8 Availability of CDF Bursary until Completion of School

The study determined the availability of CDF bursary until completion of education in order to evaluate the contribution of CDF on education development and its resulting effects on household poverty reduction. The household heads and headteachers stated whether the bursary was available until completion of school. The responses indicate whether CDF contributes to the completion and retention in schools so that the constituency can produce more educated people who have a bearing on the constituency’s poverty reduction strategies.

Figure 7: Households and Disbursement of CDF Bursary until Completion of Education



Source: Field survey, 2008

The study shows that 40% of the fifteen (15) headteachers stated that the bursary is available to the students until completion of their secondary education. It also reveals that 80% of the fifteen headteachers stated that the beneficiaries had difficulty in paying school fees due the socio-economic situation of their parents or guardians. As indicated in figure 7, the study shows that 78% of the household heads stated that the bursary is available until completion of education, 41% said the bursary was discontinued while 4% asserted that the student dropped out of school due to other reasons not related to the school fees. However, non availability of the bursary until completion is partly as a result of annual bursary re-application by the continuing students who are sometimes locked out due to late re-application. This view is supported by 35% of 256 heads of households who confirmed that annual re-application is a requirement for all applicants. This requirement affects the continuing students’ beneficiaries greatly especially those who comes from poor families. Secondly, 40% of 256 heads of households stated that a disagreement between the head of the households and the politicians or any CDF committee member can lead to discontinuation of the bursary as happened to some students. The study further indicates that out of the 24 key informants interviewed, 56.2% stated that the bursary is not available until completion of school. This suggested that some of the deserving students are not able to continue with their

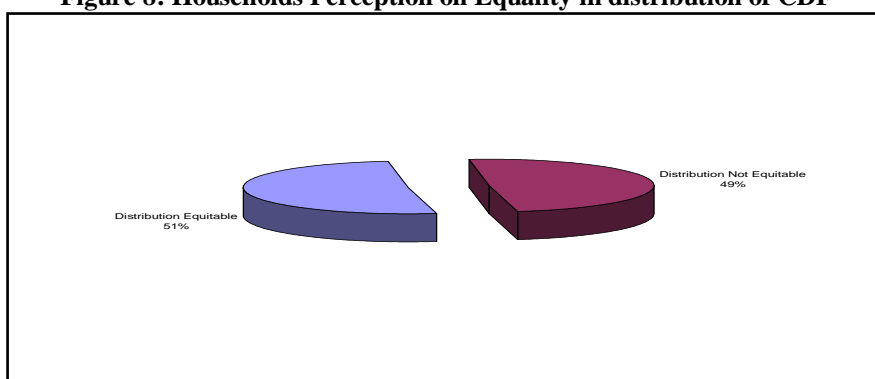
education. Therefore, there is need for change of procedures by the CDF committee to firmly monitor and continue supporting these students.

4.3.9 Equality in Allocation of CDF

In order to further determine the criteria used by the CDF committee for allocation of funds to the constituency's projects and bursary, perception of the heads of households on equality in the distribution of CDF is critical. Equal distribution of the fund across the constituency signifies accountability, excellent targeting of the projects and bursary beneficiaries, equal participation by the community and increased access to education. It also contributes to poverty reduction in the entire constituency as everybody stands to benefit. From figure 8, the study shows that 51% of the 318 household heads stated that there was equality in the distribution of CDF to both projects and bursary in the constituency. The study also indicates that for the 49% of the heads of households who stated that there is inequality in the distribution of CDF in the constituency, cites political factors plays significant role in the identification and funding of CDF projects and bursary. The study also shows that for those who stated that there is equality in the distribution of CDF, 27.1% of 162 heads of households indicated that CDF projects on education are physically visible and are spread across the constituency while children from poor households are able to access education due to improved facilities and reduced school levies.

The study reveals that 90.9% of 24 key informants stated that there is equal distribution of the CDF in the constituency. It shows that among the key informants who asserted that there is equal distribution of CDF in the constituency, 15.6% stated that allocation for projects is done per location while bursary allocation is based on poverty, performance and orphanhood. The rest asserted that a non partisan committee vets all projects proposals and bursary applicant before allocating funds while making sure that each location gets equal amount. The locational development committees plays pivotal role in project identification and prioritization. For the bursary all applicants are considered but the most deserving applicants get more funds. The study shows that among the key informants who asserted that there is inequality in the distribution of CDF in the constituency, 28.1% stated that politicians decided on who benefits from the bursary and which schools are given priority for funding. The study indicates that 80% of 24 key informants asserted that the Member of Parliament never interfered with distribution and funding of projects and bursary in the constituency. This could have contributed to the current Member of Parliament's re-election in the last General Elections. According to Community Watch (ibid), the MPs who never made it back to parliament in Siaya district failed because they had deployed their Sycophants to manage the CDF funds coupled with poor distribution of the projects and bursary. The Newsletter observed that some MPs did little to uplift the living standard of their constituents who still lack adequate access to safe drinking water, food, electricity and good roads.

Figure 8: Households Perception on Equality in distribution of CDF



Source: Field survey, 2008

The study reveals from the foregoing discussions on objective two that the criteria used for allocating CDF to the sponsored projects are good project proposals, poverty incidence, proximity of similar projects and population. For the CDF bursary, the committee considers household poverty, academic performance and orphanhood. The criteria used by the CDF committee for sponsoring education projects in the constituency allowed for participation of most stakeholders especially at the locational development committees where identification and prioritization of projects to be considered for funding is done. The equality in the distribution of CDF in the constituency further confirms proper adherence to the proper allocation criteria.

V. Summary Of Findings, Conclusion And Recommendations

5.1 Introduction

This chapter presents the summary of the study findings, draws conclusions from the findings and provides recommendations for consideration and for further studies on the contribution of CDF on education development and poverty reduction.

5.2 Summary of Findings

The study set to evaluate the contribution of CDF on education development and poverty reduction in Gem constituency, Siaya District. The sources of primary data were heads of households, headteachers and key informants namely the CDF committee members, CDF manager, chiefs and the District Development Officer while the sources of secondary data were mainly the District Education Office Siaya, District development Office, Kenya National Bureau of Statistics Publications, Gem CDF office, internet and other documents both published and unpublished. The findings of the study shows that there are more female headed households and that 68.3% out of the 320 heads of households are subsistence farmers. It also reveals that 63.6% of the households' heads out of 319 have primary education while 20.1% has secondary education.

The first objective of the study was to establish community knowledge of CDF sponsored projects in Gem constituency, Siaya district since its inception in 2003. From this objective, the study shows that knowledge of CDF sponsored projects among households is significant and that knowledge on education projects is more significant than other sectoral projects. The study also reveals that CDF had sponsored 86.3% of the education projects with more projects in primary schools. The study indicates that CDF projects are physically on the ground and that the fund is more on education development. As regards the status of the education projects, the study shows that most of the projects are ongoing but one was abandoned by the contractor. It also indicates that majority of the education projects are mainly construction of classrooms. A physical examination of some education projects shows that the projects reported to have been abandoned by the heads of households are in actual sense ongoing but construction stopped because funds were yet to be released by the CDF headquarters. The study reveals that Project monitoring is done regularly but bursary beneficiaries are never monitored to authenticate their existence in schools and colleges. The study shows that the CDF committee has a project catalogue which is to some extent disorganised to allow for the extraction of information though useful as source of secondary data. Documentary evidence shows that CDF had transformed some schools from pathetic to habitable state. Such schools are Ojwaya and Karuwa Primary in the constituency. The transformation of schools in the constituency has some economic implications on the households. The households are able to spend less on health care since water and sanitation of the schools are improved. Access to education also improved since the pupils would travel less distance to schools instead of the previously travelled long distances in search of better schools. The cost of transport to education institutions may have dropped as the use of bicycles to schools by the students and pupils might have gone down to save on cost of repairs and spares.

The second objective was to determine the criteria used by the CDF committee in allocating CDF to the sponsored projects and bursary in Gem constituency, Siaya District. From this objective, the study shows that heads of households, key informants and headteachers do not consider politics as significant criteria for allocation of CDF to the sponsored projects. The study reveals that the key informants cited the criteria CDF committee uses for allocation of funds to projects as project proposals submitted to the committee, proximity of similar projects, population of the school and the school catchments area. The study reveals that headteachers sometimes make direct request to the CDF committee for funding of their projects while some of the projects are proposed at the locational committee meetings. The headteachers further indicate that poverty incidence of the community living around the school is a criteria the committee uses for sponsoring projects.

The study shows that the significant criteria CDF committee uses for disbursement of the bursary which all respondents concur with are household poverty, academic performance and orphanhood. The study reveals that the bursary awarded is either 50% or less of the total annual fee charged by the schools. The study shows that in some cases, the bursary is not available until completion of education since some students are locked out due to late submission of application forms. In order to further determine the criteria used by the CDF committee in allocation of CDF to the projects and bursary, perception and attitude of respondents on whether there is equal distribution of CDF in the constituency is critical. The study shows that equality in the distribution of the fund is observed since each location benefits from CDF. The benefits resulting from development of schools by CDF makes household real incomes to be raised.

5.3 Conclusion

The following conclusions were made from the study findings;

The first objective was to establish community knowledge of CDF sponsored projects in Gem constituency, Siaya District. From the objective, the study concludes that community knowledge on CDF

sponsored education projects in Gem constituency is significant since 94.7% of the heads of households have knowledge of education projects sponsored by CDF. The significant knowledge of education projects implies more education facilities which contribute to lowering the classroom congestion experienced in schools when free primary education was introduced in 2003. However, the non computerization of the project catalogue hampers easy access to CDF sponsored projects for extraction and verification. Knowledge on other CDF sponsored projects such as health, agriculture and roads among others were insignificant suggesting that CDF targeted mainly education sector

The second objective was to determine criteria used by the CDF committee in allocating funds to the sponsored projects and bursary in Gem constituency, Siaya District. From the objective, the study concludes that the significant criteria CDF committee uses to allocate funds to the sponsored projects are good proposals, proximity of similar projects, population of the school and poverty incidence of the community living around the schools catchments area while the bursary allocation criteria is based on household poverty, academic performance and orphanhood. This suggests that to some extent, the CDF committee adopts professionalism in the identification and allocation of CDF to the projects and bursary in accordance with the CDF laws on regulations and guidelines contained in the CDF Act 2003 and amendment Act 2007. The study concludes that poor households also benefits from the bursary and therefore are able to make savings from expenditure meant for education development and fees. The savings made can be used for the purchase of other basic needs such as health care, clothing, shelter and food. The study further concludes that continuing student's re-application for the bursary hampers their continuation with education since some students are locked out due to late re-application. The study concludes that such students can easily dropout from school or colleges since the law does not give guidelines on how CDF bursary should be disbursed.

5.4 Recommendations

In light of the findings, the study has the following recommendations:-

From the first objective, the study recommends that there is need for CDF committee to significantly sponsor projects on the production sector of agriculture, infra-structure and health sector since knowledge on CDF sponsored projects in these sectors is insignificant. Also, there is need for computerization of the project catalogue so as to capture all projects and bursary recipients for easy monitoring and evaluation of the projects. From objective two, CDF committee to some extent follows the procedures for allocation of CDF to the sponsored projects and bursary beneficiaries. However, there is need to consider the number of family members attending secondary education and institutions of higher learning as one of the criteria used for awarding bursary to household members. There is also need to abolish the re-application of the continuing students for the bursary award as a criterion and instead adopt a system where continuing students are awarded the bursary until completion of their education as is the case with some constituencies such as Rongo in Rongo District. The study recommends that there is need for CDF law to give guidelines on how CDF bursary should be allocated to the beneficiaries.

References

- [1]. Ayacko, A.B, (1995); Siaya District Farmers Groups and Community Support Project (FGCSP) Baseline Survey. Rural Planning Division, Office of the Vice President and Ministry of Planning and National Development, Nairobi.
- [2]. Cochran, W.G, (1977); Sampling Techniques, third edition Wiley Series in Probability and Mathematical Statistics-Applied. New York, USA
- [3]. Community Watch, April 2008; Fate of 150 Ugenya Bursary Beneficiaries hang in Balance. Legislators on Focus over CDF formation. IssueNo. 2Gay, L.R (1987); Educational Research Competence for Analysis and Application. Ohio Merill Publishers Company.
- [4]. Gay, L.R (1987); Educational Research Competence for Analysis and Application. Ohio Merill Publishers Company.
- [5]. Institute of Economic Affairs, (2006); Kenyans' Verdict: A Citizens Report Card on the Constituencies Development Fund (CDF). IEA Research Paper Series No.7 Kenya National Commission on Human Rights (KNCHR). Published by Institute of Economic Affairs, Nairobi, Kenya.
- [6]. Kenya Anti-Corruption Commission, (2007); National Corruption Perception Survey. Directorate of Preventive Services. Integrity Centre, Nairobi, Kenya.
- [7]. Kilonzo, S.M, (2005); World Vision Kenya (WVK) and Community Development in Kisumu District. A Thesis Submitted in Partial Fulfilment for the Degree of Master of Arts in Religion, Maseno University, Kenya.
- [8]. Manda, D.K; Mwabu, G; Mwangi, S.K; Kimalu P, (2001); A Review of Poverty and Antipoverty Initiatives in Kenya. Social Sector Division, Discussion Nairobi- Kenya.
- [9]. Mapesa, B.M and Kibua (2006); An Assessment of the Management and Utilization of the Constituency Development Fund in Kenya. Discussion Paper No. 076/2006, Institute of Policy Analysis and Research, Nairobi, Kenya.
- [10]. Mugenda, O.M and Mugenda, A.G (Revised 2003); Research Methods-Quantitative and Qualitative approaches. African Centre for Technology Studies (ACTS) Press, Nairobi, Kenya
- [11]. New Look Gem, CDF Magic, 2007; A Newsletter for the Constituency Development Fund. Published by Alwan Communications Ltd, Nairobi.
- [12]. Ochieng D.O, (2005); Strategy Implementation and its Impact on Performance: A Case Study of Kenya Revenue Authority. A Research Project Submitted in Partial Fulfilment of the Requirements for the Master of Business Administration Degree. The School of Business and Management. Moi University, Kenya

- [13]. Odebero, O.S, (2001); Bursary as a Method of Financing Secondary Education in Kenya: A case study of Busia District. A Research Proposal Submitted for Partial Fulfilment of the Requirement for the Degree of Master of Philosophy in Planning and Economics of Education, Maseno University, Kenya.
- [14]. Odhiambo, PSO (2005); Influence of Formal Education on Income of the Self- Employed in the Fishing Industry in Kisumu District, Kenya. A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Education in Planning and Economics of Education, Maseno University.
- [15]. Omondi, T.B (2007); Constraints to CDF Bursary Allocation to Secondary School Students in Siaya District. A Research Project Submitted to the School of Education and Human Resource Department of Education Administration Planning and Curriculum Development in Partial Fulfilment of the Requirement for the Degree of Master of Education, Kenyatta University
- [16]. Orodho, (2005); Techniques of Writing Research Proposal and Report. Kanenzj HP Enterprises, Nairobi.
- [17]. Republic of Kenya, (2001); Siaya District PRSP Consultation Report- For the Period 2001-2004. Ministry of Finance and Planning, Nairobi Kenya.
- [18]. Republic of Kenya, (2003); Kenya Citizen Report Card on Service Delivery: Are Services being Delivered to the Poor. Human Resources and Social Services and the Central Bureau of Statistics, Ministry of Planning and National Development.
- [19]. Republic of Kenya, (2005); Implementation of the National Monitoring and Evaluation System; Methodology and Operational Guidelines. Ministry of Planning and National Development, Nairobi Kenya.
- [20]. Republic of Kenya, (2008); Constituency Report on Well-being in Kenya. Kenya National Bureau of Statistics, The Regal Press Kenya ltd, Nairobi.
- [21]. Republic of Kenya (2006) -District Annual Monitoring and Evaluation Report (DAMER); District Development Office, Siaya, Ministry of Planning and National Development.
- [22]. Republic of Kenya, (2007); Nyamira District Annual Monitoring and Evaluation Report 2006/07(DAMER). District Development Office, Nyamira , Ministry of Planning and National Development, Nairobi Kenya.
- [23]. Republic of Kenya, (2007); Basic Report, Kenya Integrated Household Budget Survey-2005/06. Kenya National Bureau of Statistics, Ministry of Planning and National Development. The Regal Press Kenya ltd, Nairobi, Kenya.
- [24]. Wachiye, H.J, (2005); Equity and Access to University Through HELB Loans in Bungoma District, Kenya. A Thesis Submitted in Partial Fulfilment of Requirements for the Award of a Master of Education degree in Planning and Economics of Education, Department of Educational Management, Faculty of Education, Maseno University, Kenya.
- [25]. Wanjiru, G., (2008); The CDF Social Audit Guide. A Hand Book for Communities Popular Version, Open Society Initiative of East Africa, OSIEA Nairobi