

TITLE: ANALYSING THE IMPLEMENTATION PROCESS OF CDF EDUCATIONAL PROJECTS IN THE PROVISION OF EDUCATIONAL SERVICES IN SINAZOGWE CONSTITUENCY

(Conference ID: CFP/238/2017)

AUTHOR: ZELU WYSON KAFUNDA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCE.

INFORMATION AND COMMUNICATION UNIVERSITY

LUSAKA, ZAMBIA zkafunda@gmail.com mobile: +260977793260

KEY WORKS: ANAYSING, CDF, EDUCATION, PROJECTS, IMPLEMENTATION, PROCESS

ABSTRACT

Constituency Development Funds (CDFs) are a common way of financing micro projects in communities. They are funds gotten from the central government treasury and disbursed to local governments who are given jurisdiction over the use of those funds for community developmental works. The purpose of the study was to analyze the implementation process of constituency development funded projects on the provision of education services in Sinazongwe constituency. The study involved use of both descriptive and exploratory studies for triangulation purposes. Structured questionnaires were used to collect quantitative data while Focus Group Discussions (FGDs) were used for qualitative data collection. A total of 50 respondents were selected using multistage random sampling and purposive sampling. Descriptive analysis techniques were used for the analysis of quantitative data while content analysis was used for the analysis of qualitative data. The study revealed that CDF construction projects were very rarely completed on time and that a lot of challenges were faced during the implementation of the CDF projects including limited community participation, late disbursement of funds and construction materials as well as inadequate awareness on CDF guidelines. Beneficiary communities and district technocrats were generally known to participate. Projects were very rarely completed on time while the quality of completed projects left much to be desired. The study recommended for inclusive and enlightened participation by community members and all key stakeholders.

1.0 INTRODUCTION

1.1 Background Information

Constituency Development Funds (CDFs) are a common form of funding micro projects in the community (Economic Association of Zambia (EAZ), 2011). It is widely accepted that Constituency Development Funded Projects would bring about adequate development and reduce poverty in communities (EAZ, 2011). Zambia adopted the use of CDF for community projects in 1995 following ratification by parliament (PMRC, 2015). Currently Zambia releases ZMW 1,400,000 per constituency, including Sinazongwe, per year to carry out micro projects in an endeavor to reduce poverty (PMRC 2015). There are clearly spelt out guidelines on implementing Constituency Development Funded projects to follow if there is to be effective and efficient implementation of CDF projects (ibid). Ministry of Local Government and Housing (MLGH) offer technical support through their employee technocrats (MLGH, 2016; PMRC, 2015). In addition, the constituency development funded projects are implemented with the technical support of the DDCC planning unit (MLGH, 2016). At grass root level, there is also a committee called the Constituency Development Committee (CDC) (ibid). The CDC comprises of the Area Member of Parliament (MP), 2 councilors elected by the constituency councilors; 1 director of works official from council and 4 members from the civil society (EAZ, 2011).

1.2 Statement of the problem

Sinazongwe district has one constituency and receives its share of CDFs for community development projects. The current amount for each constituency is ZMW 1,400,000 and it has been growing in amounts with the passing years (PMRC, 2015). If correctly implemented, CDF projects are expected to reduce poverty and generally improve the living conditions of constituency populace (MLGH, 2016). Some of the notable sectors targeted for use of CDFs include the education and health sectors; the water and sanitation sector; and the agricultural sector among others (ibid). There are clearly set out guidelines on how CDF projects should be implemented. However, there have recently been audits specifically done on CDFs indicating the need to know how efficient and effective the funds were being used (PMRC, 2011). The frequent audits on CDF projects may indicate lack of adherence to those guidelines. In Zambia and Sinazongwe constituency in particular, there has been limited research on CDF implementation process (Chibomba, 2013). There is need to know if the huge amounts of funds gotten from the central treasury are actually used according to the set rules on CDF projects. This research shall analyze the implementation process of CDF Educational projects to help come up with more efficient and effective ways of implementing those projects. .

1.4 Research Objectives

1.4.1 General Objective: The general objective of the study was to analyze the implementation process of constituency development funded educational projects on the provision of education services in Sinazongwe constituency.

1.4.2 Specific Objectives

The following were the specific objectives of the study:

- (i) To investigate whether or not constituency development funded projects for school infrastructure are completed according to schedule in Sinazongwe constituency
- (ii) To identify challenges faced by constituency development committees in effective implementation of constituency development funded projects for school infrastructure in Sinazongwe constituency.
- (iii) To assess if the CDF Education projects' implementation process was in line with the CDF guidelines in Sinazongwe constituency

1.5 Research Questions

- (i). Do the constituency development funded projects' implementation for school infrastructure complete according to schedule in Sinazongwe constituency?
- (ii). what are the challenges encountered in implementing constituency development funded projects for school infrastructure in Sinazongwe constituency?
- (iii). Has the implementation process for CDF educational projects been in accordance with the set CDF guidelines in Sinazongwe constituency?

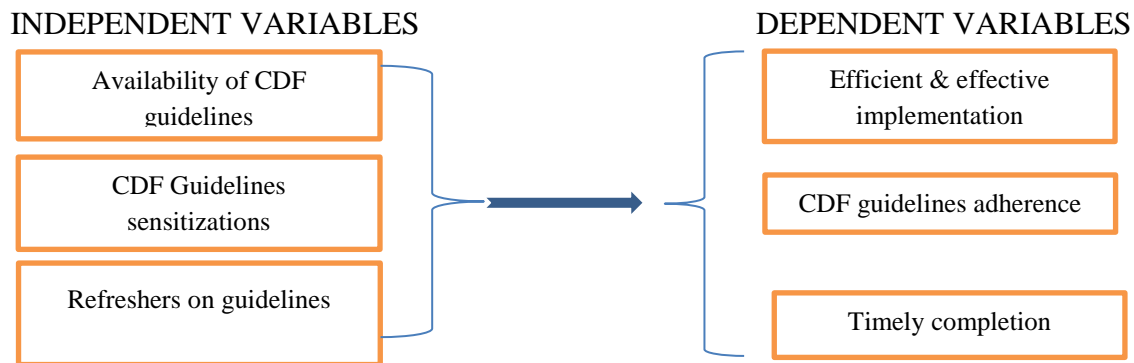
1.6 Purpose of the Study

The purpose of the study was to analyze the implementation process of the constituency development funded projects in the provision of education services in Sinazongwe constituency. The study was necessary as a lot of funds had been pumped into educational infrastructure projects but it had never been ascertained if the projects were being implemented in line with the set CDF projects' guidelines. The CDFs comprised a significant part of the national budget and therefore it was important to assess how effective and efficient it was being used.

1.7 Research Variables

The study identified some independent and dependent variables in the following conceptual framework.

1.8 Conceptual Framework



From the above outlined conceptual framework two sets of variables have been identified. On the left side of the framework are independent variables comprising of availability of CDF guidelines; sensitizations of CDF guidelines and refreshers on CDF guidelines. These variables are independent because they do not vary in value or magnitude through the changing of other variables called dependent variables.

On the right side of the conceptual framework are the dependent variables. The identified dependent variables of the study include efficient and effective implementation; improved adherence to guidelines and timely completion of projects.

1.9 Scope of the study

The study was undertaken from Sinazongwe constituency under Sinazongwe district in the Southern Province of Zambia. The study mainly involved looking at implementation process of the constituency development funded projects and determining the efficiency and effectiveness of the projects' implementation processes.

2.0 Chapter 2: Literature Review

This section gives the literature review by looking at past studies from the global level to the regional level and then to Zambia and Sinazongwe District where possible.

2.1 Global perspective

On the global level, Baskin (2010) did a study on Constituency Development Funds (CDFs) as a tool of decentralization. Baskin (2010) acknowledges that CDFs have been growing as a diverse set of countries including Kenya, Pakistan, India, Uganda, Bhutan, Jamaica and Papua New Guinea. The studies focus was on the government spending money through political subdivisions where by members of parliament are able to influence expenditure divisions in their

constituencies. The involvement of local communities on the CDF expenditure process is acknowledged as a good procedure.

2.2 Regional Perspective

On the regional level, Kimani (2009) reports on the study he undertook on best practices in constituency development funds. The study focused on some of the notable best practices on the use of constituency development funds (CDFs) in the region. He reports on what happened in the various constituencies in Kenya during the use of constituency development funds.

Another regional level study was undertaken by Nyanguti & Oyugi (2013) who looked at the influence of community participation on successful implementation of constituency development funded projects in Kenya: A case study of Mwea constituency. This was a descriptive study whose general objective was to assess the influence of community participation on successful implementation of CDF projects. The study under review concludes and emphasizes on the importance of effective community involvement for successful project implementation. This study by Nyanguti and Oyugi (2013) had similarities with the current study in that it was also dealing with the CDF project implementation process. The other similarity was on the involvement of the community in the CDF project implementation processes. However, the major difference with the current study was that while the reviewed study was only looking at the involvement of community, the current project looked at community involvement and other aspects of the CDF project implementation processes such as levels of awareness and adherence to CDF project guidelines

2.3 National perspective and establishing knowledge gap

On the national level, the Economic Association of Zambia (2011) reports on the study on the impact of the Constituency Development Funds in Zambia in general. The study cites examples of CDF projects in some districts and Sinazongwe district was left out. The study focuses on the impact of CDF projects by looking at the implementation process and the state of most constituency development funded projects in Zambia.

Another national level study was conducted by Chibomba (2013) who researched on the constituency development fund as a tool for development: a case study of Katuba constituency. The objective of that study was to establish the effectiveness of CDF as a tool for community development. That study was qualitative in nature which also focused on the implementation process to assess the effectiveness. The study was carried out in Katuba constituency in central province of Zambia.

From all the studies cited above none was specific to Sinazongwe district. While some focused on the use of constituency development funds, this study focused on both the funds and the

funded projects' implementation processes. The gap was that the current research had not been done purely in Sinazongwe constituency itself. Even the one done in Katuba was done using qualitative methods which involved non-probabilistic sampling methods. The study used a mix of qualitative and quantitative approaches to ensure a balance as earlier alluded to.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This research study involved a mix of descriptive and exploratory research designs to allow for a well-balanced study (Johnson & Onwuegbuzie, 2004). The descriptive part of the study attempted to give a clear and factual status of the CDF projects and how they had impacted the lives of people in Sinazongwe constituency. The design was also an attempt to describe and explain how implementing constituency development funded projects had a positive impact in the education system in Sinazongwe constituency. On the other hand the exploratory study helped the research to gain deeper insights into the causal relationships of the various factors affecting the success of constituency development funded projects (Kothari, 2004). Therefore the research study was both quantitative and qualitative in nature.

3.2 Target Population

The study was done in Sinazongwe district of the Southern Province in Zambia. Sinazongwe constituency has fourteen (14) wards from where five (5) wards were sampled. Six (6) Area Development Committee members were targeted from each sampled ward. The study involved key informants that included five (5) councilors, eight (8) teachers from Constituency Development Funded schools; three (3) Ministry of Education District officials; and four (4) officers from MLGH under Sinazongwe district council. That led to a total target of 50 respondents in this study.

3.3 Sample size

The study involved fifty (50) respondents.

3.4 Sampling technique

The quantitative part was a descriptive study involving a multistage sampling technique. The multistage sampling techniques involved use of simple random sampling to select five (5) wards from the total of fourteen (14) on the first stage and use random sampling to select 6 respondents from the total of ten (10) WDC members. The resulted in having thirty (30) respondents.

The qualitative part was an exploratory study that involved purposive sampling technique when key informant groups were picked to come up with twenty (20) respondents.

3.5 Instruments of Data Collection

Structured questionnaires were administered to the sampled respondents for the quantitative part while Focus Group Discussions through interview guides were used for the qualitative part of the study. The use of focus group discussions in the qualitative part of the study helped with validating the data collected from the quantitative part of the study (triangulation).

3.6 Data analysis techniques

The study involved use of the descriptive analysis tools for the quantitative part. Those descriptive tools helped to describe, create descriptive frequency tables and charts; and analyze data using graphs. On the qualitative part, the study involved use of content analysis to help categorize data obtained (Hsieh & Shannon, 2005). The content analysis helped to come up with themes arising, as well as interpreting data and obtaining meanings (ibid).

3.7 Ethical considerations

Before embarking on the study, necessary approvals from relevant authorities were sought. Such relevant authorities included the Council Secretary, District Education Board Secretary (DEBS) and sampled respondents themselves so that they give consent to the administration of questionnaires and administering of FGDs.

4.0 RESEARCH FINDINGS

4.1 CDF Educational Projects' Completion Schedules

Table 4.1.1: Tabulation of timely completion

Timely completion	Frequency	Percentage	Cumulative
Always	1	3.33	3.33
Never	6	20.00	23.33
Sometimes	12	40.00	63.33
Very often	2	6.67	70.00
None Applicable	9	30.00	100.00
Total	30	100.00	

Source: Field Data

Table 4.1.1 above shows that 9 out of the 30 respondents representing 30 % indicated that the question was none applicable while the other 21 gave the responses as indicated. From the above

table, only 1 out of 30 respondents representing 3.33 % reported that the CDF educational projects were completed on time. 6 out of 30 respondents representing 23.33 % reported that the CDF educational projects were never completed on schedule. 12 out of 30 respondents representing 40 % reported that sometimes the CDF educational projects were completed on time. The remaining 2 out of 30 respondents representing 6.67 % reported that CDF educational projects were very often completed on time. From the above reports, it is clear that most respondents felt that the CDF educational projects were not completed according to schedule.

From the Focus Group Discussions (FGDs) all the groups for council officials, DEBS officials, Councilors and beneficiary school officials agreed that construction projects were not being completed according to schedule.

4.2 Challenges faced when implementing CDF Educational Projects

The reported challenges with the highest frequency were the delays in materials and CDF disbursement while the other was that of receiving less quantity of materials than that budgeted for by the ward. The delay in the disbursement of materials and CDF funds explains why it was very rare that the CDF education projects were completed according to schedule. The challenge with the second highest number of responses was that of not involving the community on materials' purchases which stood at 7 out of 19 respondents. The respondents were not encouraged to see materials being purchased without involving any member from the community leadership. They felt it reduced a sense of ownership on the part of community members. That did not encourage the community to participate in other areas they were asked to participate. There were three other reported challenges by 4 respondents out of the total 19 respondents. Such challenges included not involving community in selecting the contractor; giving allowances to government officials only while the community officials were denied for similar roles played; and inadequate supervision of the contractor. The inadequate supervision by the contractor also partly explains the reasons for late completion of CDF educational projects. The issue of not involving the community in selecting the contractor and not giving community leaders allowances may be down to issues of ignorance on the CDF guidelines. See section on the number of respondents reported to be knowledgeable on the guidelines. One other challenge was that it was difficult to access water in some areas.

4.3 The Implementation Process and Procedures of CDF educational projects in Sinazongwe Constituency

4.3.1 Community Participation in CDF Education projects

Table 4.3.1.1: Tabulation of community participation

Community Participation	Frequency	Percentage	Cumulative
No	1	3.33	3.33
Yes	20	66.67	70.00
None Applicable	9	30.00	100.00
Total	30	100.00	

Source: Field Data

Table 4.3.1.1 indicates that 20 out of 30 respondents representing 66.67 % reported that the community was participating while only 1 out of 30 respondents representing 3.33 % reported that the community did not participate in the implementation of CDF Educational projects. The remaining 9 out of 30 respondents representing 30 % did not give a response on this issue.

4.3.2 Participation by District Officials

Table 4.3.2.1: Tabulation of Participation of District Officials

Participation of District Officials in M & E	Frequency	Percentage	Cumulative
No	1	3.33	3.33
Yes	20	66.67	70.00
Not participate	9	30.00	100.00
Total	30	100.00	

Source: Field Data

Table 4.3.2.1 above shows that only 1 out of 30 respondents representing 3.33 % reported that district officials were not involved in monitoring CDF educational projects. 20 out of 30 representing 66.7 % reported that district officials were involved in monitoring CDF educational projects. 9 out of 30 respondents representing 30 % did not respond to this question.

From the Focus Group Discussions (FGDs), all the groups from the Councilors, DEBS officials, and Beneficiary school officials indicated that there were monitoring activities conducted by district officials. However, the councilors felt it was very rare that the district officials went for those monitoring visits for CDF educational projects. The major difference from the FGD reports came on who was part of those educational CDF projects' monitoring visits. While the Council officials were indicating that they involved District Educational Board (DEB) officials in doing monitoring visits, the DEB officials and the beneficiary school officials reported that the council officials were going without DEB officials.

Table 4.3.2.2: Tabulation of Frequency of District M & E visits

Frequency of District M & E visits	Frequency	Percentage	Cumulative
Annually	2	6.67	6.67
Monthly	2	6.67	13.33
Quarterly	13	43.33	56.67
Semi annually	3	10.00	66.67
Not Participate	10	33.33	100.00
Total	30	100.00	

Source: Field Data

Table 4.3.2.2 above shows that 13 out of 30 respondents reported that the district officials visited the CDF educational project sites quarterly. 3 out of 30 respondents representing 10 % reported that the district officials monitored the projects semiannually. 2 out of 30 respondents representing 6.67 % reported that the district officials visited the CDF projects sites for monitoring annually. 2 other respondents also reported that the district officials visited the project sites for monitoring monthly. 10 out of 30 respondents representing 33.33 % did not give a response to this question.

Through the FGDs, both the DEBS officials, beneficiary school officials and the council officials reported that the district officials went for CDF educational projects' monitoring visits quarterly. They however also indicated that there were times when the period went beyond a quarter.

Table 4.4.1: Tabulation of Community Awareness on CDF Guidelines

Community awareness on CDF guidelines	Frequency	Percentage	Cumulative
No	16	53.33	53.33
Yes	14	46.67	100.00
Total	30	100.00	

Source: Field Data

Table 4.4.1 above reveals that out of the 30 selected respondents 16 representing 53.33 % reported not being aware of the CDF guidelines. 14 out of 30 respondents representing 46.67 % reported being aware of the CDF guidelines.

From the FGDs, it was observed that there had not been awareness raising meetings on CDF guidelines. Even the Council officials who were the custodians of the CDF guidelines reported that the awareness meetings had not been held. The DEB officials, beneficiary school officials and the councilors also reported that they were not aware of the CDF guidelines.

Table 4.4.2: Tabulation of Adherence to CDF guidelines

Adherence to CDF guidelines	Frequency	Percentage	Cumulative
No	8	26.67	26.67
Yes	13	43.33	70.00
Not Participate	9	30.00	100.00
Total	30	100.00	

Source: Field Data

Table 4.4.2 above reveals that 8 out of 30 respondents representing 26.67 % reported that there was no adherence to CDF guidelines when implementing the projects. 13 out of 30 respondents representing 43.33 % reported that there was adherence to CDF guidelines when implementing the CDF educational projects. 9 out of 30 representing 30 % did not respond to this question.

From the FGDs, the Council officials reported that there was 85 % adherence to CDF guidelines. Other groups were not sure of CDF guidelines as they had not been availed with the guidelines at the time of the FGDs.

Table 4.5.1: Tabulation of Adherence to Quality Standards

Whether quality standards followed	Frequency	Percentage	Cumulative
No	10	33.33	33.33
Yes	11	36.67	70.00
Not participate	9	30.00	100.00
Total	30	100.00	

Source: Field data

Table 4.5.1 above shows that 10 out of 30 respondents representing 33.33 % reported that the quality standards were not being followed when implementing CDF educational projects. 11 out of 30 respondents representing 36.67 reported that quality standards were being adhered to when implementing CDF educational projects. 9 out of 30 representing 30 % did not give their view on the matter.

The FGDs revealed that while the Council official reported about 90 % adherence to quality standards, the DEB officials indicated that there was 75 % adherence to quality standards. The beneficiary school reported that there was some poor workmanship in some areas.

5.0 DISCUSSION OF RESEARCH FINDINGS

5.1 CDF Educational projects' Completion Schedules

The majority of the respondents did not think CDF educational projects were being completed according to schedule. In fact, only one respondent reported that CDF educational projects were being completed according to schedule. EAZ (2011) agrees with the view of delayed project implementation when they point out that the involvement of the Member of Parliament (MP) in the CDF projects' implementation tend to cause delays.

5.2 Challenges faced when implementing CDF Educational Projects

The findings on challenges faced during CDF educational projects' implementation indicate that the two most prominent challenges are delays in CDF / materials disbursement and purchasing fewer quantities of materials than those proposed from the ward committees. EAZ (2011) does not agree with the view that the said two reported challenges. On the contrary, EAZ reports the undue influence by Members of Parliament in the implementation process as a major challenge. Surprisingly, this study did not even report the influence of MPs as a major challenge. In Sinazongwe the MP was then a Cabinet Minister and probably did not have time to be dealing

with issues of CDFs. However, the respondents in the study felt that the delays in CDF disbursements as well as the purchasing of fewer quantities of materials posed serious challenges in the smooth implementation of CDF education projects.

The second most prominent challenge reported was the issue of not involving the community in materials. The respondents who were Ward Development Committee (WDC) members felt involving community members in the procurement process would help enhance transparency and accountability. However, the CDF projects' guidelines place the responsibility of purchasing on the local government officials (MLGH, 2016). Therefore this could be an issue of ignorance as very few people are well aware of the contents of the CDF guidelines (EAZ, 2011).

The third reported most prominent challenges faced when implementing CDF education were three. Those included not involving community on selecting contractors; giving allowances only to government officials and not community ones for similar roles; as well as inadequate supervision of contractors. All the three challenges reported by many respondents all point to issues of ignorance on CDF guidelines by the respondents. The CDF guidelines do not provide for what the respondents identified as challenges. The reported challenges of the current study are not in line with those revealed by EAZ (2011) or even Tshangana (2010). In addition both EAZ (2011) and Tshangana (2010) report corrupt malpractices as a major challenge while the current study reports such a challenge as being reported by very few respondents.

5.3 The Implementation Process and Procedure of CDF Education projects in Sinazongwe Constituency.

5.3.1 Community Participation in CDF Educational Projects

The current study reveals that most respondents reported that community members were participating in the implementation process of CDF educational projects. EAZ (2011) agrees with this when they report that the community was participating in CDF projects in various ways. Community members are willing to participate at various levels. Some of the groups that participate involve Parent Teachers Associations (PTAs), Religious leaders, Councilors and Traditional Leaders. The CDF guidelines provide for the participation of community members or structures in the implementation of CDF projects (EAZ, 2011).

5.3.2 Participation by District Officials

The current study reports that district officials were involved in the monitoring of CDF Educational projects in Sinazongwe constituency. The majority of the respondents reported that they were aware of District officials who were visiting the projects site for monitoring the projects. This is in line with EAZ (2011) who point out that the district technocrats who are the members of the DDCC and the officials from the Local Government were involved in various

aspects of the CDF projects' implementation processes. However, EAZ (2011) adds that there are some levels of frustration on the part of district technocrats due to political influence by politicians during the projects' implementation processes. The current study also observes that there is a skewed representation of district officials going for monitoring of activities as key staffs from important sectors like DEB office are sometimes reportedly left out. EAZ (2011) also agrees with this finding when they point out that Council officials sometimes carry out activities under education without consultation with officials from DEB office.

5.3.3 Frequency of Monitoring visits by District Officials

The current study indicates that the majority of respondents reported that the Monitoring and Evaluation visits by District stakeholders were being done quarterly. However, this is not in line with the MLGH (2016) which stipulates that there should be monthly monitoring of projects' implementation while reports should be written and submitted to the MLGH officials quarterly.

5.3.4 Community Awareness of CDF Guidelines

The current study indicates that 53.33 % of the respondents reported not being aware of the CDF projects' guidelines. Most key stake holders, including one beneficiary school, also indicated that they were not aware of the guidelines. The Council officials also indicated that they had not done much to help raise awareness on CDF projects guidelines. EAZ (2011) also agrees with this view on lack of awareness on CDF by community when they report that in their study 62 % of the people interviewed expressed ignorance on CDF guidelines.

5.3.5 Adherence to CDF guidelines

The current study indicates the 43 % of the 30 respondents reported that the CDF guidelines were being adhered to. This means even some of those who reported not to be aware of CDF guidelines were among those who felt that the guidelines were being adhered to. However, EAZ (2011) disagrees with this finding when they point out that the CDF implementation process involved flouting a lot of rules in the guidelines. The flouting of rules is cited as a major reason for the poor workmanship and quality of projects implemented. The next section discusses more of quality of projects implemented.

5.3.6 Adherence to Quality Standards during CDF projects' Implementation

The respondents who reported that there was adherence to quality standards were slightly higher than those who said that there was no adherence. The key stakeholders reported that although adherence to quality standards, was not at 100 %, the level of quality was close to what was expected. EAZ (2011) does not agree with this view when they indicate that there is poor quality of CDF projects because of none adherence to CDF guidelines. There is vested interest by political players who influence most decisions made in the implementation processes.

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.2 Conclusions

Sinazongwe constituency has been able to implement a lot of educational related projects. On consultation with the Sinazongwe District Council officials, it was revealed that up to 80 % of CDF projects fall under the education sector. Therefore the expectations were that CDF educational projects were having great impact in the constituency.

The type of reported CDF educational projects included class room blocks, school toilets, class room desks and teachers houses. Those infrastructures led to increased school enrollment and retention as well as motivation for both teachers and pupils. Teachers were motivated to have houses near their schools as well as offering lessons in a conducive environment. Pupils were also motivated for learning in a conducive environment. The result was improved class performance for pupils. Ultimately it is expected that there will be improved literacy levels for the community members.

There was reported community participation through projects identification, upfront materials provision and provision of unskilled labour during the construction process. However, the general feeling was that the participation by community members was less than desirable due to inadequate awareness of CDF guidelines. The respondents and some of the key informants talked to expressed ignorance about the content of the CDF guidelines. The resulting inadequate participation by community members could have resulted in less than desirable impact of CDF educational projects in Sinazongwe constituency.

There has generally been monitoring of CDF educational projects by district officials mostly on a quarterly basis. Sometimes the monitoring went beyond the quarter but the district officials were striving for quarterly monitoring of projects. On critical analysis of the CDF guidelines, it was noted that the monitoring of projects should be on a monthly basis while the writing of reports and submission to the Ministry of Local Government and Housing is what should be on a quarterly basis. In addition, it was observed that the monitoring process by district officials was omitting key technical staff from the ministry of Education DEB office. This could have led to the reported less than desirable adherence to quality standards and in turn poor quality structures. That also has been leading to reduced impact of CDF educational projects on communities.

The study revealed that most educational CDF educational projects were not completed on time. Inadequate participation by both community and district officials could have resulted in projects not being completed on time. The study also indicates that the construction materials and CDFs were generally being disbursed lately. That also led to the reported untimely completion of CDF educational projects.

6.3 Recommendations

1. Increase awareness on CDF guidelines to key stake holders for improved community and district participations. Raising awareness would also help improve the adequacy of participation and clear some misunderstandings.
2. The district council should continue hastening the process of disbursing CDFs and construction materials to help complete the construction projects on time.
3. Monitoring visits to projects should involve all relevant stake holders. For CDF educational projects, the technical staff from Ministry of Education (MoE) DEB office should always be included in the team making monitoring visits for their required technical inputs.
4. A system should be devised to ensure transparency of the procurement processes for materials. That would also help clear misunderstandings and enhance adequacy in participation.
5. There is need for monthly monitoring of construction CDF educational projects as a way of enhancing timely completion of projects.
6. Elected councilors and Ward Development Committee members should be made aware of CDF guidelines and should be made to be in charge of all projects taking place in the wards.
7. There should be regular CDF guidelines awareness raising meetings. This would help ensure that key stake holders who come on board at different times are made known of the CDF guidelines thereby avoiding gaps of knowledge on guidelines.

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