AN INVESTIGATION OF THE ROLE OF STAKEHOLDERS PARTICIPATION IN COMMUNITY DEVELOPMENT FUNDED PROJECTS: A CASE OF BELGUT CONSTITUENCY, KERICHO COUNTY.

BY

NG'OTWA C. LUCY

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS OF ARTS INPROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2012

DECLARATION

This research study is my original work and has not been presented for a degree or any other examination body in any college or University.
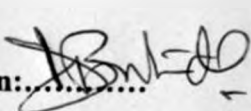
Sign:................... Date: 21/11/2012

Name: Chepng'etich Lucy Ng'otwa

Registration Number: L50/ 76935/ 09

This research report has been submitted for defense with my approval as the Supervisor.

Sign:................... Date: 21/11/2012

Name: DR. Dismus M. Bulinda

School of Continuing and Distance Education

Department of Extra Mural Studies

University Of Nairobi

DEDICATION

This study is dedicated to my parents, Charles and Grace Ngotwa. I am what I am because of you, your love and encouragement have been more than enough to get me this far. My three brothers, George, Lawrence and Peter, you have contributed a lot towards myself development, my fiancé James; you have been more than amazing. To all of you my achievements are through your inspirations, I am proud of you.

ACKNOWLEDGMENT

I would like to first extend my thanks to the University of Nairobi, without it, I would never have gotten the opportunity to pursue this course. I wish to express my gratitude to my supervisor Dr. Dismus Bulinda for his suggestions and constructive criticisms on the research. I appreciate his patience, courage and guidance towards the correction of this research project. To the constituents of Belgut constituency I appreciate their generosity and willingness to take part in answering the questionnaires. Lastly, let me express my sincere gratitude to my family for their support. I love you, dearly. Above all, I thank God for bringing me this far.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CCGD   Collaborative Centre for Gender & Development

CDC   Constituency Development Committee

CDD   Community Driven Development

CDW   Community Development Worker

CDF   Constituency Development Fund

CFC   Constituency Fund Committee

DFID   Department for International Development

DFRD   District Focus for Rural Development

DO   District Officer

DPC   District Projects Committee

EU   European Union

FAO   Food & Agricultural Organization

GOK   Government of Kenya

IEA   Institute of Economic Affairs

IPAR   Institute for Policy & Research

KIPPRA   Kenya Institute of Public Research & Analysis

LAFT   Local Authorities Transfer Fund

M&E   Monitoring and Evaluation

MP   Member of Parliament

NA   National Assembly

NARC   National Rainbow Coalition

NDP   National Development Plan

NGO   Non Governmental Organization

NMC   National Management Committee

SID   Society for International Development

UNAIDS   United Nations Programme of HIV/AIDS

WB   World Bank

WPA-K   Women Political Alliance –Kenya

ABSTRACT

This study is about the analysis of Community Participation in Community Funded Projects with reference to Belgut Constituency, Kericho County. The focus on the study was on full participation of community in the CDF projects. This report presents the findings of a study conducted to identify the barriers that prevent stakeholder participation in community funded projects, strategies on improving people participation, together with the measures of effectiveness of these strategies. This study was triggered by the non attendance of the communities in the community development meetings, the complaints of non service delivery and little understanding of the CDF concept. The results of this study show that the communities do not fully participate in their development planning processes. The communities do not understand the purpose and existence of CDF document. The researcher hopes that this study will sensitize the community to participate in the affairs of their development that will change the quality of their lives. Belgut Constituency should improve their strategies on improving development and find ways of ensuring people participation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

After the first free democratic elections in 1964, all Kenyan citizens were given a democratic right to participate in issues of governance. Public participation has been encouraged by the regime of the democratic dispensation through various policy initiatives since then. This has restored the dignity of previously disadvantaged people. People have been assigned a key role in ending the social, political and economic exclusion by being given a chance to participate in choosing their own leaders.

According to the Department of Constitutional Development (1998:3), "municipalities must now lead, manage and plan for development, their task together with national and provincial government is to eradicate poverty, boost local economic development, job creation, and carry forward the process of reconstruction and development". Consequently, local communities are to be involved in decision–making processes of local government. Hence community participation in local government is important. When proper community participation does not occur, and CDF is not properly used, development of the local economy may be detrimentally affected. Services may not be delivered promptly and as a result community members may complain about lack of service delivery. The implementation of the Community Development Fund (CDF) plays

a crucial role in the development of constituencies. This is due to the fact that local economic development of a constituency is supposed to be influenced by the CDF of such a constituency.

Communities should be involved in matters that affect them. This will enable them to know exactly what their local government is doing for them and why. This will also enable them to indicate whether or not what is done by their local government for them is what they want. The communities need that sense of belonging to claim the ownership of the development programmes. Communities therefore should be involved in the development and implementation of the CDF of their constituency. This will contribute towards ensuring that the CDF addresses the real community needs and priorities. According to the National Policy Framework on Public Participation 2005 "the government is committed to a form of participation which is genuinely empowering, and not token consultation or manipulation".

The Belgut Constituency is faced with enormous challenges relating to huge backlogs in basic infrastructure, high levels of poverty and underdevelopment. The fact that Belgut constituency is poor, demands targeted community focused development planning that addresses poverty and builds a firm foundation for the creation of thriving and sustainable community. The impact of HIV/AIDS is of

major concern and the constituency sees a need to adopt concerted effort to combat this pandemic by implementing a social development programme.

1.2 Statement of the problem

The CDF process should not be only known by the CDF committee and the government officials who have to implement them but also by communities who are or could be affected by such process. The current situation in Belgut constituency is not in keeping with the scenario since it appears that, it is only a certain group of people in the community who are involved in the processes of development who knows about the CDF. The CDF officials are supposed to be the change agents therefore they should be committed to the principle of working with the communities. If they are committed to this principle and even activate it in practice, it can be assumed that they are delivering for the purposes of sustainable development. It is only the councilors and senior management that know what the CDF is all about. Other constituency officials who by the way are the part of the communities do not know a thing about CDF. This raises the question, for whose interest is the CDF funded projects and who owns it? The practice of public participation ensures that the CDF is not hijacked from the people.

1.3 Objective of the study

i.   To establish ways of improving the efficiency, effectiveness, sustainability and coverage of community development funded projects and programmes through stakeholder participation.

ii.   To find ways of promoting stakeholder capacity, self-reliance and empowerment.

iii.   To establish factors that will help in achieving the community development funded projects' objectives through the involvement of beneficiaries in project design and implementation.

iv.   To establish the use of participatory rural appraisals in promoting rural development.

1.4 Research questions

i.   How does stakeholder participation improve the efficiency, effectiveness, sustainability and coverage of community development funded projects?

ii.   What are the ways of promoting stakeholder capacity, self-reliance and empowerment?

iii.   What are the factors that will help in achieving the community development funded projects' objectives through the involvement of beneficiaries?

iv.   Is the use of participatory rural appraisals effective in promoting rural development?

1.5 Purpose of the study

This study is convinced that a programme to achieve basic social justice for all, calls for stakeholder participation and empowerment. It calls for a new wealth, both material and spiritual, that would provide the common glue to our future in community.

1.6 Significance of the study

Knowledge generated through this study will be used in sensitizing project managers in policy formulation for development projects. The findings will also be used by community developers in raising awareness on the need for enhancing participation of the community in development projects and will also form a basis for further research on the importance of stakeholder participation in community development projects. Finally, this research has implications for me as the student researcher on what entails good development.

1.7 Limitation of the study

The respondents were reluctant to give information relating to the issue under study. However, the researcher assured the respondents that the information given was to be treated with ultimate confidentiality.

Reluctance to respond to questionnaires was a key limitation in collecting the required data for the study. This was due to some reservations held by the target population. This led to generalization during the analysis and presentation of the data made from those who responded to represent the views of the rest of the respondents.

1.8 Delimitation of the study

This study was carried out in Belgut constituency, Kericho County. The study confined itself only to community participation in constituency development funded (CDF) projects .Belgut constituency has a population that includes young and old, elite as well as business minded population, the poor and the literate. It also has a good distribution of gender balance and it is easily accessible.

1.9 Basic assumptions

The study had the assumption that respondents have knowledge and experience regarding CDF. The study also assumed that the sample chosen is a good representation of the views of the constituency. The study also assumed that the

data collection instrument has validity and was measuring the desired constructs; and the respondents answered questions honestly and truthfully.

1.10 Definition of significant terms

Community: a social group of any size whose members resides in a specific locality, share government, and often has a common cultural and historical heritage.

Constituency: a distinct territorial subdivision for holding a separate election for one or more seats in a legislative body.

Citizen: a person owing loyalty to and entitled by birth or naturalization to the protection of a state or nation.

Development: act or process of developing or growth.

Empowerment: process of increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities.

Inequality: disparity or relative inadequacy in natural endowments: a startling inequality of intellect, talents, and physical stamina.

Participation: act of taking part, as in some action or attempt

Poverty: state or condition of having little or no money, goods, or means of support; condition of being poor.

7

Power:	ability to do or act; capability of doing or accomplishing something.
Policy:	course of action adopted or pursued.
Project:	discipline of planning, organizing, securing, managing, leading, a controlling resources to achieve specific goals.

1.11 Organization of the study

The rest of the work is organized as follows: Chapter Two is the literature review which consists of the following: the concept of community development; an overview of community participation; monitoring and evaluation of participation; benefits of community participation; the relationship between participation; the role of gender in participation and finally the conceptual framework as a theoretical guide to the study.

Chapter Three contains the research methodology which is organized as follows: the research design; target population; sample and sampling procedure; research instrument; research instrument validity; research instrument reliability; data collection procedures and data analysis techniques.

Chapter Four presents an analysis of activities during the collection of data and the responses.

Chapter Five presents a summary of the study, conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews and analyzes the past literature on the concept of development; an overview of community participation; the role of monitoring and evaluation in participation; the project management cycle; the process of project identification; the process of preparing a project consisting of a diagrammatic illustration of the CDF project cycle; role of participation in empowerment; the role of gender in participation and finally the conceptual framework as a theoretical guide to the study.

2.2 The concept of community development

There are many definitions of community development, reflecting its political and indeed contested nature. Combat Poverty (2000) defines community development as: a process whereby those who are marginalized and excluded are enabled to gain in self confidence, to join with others and to participate in actions to change their situation and tackle the problems that face their community.

Lee argues that this definition "...is rooted in a broad understanding of citizenship that sees people as having a right to influence and participate in the decisions that affect them and to have their experiences and views listened to and acted on.

Community development is potentially a means or process whereby people can achieve this right..." (Lee, 2003).

The term community development is in general definitions refer to participation in decision making and collective action, leading to an agenda of social change regarding equality, social inclusion and amelioration of poverty. There is also a 'spirit' of community development, with a focus on the process as much as the outcome, on rebalancing power inequalities and on action learning:

It is a discourse of social action informed by communitarian values that aims to promote social inclusion and democratic participation. (Powell &Geoghegan, 2005)

2.3 Community participation

UNRISD's Popular Participation Programme in the early 1980s defined participation as "the organized effort to increase control over resources and regulative institutions in a given social situation on the part of groups or movements hitherto excluded from such control" (cited in Rudqvist and Woodford-Berger 1996).

Participation in development projects and programmes is widely seen as both a means and an end. While many development agencies give equal weight to both, some emphasize one or the other aspect of participation (Rudqvist and Woodford-Berger 1996).As a means, participation is a process in which people and

communities cooperate and collaborate in development projects and programmes (IDB, Clayton et al 1998). In this view, participation, sponsored by an external agency, is a way to support the progress of a project or programme and a means to ensure the successful outcome of activities. The term "participatory development" is commonly used to describe this approach (Clayton, et al 1998). Participation is also viewed as a means to help ensure sustainable development (Rudqvist& Woodford-Berger 1996, Uphoff 1992).

As an end, participation is seen as the empowerment of individuals and communities in terms of acquiring skills, knowledge and experience, leading to greater self-reliance (IDB, Clayton et al 1998). Participation is an instrument to break poor people's exclusion and lack of access to and control over resources needed to sustain and improve their lives. It is intended to empower them to take more control over their lives (Clayton et al 1998).

Concepts of participation have widened to include not only the rural poor but also other sectors of civil society. This is reflected in a change of terminology from "the rural poor", "beneficiaries" or "users" to "stakeholders" and "partners" (Rudqvist& Woodford-Berger 1996, World Bank 1998). The World Bank's Learning Group on Participatory Development defines participation as "a process through which stakeholders influence and share control over development

11

initiatives and the decisions and resources which affect them" (World Bank 1996).

Several factors have influenced this notion of participation as involving a wider range of stakeholders. One is the trend towards decentralization and transfer to responsibilities from government to people. Another is the conclusion that small-scale community participation and empowerment are not sufficient to ensure the sustainability of development efforts (Rudqvist & Woodford-Berger 1996, Warren 1998).

With this has come an emphasis on partnership and dialogue among the various stakeholders (Rudqvist &Woodford-Berger 1996). In complex socio-political environments, the concept of participation has increasingly come to include "involvement of local institutions and civil society in a power-sharing scheme, based on negotiation and conflict management" (Warren 1998).

2.4 Monitoring and evaluation of participation

Recognition of the need for evaluation of participation in development projects and programmes is a recent phenomenon. This is because: participation has only recently gained widespread acceptance in many agencies; and there is still a gap between participation rhetoric in policies and participation as practice at the operational level. (Oakley 91, Rudqvist &Woodford-Berger 1996).

However, there is a growing recognition that if participation in one form or another is an objective of development projects and programmes, it must be evaluated (Bhatnagar & Williams 1992; Clayton et al 1998; Oakley 91; DFID 1995b; FAO 1980, IDB). The development of quantitative and qualitative techniques for assessing the costs, benefits, and long-term effects of participatory projects is, therefore, a pressing task (Rudqvist 1992).

The purposes of monitoring and evaluation are closely linked to the perceived needs to monitor and evaluate participation, as well as to the objectives of participation in a particular project and programme. There are a number of difficulties inherent in the monitoring and evaluation of participation. Throughout the literature, there is agreement that conventional M&E methodologies are inadequate to evaluate participation. The evaluation of participation, therefore, requires methodological adjustments. Participation is a qualitative process that cannot be measured using only quantifiable indicators. There is widespread agreement that it is necessary to develop qualitative indicators in order to evaluate participation (Bhatnagar and Williams 1992, Clayton et al 1998, DFID 1995b, IDS 1998, Marsden and Oakley 1990, Marsden et al 1994, McGee and Norton 2000, Oakley 1988, Rudqvist and Woodford-Berger 1996, Uphoff 1989).

In particular, the cost-effectiveness of participatory approaches in development projects is difficult to determine, because economic and social parameters are only partly adequate in measuring costs and benefits (FAO 1990). Another difficulty is that participatory methods are very context sensitive and participation is affected by a wide range of factors (Martin & Sherington ,1997).

2.5 Benefits of Community Participation

One of the main purposes of participation in development is to improve effectiveness of development efforts. It is hypothesized that projects will more likely achieve their objectives if they have been identified, designed, implemented and evaluated with the participation of the people most affected by them (IDB).

Participation can be expected to improve the chances of aid being effective because, in drawing on a wide range of interested parties, the prospects for appropriate project design and commitment to achieving objectives is likely to be maximized (DFID, 1995c). Participation should also improve the chances of a project being sustainable because people are more likely to be committed to carrying on the activity after aid stops, and more able to do so given that participation itself helps develop skills and confidence. (Bhatnagar & Williams 1992, Rudqvist, 1992).

It is generally assumed that participation of rural people in the different stages of development projects and programmes will be cost-effective in the long run. The

essence of participatory approaches in the project cycle is to promote self-reliance and it is assumed that this will result in decreasing recurrent costs and increasing cost-recovery by the project participants (FAO 1990).

Clayton et al (1994) summarize widespread hypotheses of the benefits of participation in rural development projects and programmes. It is expected that participation can: increase the efficiency of development activities by involving local resources and skills and thereby make better use of external costs; Increase the effectiveness of activities, by ensuring that they are based upon local knowledge and understanding and are more relevant to local needs; Build local capacities and develop the ability of local people to mange and negotiate development activities; Increase coverage and help extend the range of activities; Better target benefits to the poor through the identification of key stakeholders who are most affected by the activities; Help ensure the sustainability of activities as the beneficiaries assume ownership; Improve the status of women by providing the opportunity for them to play a part in development work.

Uphoff (1989) speaks about the benefits of participatory self-evaluation for the groups involved in the People's Participation Programme (PPP). These are: Self-education: the group members select their own objectives and ways to find out how successfully they are achieving these; Self-improvement: once shortcomings are identified, the groups are more amenable to taking action to remedy these;

Improve training and support efforts: groups that have identified their own shortcoming and needs for improvement are more open to receiving training and other types of support. Also more effective groups can be enlisted to help less effective ones.

According to the World Bank (Bhatnagar &Williams, 1992), participatory approaches should allow governments to: Collect more accurate and representative information about the needs, priorities, and capabilities of local people, and the impact of government initiatives and programmes; Adapt programmes to meet local conditions so that scarce resources can be employed more effectively; Deliver better quality and demand-responsive services;Mobilise local resources to augment or even substitute for scarce governmental resources; Improve utilization and maintenance of government facilities and services; Increase public recognition of governmental achievements and legitimacy.

Fragmentary evidence from the FAO People's Participation Programme shows that participation in rural development has benefits for other individuals and society as a whole. Benefits to individuals include: increased food production, higher net family incomes, increased employment, higher rates of savings, and acquisition of new skills. Benefits to society as a whole include: creation of zero-cost receiving systems inasmuch as delivery of services to organized small

farmers is more cost efficient and rural delivery systems become self-propelling, building of rural community infrastructure at low-cost, strengthening of rural institutions (FAO ,1990).

2.6 Participation as empowerment

Drawing on Oakley (1991) and Dale (2004), perspectives on participation in development work may also be captured by juxtaposing two notions, participation as contribution and as empowerment. Participation as contribution may be enlisted primarily in the implementation of programmes and projects or in the operation and maintenance of created facilities. The contribution may be entirely voluntary, induced to various extents or even enforced. It may be provided in the form of ideas, judgments, money, materials, or unpaid or lowly paid labour (Dale, 2004). Indeed, this notion may also be seen as 'participation as means' to get things done.

According to Bretty (2003), participation is an empowering process in which "...people, in partnership with each other and those able to assist them, identify problems and needs, mobilize resources, and assume responsibility to plan, manage, control and assess the individual and collective actions that they themselves decide upon...". As a process of empowerment, participation is concerned with "...development of skills and abilities to enable the rural people to

17

manage better, have a say in or negotiate with existing development systems…"(Oakley, 1999). As Eade and Rowlands (2003) argue, powerlessness is a central element of poverty, and any focus on poverty, inequality, injustice, or exclusion involves analysis of and/or challenging/changing power and power relations. Participation as empowerment can therefore help to amplify unacknowledged voices by enabling the rural people to decide upon and take the actions which they believe are essential to their development (Oakley, 1991; Slocum et al., 1995). According to some FAO (1997) studies, small informal groups consisting of members from similar socio-economic backgrounds are better vehicles for participation in decision making and collective learning than heterogeneous, large scale and more formal organizations.

Development agencies and authors distinguish different dimensions, spaces, degrees and levels of participation. The typology of participation (see table 2.1), which positions participation on a seven step ladder is useful in analyzing these degrees (Bretty, 2003; Kumar, 2002; Pretty et al., 1995; Wilcox, 1994). Comparing these levels with the 'participation as means and ends' analysis shown in table 2.1, the first four levels on the ladder can be interpreted as 'participation as means' while the last three levels fall under 'participation as an end'. Some suggest that the 'manipulation' which is often central to types one to four implies that they should be seen as types of 'non participation' (Pretty, 1995).

Bretty (2003) conceptualizes these levels in terms of 'weak and strong participation'. According to his views, weak participation involves "informing and consulting" while strong participation means "partnership and control". He argues that, in practice agencies managing complex projects find it hard to move from the 'weak end' of the continuum and tend to assume that, intended beneficiaries will be consulted during the project design to take into account their felt needs and aspirations. Wilcox (1994) cautions that, information giving and consultation are often presented as participation leading to disillusionment among community interests.

However, the problem with levels of participation is that they imply coherence, when most development organizations operate simultaneously in a wide range of participatory modes (Mosse, 1996). One level on the continuum is not necessarily better than any other as different levels are appropriate at different times and contexts to meet the expectations and interests of different stakeholders (Wilcox, 1994)

Table 2.1: Typology of participation

Level	Characteristics of each
1.Passive Participation	People participate by being told what is going to happen or has already happened.
2.Participation in Information Giving	People participate by answering questions posed by extractive researchers using questionnaire surveys or similar approaches.
3.Participation by Consultation	People participate by being consulted, and external people listen to views.
4.Participation for Material Incentives	People participate by providing resources, for example labour, in return for food, cash or other material incentives.
5.Functional Participation	People participate by forming groups to meet predetermined objectives related to the project, which can involve the develop mentor promotion of externally initiated social organisation.
6.Interactive Participation	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones.
7.Self-Mobilisation	People participate by taking initiatives independent of external institutions to change systems

Source: Kumar (2002, pp.24-25).

2.7. Gender and participation

Gender relations define amongst other things, how both men and women have access to control of resources in the community. According to Shepherd (1998) gender analysis comprises of information to access and control over resources for men and women; division of labour within the household and community; and the participation of men and women in public decision making and organizations. Despite the importance placed upon people's participation in development programmes, many agencies still experience poor participation of women (Guijt & Shah, 1998; World Bank, 1996).

According to Slocum et al., (1995), many participatory approaches such as participatory rural appraisal (PRA) do not explicitly address issues of social relations including gender. Rarely do these methodologies take into account gender analysis, gender based differences in labour allocation, and gender differences in access to and control over resources and their benefits. Gender is usually hidden in seemingly inclusive terms, 'the people', or 'the community' while in most cases what is referred to as 'the community' actually means 'male community' (Guijt & Shah, 1998). Oakley's (1991) analysis of the rural water supply project in Tanzania for example, showed that despite efforts to mobilize women to take an active part in all project activities, this was only successful with

respect to self-help labour contributions as most women in the village water committees kept a low profile.

According to World Bank (1996), gender biases in participatory development projects may exist in the form of customs, beliefs, and attitudes that confine women mostly to the domestic sphere; women's economic and domestic workloads that impose severe time burdens on them; and laws and customs that impede women's access to credit, productive inputs, employment, education, information, or medical care. Since women comprise the majority of rural inhabitants, and they are the major contributors in agricultural production in Tanzania, there arises an urgent need to encourage their involvement in development activities. Burkey (1993) recommends that participatory development projects should seek to improve gender inequalities through providing a means by which women can take part in decision making processes. As Guijt and Shah (1998) argue, greater involvement of women and attention to gender-differentiated needs holds the promise of more effective and equitable processes of participatory development.

In measuring the costs and benefits to primary stakeholders, it is necessary to be gender-specific. Because of the differential access to resources and constraints to participation on men and women, costs and benefits may be different. It is not

possible to assume that women will automatically share in benefits to primary

stakeholder groups (World Bank 1996).

2.8 Conceptual framework

Figure 1: Conceptual framework

```
┌─────────────────┐      ┌────────────────────────────────┐      ┌──────────────────┐
│ -Efficiency     │      │  ┌──────────────────────────┐  │      │                  │
│                 │      │  │  Community Awareness      │  │      │                  │
│ -Sustainability │      │  └──────────────────────────┘  │      │                  │
│                 │      │  ┌──────────────────────────┐  │      │  Community       │
│ -Participation  │  →   │  │ Availability of constituents│ │  →   │                  │
│                 │      │  │ in development meetings   │  │      │  Development     │
│ -Empowerment    │      │  └──────────────────────────┘  │      │                  │
│                 │      │  │Level of education of the constituents│ │      │                  │
│ -Development    │      │  ┌──────────────────────────┐  │      │                  │
│                 │      │  │ Accessibility of the CDF  │  │      │                  │
│ -Self reliance  │      │  │  – information            │  │      │                  │
│                 │      │  │                           │  │      │                  │
│                 │      │  │ - Ideas                   │  │      │                  │
│                 │      │  └──────────────────────────┘  │      │                  │
└─────────────────┘      └────────────────────────────────┘      └──────────────────┘
   Independent                 Participation Process
    Variables                                                     Dependent Variab
```
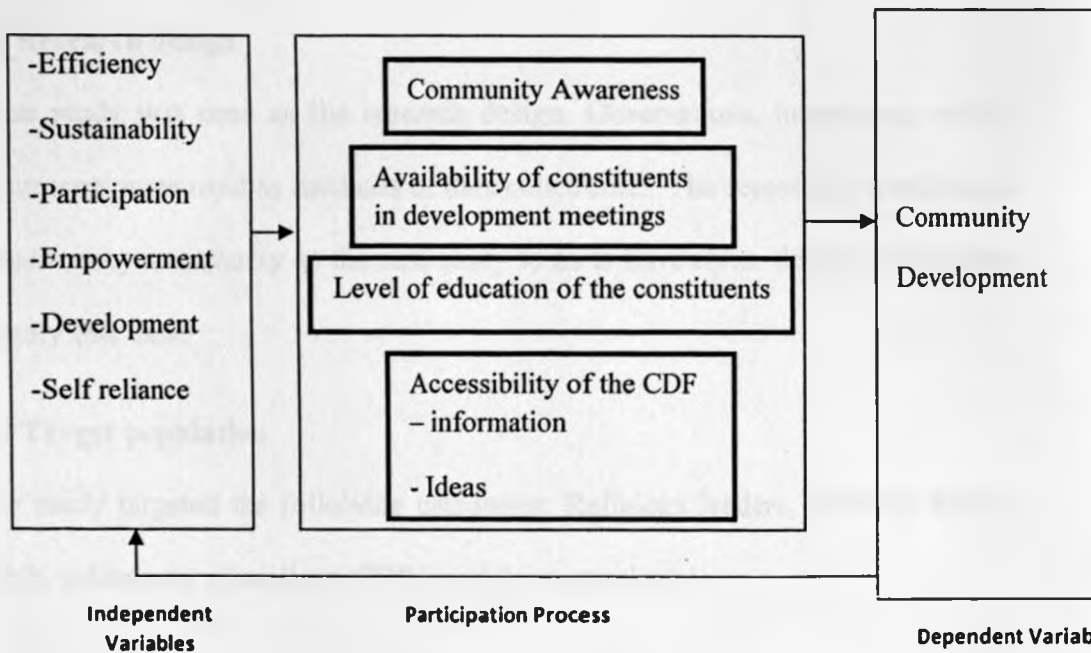
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design that was used, the target population studied, the Sampling Design and the Sample, the Data collection Instruments and Techniques and the Data Analysis Techniques.

3.2 Research design

Case study was used as the research design. Observations, interviews, written documents were used as methods of data collection. The researcher used Belgut constituency community as the case study so as to have an in- depth investigation of only one case.

3.3 Target population

The study targeted the following categories: Religious leaders, teachers, NGOs, CBO, volunteers, councilors, CDW, and the unemployed.

Table 3.1: Target population

Profile	Gender		Frequency	Percentage
	M	F		
Religious Leaders	11	7	18	8.2%
Teachers	12	13	25	11.4%
NGO	7	5	12	5.5%
CBO	4	3	7	3.2%
Volunteers	25	35	60	27.3%
Councilors	0	10	10	4.5%
CDW	3	5	8	3.6%
Unemployed	34	46	80	36.4%

3.4 Sample and sampling procedures

The constituency was selected using purposive sampling. The required sample size was calculated on the basis of the number of variables, and their variances. A sample size of 50 interviewees was targeted; the questionnaire sought the following information from the respondents: age, education and employment status.

Table 3.2: Sampling Table

	Total Adults	Percentage
Age		
20- 40	120	54.5
41- 50	50	22.7
51- 60	38	17.3
61- 65	12	5.5
Education	**Frequency**	**Percentage**
No –schooling	85	38.6
Primary	70	31.8
Secondary		
Tertiary/Certificates/	45	20.5
Diploma/ Degree		
	20	9.1
Occupation	**Frequency**	
Religious Leaders	18	8.2
Teachers	25	11.4
NGO	12	5.5
CBO	7	3.2
Volunteers	60	27.3
Councilors	10	4.5
CDW	8	3.6
Unemployed	80	36.4

3.5 Research instrument

Research instrument is where the Researcher chooses the data collection tool to achieve the research objectives. The research instrument used is the questionnaire.

It was divided into three parts, the general information part, the participative aspects part and the social and developments aspects part. The questions related to the research were asked in the questionnaire. The questionnaire was developed by the researcher. To facilitate data analysis, the questions were structured on a 5 point linkert scale.

3.6 Research instrument validity

The researcher had clear understanding of development concepts such as participation and the issue of community development funds. Past literature material on CDF was reviewed to gain better understanding on the subject. Expert opinion of my supervisor and development experts was sort at every stage of the research. The research instrument underwent a pilot test to test the effectiveness of the methodology. Comments and suggestions were considered in formulating the final copy.

3.7 Research instrument reliability

The survey had to pass the test- retest reliability. This means that if the survey respondent had to take the survey again, would they answer the same questions the same way? Test-retest reliability measures reliability over time.

The survey had to also pass the inter-consistency reliability test which means that different questions that measure the same construct should yield similar results.

Reliability of the data collected was ensured in order to draw conclusions, formulate theories, or make generalizations about the research.

To check for reliability of the survey, the respondent asked two similar questions meant to measure the same thing; the researcher used measures like AverageInter-Item Correlation, which was used when the respondent was asked two similar questions to measure the same construct. This was used to compare correlations between this and any other paired questions to measure the same construct by calculating the mean of all paired comparisons, Split-half Correlation was also used. Items that measure the same construct were divided into two tests, and then applied to the same group of people, and then correlation was calculated between the two scores.

$$KR20 = r = \frac{N(S2alphapq)}{N-1 (S 2)}$$

KR20 = reliability estimate (r)

N= the number of items on the test

S2 = the variance of the total test score

p = proportion of people getting each item correct (this is found separately for each item)

q = the proportion of people getting each item incorrect. For each item q equals 1-p.

(Kaplan, Saccuzzo.2001)

3.8: Data collection procedures

The research proposal was approved by the research supervisor. Permit to conduct the survey was then acquired from NCST. Appointment was booked. Piloting was then carried out before the complete survey. Then the instrument was administered then finally data was collected.

3.9 Data Analysis techniques

This whole process starts immediately after data collection and ends at the point of interpretation of the process results. The analyses included data sorting, (rearrangements of data questionnaires to bring some order allowing systematic handling), data editing (reading through the filled questionnaire to spot any inconveniences and or errors which might have occurred during data collection), data cleaning, conducting final check on the data for accuracy, erroneous data completeness and consistencies to avoid going back to the original questionnaires too many times to collect errors while at the middle of analysis).

Both descriptive qualitative and descriptive quantitative methods were used to analyze the data. Descriptive statistics analysis was used for closed ended questions, this include use of measure of central tendency, frequency distribution

tables, bar charts and pie charts and computer programs like Statistical Package for Social Sciences (SPSS). Content analysis was used to analyze the views of the respondents that cannot be quantified. This was used for the open-ended questions where the respondents gave their own view and opinions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents an analysis of activities during the collection of data and the responses.

4.2 Response Rate

The data targeted a sample of 300 respondents from which only 220 filled in and returned the questionnaires making a response rate of 73%. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.3 Demographic Characteristics of the Respondents

The respondents were asked to indicate their age bracket .The findings are shown in Table 4.3.1.

Table 4.1: Age bracket of the respondent in years

Age(Years)	Frequency	Percentage
20 - 40	120	54.5
41 - 50	50	22.7
51 - 60	38	17.3
61 - 65	12	5.5
	220	100.0%

The study found that majority of the respondents were between the ages of 20-40 years as shown by 54.5% , 22.7% were aged between 41-50, 17.3% of the respondents were aged between 51-60, and the least percentage of 5.5 % was between 61-65 years of age. The questionnaires were designed in such a way that they reflect the age of the respondents. During the interviews the age of the respondent was asked by the interviewer and in the questionnaires there were blocks with range of years e.g. 20 – 30; 31 – 40 up to 80 and the respondent has to tick the relevant block that indicate their age. The ages of the respondents ranged from 20years to 80 years. One hundred and eight (54 per cent) were between the age of 20 and 40 years old. It appeared that these were the young people and they talked about not being involved in their development especially if it came through the CDF. They complained that such meetings convened for CDF projects were

sometimes not well publicized and they attended them by chance, that is, when they saw people gathered somewhere.

Most of the programmes for development in their communities came from other sources (Youth organizations, NGO etc.) and not through or reflected in the CDF. This group is composed of youth (economically active). Most of them are still looking for jobs. To the youth this non-participation was taken as deprivation of their opportunities in getting jobs. This group is still aspiring to have their own businesses especially when there are so many opportunities coming up from the Government. Not all Youth is involved in the Youth Programmes like YouthNet Country Programme, World Youth, Youth and Education Foundation etc. These programmes are still new and they need to expand to the youth in the rural areas.

Forty - two (21 per cent) were the people aged between 41 and 50 years old (the most age where councilors are elected) still economically active and the responses here were that those who are not involved in politics are not informed about the developments in the community (sidelined). There were those who are informally employed and unemployed talked about the lack of participation in the activities related to their development. They indicated that most of the activities are heard for the first time when there are political campaigns after every five years.

Thirty - eight (19 per cent) were the people aged between 51 and 60 years old and also still economically active although others have taken early retirement.

They were very keen to know about the CDF. They talked of being side lined in some issues concerning their development.

The last group twelve (six per cent) of people aged between 61 and 65 years old were complaining of their age as the reason of not being involved in these processes. In a nut shell it was displayed that community participation is lacking in fact the way CDF is communicated in the communities is not satisfactory. The officials that deal with the CDF depend on the elected officials especially councilors, CDF committees and other stakeholders such as CBOs NGOs and religious fraternity. Whenever they have meetings with these structures, they take it for granted that communication with the communities through the structures have taken place for the CDF processes. They thought that there is enough community participation by meeting these structures and addressing them in their offices. Even when the delegation of officials, senior management, elected officials made road shows, location to location outreach programmes about the CDF not all people from the communities attended these events.

Table 4.2: Gender of the respondents

The respondents were asked to indicate their gender .The findings are shown in Table 4.2.

	Frequency	Percent
Male	96	43.6
Female	124	56.4
Total	220	100.0

From the findings, the study established that the majority of respondents were females as shown by 56.4%, while males were 43.6%.

Table 4.3: Marital status of the respondents

The respondents were asked to indicate their marital status. The findings are shown in Table 4.3.

Marital Status	Frequency	Percentage
Married	120	55.0
Single	48	22.0
Divorced	32	14.0
Widowed	20	9.0
Total	220	100.0

The questionnaires were designed in such a way that the marital status of the respondent is known. The reason was, those who participated in the CDF projects were single, divorced, widowed or married. One hundred and twenty (55 per cent) were married while forty - eight (22 per cent) were single, thirty – two (14 per cent) were divorced and twenty (9 per cent) were widowed. The researcher was also keen to know if it is the design of the CDF process that exclude or discriminate people in community participation. It was found that the youth participate so as to get jobs since there is much unemployment. If the CDF document does not address the job creation they are not interested. The other group concentrated on what they are going to benefit as the family people.

Table 4.4: Respondents Education Level

The respondents were requested to indicate their education level. The findings are shown in Table 4.4.

Literacy Level	Frequency	Percentage
No- schooling	85	38.6
Primary	70	31.8
Secondary	45	20.5
Tertiary/Certificates/ Diplomas/ Degree	20	9.1
Total	200	100.0

When the researcher detected that the Belgut Constituency CDF document is written in English it was proper that the level of qualifications of the respondents must be known. The respondents' education ranges from no schooling to tertiary. According to the Education Management Information System (EMIS) the education is like this; 35.5% no schooling, primary 32.1%, secondary 29.5%, and tertiary 2.9% and it is better than other constituencies under Kericho County. The respondents were like this; Eighty (40 per cent) had no schooling, sixty - six (33 per cent) had primary, forty (20 per cent) had secondary and fourteen (7 per cent) had tertiary education certificates, diploma and degree.

The idea was to check if the lack of participation was because of the language barrier that is being used or those who participated were the educated people only. This was also important in finding out whether language barrier is one of the reasons why the constituents didn't understand their role in their development. People are deprived information because of the language that is used and the illiterate are not given a chance to express themselves.

Table 4.5: Respondents status in the community

The respondents were asked to indicate their status in the community. The findings are shown in the Table 4.5 .

Occupation	Frequency	Percentage
Religious Leaders	18	8.2%
Teachers	25	11.4%
NGO	12	5.5%
CBO	7	3.2%
Volunteers	60	27.3%
Councilors	10	4.5%
CDW	8	3.6%
Unemployed	80	36.4%

The respondents were asked such questions because the researcher wanted to know if the people who participate in the CDF projects are the elected councilors, CDF committees, elite, and religious ministers (to open the meetings with prayers) only. Six (2.8 per cent) were the religious ministers, ten (4.5 per cent) were teachers, four (1.8 per cent) were Non- Governmental Organisation (NGO), five (2.3 per cent) were Community Based Organisation (CBO), forty - six (21 per cent) were volunteers, 8 (3.6 per cent) were councilors, 2 (1.0 per cent) were Community Development Workers (CDW) and 64 unemployed community (29 per cent). It was also of the interest of the researcher to know the roles of these categories. In the communities generally there is a tendency of class consciousness. The have- nots are not considered as the people who could talk sense and if they were given a chance to talk their input was not taken seriously.

The dissemination of information by the elected officials to the community was one of the complaints.

There is also the issue of lack of information access. From the responses it was easy to detect why there was this non - participation or participation in the CDF projects. Other non –paid community officials are supposed to be the part of representative forums but nothing comes on their way from their colleagues who are part of the forums in the CDF processes. Sometimes the information is left to the elite people and not filtered down to the poor of the poorest to improve their quality of life.

4.4 Importance of Public Participation in the CDF projects

The intention of the researcher was to assess the understanding of the public on the importance of public participation in the CDF projects and their role as stakeholders in the development process. The respondents provided their own assessments related to community participation and made some good suggestions for the future public participation processes.

Table 4.6: Respondent View on Public Participation

The respondents were asked to give details about their take on stakeholder participation in CDF funded projects and the researcher calculated the number of

people who believed there is stakeholder participation in CDF funded projects and those who did not believe. The findings are shown Table 4.6.

	Frequency	Percent
Participation	56	25.5
No Participation	164	74.5
Total	220	100.0

According to the findings, the majority of respondents believed that there is absolutely no participation by them as the stakeholders of the projects as shown by 74.5% of the respondents while a small proportion of respondents as indicated by 25.5% believed that there was participation and were surprised to learn that the larger part of the community thought otherwise. The majority of the respondents who thought that there is participation were the councilors and the constituency officials and the elite.

Table 4.7: Respondent Rating of how CDF is Boosting their Livelihood

The subscribers were asked how they rated the way CDF has improved their lives through the community projects funded by the fund. The findings are given on Table 4.7.

	Frequency	Percent
High	20	9.1
Moderate	54	24.5
Low	146	66.4
Total	220	100.0

From the study 24.5% of the respondents rated the importance of CDF in their community as moderate, 66.4% of the respondents rated it as high, while 9.1% of the respondents rated the CDF's importance as low.

Table 4.8: Whether the CDF officials involves the community in prioritizing the projects to be funded

The respondents were further asked whether the CDF committee engages the community in prioritizing what projects to put on the top and which to come later. The findings are shown Table 4.8.

	Frequency	Percent
No- Involvement	158	71.9
Involvement	53	24.1
Not sure	9	4.1
Total	220	100.0

From the study, the largest majority believed that they are never involved in choosing the projects they want, 24.1% said that they were involved in one way or another, most of the respondents who said they were involved were either employed by the government or had a stake in the funds, the least percentage were not sure whether they took part or not. One of the respondents said he remembers wishing there was electricity in his village and now there is electricity, so he does not know whether that is involvement.

Table 4.9: How many of their own projects have been implemented

The respondents were requested to mention how many of the projects they suggested by themselves were implemented and how many were forced on them. The researcher then went ahead and calculated the number of respondents who believed the projects were their idea and how many thought it was not.

The findings are shown Table 4.9.

	Frequency	Percent
Own project	52	23.6
Forced	168	76.4
Total	220	100.0

From the results of the study, the majority of the respondents reported that the projects funded by CDF existing in their community were forced on them. The projects were not even in their priority list and the projects that were most important to them were never on the top five. The other percentage of 23.6% reported that the projects were the communities' idea.

4.5 Focus Groups

The approach included conducting separate focus group meetings with officials and the public. The former group consisted of three focus groups consisting of 6 officials from different departments and CDF officials involved in development processes. The intention of the researcher was to assess their understanding of the importance of public participation in the CDF process and the role of other stakeholders in the development process. The CDF officials provided their own assessments related to community participation and made some good suggestions for the future public participation processes.

In addition, the researcher conducted another focus group which is the community members and representative forum members as identified by Belgut Constituency in their CDF process. As it was indicated in chapter 3 under the sampling methods, the study was conducted in four (4) locations. The community members were fifty (50) from each location and that makes 200 community members. There were nine (9) persons from the representative forum including government departments. Eight (8) CDF representatives, and there were two (2) from each location who were interviewed. Finally there were three (3) Community Development Workers. The total number of community members interviewed was two hundred and twenty (220).

The idea of these meetings was to assess the views of the community and gather more information from the public in order to find out if the consultative structures or the involvement of the community in the CDF projects is enough and also to produce suggestions on how to improve stakeholder participation in the CDF projects. The groups were facilitated by the researcher.

The representation is shown on the Figure 4.2.

Figure 4.2: Focus Group
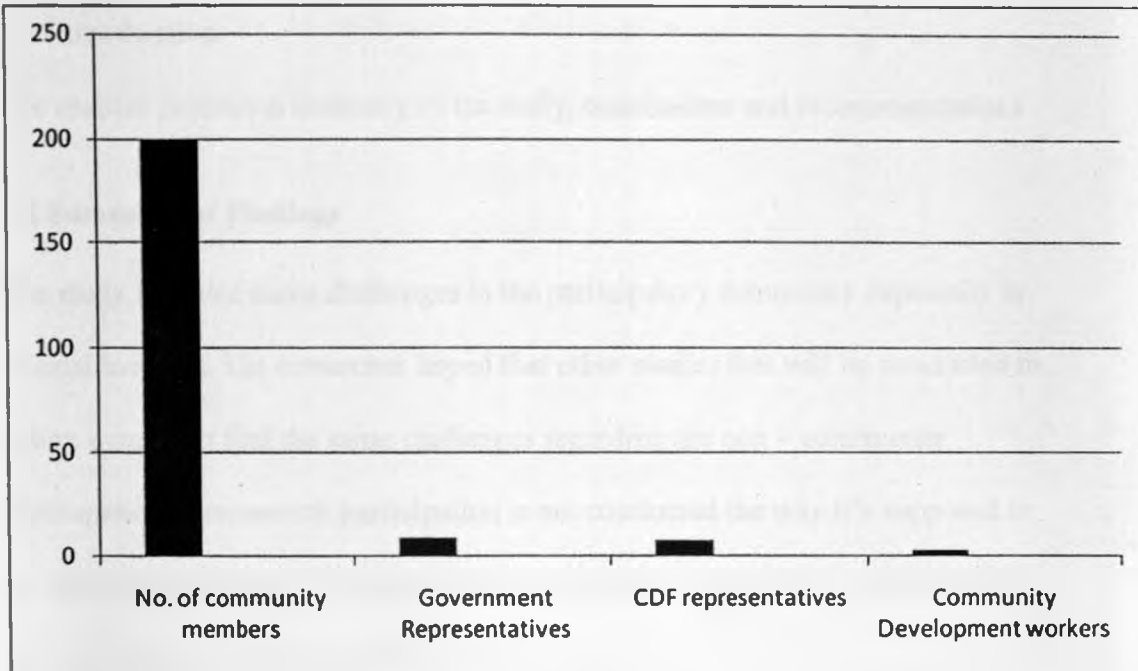
4.6 Interviews

Interviews were conducted with the local committee who run development projects. These interviews were characterized by open – ended questions to allow flexibility. Other interviews were conducted with community members from diverse backgrounds. This measure assisted in getting an overall assessment of community participation in the CDF. Interview questions are presented in **Appendix II.**

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the study, conclusions and recommendations

5.2 Summary of Findings

The study revealed some challenges in the participatory democracy especially in Waldai location. The researcher hoped that other studies that will be conducted in future would not find the same challenges regarding the non – community participation. Community participation is not conducted the way it's supposed to be, development lacks. The target dates are not met, as a result the communities are complaining of lack of service delivery.

The findings were as follows:-

1. People do not know about CDF. It is known by those who are working in it e.g. the CDF officials, the councilors, the representatives.

2. CDF document is designed in a language that is not user friendly. It is not written in a vernacular language so that those who cannot read or write in the communities can understand it.

3. Information is not filtered down to the people in the grass roots. It is only known by the few especially those who have means to go in the government offices.

4. The consultative structures currently existing do not involve the diversity in the community. It is the only elite people who are the representatives of the community.

5. During the community meetings everyone is not given a fair and open chance to air their grievances or put their cases regarding the development or service delivery.

6. There is no report back by the constituency committee, councilors and the government officials about the non – service delivery or meeting the targets e.g. why the access roads are not constructed, the electricity not installed and jobs not created as promised.

7. No frequent meetings regarding the CDF projects. Meetings are only held when there is an election coming.

8. Community Development Workers are not fully utilized by the constituency committee.

5.3 Analysis of Interview Questions and Research Findings

In the community biographical data, the researcher had indicated some intentions of questions and answers were sort. The following paragraphs will be presenting the responses and analysis of the findings. To the Belgut Constituency officials, the interview questions were to find out if the officials do attend the consultation meetings at community level.

It was revealed that the officials and senior management meet the community through the forums who represent the community and meet again with the community when there are public hearings and location to location outreach programmes. Interview questions are presented in **Appendix II**. These outreach programmes were organized through the councilors and community committees. The coordinator of CDF reveals that they schedule meetings for the representative forums, the review and the outreach programmes whereby they meet the community and this is the time they report back. The officials indicated that in some meetings the attendance is poor but they continue talking to those who are present. They will try to improve in the following year by responding to the complaints from the community. They record all that is said on these meetings and take photos for statistics purposes; this helps them to improve for the following reviews.

In Waldai Location, the members of the community were complaining about the change of a project that they were promised. The one they had identified was not even in the first five priorities. The community in this location needs an access road and dams for their livestock to be constructed. Instead they see the installation of electricity which was middle on their needs list. People here were complaining about their councilor who does not convene meetings with them or give information on the progress of the CDF projects. "This Councilor does not consult us "…..he just goes town and comes back not telling us anything"… (One of the respondents).

Regarding the language that is used and for those who could not read or write they were using interpreters throughout the consultative processes and in outreach programmes. On the frequency of meetings with the community, the responses were that meetings took place whenever there is implementation of a project. The elected officials including the counselor and CDF Committee members are the ones who champion the outreach programmes because they are the ones who make promises of delivery on their election campaign. By going to the meetings, they are just trying to show case what they have done and what they can do so they can get the peoples votes come another election. The respondents agreed and said "we have changed the face of our CDF document and the councilors of the area should tell themselves what is going on in their areas regarding

developments, they must be able to answer the questions themselves from their communities" (Interviewee 23, 2/8/2012).

Some indicated that sometimes they do not understand what is in the CDF documents. Others said that they have asked help from the officials in their locality to explain so that the communities understand. This kind of information was hinted by some responses from the communities. Other respondents when asked about their relationship with constituency officials concerning the CDF, they said that they do meet in the meetings. "I do not see the CDF officials till it is time for another review or Road Shows ..." (Interviewee 22, 2/8/2012). This means that they wait till the officials call for a meeting so they can tell them what is going to happen next.

The other reason that was stated by the members of the community who were not inside the meeting was that "Such meetings are not well published".... Also the agenda of the meeting will never be told. The needs of the affluent people come first always. The needs of the elite are not the same as the illiterate, poor, who form the majority in this part of Kericho County. In the other location, the only people who talk here are the councilors and the people who are in good standing in the community. An example, in the Iraa location, water is the priority need but the representative of the community was interested in electricity. There was one

very old man who said "I want water in this location".... "It is very painful to drink with cattle and goats on the other side of the river" ... "Our wives and children have to take a long distance with a bucket to get clean water".. "I do not have money to buy water from the people who have transport and sell the water to us"....This was sort of a joke to other people in the meeting. Fortunately the tractor that was selling water came passing through the venue of the meeting. It is then the officials and other visiting councilor's witnessed that the water is a real need and a priority. The information was coming straight from the people on the ground. The researcher wanted the members of the community to express their understanding of CDF projects never mind the processes that the projects are implemented.

It became clear to the researcher that some community members do not know about the CDF but at least know that there are services to be delivered by the Constituency. Some did not know who is supposed to deliver the services or who should tell them when these services are to be delivered. There were accusations of each other, that is, between the MP, councilors and officials. The communities accused their MP for non - service delivery and the MP accused the constituency committee of non - delivery to save their skins. "These officials come here and confuse our communities, they told us other information, and when they come

here they come with other information..." (This comment was from one respondent).

The roles of the councilors and constituency committee is not known and even the communities do not know where to fit in and why they should be involved in their development. They are made to beg for their rights or to depend on the moods of the councilors or the officials. The members of the community were saying that "These projects are imposed on us.... We are not a part of them"... we were promised that when there are projects our children will be employed, but these people come with their people... so this is not ours" (community member from Iraa location).

The officials should visit the locations and check if the projects are implemented and the communities are involved. They must not wait till it's the time for the review of CDF. Quarterly reviews of CDF must involve the visitation of the projects and the progress not only looking at the CDF documents in the offices as it is the position now. The communities are made to know of developments when the meetings are convened by the MP. Other responses from the communities were that the NGOs are helping them to understand the issues about their development.

5.4 Conclusions

The study has been an eye opener to the most of the people from different communities and different villages. These communities are able to understand what the CDF is, why it is there, whom it supposed to help, who must be involved in the whole process, the roles and responsibilities are expected to be played. The study has assisted in maintaining the ups and downs of the programme. There are indications that no one will accuse one another when the community funded projects fail because it belongs to all the stakeholders. Through these interviews be it poverty alleviation programmes or any development in the communities they were made to ensure that any intervention made for them it must reach the grass – root level. There must not be top – down approach by the consultative structures.

The manner in which these meetings are conducted is not for the illiterate persons who do not know what is entailed to the big book CDF document (they called it the Bible). Also the language that is used is not for the illiterate and the community is expected to understand the whole CDF processes. It was also found that even some of the councilors are not so highly educated they have a little problem with this CDF documents till the educated government official interpreted the whole CDF process before it is left to them.

It is therefore important for every constituency to have a way of communication with its communities be it newsletter for those who can read and write, hold frequent meetings be it monthly, bi-monthly quarterly or half-yearly. The

locations of information, partnerships with various stakeholders in the community to meet frequently not only when there is CDF review and hearings.

To be sure that the participatory democracy is complete it must include all its principles such as inclusivity, diversity, transparency, flexibility, accessibility, accountability, trust, committed and respect and building of the community capacity. To achieve the citizen participation it is vital in achieving the objectives of service delivery to the people.

By displaying the involvement of the capacity building the community must be well informed and know exactly what it is to be developed and the benefits attained. The development must be needs driven not imposed on the community. Ivan Perring in Daily Dispatch (14 February 2006), states that Councils must express community identity and establish community goals, have political management and decision – making structures and provide a diversity of services, and lastly offer residents an opportunity to participate in decision –making.

5.4 Recommendations of the study

1. It is the duty of the government to develop the capacity of the community to enable the effective participation in the development processes. The government should be characterized by a high standard of professional ethics, impartiality, effectiveness and transparency. Government officials

should conduct the skill audits of the communities so as to understand the level of their understanding and other deficiencies.

2. Service delivery should become a priority as governments optimize access to all communities, as the emphasis should be the improvement of the quality of life for all. The government officials should work hand in hand with constituency committees to ensure that the communities are fully involved in the development programmes in the villages. Also ensure that the CDF documents and CDF processes are understandable by the elected constituency officials first then the communities. Ivan Perring in Daily Dispatch (14 February 2006), states that Councilors' role include providing strategic vision, guiding policies setting service standards and monitoring the performance of the community.

3. When there are public hearings the constituency officials must make sure that the dates of these meetings are well broadcasted. These meetings are the most common method of public participation. It is where the community is given a chance to air their grievances and needs. It gives the community a fair and open opportunity to state its case on the matter. In return, the officials or other stakeholders who drive the CDF, it is their time to address the community and talk about the CDF projects and what it is expected from the community in order for the CDF projects to be effectively implemented. The input from the community is the one that

can change the face of development. Other forms of consultation should be put in place (even improve the existing ones if possible). It is easy to inform the community about the projects that are going to take place and should be made known in public.

4. Service delivery is action oriented not lip – service. It should be affordable and consistent with the principle of accountability and sustainability. In this present time of democracy there should be efficient, effective and equitable delivery of quality services to all communities. In the newspapers now the non service delivery is the talk of the day. When one turns on the television it is the marches to the government offices because of unfinished project or none at all. The burning of tyres in the streets and the petitions to the human rights organizations are showing that the communities are dissatisfied by the service delivery.

5. All the developments in the communities depend on the implementation of the CDF. The Local Economic Developments depend on the CDF. If the implementation is not done therefore there is no growth of the economy. The local people will not be empowered so as to improve their skills for development and self-reliance. If the participatory democracy is not respected, so is the Constitution of this country. Ivan Perring in Daily Dispatch (14 February 2006), states that the Council relates to budget, which includes allocating revenue and capital resources to different

services, programmes and projects. Council is therefore tasked to maintain and uphold the financial integrity of the municipality. This act will ease the tension and the suspicions that the officials are misusing funds for service delivery. The budget anyway is in the CDF document for the services promised.

6. Since the date of the national election has been announced there are so many protests on service delivery. The reports on the meetings are important, what has been done, that is, the achieved goals, the barriers for not achieving the goals and challenges encountered must be reported back to the community. This report back can reduce resistance and protests. For example if the plan in the CDF has a time frame of "within six months we will built 200 houses" and come six months only 50 houses have been built, the community must be informed why the targets have not met. The researcher thinks that the uncertainties are caused by lack of communication between the community and implementers. Also the budget as required by the legislation must be discussed with the community (peoples Budget). The councilors also need to report back to the community why other service delivery are not going to be done during a certain period and will be done another time.

7. The constituency committees have been established as the tools to encourage community participation in their development that have opted

to have them. They are there to assist with problems experienced by the people at the constituency level. Councilors, who are elected by citizens and taxpayers, therefore have an exciting and challenging role and must function to fulfill. Communication is a very important tool in facilitating participatory development.

5.5 Areas of Further Study

The area for further study should be the benefits of bringing development to the people.

REFERENCES

Bermejo, A. and Bekui, A. (1993).Community Participation in Disease Control. Social Science and Medicine 36, 1145-1150.

Bretty,E.A.(2003). Participation and Accountability in Development Management. The Journal of Development Studies, 40 (2), pp. 1-29.

Chambers, R. (1997).Whose Reality Counts? Putting the first last. London: Intermediate Technology Publications.

Cohen, J. M., and Uphoff, N., (1997). Rural Development Participation: Concepts Measures for Project Design Implementation and Evaluation. Inthado, New York, Cornell University.

Constituency Development Fund Act. Kenya Republic Government Acts, Nairobi.

Combat Poverty Agency (2000). The Role of Community Development in Tackling Poverty, Dublin. Combat Poverty Agency.

Dale, R. (2004). Development Planning: Concepts and Tools for Planners, Managers and Facilitators. London: Zed Books.

David, P. (2005). Development planning: The Role of Community Planning in Poverty, Zed Books.

DFID (1995).Stakeholder Participation and Analysis. London: Social Development Division, DFID Publishers.

Dulani, B. (2003). How Participatory is Participation in Social Funds? An Analysis of three case studies from Malawi Social Action Fund (online),

Availablefrom<http://www.sed.manchester.ac.uk/idpm/research/events/Participation03/D ulani.doc>.(Accessed on 12th May 2006).

Eade, D. and Rowlands, J. (Eds) (2003). Development Methods and Approaches:

Critical Reflections. Oxford: Oxfam GB.

FAO (1997). Participation in Practice: Lessons from the FAO People's

Participation Programme (online). (Accessed on 25th June 2006), available from http://www.fao.org/waicent/faoinfo/sustdev/PPdirect/PPre0043.htm.

Freire, Paul. (1972). Pedagogy of the oppressed. Penguin Books, England.

Guijt, I. and Shah, M.K. (Eds) (1998).The Myth of Community: Gender Issues

in Participatory Development. London: ITDG Publishing.

GOK (2009), CDF Implementation Process. Retrieved from http://www.cdf.go.ke

Heller, K. (1984). Psychology and Community Change: Challenges of the Future, 2nd edition. Dorsey Press, Homewood, IL, USA.

Harris, R. (2011, November 22). Factors influencing the level of Community Participation in projects. Retrieved fromhttp://www.kippra.org//constituency.asp

Karl, M. (2000).Monitoring and Evaluating Stakeholder Participation in Agriculture and Rural Development Projects: A literature review (online).

Available from<http://www.fao.org/sd/PPdirect/PPre0074.htm>.(Accessed on 4thJune 2006).

Kenya, Republic of Kenya (2001).The 1999 Population and Housing Census: Counting our People for Development. Vol, 1 GOK Printer, Nairobi.

Kenya, Republic of (2005).Constituency Development Guideline. Government
Printer, Nairobi.

Kenya, Republic of Kenya (2007).The Constituencies Development Fund
(Amendment) Act, 2007. Government Printer, Nairobi.

Kimenyi. (2005). Efficiency and Efficacy of Kenya's Constituency Development Fund:
Theory and Evidence. Working Paper 45 University of Connecticut, USA.

Kimenyi, S.M & Meagher, P. (2004). Devolution and Development. Ashgate
Publishers, UK.

Kinyoda, J. E (2008). Level of Participation in Project Identification and Selection

By Constituents: A Case of CDF in Makadara Constituency. University of Nairobi,
Unpublished.

Kombo, D.K and Tromp, D.L.A (2006). Proposal and Thesis Writing: An Introduction.
Paulines Publications Africa.

Kothari, C.R (2009). Research Methodology: Methods and Technique. New Age
International (P) Ltd Publishers.

Kumar, S. (2002).Methods for Community Participation: A Complete Guide
for Practitioners. London: ITDG Publishing.

Kumar, S. (2002).Methods for Community Participation: A Complete Guide
for Practitioners. London: ITDG Publishing.

Lee, A. (2003). Community Development in Ireland. Community Development Journal
38(1), 48-58

Lee, R. (2003). Demographic change, welfare, and intergenerational transfers: A global overview, *GENUS*, vol.59, No. 3-4, pp. 43-70.

Mapesa, M. and Kibua. (2006). An Assessment of the Management and Utilization of the Constituency Development Fund in Kenya. Jomo Kenyatta Foundation, Nairobi.

Maylor, H (2003). Project Management, Third Edition. Pearson Education Ltd.

Mosse, D. (1996). People's Knowledge in Project Planning: The limits andsocial conditions of participation in planning agricultural development Research Issues in Natural Resource Management. Swansea: Centre for Development Studies, University of Wales Swansea.

Mugenda, O.M. and Mugenda, A.G. (1999). Research Methods, Quantitative and Qualitative Approaches. Acts Press, Nairobi.

Kericho District (2009).Citizen's Constituency Development Fund Report Card for Belgut Constituency. National Taxpayers Association.

Nelson, N. and Wright, S. (eds.) (1995). Power and Participatory Development: Theory and Practice. London: ITDG Publishing.

Ngujiri, E. (1998). Participatory methodologies: double-edged sword Development in Practice,8(4), pp. 466-470.

Oakley, P. (1991). Projects with people: The practice of participation in rural development. Geneva: ILO.

Orodho (2003). Essentials of educational and Social Sciences Research Method .Nairobi.

    Masola Publishers.

Orodho, A. J., and Kombo, D. K. (2002). Research methods. Nairobi: Kenyatta

    University, Institute of Open Learning.

Ogada, J. (2011). Political Economy of CDF. Retrieved from

    http://www.kippra.org/participation.asp

Potts, D (2005). Project planning and Analysis for Development. Lynn

    Reinner Publishers Inc.

Pretty, J.N. (1995)   Participatory Learning for Sustainable Agriculture.

    World Development, 23(8), pp. 1247-1263.

Powell, F & Geoghegan, M.2004. The politics of Community development. Dublin. A.A

    Farmar.

Pretty, J.N. (1995). Participatory Learning for Sustainable Agriculture.

    World Development, 23(8), pp. 1247-1263.

Pretty, J.N., Guijt, I., Thompson, J. & Scoones, L. (1995). Participatory Learning

    and Action. London: International Institute for Environment and Development.

Saunders, Lewis and Thorn Hill (2000). Research Methods for Business

    Students.(2ndEd.) Pearson Education Ltd, UK.

Slocum, R., Wichhart, L., Rocheleau, D. &Thomas-Slayter, B. (Eds)

    (1995).Power, Process and Participation. London: ITDG Publishing.

Taskforce on Constituency Development Fund (CDF) Amendment Act June 23rd 2009.

UNAIDS. (1996). Expanding the response, UNAIDS briefing paper. Geneva: UNAIDS.

UNAIDS. 1997. Community Mobilization and AIDS, UNAIDS best practice collection: Technical update. Geneva: UNAIDS.

Wanjiru, G., (2008).The CDF Social Audit Guide: A Guide Handbook For Communities. Open Society Initiative of E. Africa, Nairobi.

Wilcox, D. (1994).Community Participation and Empowerment: Putting theory into practice. RRA Notes No. 21, pp. 78-82. London: IIED.

APPENDICES

Appendix I: Introduction Letter

Lucy Ng'otwa

P.O. Box 66610-00100

NAIROBI.

7th, November, 2012

Dear Sir/ Madam,

RE: INTRODUCTION LETTER

My name is Chepng'etich Lucy Ng'otwa student at the University of Nairobi pursuing a Masters Degree in Project Planning and Management at the school of Continuing and Distance learning.

As part of my study, I would like to gather information from you for my academic research. I would be obliged if you co-operate with me in filling the questionnaire. Since the questionnaire is being used for academic purpose, the information gathered will be strictly confidential.

Your assistance and cooperation will be highly appreciated.

Yours Sincerely,

Lucy Ng'otwa.

L50/76935/09.

Appendix II: Questionnaire for Respondents

QUESTIONNAIRRE OF BELGUT CONSTITUENCY, KERICHO DISTRICT.

Reference No .... Name of Location.....................

Name of Village...

Date of Interview ..../..................../2012

Questions:

SECTION A. GENERAL INFORMATION

1. Age group:

    20 – 30 ☐   31 – 40 ☐   41 – 50 ☐   51 – 60 ☐   Above 60 ☐

2. Sex:

    Male ☐   Female ☐

3. Marital Status:

    Single ☐ Married ☐ Divorced ☐   Widowed ☐   Separated ☐

4. Academic Qualification?

    No education ☐ Primary Education ☐ Secondary Education ☐

    College Education ☐   University Education ☐

5. Occupation   --

6. Do you Own land?

    YES ☐   NO ☐

SECTION B. THE PARTICIPATIVE ASPECTS

7. Do you know about the 'CDF' system?

    Strongly agree ☐ Agree   ☐   Not sure ☐ Disagree ☐

    Strongly Disagree ☐

8. If 'yes', are you satisfied with the services of the 'CDF' system?

    Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly

    Disagree

9. Have you ever been contacted by the following officials?

	Yes	No
Councilor	☐	☐
CDF committee member	☐	☐
DO	☐	☐
MP	☐	☐
Others	☐	☐

10. Who do you think is easily accessible to villagers?

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
Councilor					
CDF committee member					
DO					
MP					
Others(Specify)					

11. Does the 'CDF' system allow for community participation?

Strongly agrec ☐   Agree ☐   Not sure ☐   Disagree ☐

Strongly Disagree   ☐ ,

12. Do you know of anybody in your village that is part of the CDF committec?

Yes ☐   No ☐

13. Do you believe villagers should participate in CDF development activities?

Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐

Strongly Disagree ☐

14. If 'yes', why do you think so? Please give reasons.

    ----

15. Personally, have you ever participated in any 'CDF' development

    activities?

    Yes   ☐   No   ☐   Don't know ☐

16. If 'No', Why not? Specify reasons ---

    --------------------   ---

17. If 'yes', then how? Please Specify ---

    ----

18. Does the CDF administration have any forum on development activities

    that involve the Community?

    Strongly agree ☐ Agree   ☐ Not sure   ☐ Disagree   ☐ Strongly

    Disagree   ☐

19. Have any of the CDF development projects benefited you personally?

    Strongly agree   ☐ Agree   ☐ Not sure   ☐ Disagree   ☐ Strongly

    Disagree   ☐

20. If 'yes', what benefits did you actually gain from the project? Specify

    ----

    ----

21. Did any of the CDF development projects benefit the village as a whole?

Strongly agree □ Agree □ Not sure □ Disagree □Strongly

Disagree □

22. Who do you think has had more influence on CDF projects?

	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree
Councilor(s)					
CDF committee member(s)					
DO					
MP					
Villagers					
Elites/rich people					

23. What factors, if any, do you see to encourage or hinder the participation of

people in the development project? --

PROGRAM PERFOMANCE/COMMUNITY PARTICIPATION

4= Strongly agree, 3= agree/room for improvement,2=somewhat agree/needs major improvement, 1=Disagree/urgently requires attention & major changes	4	3	2	1	Remarks
24. The community has decision-making responsibility					
25. The communities are involved in all phases of the projects					
26. The communities feel they "own" the projects					
27. Skills needed to manage the project are passed on to the community.					
28. There are observable improvements in the lives of beneficiaries in the community as a result of the community participation activities.					

SECTION C: THE SOCIAL AND DEVELOPMENT ASPECTS

GOVERNANCE AND RESOURCE CAPACITY

4= Strongly agree, 3= agree/room for improvement,2=somewhat agree/needs major improvement, 1=Disagree/urgently requires attention & major changes	4	3	2	1	Remarks
29. Services and development funds of the CDF are distributed equally among Locations.					
30. CDF allocation patterns correspond to needs of the locality					
31. Allocation of CDF funds are extremely skewed in favor of few areas/councils before devolution plan					
32. CDF services are in accordance to the villagers needs and priorities					

33. There are no more specific questions that I would like to ask, if you like to express any opinions/suggestions concerning local councils, participation and development in rural areas, and please feel free to do so.

Thank you very Much for your cooperation.