



UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**THE IMPACT OF CIVIC EDUCATION IN THE MANAGEMENT OF
CONSTITUENCY DEVELOPMENT FUND: A CASE STUDY OF
GATANGA CONSTITUENCY**

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Arts in Rural Sociology and Community Development**

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DECLARATION

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

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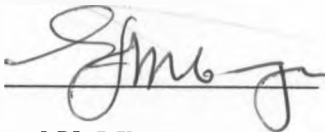
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Signature



Prof. Edward K. Mburugu

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DEDICATION

I dedicate this piece of work to my parents Mr. Francis Ogeto Nyankieya and Mrs. Alice Kemunto Mboga for their love and encouragement throughout my studies and all aspects of my life. I would also like to dedicate this piece of work to Dennis Ogeto, Herbert Maseme, Cynthia Gesare, Doreen Nyaboke and Marion Nyakerario my siblings who have continuously supported be in one way or another towards the achievement of my goals in life.

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ACRONYMS

CCCC	Citizen Coalition for Constitutional Change
CDC	Constituency Development Committee
CDF	Constituency Development Fund
CDFC	Constituency Development Fund Committee
CFC	Constituency Fund Committee
CSOs	Civil Society Organisations
DPC	District Project Committee
ICJ	International Commission of Jurists
KANU	Kenya African National Union
MDG's	Millennium Development Goals
M&E	Monitoring and Evaluation
MUHURI	Muslims for Human Rights
NA	National Assembly
NARC	National Rainbow Coalition
NCEC	National Convention Executive Council
NCEP	National Civic Education Program
NMC	National Management Committee
PMCs	Project Management Committees
PRSP's	Poverty Reduction Strategy Papers
TISA	The Institute for Social Accountability
USAID	United States Agency for International Development

ABSTRACT

This study used primary data to investigate the impact of civic education in the management of Constituency Development Funds: A case study of Gatanga Constituency. Much has been researched on about Constituency Development Funds in Kenya and its management but not so much has also been researched with regard to the role of civic education towards people's participation in the management of this fund, to actively take part in their own local community development processes.

The study sought to understand what impact civic education has had with regard to the management of Constituency Development Fund, specifically people's participation in identification, implementation, monitoring and evaluation of the community development projects in the study area.

The study utilised an exploratory research method and descriptive research method in the form of a case study guided by research questions to achieve the objectives of the study. The use of questionnaires and interviews were used to facilitate in-depth analysis of the variables and study population. Results from the descriptive analysis show that the role of civic education is very significant in the management of the Constituency Development Funds and suggests recommendations that are vital if current and future civic education sessions are to have a positive impact in imparting civic knowledge and skills to its beneficiaries in the country.

CHAPTER ONE: INTRODUCTION

1.1 Background

Worldwide there is increasing recognition that citizen involvement is critical for enhancing democratic governance, improving service delivery, and fostering empowerment. The concept of accountability has gained increasing importance in the World Bank's discourse in the past two decades. The 1996 "cancer of corruption speech" of former President Jim Wolfensohn was a turning point as it marked the inclusion of government accountability in policy discussions. Analytical studies and frameworks that have been developed since have contributed greatly to advancing the agenda. For example, the 2001 World Development Report and the World Bank's empowerment framework recognized accountability as an integral component of 'empowerment' and hence poverty reduction. Similarly, the 2004 World Development Report: "Making Services Work for the Poor", placed accountability relationships between policy makers, service providers, and clients at the core of development effectiveness. Moreover, the Social Development Strategy released in 2005 recognized accountability of institutions as one of the three key conceptual pillars for empowering poor people.

The United States and many West European countries have devoted considerable resources over the past several decades to civic education as part of their larger efforts to provide democracy assistance and strengthen civil society in emerging democracies around the world (Carothers 1996; 1999; Diamond 1995; Quigley 1997). As Quigley

(1997, 564) notes, there are now a plethora of public and private international actors involved in these efforts including most multilateral organizations, regional development banks, major bilateral assistance programs, as well as literally thousands of non-governmental organizations.

Some of these activities center around the training of lawyers, journalists and other social elites in the rule of law, in assisting constitutional reform, and in strengthening democratic political parties and other elements of a country's newly emerging civil society. Some activities, however, are aimed more directly at the mass level.

Indeed, USAID's own strategic framework states explicitly that it seeks to strengthen democratic political culture, to promote acceptance by both citizens and political elites of a shared system of democratic norms and values, and to encourage citizens to obtain knowledge about their system of government and act upon their values by participating in the political and policy process. (USAID 1998)

In line with its strategic framework, USAID and other donors have sponsored numerous programs directed explicitly at promoting support for democratic norms, values, and behaviors among ordinary citizens. These efforts constitute civic education programs, and range from the adoption of new curricula in primary and secondary schools to teach young people about democracy, to programs that provide instruction about the social and political rights of women, to voter education programs, to neighborhood problem-solving programs that bring individuals in contact with local authorities for purposes of promoting collective action to benefit local communities. (Finkel, 2000)

In Africa, several civic education programmes implemented in Africa have been identified and discussed as good practice examples by various researchers and evaluators. These include Kenya's National Civic Education Programme (URAIA), Peace-building and citizenship education in Angola (PECE I and II), Support to Civic Education Project/UNDP Trust Fund for Civic Education (Angola) and Street Law Programme ('Democracy for All') in South Africa. (<http://www.gsdr.org>.) As a country that has been rated as a best practice on civic education, Kenya's history of civic education dates back to when multi-party democracy was introduced in Kenya in December 1991 after several decades of one-party authoritarianism. Before then, government had stifled civil society and gagged progressive groups. Open dissent was punishable. Citizens could not question. Patronage ruled the day. In order to secure a share, local leaders and whole communities prostrated themselves to please those in power. (Kanyinga & Wesselink 2002)

This however changed in the later years as donors looked to support civil society in promoting the good governance agenda. In 1999 civic education providers and donors reviewed their past efforts in civic education. They underlined the importance of collaboration in designing and implementing civic education projects. The providers specifically agreed to deliver non-partisan, non-advocacy and politically neutral civic education targeting the entire country. This strategy marked the birth of the National Civic Education Programme as an initiative of civil society groups in partnership with donors in Kenya in 1991 as the first phase which was later followed by second phases of

the program in addition to change of title to be known as 'Uraia' in the coming years in 2007.

By the end of August 2007, the National Civic Voter Education Program II-Uraia involved approximately 79,000 workshops, poetry or drama events, informal meetings, cultural gatherings, and other public events, as well as extensive programming on democracy, governance, and rights-related topics through television, radio, and other mass media outlets. Documents indicate that some 10 million individuals were exposed in some form or another to face-to-face civic education activities. Presumably many more were reached via the mass media component, which represented a new and innovative feature of National Civic Education Program II-Uraia compared with its predecessor. (USAID 2009)

Social accountability is a product of civic education and this relies on civic engagement i.e. in which ordinary citizens and or civil society organizations participate directly or indirectly in exacting accountability. From a public sector perspective it refers to a broad range of actions and mechanisms that citizens, communities, independent media and civil society organizations can use to hold public officials and servants accountable. From a government perspective it is seen as 'a proactive process by which public officials inform about and justify their plans of actions, their behavior and the results are sanctioned accordingly (World Bank 2002) .Social accountability has taken different forms in Kenya such as through the use of citizen/community report cards, social audits and participatory budgeting in the monitoring of devolved funds in Kenya.

Participation is important because practical experience on the ground shows that it establishes the necessary sense of ownership. Generally people tend to resist new ideas if these are imposed on them. Participation has greatly contributed to the sustainability of development initiatives, strengthened local capacity, given a voice to the poor and marginalized and linked development to the people's needs (Adhiambo & Taifa 2009). At the heart of the clamor for a new constitution in the subsequent years in Kenya's history saw a determination by the people of Kenya to devolve governance and decision making so as to give them a greater say in how they and their resources are governed. It is against this backdrop the government of Kenya embarked on devolution of resources to the grassroots. This saw the introduction of the Constituency Development Fund through the CDF Act in The Kenya Gazette Supplement No. 107 (Act No. 11) of 9th January 2004. The aim of the fund is to foster development in the constituency and combat poverty at the grassroots.

The fund aims to control imbalances in regional development brought about by partisan politics. It targets all constituency- level development projects, particularly those aiming to combat poverty at the grassroots. The fund comprises an annual budgetary allocation equivalent to 2.5% of the government's ordinary revenue. The Constituency Development Fund was created out of the need to find more effective mechanisms of channeling development funds to communities in terms of the delivery services and accountability. It was also hoped that the fund would respond to the issues that can be easily overlooked by the central government.

It is more like a people driven development since it is assumed that the local people are better placed to know their problems, their priorities and opportunities. It is also assumed that the locally owned and locally driven initiatives would be more accountable to local communities on how to utilize their resources. (Ngang'a 2011). In theory, the Constituency Development Fund was to provide a shift from doing for the people to a situation where they do it for themselves.

It is the opposite of the development paradigm where development agencies including the government are used to acting know-it all and taking communities as passive objects of development. (Chitere, 1994; Chitambar, 2001)

1.2 Problem Statement

Recent efforts in national planning in Kenya have sought to identify development priorities through consultations. For example the preparation of the Poverty Reduction Strategy Papers (PRSPs) involved broad stakeholder consultations across the country with the objective of eliciting information on key concerns and priorities. Likewise the Economic Recovery Strategy for Employment and Wealth Creation took account of the priorities expressed by stakeholders though the consultations were not as broad and intensive as those carried out in the PRSPs. These consultations have been particularly insightful in highlighting the priority rankings of development needs by communities (Kimenyi 2005). In Kenya, efforts by the government to foster participatory processes geared towards human centered development were later put in place through systems of decentralization.

Decentralization is a situation where the central government cedes powers to sub national units such as regional or local governments which have some geographical jurisdiction (Katsiaouni, 2003). Decentralization is one way in which people's right to participate in governance is attained (Muia 2008a). Countries such as the Caribbean, East Asia and East European countries have embraced decentralisation as an important component of the development agenda and have fared better than Africa. (World Bank 2000) The explanation is that decentralisation strengthens local governance, democratization and greater efficiency and equity in the use of public resources and service deliver for development (Ribot 2002). Since independence, Kenya has attempted various mechanisms of decentralization most of which have oscillated between de-concentration, delegation and privatization. These initiatives included the following: the local government system through local authorities, the regional Majimbo system and the 1983 District Focus for Rural Development.

The Constituency Development Fund has successfully initiated numerous projects across the country since its introduction. However, the funds implementation has been dogged by controversy and acrimony, occasioned by structural weakness in its legal framework. For instance, the design of the CDF does not promote integration with existing development structures, resulting in overlap and, in some cases, double funding. The management of the fund is also undemocratic, and there is little accountability interestingly, these developments take place in a context where there is massive civic education programmes going on.

Different organizations such as the National Taxpayers Association have come up to provide citizen report cards of the decentralized funds such as the CDF in various regions in Kenya as part of its efforts to promote social accountability by local citizenry in Kenya and this has showcased successes and failures of the Constituency Development Fund in various regions in Kenya. Citizen report cards are participatory surveys that provide quantitative feedback on user perceptions on the quality, adequacy and efficiency of public services. They go beyond just being a data collection exercise to being an instrument to exact public accountability through the extensive media coverage and civil society advocacy that accompanies the process. (www.worldbank.org).

Gatanga constituency has received wide acclamation for its performance with regard to its use of the Constituency Development Fund as opposed to other constituencies. According to a report, released by National Taxpayers Association, Ugenya Constituency, was the worst performer in utilization of the funds in the financial year 2007/2008. The constituency is reported to have wasted Sh10.8 million of the Sh20.7 million awarded during the year under review. This represents 53 per cent of the amount awarded. (<http://www.standardmedia.co.ke>)

This comes against best performers of the same fund rated as having used the fund kitty well, which are Gatanga, Butere and Kaloleni constituencies. The audit report, which was done by the Constituency Development Fund Board in 2012, rates constituencies on the percentage of wastage against the total disbursement. The report classifies them in five categories of A to E, where category A signifies well implemented projects with

good value for money, category B signifies badly implemented complete and incomplete projects with poor value for money, category C signifies incomplete projects but are ongoing, category D signifies abandoned projects and category E signifies ghost projects. Whereas there may be other factors that may have contributed in Gatanga's success in the management of its Constituency Development Fund, the study seeks to assess the impact civic education has had in Gatanga constituency, Murang'a county to better understand what makes the region stand out against all the other regions in Kenya.

1.3 Research questions:

Based on the above background and problem statement the study seeks to answer the following questions:

1. What is the extent of civic education in Gatanga constituency?
2. Who are the main actors of civic education in Gatanga?
3. What are the main forms of civic education in Gatanga constituency?
4. What is the impact of civic education in the management of Constituency Development Fund, specifically people's participation in identification, implementation, monitoring and evaluation of the community development projects in Gatanga Constituency?

1.4 Study Objective

1.4.1 Broad Objective

To assess the contribution of civic education on the management of Constituency Development Fund in Gatanga Constituency.

1.4.2 Specific Objectives

1. To assess the extent of civic education in Gatanga constituency
2. To identify the main actors of civic education in Gatanga constituency
3. To identify the key forms/types of civic education in Gatanga constituency
4. To analyse the impact of civic education in the management of the Constituency Development Fund, specifically people's participation in identification, implementation, monitoring and evaluation of community development projects in Gatanga Constituency.

1.5 Justification of the Study

Civic education has an important part to play in the development of our own communities and in the development of the nation. Because effective development depends on citizens having a better understanding of their economic conditions – and on their determination to improve them, one of the main objectives of civic education is that people will be better informed and also better able to participate in social and economic development programmes . (<http://www.uraia.ok.ke>)

An example of one such programme in Kenya is the Constituency Development Fund which is a community development programme should be to prepare the rural population to collaborate with government development plans. Conyers (1982) pointed out that such programmes are designed to raise the standard of living and improve the quality of life of the community, which is what Gatanga constituency has been able to succeed. The study seeks to understand what impact civic education has had in Gatanga constituency specifically in the management of the Constituency Development Fund, at a time when the country is preparing for its next general elections next year whose preparations are being marked by numerous civic education sessions country wide.

Of importance in this general elections will be the introduction of a devolved system of government that has introduced 47 counties as part of the county government structures as per the new constitution, but most importantly how resources will be distributed and managed to all the 47 counties to sustain development for its people.

It is anticipated that the study will provide findings that would be instrumental in improving policy in the development of national or local civic education programmes in Kenya by both local and international actors. Secondly, the study will provide findings that will provide insight into the best and worst practices of Gatanga constituency's management of the Constituency Development Fund that other constituencies could borrow from.

Finally, the findings of the study will promote the implementation of community development projects initiated by government or Non .State Actors towards the achievement of Kenya's national development plan which is currently the Vision 2030.

1.6 Scope and Limitations of the Study

Due to the vastness of Gatanga constituency, this study will be conducted in Gatanga Constituency in Murang'a County among selected administrative units, and households. The study will target residents and households in Gatanga Constituency to examine the impact of civic education sessions in relation to the past management of the Constituency Development Fund. In addition to these, the study's objectives will be analysed based on respondents ratings of the extent of civic education, the main actors of civic education, the forms of civic education and lastly the impact of civic education in the management of the Constituency Development Fund, specifically people's participation in identification, implementation, monitoring and evaluation of community development projects in Gatanga Constituency. Owing to the location of the study in Gatanga Constituency, the results will only be applicable to Gatanga Constituency and may not be applicable to other constituencies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a highlight of key thematic issues that govern the study. These include the concept of civic education, actors of civic education, forms of civic education, extent of civic education in Kenya and lastly the impact of civic education as part of the literature review. This chapter also incorporates theoretical framework and a conceptual framework that examines the relationship between civic education and management of the Constituency Development Fund. For the purposes of this study, participatory approaches are used to assess management of the Constituency Development Fund in Gatanga Constituency, Murang'a County.

2.2 The Concept of Civic Education

Civic education, also known as citizen education or democracy education can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes (www.pgexchange.org). It can also be seen as an important method of raising awareness and understanding in order to increase popular participation in the national and local spheres (www.uicc.co.ug). According to (Gibson and Levine,2003; Lupia & McCubbins,1998) civic education are efforts that provide learners with the necessary knowledge and skills, values of what people variously call 'competent' and 'responsible' citizens. While there is no generally agreed upon definition of civic education they all seek to accomplish a number of general goals, such as impart knowledge about democratic practices and institutions, instill core

democratic beliefs and values, and encourage more active and informed political participation (USAID 2002).

Civic education is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others).

Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (e.g. to monitor government performance, or mobilize other citizens around particular issues). Civic dispositions are defined as the citizen traits necessary for a democracy e.g. tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise (www.pgexchange.org).

2.3 Forms of Civic Education

Civic education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns. Civic education can be targeted at children or adults, in developed or developing countries, and at the local, national or international level. As such, civic education is an approach that employs a range of different methods, and is often used in combination with other participatory governance tools (www.pgexchange.org)

In developed countries such as in the United States of America, civic education is incorporated into social studies or American history courses rather than offering dedicated civics classes. At the same time, school based programs that aim to improve civics instruction by going beyond standard lecture and textbook teaching methods alone have been implemented. Students not only learn about the constitutional and historical foundations of American government, the requirements of citizenship, and structure and functions of the political system, they also become familiar with the skills needed for meaningful political and civic participation such as public speaking, participating in public hearings, contacting officials, meeting with community leaders about issues, and using media to engage the polity.

These kinds of active learning experiences can provide a memorable context for understanding facts about government and politics, and reinforce information that is gained through standard textbook and lecture formats. The assumption driving these efforts is that the transfer of democratic knowledge, values and skills will translate into responsible and effective participation once the program has ended.

In Kenya, civic education programmes have focused mainly on adult populations which cover a variety of concerns from voter education to human rights knowledge or citizen leadership training. Their formats also cover a broad range from informal sessions held just once to elaborate and structured programs lasting many months. (USAID 2002)

This is however not to mean that civic education left out young people under the age of eighteen, as the school curriculum included civics as a non-examinable subject in upper

primary, which was reinforced by the weekly recitation of the loyalty pledge and singing of the national anthem in all schools within the state system. Citizenship was officially equated with loyalty to the ruling party and its president who was also the head of state. (Mwangola, 2008)

2.4 Actors of Civic Education

During the 1990s there was a rapidly growing interest throughout the world in the development and implementation of educational programs in schools that are designed to help young people become competent and responsible citizens in democratic political systems. This interest had been most directly focused on civic education programs at the pre-collegiate level although attention is increasingly being focused on students in colleges and universities and in some places in community or adult education.

Today most programs in civic education are limited solely to the nations in which they originated. However, since the collapse of communism there has been an increasing tendency for educators in emerging and advanced democracies to work together sharing ideas, programs, and experiences that are mutually beneficial. This has resulted in the establishment of international networks of civic educators which have given rise to international civic education movements. These movements are loosely knit and have a number of centers and sources of support. Examples of this include Civitas International and the German Federal Center for Civic Education.

Other prominent sources of support for civic education programs include the United States Agency for International Development, the United Nations, the European Union, the Council of Europe, the World Bank and the Soros Foundation (John 1997).

In Kenya civic education efforts during the 1980's were mostly frustrated and constrained by the state at a time when Kenya had attained its Constitution of Kenya (Amendment Act No 7 of 1982 which transformed the country into a de jure one party state (Katumanga 2003).

The ruling regime then cracked down on political opponents which saw their arrest, detention and death of more than 500 people in torture chambers. This same period was also marred by corruption, repression and institutional collapse of institutions which pushed the state into further crisis. (Kibwana, Wanjala & Owiti, 1996).

In the 1990's the rationale for civic education came as a result of increased poverty, high levels of ethnic polarization, violence and perception by many to associate vote for the opposition with treason. Specifically, Kenya during this period had among the worst human rights records in the East Africa Region, which saw donors calling for increased political rights and for more civic education (World Bank 2001). This saw civil society organisations such as Clarion, the Institute for Education in Democracy, the National Status of Women and the Center for Governance and Development as among the first facilitators of civic education with the leadership of these organizations being drawn from legal professions.

Their programs were couched in legalistic perspectives (UN-HABITAT, 2002). The programs lacked any discussions about income inequalities and citizenship and instead focused on public responsibility and obligations of public officials (politicians) – in accordance to the system of ‘good governance’ that was introduced in Africa in the late 1980’s.

Other civil society actors that later followed with support from either the United States Agency for International Development, governments of Denmark, the International Development Research Center and Transparency International were Kenya Education Network, Family Support Group, Mazingira Institute that tied its programs of environment protection to civic education.

The Citizen Coalition for Constitutional Change (CCCC) and the National Convention Executive Council (NCEC) were amongst the most influential civil society organisations that opted for direct engagement and confrontation with the state. The Citizen Coalition for Constitutional Change was an initiative of the International Commission of Jurists (ICJ) Kenya Chapter and the Kenya Human Rights Commission. (Mutunga, 1999)

According to (Wanjohi, 1992) religious institutions comprising of churches which had a nationwide infrastructure also had a significant role to play with regard to civic education because it was a respected non-parochial leadership and a moral voice that could challenge the state. The state lacked the will to effectively counter church sponsored civic

education seminars. The church could reach rural populations and their message resonated with the people.

Owing to the NCEC's presence in urban areas alone, it took efforts of religious organizations and the Kenya Human Right Council to reach rural areas and finally form the Muslims Human Rights Organisation (MUHURI) to work with other Non-governmental Civic Education agencies such as Kituo Cha Sheria and the CCCC to establish programs on educating the public on civic rights and public law. It should be noted that in spite of the growth in numbers of civic education providers in the 1990s, delivery remained uncoordinated. Providers used eclectic approaches and delivered civic education in response to particular geographical, social or political issues, in an ad hoc manner. Coverage of regions, target groups, and issues was partial. Resources were not used optimally.

Donors supported these initiatives without reference to a common focus. In most cases, partly because of the absence of a common framework and curriculum, there was no clear distinction between civic education and political advocacy. There were a limited number of people trained to deliver civic education in non-partisan ways. The focus was on voter education; civic education was not mainstreamed in the language or programming for development or governance - it was regarded as a political function.

Government viewed civic education actors as opposition agents who did not use neutral language but anti-government rhetoric (www.s-and-t.co.za).

By the time Kenya held its third multiparty elections in 2002 with Kenya Africa National Union (KANU) the long ruling party losing power to the National Alliance Rainbow Coalition (NARC), civic education was being facilitated by the National Civic Education Programme which commenced its first phase of implementation between August 2002 and September 2002 through a partnership of a group of donors and civil society in Kenya. The programme aimed at consolidating a mature political culture in which citizens are more aware of, and exercise their rights and responsibilities, as well as participate effectively in broadening the democratic space. The second phase of the Kenya National Civic Voter Education Program was a continuation of the NCEP I, begun in 1999. The program took the name "Uraia", meaning "citizenship" in Swahili.

The second phase of the National Civic Education Program (NCEP II) was originally designed in part to address what donors and CSOs believed would be a new national constitution that was to be adopted in 2005. The failure of the effort to create a new constitution meant NCEP II had to focus more generally on civic education not tied specifically to the constitution. Management problems in the early stages of NCEP II meant implementation did not occur until 2006-2007, over a period of about 18 months. By its conclusion in August 2007, the next national elections in December 2007 were rapidly approaching. NCEP II officially ended its implementation in part to make way for more immediate voter education in the run up to the election. The program was thus completed before the disputed December 2007 National Elections, and before the inter-communal violence and dislocations that wracked the nation in subsequent months.

Both NCEP I and II implemented civic education via civil society organisations (CSOs) rather than via government education programs. NCEP II requested proposals from Kenyan CSOs to be implementing partners and then chose 43 to partner in the program and grouped them into four consortia. By the end of August 2007, NCEP II-Uraia involved approximately 79,000 workshops, poetry or drama events, informal meetings, cultural gatherings, and other public events, as well as extensive programming on democracy, governance, and rights-related topics through television, radio, and other mass media outlets. Some 10 million individuals were exposed in some form or another to face-to-face civic education activities. (USAID, 2009).

2.5 The Impact of Civic Education

Much has been written about civic education internationally and locally but little attention has been given to the impact of civic education where it has been administered. Studies that have attempted to assess the impact of civic education have focused on how people's knowledge levels, attitudes and values have changed after participating in civic education sessions and hence it is assumed that this would lead to political participation. This is because as discussed in the introduction part of this chapter, the main objective of civic education is to provide learners with the necessary knowledge and skills, values of what people variously call 'competent' and 'responsible' citizens. (Gibson and Levine, 2003; Lupia & McCubbins, 1998).

Early studies done in the United States regarding civic instruction reported few positive results concerning knowledge gained from civic instruction and how student's citizenship

attitude or skills improved (Langton & Jennings 1968; Somit, Tannenhaus, Wilke & Cooley, 1958; Ehman, 1980).

As much as this may not been good news to the administers of the program in the United States of America, the results of these findings contributed to reviews of civic education programs in schools with recommendations for the programs to be more student centred and active hence could have more positive impact on student citizenship (Niemi & Junn, 1998; Denver & Hands, 1990; Westholm, Lindquist, and Niemi, 1990; and Morduchowicz et al, 1996).

Early studies done on the impact of civic education in emerging democracies tended to focus on school based programs such as one done by (Finkel and Ernest 2005) where they attest to the fact that the impact of civic education has not been adequately explored in the context of emerging democracies.

They recommend that attitude change is more likely to happen if teachers use more active forms of teaching such as role playing, dramatization and group decision making (Fishbein & Ajzen, 1975; Zimbardo & Leippe, 1991; Soule, 2000). From their study in South Africa's high schools, (Finkel and Ernest 2005), point out that civic education instruction can result in higher levels of civic knowledge when students perceived their teachers to be highly knowledgeable, competent, likeable, and inspiring. They appeared to internalize attitudes and values supportive of democracy, such as an increased sense of the responsibilities of citizens in a democratic system and trust in political and social

institutions, to a greater extent than students who received training from “poor” instructors or not at all.

Apart from assessing school based programs in South Africa (Finkel & Ernest 2005) also assessed the impact of civic education on adults by conducting surveys with adults who had participated in civic education programs against a control group of those who had not participated in these programs civic education had the strongest effects on citizens’ participation in local politics. Those receiving civic training participated significantly more in town councils, election campaigns, and grassroots efforts than those from similar backgrounds who did not receive such training. In South Africa, for example, fifty percent of those with civic training participated in two or more local political activities, while only thirty percent of those without civic training did the same. Effects on participants’ attitudes, however, were weaker than effects on political involvement: Civic education raised political tolerance and feelings of political efficacy, but had no uniform effect on institutional trust.

Finkel’s most interesting findings were the “threshold effect” of civic education. Civic education was most effective, he found, when individuals attended three or more workshops, when workshops were conducted with participatory methods, and when instructors were perceived as knowledgeable, inspiring, and interesting. When these factors were missing, civic training had little effect on participants’ involvement in local politics and virtually no effect on their attitudes and values.

Finkel further found that civic education had greater effects among individuals with higher levels of political resources, such as education, and among those who belong to more civil society groups, such as churches, trade unions, and clubs (www.civiced.org)

In Kenya, studies done to assess the impact of civic education were conducted in the form of an evaluation of the National Civic Education Program and were sponsored by the United States Agency for International Development, Kenya. Like previous studies done on the impact of civic education globally, the (NCEP) evaluation focused on effectiveness of the civic education programme in promoting democratic values, awareness, knowledge, and political engagement among ordinary Kenyan citizens. The evaluation of the National Civic Education Program was conducted first to assess the impact of the NCEP workshops, secondly the evaluation study sought to assess the extent to which individuals were exposed to various forms of civic education activities such as democracy workshops theatre presentations, puppet shows, public lectures and other events. Thirdly and last the study assessed the impact of civic education that may be otherwise difficult to determine from survey data and to solicit participant's opinions about how workshops and other civic education activities may be improved in the future. (USAID, 2003).

Overall, the study reported that NCEP had a positive impact with some important qualifications. However, in actual practice, large numbers of people were not trained in ways that were most conducive to program's impact, and to this extent, the programme's effects were more limited than they could – and perhaps should – have been.

2.6 Development and Grassroots Empowerment

Development is simply defined as good change and perhaps in its common usage can be defined as the objective of moving to a state relatively better than what previously existed (Chambers, 1997). In other words development is seen as something positive or desirable. It should be noted this definition dominated in the 1950;s and 1960s where development was seen as a form of 'structural transformation' and 'long term transformation of societies and economies'(Gore 2000). This definition was however rejected by (Thomas 2000) who argues that since change is a process towards a desirable state in society, whether this change is achieved in the long term or short term, change has several implications for society. Disruption may occur in the established patterns of living within society as it moves towards good change and thus reflect a contradiction of this particular definition that denotes of 'good change'

A second perspective on what development is has been embraced by international development donor agencies that (Thomas 2004) says that development is directly related to the achievement of poverty reduction and of the Millennium Development Goals (MDGs). This perspective focused on the outcomes of change so that it had a relatively short term outlook.

The third perspective of what development is comes from what (Hickey and Mohan (2003) define it from a post modernists perspective as 'discourse' (a set of ideas) that actually shapes and frames 'reality' and power relations from the western world. It does

this because the 'discourse' values certain things over others. For example, those who do not have economic assets are viewed as 'inferior' from a materialistic viewpoint. In terms of 'real development' there might be a new 'discourse' based on 'alternative value systems' which place a much higher value on spiritual or cultural assets, and within which those without significant economic assets would be regarded as having significant wealth. This view of development is seen as 'bad change' and 'bad outcomes' from the imposition of western ethnocentric notions of development to the Third World. As a result of this one critique and many others with regard to the definition of development, the term has been subjected to a diversity of meanings of what 'good change' is and who this 'good change' belongs to by both academics and non academic fields.

A common theme within most definitions is that 'development' encompasses 'change' in the social, economic and political aspects of the human condition and that development is a space of discourse and activity that comprise development theories, development strategies and development ideologies. These theories, strategies and ideologies of development tend to sum up themes or paradigms of development such as modernization, social welfare and lately the human centered approach to development to mention just a few. The last approach to development mentioned here, has come to be favored of late as it shifts its focus from economic growth as a means to achieving development, to improve human lives by expanding the range of things that a person can be and do, such as to be healthy and well nourished, to be knowledgeable, and to participate in community life which is measured using the Human Development Index (Sen 1989).

According to (Korten 1990) the people or human-centered approach to development seeks to return control over resources to people and their communities to be used in meeting their own needs. This creates incentives for the responsible stewardship of resources that is essential to sustainability.

Three principles are basic to the people/human-centered approach to development:

- Sovereignty resides with the people, the real social actors of positive change. Freedom and democracy are universal human aspirations and that the legitimate role of government is to enable people to set and pursue their own agenda. To exercise their sovereignty and assume responsibility for the development of themselves and their communities, the people must control their own resources, have access to relevant information, and have the means to hold the officials of government accountable. Government must protect these rights and that people must work together in solidarity to insure that governments accept and act on this responsibility.
- Those who would assist the people with their development must recognize that it is they who are participating in support of the people's agenda, not the reverse. The value of the outsider's contribution will be measured in terms of the enhanced capacity of the people to determine their own future.

2.7 The Constituency Development Fund

Various development approaches have been experimented or practiced in various parts of the world in a bid to steer the bottom up approach of development that brings resources

closer to the people and gives them control of or if you wish a stake in the management of these resources all in the spirit of facilitating a shift from the previous top – down approach towards development. The bottom –up approach advocates for rural development and equally distribution of resources in addition to small scale projects that directly involved the urban and rural poor in income generating activities that would empower the poor to be self reliant. (Mann, Grindle & Shipton 1989).The top – down approach on the other hand is usually associated with centralized regimes, state bureaucracies control over resources which over the years appears to have failed to improve rural standards of living and has often alienated the people which they were designed to benefit. (www.jstor.org).

Available literature on development practices in Kenya indicates that since independence, the government has experimented various development approaches in its quest for social and economic development (Chitere & Ileri, 2008). Efforts to fight poverty in Kenya began as early as in 1965 through the introduction of the ‘Harambee Movement’ that was introduced by the late Mzee Jomo Kenyatta as a concept of pulling the country together to build a new nation. Other efforts include the introduction of Sessional Paper No. 1 of 1965, Sessional Paper No.1 of 1986,the District Focus for Rural Development, the National Poverty Eradication Plan, the Economic Recovery Strategy for Wealth & Employment Creation and lastly as a result of the August 2010 Referendum’s adoption of a new constitution which embraced decentralization for the first time, came devolved funds comprising the Constituency Development Fund, the Road Maintenance Levy Fund, the Free Primary Education, the Constituency Aids fund among others.

The goal of the decentralization / devolution adopted in the constitution was to give the people at the grassroots more control over decisions and governance actions that affect them directly.

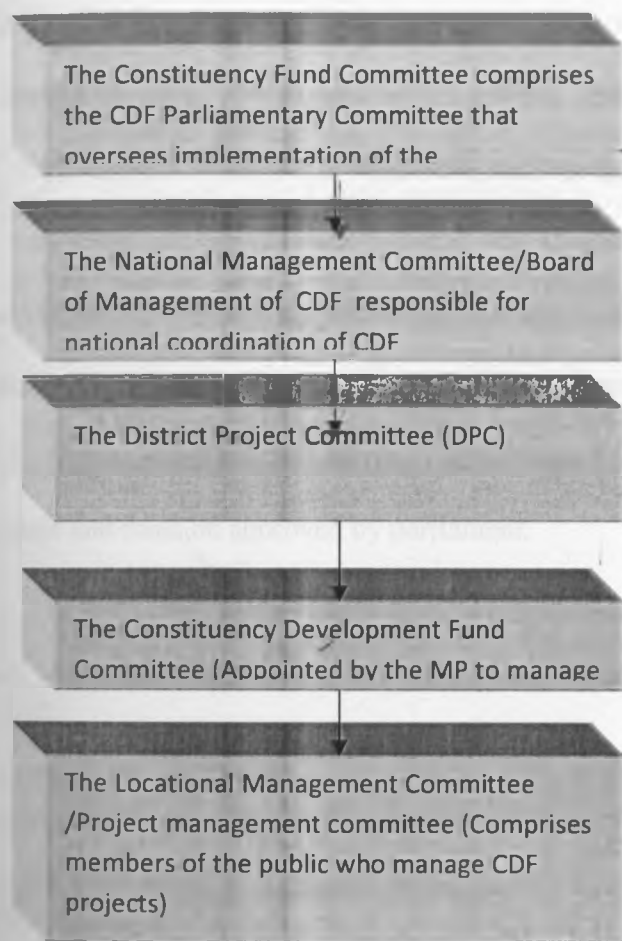
This would greatly contribute to the improvement of their standards of living by enabling citizens to participate in the management as well as monitoring of the decentralized funds that would be operational under the new constitutional dispensation (www.ncck.org).

The Constituency Development Fund (CDF) main objective is to fund community development projects with immediate social and economic impact aimed at improving lives and alleviating poverty at the grass roots. This, the fund anticipates will control regional development imbalances and elicit local people's participation in decision making. According to (Korten 1990) he recommends that in any authentic development, an assisting agency is seen to be a participant in the development process that is community driven, community led and community owned which hence provides basic conditions of sustainability. Efforts to make the CDF community driven and community owned have been made available to the people through the CDF Act 2007 which has established four committees manage the fund as follows:

- (a) National Management Committee or the National CDF board as changed in the 2007 CDF Act
- (b) Constituency Fund Committee,
- (c) District Project Committees
- (d) Project Management Committee

(e) Constituencies Development Fund Committees which are the grass root committees.

Figure 1: CDF Management Structure



Source: (CDF Act 2007)

These are the National Management Committee, the Constituency Fund Committee, the District Project Committees, the locational management committee or the project management committee and the Constituencies Development Fund Committees which are the grass root committees.

(a) The National Management Committee

Under the revised CDF Act 2007, the National Management Committee (NMC) was renamed the Board of Management of CDF (Board) and its powers and responsibilities changed slightly. The Board comprises 17 persons in total, one third of whom must be women. It comprises four government officials: the Permanent Secretaries of the ministries of Planning and National Development, and Ministry of Finance, the Clerk of the National Assembly, and the Attorney General. The Minister may appoint another four other persons to achieve regional representation. All appointments must be approved by parliament and have relevant expertise. The Board also comprises the Chief Executive Officer (CEO), who is ex officio and secretary to the Board. The CEO is appointed on a competitive basis and must be approved by parliament.

The functions of the National Management Committee/Board of Management of CDF include:

- To ensure timely and efficient disbursement of Funds to all constituencies.
- To ensure efficient management of the Funds.
- Receive and discuss annual reports and returns from constituencies.
- To ensure compilation of proper records, returns and reports from the constituencies
- To receive and address complaints and disputes and take any appropriate action
- To consider project proposals submitted from various constituencies in accordance with the act, approve for funding those projects proposals consistent

to the act and send funds to the constituency fund accounts of the approved projects.

- To perform such other duties as the minister deems necessary for the proper management of funds

(b) The Constituency Funds Committee (CFC)

This comprises the a chairman, who is a Member of Parliament and not more than ten (10) other members of parliament who are neither Ministers nor Assistant Ministers. The term of office of members of the committee is three (3) years renewable and their operations are governed by the standing orders of the National Assembly (CDF Act, 2007).

The function of the (CFC) includes:

- To determine the allocation and distribution to each constituency and the utilization of any unspent funds intended for use by the board.
- To consider and report to Parliament names of persons required to be approved by Parliament under the Act.
- To consider and recommend to Parliament any matter requiring action by the National Assembly.
- To oversee implementation of the Act.
- To oversee policy framework and legislative matters.
- To review the framework set out for efficient delivery of development programmes.

(c) The District Project Committee (DPC)

The District Projects Committee comprises all MPs in the district, all chairpersons and mayors of local authorities, the District Commissioner, the District Development Officer who is secretary of the District Projects Committee, all the chairpersons of the Constituency Development Fund Committee, the District Accountant. The relevant district departmental heads may also attend District Projects Committee meetings in an *ex-officio* capacity. The chairperson is elected from either the MPs or Councilors. The District Project Committee must meet annually and up to a maximum of 6 times a year. The District Project Committee is dissolved upon the dissolution of parliament. (CDF Act, 2007)

Its functions include:

- Coordinate the implementation of projects financed through the fund.
- Prepare and circulate to every constituency development fund (CDFC) committee in that district, a list of other government allocations for various projects in the district, at the beginning of every financial year.
- Ensure that no projects are duplicated.
- Make impromptu visits to the projects as it may deem appropriate.

(d) The Constituency Development Fund Committee (CDFC)

The CDFC is constituted and convened by the elected MP within the first 60 days of a new Parliament or a by-election. The Constituency Development Fund Committee has a maximum of 16 persons comprising a Member of Parliament, Councilors, 1 District

Officer, 2 religious representatives, 2 men representatives, 2 women representatives, 1 youth representative, 1 NGO representative, 3 other persons appointed by the MP, and a Fund Manager. According to the (CDF Act 2007), the act empowers the MP to appoint members of the CDFC, on three-year renewable terms for a maximum of two consecutive terms.

The functions of the (CDFC) include:

- Determine installments to various projects in the constituency, taking into account the disbursement received and the requirements of different projects.
- Ensure cost estimates of different projects are as realistic as possible through appropriate consultations with government departments.
- Rank constituency projects in order of priority.
- Determine allocation of funds for emergency purposes.
- Approve joint constituency projects.
- Monitor the implementation of projects or designate this responsibility to a sub-committee, a locational committee, or a project committee.

(e) The Locational Management Committee/ Project Management Committee

The Locational Development Committees are constituted at the locational level. The Project Committee is recognized in the (CDF Act, 2007) as the committee responsible for implementation of a project. It may be nominated or elected, or may be pre-existing, such as school boards. The PMCs play a pivotal role in CDF project implementation; it is at

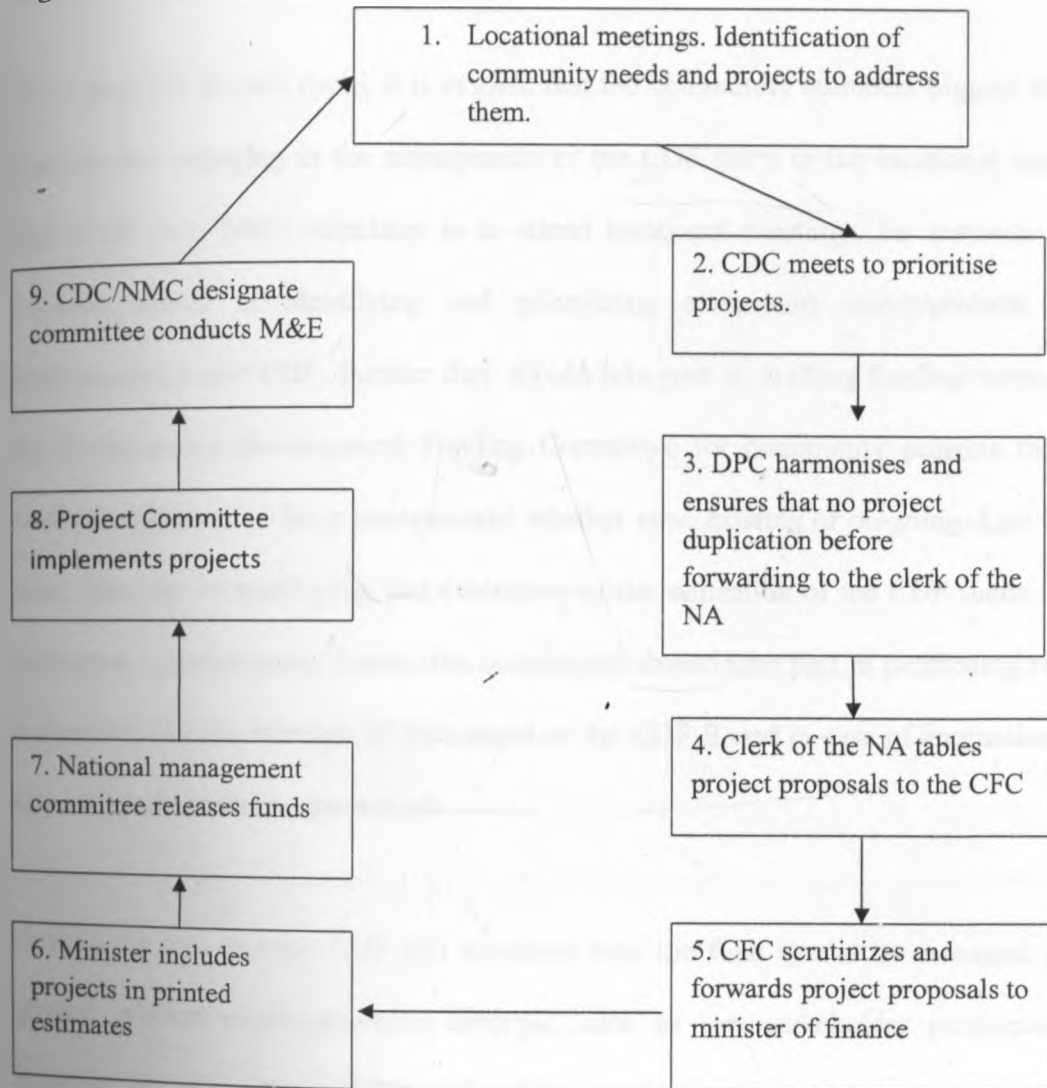
this level that project requests/proposals are raised, approved projects implemented, procurement and documentation undertaken and subsequent M&E takes place. These committees are chaired by the Chiefs and are made up of community members in the different locations in a constituency.

The project cycle of the CDF begins with the identification of project need which happens at the Locational meetings, identified projects are then submitted to the Constituency Development Committee which decides which projects to prioritise. Eligibility of projects as stated in the (CDF Act 2007) dictates that the projects must be community based with widespread prospective to local residents and should not exceed 50% of the annual constituency allocation excluding the recurrent expenditure. Upon identification of projects by the CDC, the District Project Committee harmonises all project proposals to ensure that there is no duplication of project proposals from the district, upon which they submit project proposals to the clerk of the National Assembly. The clerk of the National Assembly then tables project proposals to the Constituency Fund Committee which reviews them and submits them to the Minister of Finance.

Once approved by the government, the minister then disburses funds to the National Management committee/CDF Board. The NMC then releases funds to the project management committee to implement projects subject to monitoring and evaluation by the National Management Committee and members of the locational meetings which comprises members of the public. Auditing is done by both internal auditors of the fund as well as external auditors of the controller and auditor general. The funds are issued in

quarterly trenches and each trench must be preceded by submissions of previous annual returns.

Figure 2: The CDF Project Cycle



Source: (CDF Guidelines 2003)

KEY:

CDC – Constituency Development Committee

CFC – Constituency Fund Committee

M&E – Monitoring and Evaluation

NA – National Assembly

DPC- District Project Committee

From the CDF project cycle, it is evident that the community members biggest role and platform for engaging in the management of the CDF starts in the locational meetings. The (CDF Act, 2007) stipulates is to attend locational meetings, for instance chief's *barazas*, aimed at identifying and prioritizing community needs/projects to be implemented under CDF. Further they should take part in drafting funding proposals to the Constituency Development Funding Committee for community projects that they wish to implement or have implemented whether new, existing or on-going. Last but not least, take part in monitoring and evaluation of the utilization of the CDF funds in their respective constituencies. Lastly, the community should take part in petitioning relevant authorities like the Member of Parliament or the CDF Board in case of anomalies in the manner in which funds are utilized.

Despite the fact that the CDF Act stipulates how the fund should be managed, on the ground, several challenges have emerged such as low stakeholder participation in identification of development priorities of the constituency and poor project selection and prioritization of projects for funding (Wambugu 2012). This situation has resulted in the Member of Parliament having more control over which projects get to be prioritized and funded by the CDF board at the expense of the community needs. The community's role in decision making, ends at the mere listing of projects (if they are lucky to participate in

the process) they would want to have in the community with little influence over what happens at the prioritization and funding levels by the Constituency Development Committee (Mungai 2009).

This in turn results in incorrect perception of the community members needs with serious implications for acceptance, ownership and sustainability of these projects at the constituency level. (Potts 2005)

According to (Mapesa & Kibua 2006) they highlight some challenges facing the management of the CDF when it comes to public procurement of services for implementing community development projects. Corruption they say has been rampant between public officials managing the Fund in the form of fraudulent deals which occurs such as when a procurer and supplier collude to inflate the prices of goods/services with the procurer expecting a kickback. Fraud also occurs when the procurer enters into contracts with non-existent or questionable suppliers who, although are fully paid, supply goods/services of substandard value, if at all. The foregoing, they attest largely occurs due to the fact that the beneficiaries who are the community members in the constituency have a limited role to play in the procurement process as decisions are made for them by the CDF office and not by them at this stage of the project cycle.

Upon approval of funds for the CDF and tendering is complete during the procurement process, the next stage is the implementation of community projects. This stage involves making purchases, payments, record keeping, overseeing the work of identified

contractors to ensure that projects are built according to specifications and lastly, handing over completed projects to the community or to the relevant government authority.

All the above roles are overseen by the project committee and are charged with the responsibility of keeping the community informed on the project's progress. (Gikonyo 2008)

A social audit study done in four constituencies in Nairobi revealed that community participation was relatively high during project identification stage of CDF projects however participation remained relatively low in CDF project implementation and monitoring stages of project development. The study cites that a key impediment to citizen participation in implementation of CDF projects is failure of middle class and local elite to engage to local development processes for instance attending local chief *barazas* (Shelter Forum, Ufadhili Trust, TISA 2010).

When it comes to monitoring and evaluation of CDF projects, this role should ideally be carried out by the CDF's management structure and the local citizens in a bid to promote social accountability. These two stages have been driven by citizen demand for effective service delivery by public officials which according to (KHRC & SPAN 2010), the average Kenyan had in the past not been able to question procedures and processes at the local level with regard to management of public resources.

This compounded by lack of an elaborate monitoring system by the Ministry of Planning & National Development which does not have adequate resources, has left the role of

monitoring and evaluation of the CDF to been taken up by Civil Society Organisations (CSOs) in the form of social audits with a view to increase the CDF's efficiency and improve people's participation in the same.

(Okello et al 2008) however argues that, it will take more than social audits to improve the management of the CDF and advocates for the need for local citizens to be empowered with knowledge and skills to better participate in community development initiatives supported by the Fund. Specifically, these knowledge and skills the (KHRC & SPAN 2010) recommends to be in form of civic education as being critical towards generating awareness around devolution and citizen participation in the management of CDF.

2.8 Summary of Literature Review

From the literature review, first and foremost, it is quite clear that civic education has been implemented in internationally and locally and that as much as there is no unified definition of what civic education is, it is unanimously agreed that civic education comprises of three essential components which should impart civic knowledge, skills and values to its learners. It is these three components that have been used to assess the impact of these programs both internationally and locally where they are implemented to better prepare people to be 'responsible' and 'competent' citizens.

Further, from the literature we see that it is not enough to organize communities to steer community development initiatives; people's participation needs to be empowered in one

form or another such as through civic education in a bid to promote their participation from selection and prioritization of projects, to implementation, monitoring and evaluation of CDF projects.

2.9 Theoretical Frameworks

This study will adopt the social empowerment theoretical perspective, the theoretical perspective of collective action and the voice, exit and loyalty theoretical perspective. It is anticipated that these theories will play a role in guiding the entire study including interpretation of research findings.

2.10 Theory of Collective Action

Collective action is the pursuit of a goal or set of goals by more than one person. It is a term which has formulations and theories in many areas of the social sciences. The theory of collective action emphasizes how group behavior can, in some sense, be linked to social institutions. The term "collective action problem" describes the situation in which multiple individuals would all benefit from a certain action, which, however, has an associated cost making it implausible that any one individual can or will undertake and solve it alone. The rational choice is then to undertake this as a collective action the cost of which is shared. The assumptions made by this theory is that if everyone in a group (of any size) has interests in common, and then they will act collectively to achieve them.

Areas where the theory has been applied is for instance the collaborative effect of joining a private good to a public good such as a tax deduction (private good) can be tied to a

donation to a charity (public good). It can be shown that the provision of the public good increases when tied to the private good, as long as the private good is provided by a monopoly (otherwise the private good would be provided by competitors without the link to the public good).

The theory has received criticism from (Mancur 1965) that individual rational choice leads to situations where individuals with more resources will carry a higher burden in the provision of the public good than poorer ones. Poorer individuals will usually have little choice but to opt for the free rider strategy, i.e. they will attempt to benefit from the public good without contributing to its provision.

This may also encourage the under-production (inefficient production) of the public good. In this particular study the assumption is that if communities in rural or urban areas come together driven by a common goal to initiate community development projects at the grass roots, that gives them incentive to participate in the management of their Constituency Development Fund, and that this goal can not be achieved by one person alone but rather by members of the community coming together governed by certain norms and values to steer their own development process.

2.11 The Voice Exit and Loyalty Theoretical Perspective

This particular theory was developed by Albert Otto Hirschman in 1970 who was an economist and made the argument that members of an organization, whether a business, a nation or any other form of human grouping, have essentially two possible responses

when they perceive that the organization is demonstrating a decrease in quality or benefit to the member, they can exit (withdraw from the relationship); or, they can voice (attempt to repair or improve the relationship through communication of the complaint, grievance or proposal for change).

The theory makes the assumption that when exit is taken alone as means of addressing dissatisfaction with an organization it usually provides a warning sign for the decline of the organization. That if loyalty is high such as when exhibited in patriotism by citizens of a country, or incentives to remain in place are offered, individuals may be less likely to exit. Secondly it makes the assumption that the greater the availability of exit, the less likely voice will be used (Hirschman, 1970).

Thirdly the theory makes that assumption that voice is usually used to express discontent or departure with organizations and that by understanding the relationship between exit and voice, and the interplay that loyalty has with these choices, organizations can craft the means to better address their members' concerns and issues, and thereby effect improvement. Failure to understand these competing pressures can lead to organizational decline and possible failure (www.wikipedia.org).

In this study, if community members are not satisfied with management of the CDF in their constituencies they have two options ; one is to voice out their concerns to their Member of Parliament who holds power in the management of the CDF and if the MP does not heed their concerns, the MP loses trust of the same people who elected him to

power therefore people do not vote for him and become disloyal to him/her therefore not getting into power again which is the MP's exit as people stop enlisting support of that leader.

Figure 3: The Conceptual framework

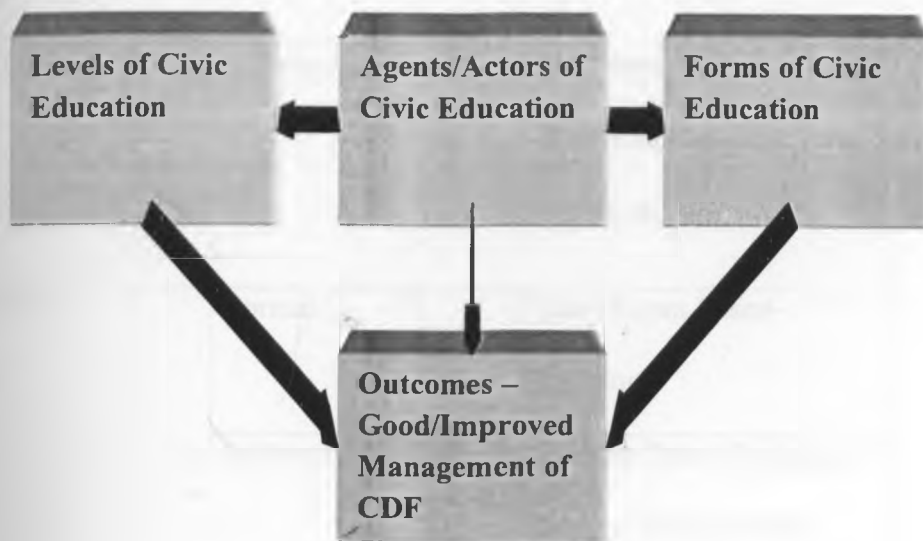


Table 1: Operational Definition of Study Variables

Study Variable	Measured Through	Indicators
INDEPENDENT VARIABLES		
Extent of Civic Education	Level of civic education	Low, moderate or high
Actors of Civic Education	Agents/Agencies	Individual, NGOs, Government or Non State Actors etc.
Forms of Civic Education	Formal	Class Room Based Trainings
	Informal	Outdoor Based Training in form of theatre, music, media, puppetry etc.
Impact of Civic Education	Positive	Wider Participation in civic education, change of knowledge levels, skills, values which leads to improved participation in the management of CDF.

	Negative	Low participation in civic education, poor participation in management of CDF leading to poor availability of community social amenities such as clinics, roads, water etc. This results in poor participation of community in management of CDF.
DEPENDENT VARIABLE Management of CDF	Processes of allocating the CDF. ,	The degree of community participation and involvement in the determination of development project and allocation of CDF, as well as accountability processes.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This third chapter of the study sought to present a brief description of methods adopted for the study as well as give some information about the site of the study area, the sampling procedure used, the methods of data collection, data presentation and data analysis.

3.2 Site Description

At independence Gatanga Constituency was formerly known as Kandara Constituency. However as a result of increased population in the coming years Kandara Constituency was divided into two one of which was named Gatanga and the other Kakuzi. It Borders; Kinangop, Gatundu North, Juja, Yatta, Masinga, Maragua, Kandara and Kigumo Constituencies. Gatanga Constituency has fourteen Councilors, eleven of whom are elected and three are nominated. There are two District Commissioners and six District Officers to facilitate the efficiency of the increasing developments. Gatanga has an estimated population of 170,000 people. Gatanga constituency comprises Gatanga Division, Ithanga Division and Mitumbiri Division. Gatanga Constituency comprises five divisions namely; Gatanga Division, Kariara Division, Kigoro Division, Kihumbu-ini Division and Samuru Division.

Gatanga Constituency is a vast constituency in Kenya which is endowed with agricultural fertile land and water. There are two main forests in the area namely Kimakia and Kieni

which cover an area of 13723 .71 hectares and 751.1 hectares respectively. The main economic activity in the area is agriculture mainly focusing on coffee and tea farming as well as horticulture, livestock keeping, quarry mining and trade in the form of retail shops and open air markets. One of the key landmarks is the Ndakaini dam that provides which cover an area of 13723 .71 hectares and 751.1 hectares respectively des eighty per cent of the water being used in the city of Nairobi. According to the 2009 population census Gatanga has a population of 113,298 drawn from various ethnic communities such as Kikuyu, Luo, Luhya, Kamba, Kisii, Meru and Kalenjins. However, the biggest ethnic population is that of the Kikuyu. The area has good infrastructure which facilitates easy movement of people, goods and delivery of services. (www.gatanga.com)

3.3 Unit of Analysis

This study focuses on the impact of civic education on the management of Constituency Development of Fund. Hence the unit of analysis in this study is the impact of civic education.

3.4 Unit of Observation

The source of information or data to facilitate understanding and analysis for the study will be households in Gatanga division of Gatanga constituency.

3.5 Sampling Procedure

The study used both probability and non-probability sampling procedures to select the area data collection and respondents. Gatanga division of Gatanga Constituency was

purposively selected because of easy accessibility from Gatanga town and because it serves as the location of the main Constituency Development Office. Gatanga division comprises of four locations namely; Mugumo-ini location, Kigio Location, Gatanga location and Kiriani location. Out of the four locations two of them was purposively selected based on development extremes with Gatanga location being most developed in compared to Mugumoini location which is least developed, hence provide variance of data and avoid data that is homogeneous. This was also vital for comparison of the two locations. Also due to limited availability of time, limited resources and cost factors the study could not be able to cover the other locations.

To help sample the respondents, the chiefs from the above mentioned locations were requested to provide a list of all the residents in their respective areas of jurisdiction. The lists served as a sampling frame from which thirty respondents were systematic randomly selected from each location thus having a total of sixty respondents. Triangular transect sampling technique that assumed systematic sampling procedure was used to pick thirty respondents for interview from households in each of the selected locations.

A road was to be followed from the chief's camp where the first household was randomly picked from the chief's camp and every fourth household along the chosen road was to be interviewed. After ten households had been interviewed, a turn to a new route was to be followed before ten more households could be interviewed. The transect line was to form a triangle of which each side was to have ten households interviewed and terminate at the chief's camp. A coin was to be tossed to decide either the right or left hand side of the

road to start picking the households for interviews. This kind of random sampling was used to ensure that there was a variety of samples.

Data was also collected from the different locations to serve as a control measure to ensure that there was a variability of samples and that the proximity of households in the locations were not to bias the study outcome.

3.6 Tools of Data Collection

Structured questionnaires were used to collect primary data from the sampled respondents. The choice of questionnaire was because it allows for large amounts of information to be collected from a large number of people in a relatively short period of time and costs, which is advantageous for this study considering that it targeted two locations in Gatanga Constituency. The data collected using the structured questionnaire can also be easily quantified and analyzed. Key informant guides were also used to collect more information from the key informants. The key informants were the chiefs from both selected locations, community group leaders or members comprising women groups, youth groups and staff officials working at the Gatanga Constituency Development Fund head office in Gatanga town.

3.7 Methods of Data Collection

Survey method was used to collect primary data from the respondents. This involved administering the structured questionnaires to the respondents. Also key informant interviews were conducted in soliciting in-depth information from the key informants.

Five key informants were used for the purposes of this study, the chief, a representative from the CDF office, a contact person from a Non Governmental Organisation in the study area, a representative from a women's group and a representative from a youth group.

3.8 Data Analysis

The study incorporated the use of descriptive measures of central tendency such as the mode, mean and median into the form of frequency distribution tables and percentages which was useful in making interpretations and comparisons of the data collected. Qualitative data on the other hand will be analyzed through content analysis specifically drawn from discussions with identified key informants, interview sessions with respondents and also comparing findings from different researchers with the study's findings as outlined in the literature review geared towards identifying trends or patterns aimed at improving understanding of the area of study.

3.9 Challenges Faced

- It was a bit difficult gaining the trust of some of the respondents at first especially from the CDF office as they thought I was sent by the government to investigate on them and so some were hesitant in participating in the study's interviews
- Mapping out the households from the chief's list of households took longer in each location especially since the chiefs in both locations were also engaged in other community activities such as participating in primary school fundraisings

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents descriptive analysis and findings of the study. The data used in the study was both qualitative and quantitative. It is worth to mention that upon selection of a random sample of the four locations in Gatanga Division in Gatanga Constituency, two locations were sampled for the purposes of the study. These are Mugumo-ini and Gatanga locations respectively.

4.2 Characteristics of Respondents

The following is a descriptive analysis of the characteristics of the respondents in the study area.

4.2.1 Gender distribution

Table 2 shows gender distribution, with male respondents being 53.3 percent and female respondents being 46.7 percent.

Table 2: Distribution of respondents by gender

Gender	Frequency	Percent
Male	32	53.3
Female	28	46.7
Total	60	100.0

The results in Table 1 implies that more men than women are exposed to civic education sessions in the study's sample locations. There is a however a small margin in the level of participation by both genders in civic education sessions. This implies further that there is a fair gender participation in the level of women's participation in civic education sessions as much as men are. However, the small margin could be explained by the possibility that not all women in the study area get a chance to attend civic education sessions as they could be busy in their farms or engaged in household chores at home.

4.2.2 Age of respondents

Table 3 shows age distribution of respondents. The largest proportion of respondents were of the age group 39-44 years (25percent) while the smallest proportion of respondents were of the age group 18 - 24 years (8.3 percent).

Table 3: Distribution of Respondents by Age

Age	Frequency	Percent
18-24 Yrs	5	8.3
25-31 Yrs	13	21.7
32-38 Yrs	10	16.7
39-44 Yrs	15	25.0
45-51 Yrs	7	11.7
52 and above	10	16.7
Total	60	100.0

This implies that civic education sessions in the sampled locations is often attended by the senior members of the population aged between 39 and 44 years while the youth aged between 18 and 24 years are not actively taking part in civic education sessions. This could be attributed to the fact that, few lucky youth in Gatanga and Mugumo – ini locations could be attending college or degree courses and the not so lucky youth are engaged in income generating activities in the form of small scale businesses to earn a living.

This means that they may not have time to attend civic education sessions, some of which are scheduled during week days as informed by a key informant from a youth group in Gatanga location. This implies that older members (39 - 44) years in the study area are more likely to be the beneficiaries of civic education than young people aged 18 -24 years old. This reduces young people's likelihood of adopting a civic education culture that would be necessary to prepare them for active participation in community wide affairs.

4.2.3 Marital status of respondents

Table 4 below shows that the largest proportion of respondents were married at 68. 3 percent while the smallest proportion of respondents were separated at 1.7 per cent. This implies that married people are the main participants of civic education in the study area which could be driven by the fact that married people are the majority members of women groups, SACCO's, church groups and other groups that are frequently targeted by civic education providers in the area as informed by a key informant from an NGO.

It is also possible that households that have married people could see one of the spouses attending civic education while the other spouse is left attending to household chores thereby explaining the likelihood of these category of respondents depicting high participation in civic education sessions, compared to those who are single, separated or divorced. The married people therefore have the advantage of representation by one of the spouses which could make them likely beneficiaries of civic education in the study area.

Table 4: Distribution of Respondents Marital Status

Marital Status	Frequency	Percent
Single	16	26.7
Married	41	68.3
Divorced	2	3.3
Separated	1	1.7,
Total	60	100.0

4.2.4 Position in the household

The respondent's position in the household was categorized as father, mother, daughter, son, other relative and non - relative. Table 4 below shows that 48.3 percent of the respondents were the fathers, 38.3 per cent were the mothers, 6.7 percent were the daughters, 5.0 percent were sons and 1.7 percent were non - relatives. Fathers therefore represented the highest percentage of respondents for the study.

Table 5 shows that, an individual's position in household influences participation in civic education, in this case the fathers being more likely to be beneficiaries of civic education compared to other members of the household.

This suggests that the fathers could be advantaged because they take part in civic education. to actively make informed decisions during community wide affairs compared to other members of the household such as the mothers, daughters and sons. This may also suggest that there could be a lack of inclusivity of other household members in decision making process on matters that affect the wider community.

Table 5: Distribution of respondents according to position in the household

Position in the Household	Frequency	Percent
Father	29	48.3
Mother	23	38.3
Daughter	4	6.7
Son	3	5.0
Not a relative	1	1.7
Total	60	100.0

4.2.5 Level of Education

Table 6 shows percentage distribution of the respondents by level of education. A large proportion of the respondents had attained education up to secondary school level at 45 percent and the least majority of the respondents had attained education up to University level at 6.7 percent.

From the data below in table 5, it appears that people with secondary education tend to participate more in civic education, followed by those with primary education and those with university education participating the least. Those with university education probably have established the notion that they already have knowledge or a predetermined opinion that they know the content in those civic education sessions compared to those with secondary level education who may be interested in acquiring new knowledge to improve their social welfare . This implies that people with university degree are less likely to be beneficiaries of civic education compared to those with secondary education who are more likely to be the beneficiaries of civic education.

Table 6: Distribution of respondent by level of education

Level of Education	Frequency	Percent
University	4	6.7
Secondary	27	45.0
Primary	17	28.3
Other	12	20.0
Total	60	100.0

4.2.6 Occupation of Respondents

Table 7 shows that most of the respondents 43.3 percent were either businessmen or traders, while a noticeable number (18.3) percent were farmers. Respondents whose occupations were teaching and casual work constitute 6.7 and 5.0 percent respectively. Only 3.3 percent of the respondents were unemployed. 23.3 per cent rated themselves as

being in other occupations such as those on short term jobs and those engaged in charity or NGO work.

The businessmen/traders comprised majority of the respondents who the key informant from the NGO explained that out of their sheer nature of being in self employment and being their own managers, businessmen have numerous opportunities to attend civic education sessions most of which are carried out in the main town centers close to their business premises. He further stated that since businessmen have possibly attained some level of education they are more aware or if you like informed on the impact of government decisions to their development, follow politics keenly and understand that they are capable to some extent of influencing government development agendas in the constituency and are also members of some community organization where they are more likely to be recipients of civic education information.

The key informant further noted that farmers and those employed in formal employment in as much as they too have attained some level of education and are informed on government decisions with regard to their development, may not be available to attend civic education sessions. Nevertheless when they do get time to come into the city centers or on market days, they are likely to be presented with an opportunity to participate in civic education.

Those who are unemployed and casual workers he stated may opt to forgo civic education to search for jobs hence their low turn out in civic education sessions.

Table 7: Distribution of respondents by main occupation

Occupation	Frequency	Percent
Unemployed	2	3.3
Farmer	11	18.3
Teacher	4	6.7
Businessman/trader	26	43.3
Casual worker	3	5.0
Total	60	100.0

4.2.7 Duration of Residence

Table 8 shows that the largest proportion of respondents 43.3 percent had lived in the study area for over twenty years while the smallest proportion 3.3 percent had just recently relocated to the study area.

It is evident that a large proportion of respondents that have taken part in civic education have resided in the study area for over 20 years compared to those who had recently relocated. A key informant from the CDF office in Gatanga Constituency explained that residents who have stayed in the study area longer tend to participate more in civic education and are further engaged in the management of their own local resources such as the use of CDF. This is because they tend to have a sense of ownership of the constituency having been born, brought up, gotten married and even inherited land from their parents.

On the other hand residents who have just recently moved to the study areas (some of whom are from other tribes which are not the predominant Kikuyu) come for work purposes temporarily and are not often active in taking part in civic education or development initiatives. They argue that they are residents for a short time and then relocate to their homes of origin. This implies that these category of residents may not be very enthusiastic to take part in local community development initiatives.

It is possible that who have recently relocated to the study area may not have been completely integrated into the community. Also, they may be less aware due to their short residence of the problems affecting the community. Whereas those who have lived longer in the study area are familiar with the difficulties experienced by community. Hence might find the need to be involved in programmes such as civic education that enhance the ability to address community challenges.

Table 8: Distribution of respondents by duration of residence

Duration of Residence	Frequency (N)	Percent (%)
Just relocated recently	2	3.3
1-5 Yrs	12	20.0
6-10Yrs	7	11.7
11-15Yrs	5	8.3
16-20Yrs	8	13.3
Over 20 yrs	26	43.3
Total	60	100.0

4.2.8 Household Size

Table 9 shows that the largest proportion of respondents at 36.7 percent had 3-4 people in their households, a noticeable number of respondents 35.0 percent had 5- 6 people, further 13.3 percent had 1-2 people and the smallest proportion of respondents at 1.7 percent comprised households that had 9-10 people.

Table 8 indicates that the highest proportion of civic education participants in the study area tended to have small households comprising 3-4 people. This could be due to some influence of attaining some level of education probably up to secondary level making them opt for smaller households to enjoy better social, economic life based on their income levels. This category of respondents are therefore more likely to participate in civic education in the study area and benefit from these sessions.

The table further shows that the smallest proportion of civic education participants in the study area come from household comprising above ten people and are less likely to participate in civic education. This could be because these households comprise individuals with low levels of education and may not identify with the relevance of civic education in the community. It is also possible that these households could be located away from town centers of the study areas, probably tied up with farming activities and may not be reached by civic education actors.

Table 9: Distribution of respondents by household size

Household size	Frequency	Percent
1-2 people	8	13.3
3-4people	22	36.7
5-6people	21	35.0
7-8people	6	10.0
9-10people	1	1.7
Above ten people	2	3.3
Total	60	100.0

4.2.9 Income of Respondents

Table 10 presents income levels of the respondents. It postulates that there was a tie in the largest proportion of respondents at 23.3 percent having an income of between 8,000 to 10,999 and incomes of above 20,000.

A noticeable number of respondents 20.0 percent had incomes ranging between 2,000 to 4,999 and another 15.0 percent had incomes ranging between 5,000 to 7, 999. Respondents earning incomes between 11,000 to 13,999 and 14,000 to 16,999 comprised a tie of 6.7 percent. The smallest proportion of respondents at 1.7 percent were earning less than 2,000.

Table 10: Distribution of respondents by average monthly income in Ksh

Income in Kenya Shillings	Frequency	Percent
Below 2,000	1	1.7
2,000-4,999	12	20.0
5,000-7,999	9	15.0
8,000-10,999	14	23.3
11,000-13,999	4	6.7
14,000-16,999	4	6.7
17,000-20,000	2	3.3
Above 20,000	14	23.3
Total	60	100.0

The implications of these findings reveal that people earning less than Ksh 2,000 are less likely to participate in civic education sessions probably, just like the casual workers they would prefer to be involved in those activities that supplement their meager incomes, hence they may not have the time to attend civic education.

Further, those earning above Ksh 2,000 seem to be fairly represented in participating in civic education sessions which could imply that they attend sessions with anticipation that the sessions would empower them to enhance their well being. This is because they may have acquired some level of education which makes them identify with the importance of influencing decisions at the local level through attaining civic knowledge and skills with the aim of improving their standard of living in the community.

4.2.10 Extent of Civic Education

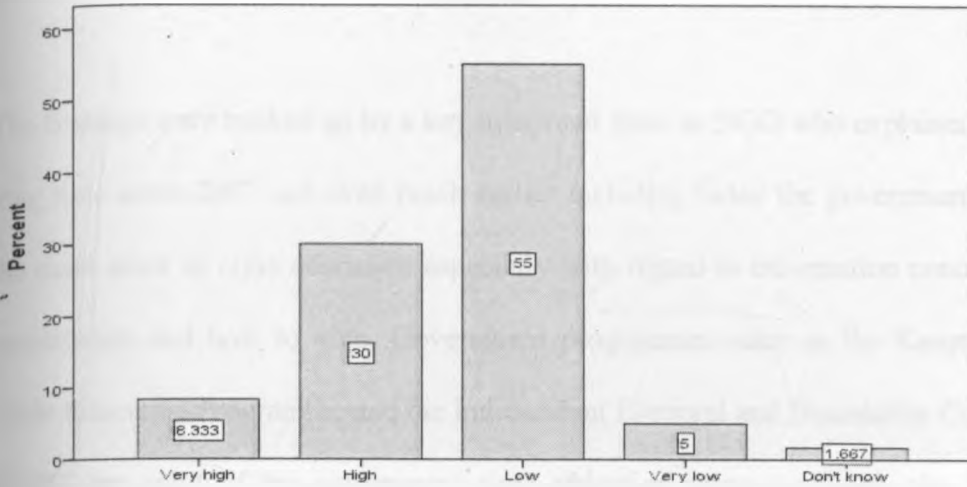
Having described the characteristics of the respondents above, I have chosen to focus on the study's first objective which was to assess the extent of civic education in Gatanga. The indicators used to assess the extent of civic education was the level of civic education in Gatanga Constituency to be measured as either low, moderate or high.

Respondents were asked to rate the extent of civic education in their respective location as either very high, high, low, very low or the respondent did not know.

Figure 5 shows that the largest percentage of the respondents rated the extent of civic education as being low at 55.0 per cent, 30.0 percent of the respondents said that it was high, 8.3 percent said that it was very high, 5.0 percent said that it was very low and 1.0 percent did not know the extent of civic education.

All key informants attested to the fact that civic education is yet to reach the interior villages and tends to be conducted in main town centers since it is easier to mobilize people to attend civic education sessions. This is due to the presence of trading centers and local administrative structures such as the District Officer's office that community members frequently visit. This does not compare to the interior villages where households are sometimes located far apart with residents probably busy attending to their farms hence not easily mobilised.

Figure 4: Distribution of respondents according to ratings of the extent of civic education



4.3 Main Actors of Civic Education

The second objective of the study was to assess the main actors of civic education in Gatanga Constituency. Respondents were asked who are the actors of civic education and were requested to choose the following options: an individual, a Faith Based Organization (F.B.O), a Community Based Organisation (C.B.O), a Non- Governmental Organization (NGO), the government or other.

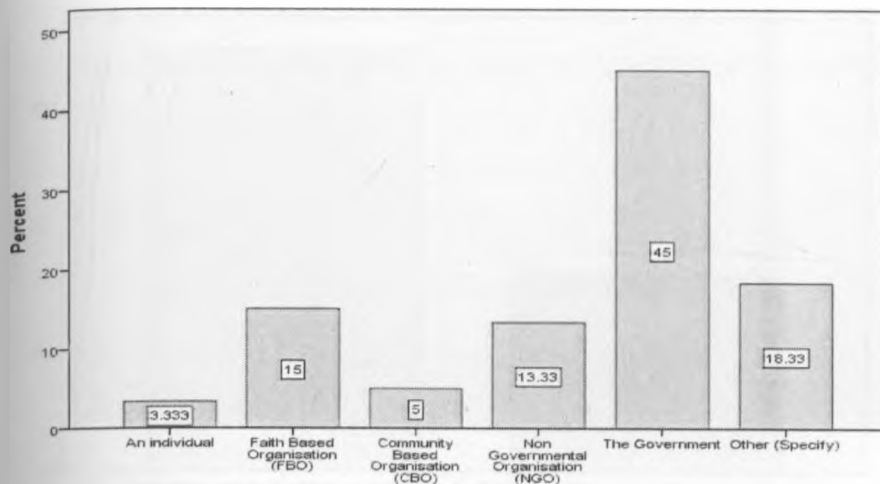
Figure 5 shows that majority of the respondents who took part in the study at 45 percent said that the government was the main actor of civic education while the least majority of respondents at 3.3 percent said that individuals were the actors of civic education. Further, 15.0 percent of respondents said that Faith Based Organisations were the main actors of civic education, while 5.0 percent said that the main actors of civic education

was Community Based Organisations. The rest of the respondents (18.3) percent stated other (such as company) as being main actors of civic education.

The findings were backed up by a key informant from an NGO who explained that for a long time since 2007 and even much earlier including today the government has been the main actor of civic education especially with regard to information concerning the constitution and how to vote. Government programmes such as the Kenya National Civic Education Programme and the Independent Electoral and Boundaries Commission (IEBC) are some of the government civic education actors he stated who have been visiting the study area.

This role, the key informant advised is however slowly being replaced with Non Governmental Organisations. He further emphasized that Faith Based Organisations, Community Based Organisations and even individuals are also actors of civic education in Gatanga Constituency and whom the people resonate with but may at times not have adequate resources to implement extensive civic education compared to the government.

Figure 5: Distribution of respondents ratings according to actors who conducted civic education

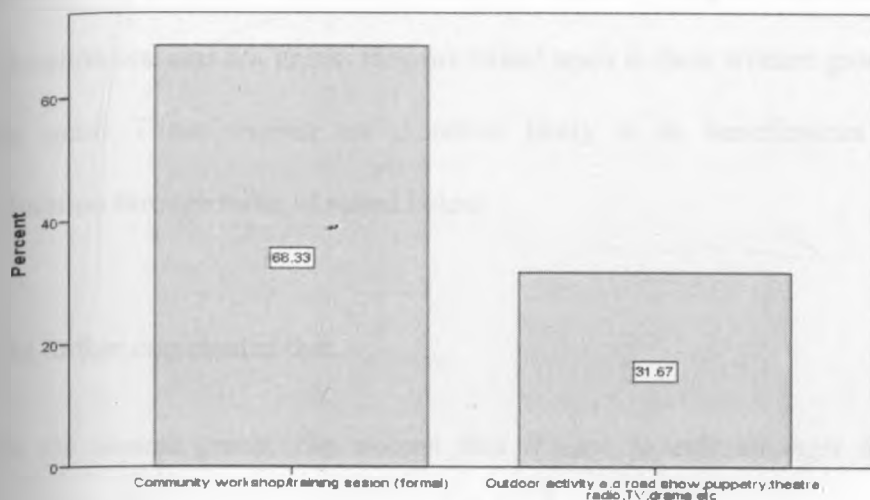


4.4 The Form/Types of Civic Education

The third objective of the study sought to assess the form/types of civic education in the study area. Respondents were asked to categorise in what form the civic education they attended was conducted in. The categories were in the form of community workshop/training (formal), outdoor activity for example in the form of road show, puppetry, theatre, radio, TV, drama etc. or other forms.

Figure 6 shows that a large proportion of respondents attended civic education sessions in the form of a community workshop/training at 68.3 per cent while 31.7 percent took part in informal civic education sessions.

Figure 6: Distribution of respondents according to form of civic education attended



The key informant working for an NGO that focuses on civic education again expressed that due to the centrality of town centers, most civic education has been conducted in formal sessions either at the D.C's office or at the chief's office or social/town halls where members of the public are invited to attend. Those that are organized by Faith Based Organisations, such as is common by the Catholic church in Gatunyu - Mugumoini location which also invites church members to attend formal civic education sessions.

The key informant further stated that the sessions are usually organized in a trainer of trainer strategy such that those who have attended civic education are encouraged to pass on the information to their neighbors once they return to their homes hence have a wider reach.

Another key informant from a women's group noted that not very many women living away from the town get a chance to attend the formal training sessions organized in towns. This she said was because women are usually busy in the farms to attend the civic education sessions not unless they are called upon in their women groups to be trained on the same. These women are therefore likely to be beneficiaries of informal civic education through radio as stated below.

She further commented that,

'In the women group, the women find it easy to talk amongst themselves and ask questions they do not understand and that they cannot ask in the presence of men in a mixed gathering of men who tend to see them as not informed of current government affairs. The other option for women to be informed on civic education matters is through radio (Kameme Fm a local popular radio station) in the evening. Once we retire to our homes from work, at times the station has some short shows explaining the constitution or how to vote'. Having a television is a luxury she said and most people own radios and so can listen to civic education sessions when they are being aired.'

Another key informant from a youth group explained that civic education has been ongoing - both formal and informal in the study area, but in the formal sessions in the form of a workshop training, young people do not attend these sessions as some of them are organized at the chief or D.C's office in the form of *barazas* where senior members of the community gather or as he put it '*wazee*' gather and so the youth feel that they can

not join the 'wazee' in the training sessions some of which involve solving disputes in the village.

The youth he said, majority of them are unemployed and are engaged in 'vibarua' (small casual jobs) and would rather be 'hustling' which means looking for ways to earn a living than sit in those sessions. This implies that the youth are less likely to attend formal civic education sessions as they feel out of place, should they attend these sessions as society expects them to be seen and not heard.

The findings from the key informants also imply that women are also less likely to attend formal civic education sessions and would be more likely beneficiaries of informal civic education sessions such as radio which may not be as interactive, as formal civic education sessions hence not have much impact to women. This therefore facilitates continued disempowerment of women in attaining civic knowledge and skills that are vital for civic engagement specifically in ensuring equal participation and representation of both men and women in decision making processes such as voting and community development.

4.5 The impact of civic education in the management of Constituency Development Fund, specifically people's participation in identification, implementation, monitoring and evaluation of community development projects in Gatanga Constituency

The indicators for assessing the impact of civic education in the management of CDF was assessed by asking respondents their levels of participation in selection and identification

of CDF projects, implementation of CDF projects, monitoring and evaluation of CDF projects in Gatanga Constituency.

4.5.1 Level of Participation in Selection and Identification of CDF projects in Gatanga Constituency

Respondents were asked to rate the level of participation by community members in the selection and identification of CDF projects on a scale of 1-5 where, 1 represents *very high*, 2 represents *high*, 3 represents *low*, 4 represents *very low* and 5 represents *I don't know*.

Table 11 shows that 46.7 percent said that the level of community's participation in selection and identification of CDF projects was high, 36.7 felt that it was low, 8.3 percent felt that it was very high and another 8.3 percent felt that it was very low.

The key informant from an NGO confirmed these findings by explaining that community members are often invited to the chief *barazas* where the community is given a chance to participate in project selection and identification, where they recommend projects that are in high demand, priority and that have a widespread spillover benefits to the residents for instance roads that pass through various locations. The list of recommended projects is then submitted to the Constituency Development Committee (CDC) for review where community members from women, youth, business and church groups are represented in the CDC committee and they report back to the community on what has been discussed in the meetings for instance to their women or church group members.

Table 11: Distribution showing respondents ratings on level of community's participation in selection and identification of CDF projects

Level of community participation in selection & identification of CDF projects	Frequency	Percent
Very high	5	8.3
High	28	46.7
Low	22	36.7
Very low	5	8.3
Total	60	100.0

To better understand the participation levels of the community in selection and identification of CDF projects, the study further assessed on awareness levels of the community regarding CDF as people are not able to participate in activities which they are not aware of. Respondents in the study were therefore asked to rate the community awareness levels with regard to CDF, where 1 represents very high, 2 represents high, 3 represents low, 4 represents very low and 5 represents don't know.

Table 12 shows that a large proportion of respondents said that the level of awareness by the community on CDF was high at 60.0 percent, 20.0 percent said that it was very high while 16.7 , 1.7 and 1.7 percent respectively said that it was low, very low and don't know.

This implies that most of the people in the study area are generally aware about CDF and that those who do not know about CDF are likely to be few.

Table 12: Distribution showing respondents ratings on the community's level of awareness about Constituency Development Fund

Level of awareness by the community on CDF	Frequency	Percent
Very high	12	20.0
High	36	60.0
Low	10	16.7
Very low	1	1.7
Don't know	1	1.7
Total	60	100.0

4.5.2 Level of Participation in Implementation of CDF Projects

Respondents were asked to rate the level of participation by community members in the implementation of CDF projects, specifically on their involvement on construction of projects.

Table 13 shows that a large majority of respondents said that it was high at 41.7 percent and the least majority of respondents said that they did not really know the level of people's participation in implementation of projects at 1.7 percent. On the other hand 31.7 percent felt that people's participation in implementation of projects was low at 31.7 percent and 10.0 percent felt that it was low.

A key informant from a women group confirmed the study's findings by explaining that community members are usually involved during construction of CDF projects and that

the community is usually sought after by the CDF office when it comes to recruitment of labour to construct projects such as dispensaries, roads etc.

This implies that the CDF office in the study area is able to work closely with the community members in providing temporary sources of incomes to the residents. Residents therefore are generally involved in construction of CDF projects which in turn results to a greater like hood of ownership of the projects by the community members. Ownership of projects is also likely to promote a sense of duty or responsibility by community members to encourage maintenance of the project facilities to promote sustainability of the same.

Table 13: Distribution showing respondents ratings of the community's participation in the implementation of CDF projects, specifically construction of community projects

Level of participation in implementation of CDF projects	Frequency	Percent
Very high	9	15.0
High	25	41.7
Low	19	31.7
Very low	6	10.0
Don't know	1	1.7
Total	60	100.0

4.5.3 Level of Participation in monitoring of CDF projects

Table 14 shows that majority of respondents said that the community's participation in monitoring of CDF projects to ensure that projects are completed on time was high at 43.3 percent, 36.7 percent felt that it was low, 8.3 percent felt that it was very high and 1.7 percent felt that they really did not know the community's level of participation in monitoring of CDF projects.

Table 14: Distribution of respondents ratings on the community's participation in the monitoring of CDF projects to ensure that projects to ensure that they are completed on time

Level of participation in monitoring of CDF projects	Frequency	Percent
Very high	5	8.3
High	26	43.3
Low	22	36.7
Very low	6	10.0
Don't know	1	1.7
Total	60	100.0

The key informant from an NGO response to the question asking the community's participation in monitoring of CDF projects was:

For a long time residents of Gatanga have organized themselves around groups such as the cooperative societies that has about 7,000 members, women's groups, community based organisations, faith based organisations and youth groups to mention but a few and these have worked well to see them take up the role of not only having an interest in their own development in the community but also hold accountable their Members of

Parliament and the CDF to see that they actually deliver on their promises to the people. It is these same groups that have been targeted by civic education actors in the past and the present to pass on civic education information to the rest of the community members in a bid to build the capacity of the rest of the residents who may not have the advantage to be members of these groups.'

This implies that membership into community groups such as women, church group to mention but a few provides its members with civic knowledge and skills information to engage effectively in knowing their social, economic and civic rights for informed participation in community development processes. This further implies community members in these groups are more likely to monitor CDF projects and voice out their concerns to the CDF office or the MP towards getting effective delivery of public services in the community.

4.5.4 Level of participation in management of CDF projects

In spite of the high levels of community participation in selection and identification of CDF projects, their high participation in implementation and monitoring of CDF projects, it was interesting to observe the study's findings with regard to the community's participation in management of CDF.

Table 15 shows that a large majority of the respondents said that the community's participation in management of CDF projects was low at 41.7 percent, while 38.3 percent said that it was high, another 10.0 percent said that it was very low, 8.3 percent said it

was very high and lastly 1.7 percent did not know the community's participation level in management of CDF.

Table 15: Distribution showing respondents ratings on the community's participation in the management of CDF projects

Level of community's participation in management of CDF	Frequency	Percent
Very high	5	8.3
High	23	38.3
Low	25	41.7
Very low	6	10.0
Don't know	1	1.7
Total	60	100.0

One lady's response to the question on rating the community's participation in management of CDF was that:

'The member of parliament is the one who holds the most power in how the fund is managed, as he is the one who selects the committee to oversee the CDF and so for example people may not know exactly what amount of money remains after disbursement and the auditing of the financial records except those in the CDF office and the Member of Parliament. I may not even understand the financial records if given to me.'

The above statement was reiterated by another key informant from NGO whose explanation of poor participation in management of the CDF in Gatanga was that the residents of Gatanga may not really have a say in intricate decisions regarding

management of the fund because the Member of Parliament holds the highest power in selecting which projects should be prioritized (even after the community selects its own projects), selection of the constituency development committee (CDC) and which projects should be funded by the CDF board.

This implies that the MP and the CDF office that reports to the MP, may not involve all the community members in how the fund is managed at every stage of the CDF project cycle such as the national management committee (refer to chapter two) hence some decisions are out of the control of the very beneficiaries of the fund.

4.5.5 Performance of CDF in Gatanga Constituency

To better understand management of CDF, respondents were also asked to rate the level of performance by the CDF in Gatanga, in a bid to understand management of CDF in Gatanga. Table 16 shows that majority of respondents said that the CDF office performance was high at 51.7 percent, another 35.5 percent said that it was very high, while 10.0 percent said that it was low . The smallest proportion of respondents at 3.3 percent said that they really could not tell the performance of CDF office with regard to performance of the fund.

A key informant from a women's group had this to say about performance of CDF in Gatanga Constituency:

'The work done by the CDF office speaks for itself as seen by projects the area has benefited from such as the construction of tarmacked roads, upgrading of facilities in

Kirwara District Hospital, construction of schools, access to water through Gatanga Water Trust to mention but a few. Previously we did not have these facilities but now we do, so we are making progress.'

This implies that the residents in the study area can vouch for the high performance of the CDF office based on the development initiatives or services that have been brought close to the people that previously were non-existent.

Table 16: Distribution of respondents ratings on the level of performance by the CDF in Gatanga Constituency

Level of performance by CDF in Gatanga	Frequency	Percent
Very high	21	35.0
High	31	51.7
Low	6	10.0
Don't know	2	3.3
Total	60	100.0

4.5.6 Complaints regarding CDF

Respondents were asked whether they were aware of incidences or complaints made regarding management of CDF.

Table 17 shows that majority of respondents at 60 percent were not aware of any complaints regarding CDF while 40 percent of the respondents were aware of complaints regarding CDF.

This implies that the residents are again satisfied with the performance of CDF in the study area as a fairly large proportion of respondents in the study area seem not to have any complaints regarding management of CDF.

This could be as a result of the community's extensive participation in selection, identification, implementation and monitoring of projects and the efforts by the CDF office in the study area whose overall steward is the MP, to deliver to the community projects that they have selected and hence the people's contentment with the services delivered so far.

Table 17: Distribution showing respondents ratings on awareness of incidences/complaints regarding management of CDF in this location or another location in the constituency

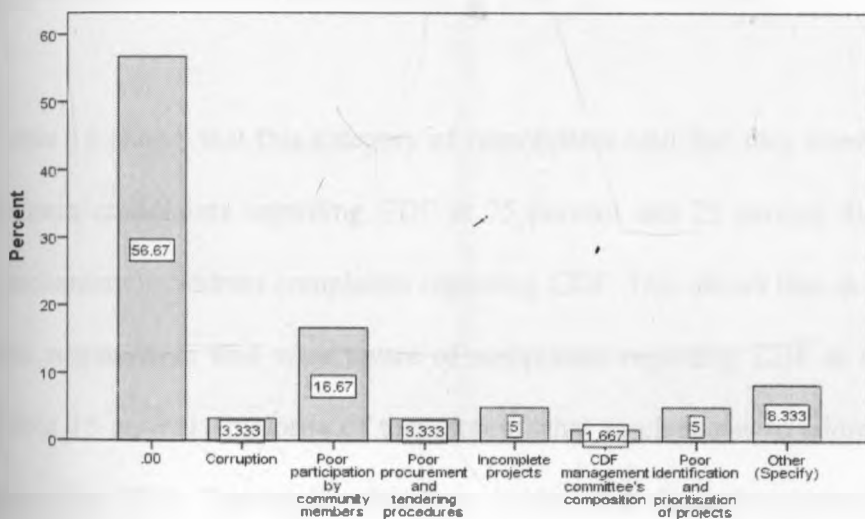
Awareness of complaints regarding CDF	Frequency	Percent
Yes	24	40.0
No	36	60.0
Total	60	100.0

4.5.7 Most common complaints regarding CDF

In as much as a large majority of respondents said that they were not aware of any complaints regarding CDF, out of the 40 per cent that said they were aware of complaints, the respondents were asked to state which was the most common complaint they were aware of regarding CDF. Figure 7 shows that a noticeable proportion of respondents said that poor participation by community members in the management of CDF was the most common complaint at 16.7 percent, followed by 8.3 percent who

mentioned other complaints such as bursary disbursement issues and delay of funds as mentioned by a couple of respondents, another 5.0 percent mentioned incomplete projects, another 5.0 mentioned poor identification and prioritization of projects, further 1.7 percent mentioned CDF management committee's composition as being the most common complaint and the smallest proportion of respondent at 3.3 percent mentioned corruption as being the most common complaint.

Figure 7: Distribution showing respondents ratings on the most common complaints regarding management of CDF



This implies that generally in as much as the study area's respondents seem not to have complaints regarding CDF, there are residents who still feel left out or not included in the management of the fund which goes to show that there are challenges in ensuring greater community participation in the management of CDF in its various stages of project cycle.

It is also evident that the CDF in the study area is not immune to challenges faced in other constituencies regarding CDF management such as delay in disbursement of funds, corruption and incomplete projects in the study area, as there are complaints from the community members regarding these. The only difference is that these complaints are fairly lesser in proportion compared to other constituencies.

4.5.8 Mechanism to address complaints

Out of the same lot that said yes, they were aware of complaints regarding CDF, and were asked to list the most common complaint, these same respondents were also asked if they were aware of any mechanism to address their complaints.

Table 18 shows that this category of respondents said that they knew of mechanisms to address complaints regarding CDF at 75 percent and 25 percent did not know of any mechanism to address complaints regarding CDF. This shows that as much as there were few respondents who were aware of complaints regarding CDF at 40 percent (refer to Table 15 above) , majority of them knew what mechanisms to address their complaints regarding CDF. This implies that there is like hood that a fair share of respondents who are aware of complaints regarding CDF, are informed on the structures to address grievances regarding CDF either through ongoing civic education, chief *barazas*, by virtue of being a member of a group or by word of mouth among community members. To quote one respondent's answer as to how they know mechanisms to address complaints.

' I know where to take my complaints because, having taken part in one civic education session on CDF where we were told that CDF is our money in form of taxes and that we have a right to know how our money is being used and where to take our complaints.'

Table 18 : Distribution showing respondents ratings on awareness of mechanisms to address complaints

Awareness of mechanisms to address complaints	Frequency	Percent
Yes	45	75.0
No	15	25.0
Total	60	100.0

4.5.9 Most often mechanism used to address complaints

The same respondents who said they were aware of complaints regarding CDF, were also asked to say which was the most common option used often by members of the community to address complaints.

Table 19 shows that 50 percent of respondents said that they would take their complaints to the CDF office which was the largest majority, this was followed by 21.7 percent of respondents who said that they would take their complaints to their chief, another 10.0 percent said that they would take their complaints to the MP while another 5.0 percent said that they would take their complaints to the District Commissioner (D.C). Further 5.0 percent would take their complaints to the District Officer (D.O)

A key informant from the CDF office also confirmed the CDF office as the most common avenue used by community members to address their complaints regarding CDF of which he responded that:

'The CDF office in Gatanga location is most easily accessible to the people residing in Gatunyu, Mabanda, Mugumoini and the surrounding locations when they have complaints. The chief, the D.C and the D.O may not be able to handle complaints regarding CDF and so most people with complaints would even be referred by the chief, D.O and D.C to go to the CDF office.'

When the same the key informant was asked why people would not go to the Member of Parliament to address their complaints.

He said that *'the MP is available at the CDF office for two days in a week where he listens to the people's issues and oversees work in the CDF office. The other days of the week he may not be readily accessible but he can be reached on mobile telephone by anybody which people in the community can attest to that. This he says is unlike other MPs who may be hard to reach on telephone by the local mwananchi.'*

Table 19: Distribution showing respondents ratings on most often used mechanism by members of the community to address complaint(s)

Most often used mechanism by community members to address complaints	Frequency	Percent
To the MP	6	10.0
To the CDF office	30	50.0
To the District Commissioner	3	5.0
To the District Officer	3	5.0
To the Chief	13	21.7
I do not know	5	8.3
Total	60	100.0

4.5.10 Assessment of mechanisms to address complaints

Respondents were asked to assess the mechanism(s) to address the complaints regarding CDF on a scale of 1-3 where 1 represents very effective, 2 represents somewhat effective and 3 represents not effective.

Table 20 shows that 55.0 percent of respondents said that mechanisms to address complaints regarding CDF were somewhat effective, while 33.3 percent said that the mechanisms were very effective and 11.7 percent said that the mechanisms were not effective.

This implies that it is possible that the CDF office is to some extent effective in receiving and addressing complaints and disputes. It is also evident that there is a proportion of

residents of the study area who may not really feel that the CDF office is not effective in addressing complaints.

Table 20 : Frequency table showing ratings of assessment of the mechanism(s) for addressing complaint(s) regarding the use of CDF

Assessment of mechanisms for addressing complaints regarding use of CDF	Frequency	Percent
Very effective	20	33.3
Somewhat effective	33	55.0
Not effective	7	11.7
Total	60	100.0

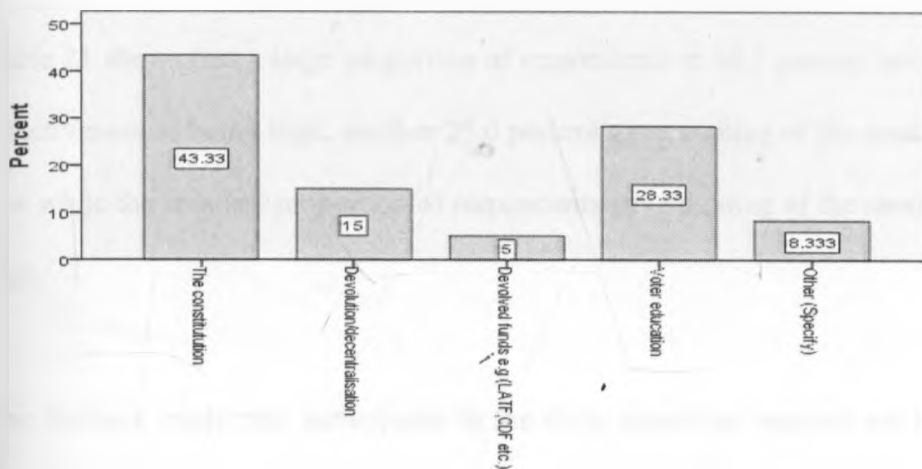
4.5.11 Topic of discussion during respondent’s participation in civic education

Respondents who took part in the study had all taken part in civic education and apart from being asked who was conducting the civic education to find out who were the actors of civic education, and also being asked what form the civic education session they attended was conducted in, respondents were also asked to state what was the topic of discussion during the civic education session(s) that they attended, to aid in understanding what impact civic education has had in Gatanga’s community with regard to management of CDF.

Figure 8 shows that a majority of the respondents at 43.3 percent said that the topic of discussion in the civic education session they attended was the constitution, another 28.3

percent said that the topic was voter education, while 15.0 percent said that the topic of discussion was devolution/decentralization. The rest of the respondents (8.3) and (5.0) percent respectively said that the topic of discussion was other (youth and development) as said by one respondent and lastly devolved funds.

Figure 8: Distribution of respondents according to topic of discussion in the civic education session attended



From these findings it implies that the constitution and voter education is more likely to feature in most civic education sessions in the study area and that devolution and devolved funds are not so much focused on by civic education actors. The key informant from an NGO stated that the study area has been a recipient of civic education when the country is approaching general elections with topics on the constitution and how to vote being the most favored over the years such as from 1992 and mostly during the August 10th 2010 constitution of Kenya referendum by civic education actors.

He further explained that it is only in the late years as from 2002 onwards that civic education actors begun focusing on issues of decentralization and devolved funds which were introduced by government during that period.

4.5.12 Effectiveness of the civic education

Respondents were asked to rate the effectiveness of the civic education session(s) they attended towards improving their knowledge levels on the subject matter.

Table 21 shows that a large proportion of respondents at 63.3 percent rated the session's effectiveness as being high, another 25.0 percent gave a rating of the sessions being very low while the smallest proportion of respondents gave a rating of the sessions being very high.

The findings imply that participants in the civic education sessions are being impacted positively by increasing their knowledge levels depending on the topic of discussion in the sessions. This hence implies that participants of civic education sessions are more likely to be empowered with civic knowledge and are more likely to be informed and participate in democratic and development processes in their communities compared to those who do not get the benefit of attending these sessions. It is also more likely for these participants to appreciate the values of not only participation but also transparency and accountability of public resources such as CDF both at the local and national level.

Table 21: Distribution showing respondents ratings on effectiveness of the civic education session attended towards improving knowledge levels on subject matter discussed

Effectiveness of civic education session attended towards improving knowledge levels on subject matter discussed	Frequency	Percent
Very high	7	11.7
High	38	63.3
Low	15	
Very low	0	25.0
Don't know	0	
Total	60	100.0

4.5.13 Taking part in civic education and building capacity to participate in management of CDF

Table 22 shows that most of the respondents 81.1 percent said that taking part in civic education session(s) in one way or another did build their capacity in the management of CDF funds, while the rest 18.3 percent of the respondents said that it did not.

Table 22: Frequency table showing opinion of respondent on taking part in civic education session(s) in one way or another having built their capacity to participate in the management of CDF

Taking part in civic education and having respondents capacity built to participate in management of CDF	Frequency	Percent
Yes	49	81.7
No	11	18.3
Total	60	100.0

To quote one of the respondent's answer to this question, one lady said:

'I am now more informed about what CDF is all about and my right as a citizen to know how the funds are used and seek information about the fund. Previously I did not know much especially the committees put in place to manage the fund'

Another respondent had this say:

'In the civic education sessions, people are educated on matters not just the Constituency Development Fund but other funds like the Free Primary Education Fund, the Women Fund etc. The sessions are interactive and people are allowed to ask even sensitive questions regarding how money is channeled something that previously people would be quiet about, but now people are not shy to ask questions.'

One respondent who said no to this question said:

'I did not learn much from the civic education session about management of CDF as the topic of discussion in the civic education session I attended focused more on how to vote and not the CDF or devolved funds.'

In summary, it is evident that residents of the study area taking part in civic education are more likely to have their capacity built on CDF structures in place to manage the fund, and through these sessions are likely to exercise their civic rights. This is because CDF is money Kenyans are taxed from their salaries and hence question local authorities on how funds are spent by CDF.

There is however no guarantee that attending civic education sessions may help the study area's residents participate in management of CDF because it is possible that some of the civic education session sessions may not necessarily focus on devolved funds but could be on voter education, which may not have the desired impact of reaching its target audience on how to participate in the management of CDF.

4.5.14 Community's participation in civic education and its impact towards improved management of CDF

Respondents were asked to assess if the community's participation in civic education session(s) had any impact with regard to improved management of CDF. Table 23 shows that a majority 80 per cent of the respondents said that yes, there had been an impact while 20 percent said that there was no impact.

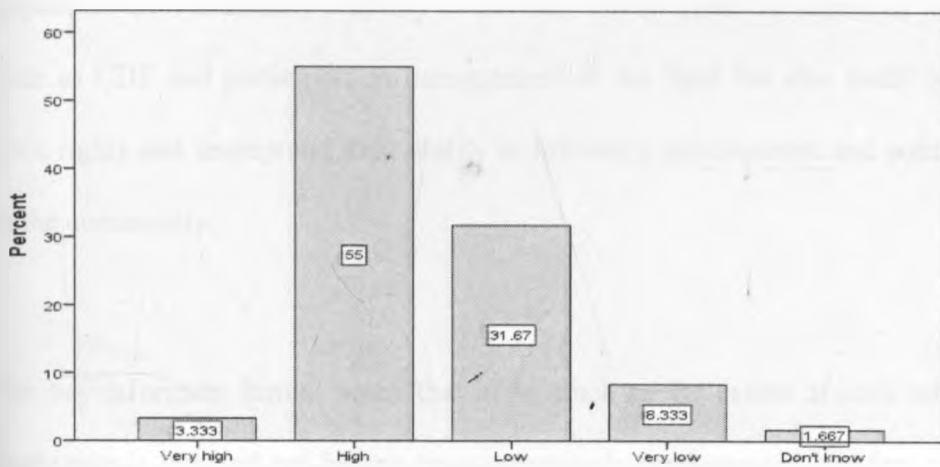
Table 23: Distribution showing respondents opinion on if civic education has had an impact in the community towards improved management of the CDF

Respondents opinion on if civic education has had an impact in the community on improved management of CDF	Frequency	Percent
Yes	48	80.0
No	12	20.0
Total	60	100.0

Further, respondents who said yes that civic education had an impact towards improved management, were also asked to rate the impact of civic education sessions in the

community towards improved management of CDF, figure 9 shows that majority of the respondents said that the impact was high at 55.0 percent, 31.7 percent said the impact was low, 8.3 percent said the impact was very low and 1.7 percent said that they did not know what the impact was.

Figure 9: Distribution showing respondents ratings on impact civic education has had in the community towards improved management of CDF



One of the respondents interviewed who said that civic education had made an impact in the community towards improved management of CDF had this to say:

‘Civic education such as the one I attended during the constitution’s referendum process has helped to explain the constitution and our rights to see how CDF is being utilized in the community. Sometimes when we hear these topics being discussed on radio or TV we see them as technical especially on issues dealing with the constitution but once we are taken through different chapters of the constitution in a training, we discuss with guidance from a trainer and people are made to understand what the law says.

This implies that civic education sessions in the study area are having positive impact especially in explaining to the residents of the study area public policy issues that appear to be complex to comprehend in the constitution and these sessions are able to break down information into simple and understandable formats for rural residents to make sense of.

A key informant who was interviewed noted that civic education has had a positive impact on the community's ability to not only comprehend structures of devolved funds such as CDF and participate in management of the fund but also ready to defend their civic rights and understand their ability to influence development and political outcomes in the community.

The key informant further noted that in as much as the extent of civic education in the study area is low and not having been extensively implemented, the few civic education sessions that have been conducted, have had a high impact in improving knowledge levels of the community members in understanding the constitution, their rights as citizens in demanding effective public service delivery from government.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study focused on investigating the impact of civic education in the management of Constituency Development Fund: A case study of Gatanga Constituency. The main thought driving the study was to understand Gatanga's success in management of its Constituency Development Fund which is a community development programme whose objective is to fund community development projects with immediate social and economic impact aimed at improving lives and alleviating poverty at the grass roots. The study has been conducted at a time when the government of Kenya is for the first time going to embrace a devolved system of government in 47 counties upon completion of the much awaited 2013 general elections as stipulated in the constitution. Of concern to Kenyan citizens will be how resources will be distributed to all the 47 counties amidst past attempts by the government to experiment with various development approaches, the latest being decentralization and the resultant introduction of devolved funds such as the Constituency Development Fund.

The study anticipates to shed more insight on the constituency's best and worst practices that other constituencies in Kenya could draw lessons from in a bid to emphasise the need for continued support for the implementation of community development projects initiated by the government or Non State Actors towards achievement of Kenya's national development plan which currently is the Vision 2030.

It is also hoped that the findings of this study will be instrumental in improving or informing policy in the development of civic education programmes by both local or international civic education actors.

The study had four objectives. The first sought to understand the extent of civic education in Gatanga constituency by trying to answer the question 'How far has civic education penetrated the community members or residents of Gatanga Constituency?' The second objective sought to understand who are the main actors of civic education in Gatanga Constituency.

The third objective focused on assessing what are the key forms or types of civic education in Gatanga Constituency and the last objective focused on assessing the impact of civic education in the management of Constituency Development Fund, specifically people's participation in identification, implementation, monitoring and evaluation of community development projects in Gatanga Constituency.

5.2 Extent of civic education in Gatanga Constituency

The study findings revealed that the extent of civic education in the study area was low. The results were backed up by all key informants who were interviewed in this study, who attested to the fact that civic education is yet to reach the interior villages and tends to be conducted in main town centers that are much easier to mobilize people. This is due to presence of trading centers and local administrative structures such as the District Officer's office that community members frequently visit as compared to the interior

villages where households are sometimes far apart where people are not readily and easily available and probably busy attending to their farms.

5.3 Main actors of civic education

The findings for this objective revealed that the government has been the main actor of civic education over the past years and presently however NGO's and civil society organisations have increasingly taken up the role to conduct civic education in the study area. This could be as a result of increased donor support of developed countries and international organisations in working with civil society organisations to complement government's support in implementing civic education programmes in rural and marginalized areas, where government may not have the resources to provide these services.

The implications of the government being the key actor of civic education implies that the study area is likely to be recipients of national civic education programmes which are usually conducted after every four or five years prior to general elections or in the case of constitution's referendum processes and this could be another reason why civil society organisations have come to bridge the gap in delivery of these services.

5.4 Key forms/types of civic education

The findings for this objective showed the majority of the respondents took part in formal civic education sessions in the form of a workshop training compared to informal civic education sessions through radio, TV, puppetry, drama etc.

The formal civic education sessions are likely to be more effective as they employ more participatory methods, are more interactive, and comprehensive compared to informal civic education sessions that are not so comprehensive and not interactive hence likely to have less impact to the audience.

Formal civic education sessions are likely to have a higher impact on men as they can create time to attend sessions compared to women who are not likely to create time to attend the sessions as they are occupied with household chores and farming activities. Women are also more likely to participate effectively in formal civic education sessions if they are organized in their women groups where they have the confidence to speak openly on development issues affecting them as compared to mixed trainings with men where they are perceived by men as not informed on local and national governance affairs and hence shy out from participation.

It is however important to note that in as much formal civic education is likely to be more effective in rural areas, its potential to reach more people extensively is limited as most of these are organized in towns due to presence of administrative structures and markets, as informed by key informants leaving those in the interior to rely on informal civic education through radio.

Young people are also less likely to participate in formal civic education sessions as they may not have time to attend them. This is because they are likely to be attending school, lack interest and feel out of place in community planning meetings.

To some of the young people who are unemployed, civic education is seen as an unaffordable and irrelevant luxury in the midst of a daily struggle for survival. Setting aside sufficient time to attend civic education sessions may be a challenge for this group. Their only avenue of receiving civic education is therefore through informal civic education sessions specifically through radio, which is again not so interactive and communicates short civic message shows.

5.5 Impact of civic education in the management of Constituency Development Fund specifically people's participation in identification, implementation, monitoring and evaluation of community development projects in Gatanga Constituency

The study's findings show that the impact of civic education with regard to improved management of CDF was high, with high participation levels being exhibited in identification, implementation, monitoring of projects. Which implies that recipients of civic education are more likely to participate in community development initiatives and influence decision making processes at the local level.

A couple of issues have emerged from these findings such as the importance of group membership into community groups, increasing the chances of participation in civic education which seems to have worked in favor of the study area. This has seen respondents taking an active role in having access to information on the CDF management structure hence their participation in identification, selection, implementation and monitoring of CDF. It is evident that community groups in the study area have worked to facilitate the formation of social capital and networks which see their

participation in civic education resulting in their acquisition of civic knowledge, skills and disposition.

A point of concern however emerges in the respondent's ability to participate in the management of CDF as the Member of Parliament is the overall steward of the CDF. Further, the Member of Parliament holds the overall power in selecting which projects should be prioritized (even after the community selects its own projects), selection of the constituency development committee (CDC) members and which projects should be submitted to the National clerk for inclusion in the national budget.

Another greater impediment to the community's total control in how CDF is managed could be attributed to the fact that the community is not involved in intricate decisions regarding management of the fund. For instance the residents may not participate in social audits of the fund and that they may not be involved in decision making at every level of the CDF project cycle (see chapter two) hence some decisions are out of control of the very beneficiaries of the fund.

All in all the respondents in the study seem satisfied with the performance of the CDF office in Gatanga as majority of the respondents said that they had no complaints regarding management of the fund. This could mean that as long as the CDF office continues to deliver projects to the people, the people are more likely to be satisfied. However should the CDF office fail to deliver projects to the people, it is more likely that those who have participated in civic education are more likely to voice their concerns in demanding effective delivery of public services. This reflects the need for the MP to

satisfy people's wants as he is the overall steward of the fund or otherwise people will not enlist their support for the MP.

This implies that the few civic education sessions that have taken place most of which the study revealed have been in town centers thus not reaching everyone extensively have had positive impact in preparing the residents to participate in management of CDF.

5.6 Conclusion

In as much as the extent of civic education in the study area is seen to be low, there is evidence that the little civic education that has been ongoing has had some impact towards improved management of CDF. This is because the findings show that there is likely to be high participation levels in selection, identification, implementation, monitoring and to some extent in management of CDF among residents who have taken part in civic education sessions compared to those who may have not.

The findings also reveal that participation in management of CDF is not so strong even in the event of people taking part in civic education as the residents are not involved in all decision making processes in the CDF project cycle. The strongest platform for engagement for the residents in the study area, it seems is in the locational meetings held at the local chief *barasa* or D.C's office where community members are invited to identify community needs and projects to address these needs.

The community's other strongest platform to participate in management of CDF is in the Constituency Development Committee (CDC) which has fewer representatives from the community who decide on which of the selected projects at the locational level should be

prioritized for funding. It is in this CDC also, that the Member of Parliament is the overall decision maker on how CDF projects are managed and which projects should be submitted to the clerk of the national assembly for further inclusion in the national government budget. The decision to implement the community's identified projects to some extent solely relies on the Member of Parliament to honor the people's demands or dishonor the people's demands for his/her own political advantage.

The role of civic education however becomes relevant in that it is more likely that once people have been imparted with civic knowledge, skills and dispositions, they are more likely to defend their civic rights and voice out or demand effective delivery of public services from the MP and the local CDF office which he/she is in charge of.

Lastly, people who have also taken part in civic education are also more likely to take initiative in participating in community development projects as they are informed on how to engage with local structures in charge of public resources and also to some extent have influence in decision making processes that affect their communities. This implies that they are more likely to have a sense of ownership of community development projects in being active and not passive recipients of development.

5.7 Recommendations

From the findings, it is evident that civic education has had a positive impact towards improved management of CDF as all those who were interviewed in the study area had at one point or another in their residence in Gatanga Constituency been recipients of civic education. However a couple of issues have emerged with regard to the need for civic

education actors to not only focus in major town centres but to reach rural villages in the interior where community members may not necessarily be residing within town centres.

This would see them have their capacity built to better participate in their own community development processes and hold public officials accountable in the delivery of effective service delivery. This is because in as much as the civic education sessions are organized in a trainer of trainer form, it is possible that those trained may not necessarily pass on the same information to everyone hence the need for civic education in rural areas to be extensive.

Secondly, actors of civic education need to rethink their approach of conducting civic education sessions in rural areas specifically when implementing formal civic education sessions.

This is because women in the study area are less likely to participate in formal civic education sessions, as they do not have time to participate in these sessions owing to household chores or farming activities. This relegates them to take part in informal civic education such as listening to the radio which is not as interactive and informative as formal civic education sessions.

These leaves women disempowered and not likely to understand fully the CDF management structures, where to forward their grievances with regard to community development projects in rural areas and even how to exercise their constitutional right to make informed decisions when voting during elections.

Civic education sessions should also be structured to address youth concerns and priorities with regard to promoting increased youth participation towards building young people's capacity in rural areas to understand public policy and government resource allocation geared towards development in rural and urban areas.

This becomes critical amidst high poverty levels among the youth in not only rural areas but also urban areas at the risk of excluding them in citizen participation in the management of devolved funds.

Lastly, the Constituency Development Fund was a noble idea that sought to involve local communities in being participants of their own community development initiatives and not recipients of development as was in the past centralized government. This noble idea has however been marred by corruption and mismanagement of the CDF in some constituencies hence the need to revise the CDF Act 2007 (if it will still be in place in the county government) to reduce the Member of Parliament's power over the funds management and hopefully give more room for citizen participation in selection, implementation, monitoring and management of the CDF in the soon to be realized 47 counties.

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APPENDIX I: QUESTIONNAIRE

I am a student from the University of Nairobi pursuing a Master of Arts degree in Rural Sociology and Community Development. Am conducting a study on **‘The Impact of Civic Education in the Management of Constituency Development Fund: A Case Study of Gatanga Constituency’**. You have been randomly selected from the residents of Gatanga Constituency to participate in this survey. To contribute to the study, I kindly request you to answer all the questions provided in the questionnaire. You are also encouraged to be honest and open as possible since the information you provide could be used to inform policy on civic education and the management of devolved funds in Kenya. The information you give will be treated with strict confidentiality and will not appear in any documents or publications without your express permission.

Division

Location.....

A. Characteristics of the Respondents

1. Name of the Respondent

(optional).....

2. Sex: 1. Male 2. Female

3. Age

1. Between 18 – 24 years

2. Between 25 – 31 years

3. Between 32- 38 years

4. Between 39 - 44 years
5. Between 45- 51 years
6. 52 and above

4. Marital Status

1. Single
2. Married
3. Divorced
4. Separated
5. Widowed
6. Consensual union

5. Relationship to the household

1. Father
2. Mother
3. Daughter
4. Son
5. Other relative
6. Not a relative (Specify).....

6. What is your highest level of education?

1. University
2. Secondary
3. Primary
4. Other (Specify)

7. What is your occupation?

1. None/Unemployed
2. Farmer
3. Teacher
4. Businessman/Trader
5. Casual worker
6. Other (Specify).....

8. For how long have you and your household been living in this location?

1. Just relocated recently
2. 1- 5 years
3. 6-10 years
4. 11- 15 years
5. 16- 20 years
6. Over 20 years

9. What is the size of your household?

1. 1-2 people
2. 3-4 people
3. 5-6 people
4. 7-8 people
5. 9-10 people
6. Above ten people

10. What is your average monthly income in Ksh. (please tick the appropriate category you belong)

1. Below 2,000
2. 2000 – 4,999
3. 5,000 – 7,999
4. 8,000 – 10,999
5. 11,000 -13,999
6. 14,000-16,999
7. 17,000-20,000
8. Above 20,000

A. Forms & Actors of Civic Education

1. Have you have ever taken part in any civic education session before in this location?
(Tick where appropriate)

Yes No

2. If yes, who was conducting the civic education sessions at the time in the community?
(Tick where appropriate)

1. An Individual
2. Faith Based Organisation /Church
3. Community Based Organisation (C.B.O)
4. Non – Governmental Organisation (NGO)
5. The Government
6. Other (Specify).....

3. In what form was the civic education that you attended conducted?

1. In the form of a community workshop/ training session or in school (Formal)
2. In the form of outdoor activity e.g. road show concert, puppetry, theatre, radio, TV, drama etc (Informal)

4. What was the topic of discussion in the civic education session that you attended?

1. The Constitution of Kenya
2. Devolution & Decentralization
3. Devolved Funds e.g. (LATF, FPE, CDF etc.)
4. Voter Education
5. Other (Specify).....

5. Have you attended any other civic education sessions apart from the one above in question 3 of this questionnaire?

Yes No

(a) If yes to the above,

why?.....

(b) If no,

why?.....
.....

6. If yes, how many other civic education sessions have you attended apart from the one mentioned in question 3 of this questionnaire?

1. One
2. Two

- 3. Three
- 4. Four
- 5. More than five

7. Were the civic education session(s) that you attended beneficial in terms of improving your knowledge levels on the subject matter that was discussed in the civic education sessions? (Tick where appropriate)

Yes No

(a) If yes, why?.....
.....

(b) If no, why?.....
.....

8. If yes to Q.7above, how would you rate the effectiveness of the civic education sessions you attended towards improving your knowledge levels on the subject matter that was discussed in the civic education session?

- 1. Very high
- 2. High
- 3. Low
- 4. Very low
- 5. Don't Know

9. In your opinion, how would you rate the extent of civic education in this location?

- 1. Very high
- 2. High
- 3. Low

4. Very low
5. Don't Know

B. Participation in the Management of Constituency Development Fund

10. In your opinion, how would you rate the level of awareness about the Constituency Development Fund in this location?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

11. Where do community members in this location find information about the Constituency Development Fund, specifically disbursement of funds for projects?

1. Word of mouth among community members
2. From their groups (women's group, youth group, church group)
3. From the Chief
4. From the District Officer (D.O)
5. From the District Commissioner (D.C)
6. From Public Notice Boards set up by the CDF office
7. From their Member of Parliament
8. From Mass media (Radio or TV)

12. How would you rate access to information about the Constituency Development Fund in this location?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

13. Do you know someone who is in the Constituency Development Fund committee(s)?

(Please tick where appropriate)

Yes No

14. If yes, who is that person?

1. A member of parliament
2. District Officer
3. Councilor
4. Religious representative
5. Women's representative
6. Youth representative
7. NGO representative
8. Other (Specify).....

15. In your opinion, do you feel that the individuals in the Constituency Development Fund Committee adequately represent the people's views with regard to the community's needs?

(Please tick where appropriate)

Yes No

(a) If yes, please explain why?.....

.....

(b) If no, please explain why.....

.....

16. How would you rate your community's participation in the selection and prioritization of Constituency Development Fund projects in this location?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

17. How would you rate your community's participation in the implementation of Constituency Development Fund projects, specifically the construction of community projects?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

18. In your opinion what are the levels of participation by the community in monitoring of Constituency Development Fund projects to ensure that they are completed on time?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

19. How would you rate the level of your community's participation in the management of Constituency Development Fund projects?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

20. How satisfied are you with the level of performance of your Member of Parliament in management of Constituency Development Fund?

1. Very satisfied
2. Somewhat satisfied,
3. Satisfied
4. Dissatisfied
5. Very dissatisfied

21. How would you rate the level of performance by the Constituency Development Fund in Gatanga Constituency?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

22. Are you aware of any incidences or complaints made regarding the management of Constituency Development Fund in this location or another location in the Constituency?

(Please tick where appropriate)

Yes No

23. If yes, which of the following is the most common complaint by community members? (Please tick **one** only)

1. Corruption
2. Poor participation by community members
3. Poor procurement & tendering procedures
4. Incomplete projects
5. CDF management committee's composition
6. Poor identification & prioritization of projects
7. Other (Specify).....

24. Are you aware of any mechanism to address the complaint?

(Please tick where appropriate)

Yes No

(a) If yes, please explain briefly.....

.....

(b) If no, please explain

briefly.....

.....

25. Which one of the following options is used often by members of the community to address complaints?

1. To the MP
2. To the CDF office
3. To the District Commissioner
4. To the District Officer
5. To the Chief
6. I do not know

26. What is your assessment of the mechanisms for addressing complaints regarding the use of CDF in this location?

1. Very effective
2. Somewhat effective
3. Not effective

27. Do you think that the staff at the Constituency Development Fund office in Gatanga Constituency have the appropriate skills to manage the fund?

Yes No

(a) If yes, please explain briefly.....

.....

(b) If no, please explain

briefly.....

.....

28. How would you rate the level of skills by the Constituency Development Fund office in Gatanga?

1. Very high

2. High

3. Low

4. Very low

5. Don't know

29. In your opinion do you think that, you taking part in civic education session(s) in one way or another has built your capacity to participate in the management of Constituency Development Fund in this location?

[] Yes [] No

(a) If yes, please explain briefly

.....

.....

(b) If no, please explain briefly

.....

.....

30. In your opinion, do you think that civic education has had an impact in the community towards improved management of the CDF in this location?

Yes No

(a) If yes, explain briefly

.....
.....

(b) If no, please explain briefly.....

.....

31. How would you rate the impact of civic education sessions in the community towards improved management of the CDF in this location?

1. Very high
2. High
3. Low
4. Very low
5. Don't know

Thank you for finding time to participate in this survey.

APPENDIX II: KEY INFORMANT INTERVIEW GUIDE

1. What forms of civic education sessions have the local residents taken part in the past and lately in this location?
2. Who usually organizes civic education sessions in this location?
3. What has been the reach of these civic education sessions in not only this - location, but also Murang'a Constituency in general?
4. What is the general content of the civic education sessions that the organizers of civic education have tended to focus on in this location?
5. Have the civic education sessions been effective in informing the local residents with information on devolved funds as introduced by the devolved system of government such as the Constituency Development Fund?
6. What would you say is the level of awareness of the community regarding the Constituency Development Fund in this location?
7. What are the main sources of information for the local residents with regard to how the Constituency Development Fund is managed? Are these sources of information effective?
8. Are the local residents involved in the management of Constituency Development Fund ? By this I mean, selection, identification, implementation and monitoring of community development projects from the Constituency Development Fund in this location?
9. What is the general observation, by the local residents with regard to the Constituency Development Fund's performance in this location?

10. What is the relationship between the local residents and the Constituency Development Fund head office in Gatanga Division? Do the people feel that the office is competent to manage the fund effectively?
11. Are local residents able to effectively express dissatisfaction with management of the Constituency Development Fund in this location?
12. What are the challenges hindering full participation of the local residents in this location with regard to improved management of the Constituency Development Fund?
13. Do you think that civic education has made an impact towards improved management of the Constituency Development Fund in this location?

Thank you for participating in this interview session.