

The Role of Constituency Development Catalyst Fund (CDCF) In Improving Education Service Delivery: Bahi Constituency Case

Deogratias B. Egidio¹, Peter A. Kopoka, PhD.²

Jomo Kenyatta University of Agriculture and Technology, P.O Box 62000-00200, Nairobi Kenya

Abstract: *The CDCF was introduced by an Act of Parliament in 2009 as one of the decentralized funding schemes aimed at redressing development levels inequalities among constituencies in the LGA financing disbursement framework. Through the scheme, each constituent MP receives funds to foster community identified development projects. The purpose of the study was to assess the role of CDCF in improving education service delivery in Bahi Constituency in Dodoma Region. A survey research design was adopted for the study, whereby data was collected through questionnaires and interview sessions for quantitative and qualitative research analysis respectively. The target population was 2,500 students enrolled in 20 secondary schools within the constituency, whereby the determined sample size was 96 respondents, from selected 5 schools. The study employed stratified sampling technique to pick 20 students per each school, whilst on the teaching staff, 1 School Head and 3 other teachers were selected. The study used SPSS, version 16, for data analysis and consequently findings were presented in frequencies, percentages, cross-tabulations and bar graphs. The findings revealed that 75% of the respondents indicated that CDCF contributed to improving the learning environment as well as in provision of teaching and learning materials among schools in the study area. On the other hand, 48.7% of the respondents showed that CDCF contributed in provision of teaching and learning materials. Based on the findings, the study concluded that inadequate financing through the CDCF has led to insignificant contribution of the scheme in realizing expected leveraged development as far as education service delivery is concerned in the constituency, partly due to the fact that CDCF cater for many other social amenities apart from education service. The study recommends reinforcing oversight of the fund's operations, through vibrant monitoring and reporting mechanism, enhanced by involving various stakeholders, building their capacity and introducing new guideline to be used by the CDCF committee.*

Keywords: Accountability, Decentralization, Governance, Management

1. Introduction

Parliamentary involvement in community development projects has been growing in many developing countries, Tanzania being one of them. One policy tool for this involvement is the Constituency Development Catalyst Fund (CDCF), which further allocates public funds to leverage development level in a specific constituency, based on the decisions influenced by their representatives in the national parliament. The CDCF is a decentralized fund that aims at catalysing development strides in constituencies and as poverty reduction strategy, by supporting community identified economic projects among others. CDCFs are becoming increasingly significant financing scheme of politicized and decentralized resource allocation. To-date, more than 20 countries have adopted the scheme, these includes India, Kenya, Honduras, Ghana, Liberia, Mongolia, Namibia, Nigeria, Pakistan, Philippines, Rwanda, Solomon Islands, Uganda, Jamaica, Papua New Guinea, Zambia and Zimbabwe (Tshangana, 2010).

Before the introduction of the CDCF, as a follow-up stage involving the area MPs, under the government devolution policy, way back in 1996, the Local Government Reforms Program (LGRP) outlined a planning framework namely Decentralization by Devolution Policy, (D by D), that aimed at improving the services delivery to the public. The policy was entrenched on the participatory planning and budgeting procedure at various the local government authorities (LGAs) structures, guided by the Opportunities and Obstacles for Development (O & OD) methodology, in determining development priorities in their budgets. The

ambitious LGRP program aimed at transferring the powers and responsibilities to autonomous LGAs, led by elected councillors, sector committees and professional administrators, to provide quality services delivery according to locally defined needs (URT, 2005).

The Local Government Development Grant (LGDG) system is the main vehicle for allocating development grants to LGAs for the implementation of effective decentralized service delivery policy in mainland Tanzania. Since its introduction, the LGDG disburses its funds discretionary for development projects aimed at capital development and capacity building to improve a number of functional areas including planning and budgeting, financial management and procurement in LGAs, and has greatly contributed in improving the performance of LGAs. Notwithstanding, through the system, despite of its efforts towards enhancing rural development over the years, the implementation of the self-initiated projects among communities has been poorly funded, managed and monitored, due to poor performance of most LGAs. The LGDG framework failed to adequately address the MPs' concerns on their constituencies' development agenda, as the funds seemingly not sufficient to cover all areas of the social amenities, education services included (URT, 2014).

The introduction of the CDCF in Tanzania by the Act of Parliament, No. 16 of 2009, was envisioned as a remedy, whereby additional government financing scheme, parallel to existing funding mechanisms for LGAs to run community-driven development projects, influenced by Members of Parliament (MPs) at the constituency level. The fund was established mainly to provide for allocation and

Volume 7 Issue 10, October 2018

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

orderly disbursement of funds to constituencies in supporting community identified economic development projects among others and for prudent management of funds in constituencies. As the local MP main focus is to foster development agenda for the betterment of the livelihood of voters, CDCF provides an avenue where the MP can influence implementation of projects, and enhance their greater accountability (URT, 2009).

The CDCFs operations have sometimes been controversial as they raise fundamental questions about the efficacy of government service delivery, the extent to which such service delivery can be made accountable, the role of legislators in selecting development priorities, and the dimension of public participation in projects implementation. The guiding principles on CDCF financing includes size of the constituency; amount allocated; oversight of CDCF operations; the structure of decision making on the use of the funds; the influence of different stakeholders at all stages of implementation as well as critical community involvement in the process. The degree at which CDCF has potency to catalyse development, is much visible where the community members are involved in identification, implementation, monitoring and their eventual sustainable management of the projects (Policy Forum, 2014).

A key feature of the CDCF scheme, is that the local area MP is typically exerting a tremendous degree of control over how the funds should be spent. Another critical feature of the CDCF which vary from country to country, is that of having a direct bearing on the performance of the envisioned project, due to the differential funding sealing available per each constituency, mode of allocating the funds, degree of targeting area of focus and existing legislative framework (Tshangana, 2010).

2. Purpose of the Study

The purpose of this study was to assess the role of Constituency Development Catalyst Fund in improving education service delivery, particularly in Bahi Constituency in Dodoma Region. Specifically, the study looked at access to universal secondary education and the provision of quality education service delivery among selected schools in the constituency. Essentially, the study focussed on assessing the contribution of CDCF in students' enrolment; investigating the role of CDCF in provision of teaching and learning facilities and to examine the impact of CDCF on the implementation of universal secondary education policy.

In the context of the newly introduced 'fee-free' policy for all primary school pupils and secondary school students being operationalized since January 2016, the study wanted to particularly establish what are the remaining avenues, where CDCF funds can still influence quality education service delivery and hence improvement in academic performance of students. The study also sought establish the extent of knowledge on how the CDCF has been managed all along, and what were other underlying setbacks in managing the scheme, particularly in education service delivery at some selected secondary schools in the said constituency.

3. Research Methodology

The study was both qualitative and quantitative in nature. It employed a survey research design, to enable purposeful and detailed data collection. The target population size was 2,500 beneficiary students, from five public secondary schools namely Chikopelo, Ibugule, Ibihwa, Lamaiti and Mpamatwa, out of 20 within the constituency. The sample size determined was 96 respondents; hence the study pooled 20 students from each of the 5 selected schools in the constituency, and a total of 20 in teaching staff category from the same. The instruments employed for data collection were questionnaires and interview schedules with key respondents.

The study further conducted a thorough documentary review, where various secondary sources were consulted to obtain baseline perspectives and consequently ground for the construct under study. The study used SPSS, version 16, for quantitative data analysis, and consequently findings were presented in frequencies, percentages, cross-tabulations and bar graphs; whereas for qualitative analysis, the study based on content analysis, especially from the interviews. This was essentially necessary in order to purport an effective strategy for comprehensive data collection and analysis. The interview schedules were conducted with the corresponding MP for the particular constituency under the study, the Planning Officers at Bahi Districts Council, and other four MPs who consented to be part of the interviewees.

4. Findings and Discussion

Response Rate

The study achieved 91% response rate, whereby out of 105 questionnaires issued, a total of 96 respondents returned the same dully filled-in. The study used a sample size of 96, hence making it very satisfactory for data analysis. Cumulatively, the sex distribution profile of respondents composed of 64.58% boys, whilst 35.42% of them were girls. This uneven proportion was partly due to the socio-cultural context and economic status of the girl child parents, in providing equal opportunity for education endeavours of their children, disregarding their sex to reach in secondary education level.

Beneficiaries' access to teaching and learning materials through CDCF

One of the specific objectives to the study was to determine the role of CDCF in education service delivery in Bahi Constituency. Under CDCF Management, which was the independent variable, one of the driving factors which influences improved education service delivery was the contribution of CDCF in provision of learning materials to the beneficiaries. The study findings as shown in Table 1 below, indicates a large proportional of 95.8% of beneficiaries accessed learning materials courtesy of CDCF, while a small proportional of 4.2% did not access the same through CDCF funding in the said constituency. Among the beneficiaries who accessed CDCF financed learning materials, 31.3% were found in Ibugule secondary school, whilst 33.3% of them were found at Chikopelo secondary school.

The findings are in congruent with Tshangana (2010), who noted that, any education supporting program become successfully especially once there is enhanced accessibility of teaching and learning materials, which in turn enables them to get quality education and perform better. Hence, it is important to note the role of CDCF in improving students' performance, as it contributed to improving education service delivery in the said constituency.

Table 1: Beneficiaries accessing CDCF learning materials through CDCF

Name of school	Beneficiaries access to learning materials through CDCF Funding		Total
	Yes	No	
Ibugule	30(31.3%)	1(1%)	31(32.3%)
Ibihwa	10(10.4%)	3(3.1%)	13(13.5%)
Mpamatwa	2(2.1%)	0(0%)	2(2.1%)
Chikopelo	32(33.3%)	0(0%)	32(33.3%)
Lamaiti	18(18.8%)	0(0%)	18(18.8%)
Total	92(95.8%)	4(4.2%)	96(100%)

Existence of CDCF funded projects in schools

In determination of the role of CDCF in financing school projects, say erecting needed school buildings, respondents were to check whether indeed such projects at their school, were funded by CDCF, and hence the scheme has contributed to the improvement in the quality of education service delivery. The findings in table 2 below, indicates that 51.1% of respondents disagreed, whereas 48.9% of them confirmed the existence of building projects were funded by CDCF in their schools, and therefore have suggested to have improved their learning and teaching environment. The study indicated this scheme had managed to finance the construction of classrooms, school laboratory and rehabilitation of staff quarters, and students and staff toilets.

This finding is in line with Gekul, (2014) who argued that, some CDCF financed projects were not so successful, because they were implemented under the influence of nepotism, unguided by good governance principles, leading to some secondary wards, not to be reached as yet by such scheme. Similarly Rozanski (2002), argued that, learning and teaching environment improvement through classroom construction had managed to advance students' performance.

Table 2: Existence of CDCF Funded Projects in Schools

Name of school	Existence of project funded by CDCF in schools		Total
	Yes	No	
Ibugule	17(17.7%)	14(14.6%)	31(32.3%)
Ibihwa	8(8.3%)	5(5.2%)	13(13.5%)
Mpamatwa	2(2.1%)	0(0%)	2(2.1%)
Chikopelo	13(13.5%)	19(19.8%)	32(33.3%)
Lamaiti	7(7.3%)	11(11.5%)	18(18.8%)
Total	47(48.9%)	49(51.1%)	96(100%)

Role of CDCF in improving students' performance

Another objective of the study aimed at examining the contribution of CDCF in improving academic performance of students in Bahi Constituency. This objective was linked to the dependent variable of improved education service delivery as checked through the parameters of relative increase of the number of students who passed their national

examinations, their average scores in terms marks and division grading. According to the findings in Table 3 below, indicates the role played by CDCF scheme in improving students' performance. Almost 15.6% of respondents in Chikopelo Secondary School, had somehow agreed on role of CDCF in improving the performance of students in their national examinations, where as 9.4% of respondents at Ibihwa Secondary School, had somehow agreed on the same.

These findings imply that, students managed to perform better in their final national examinations due to improved learning and teaching environment courtesy of CDCF scheme. Similarly, Maureen L. and Gunilla P. (2009) affirmed that improving teaching and learning environment is crucial for universal secondary education policy to be realised. They further asserted that the process is an incentive mechanism at each level of the education system, if the desired performance standards are to be attained and sustained.

Table 3: Role of CDCF improving Students' Performance

Category	Responses	Percent
Increased No. of students who pass in National Exam.	93	24.7
Improved performance standard	83	22.1
Better average score marks for students	86	22.9
Better division score	58	15.4
Improved Subjects average score	56	14.9
Total	376	100

Aspects noted to improve in students' performance

Under the study, respondents were asked to give their opinion with regard to the contribution of CDCF funded projects at their school, as far as improvement in the quality of education delivery is concerned, more specifically linking it to high performance scores in final national examinations. According to the study findings, Table 4 below presents the aspects of students' performance noted to improve in the constituency under study, mainly contributed to improved teaching and learning facilities. A significant proportion of 24.7% of responses through multiple responses analysis suggested that their school performance has been noted to improve through increased number of students who pass national examination, followed by 22.9%, who suggested better average score marks for students and yet another 14.9% of respondents depicted to notice improvement of students' performance based on improved subjects' average score.

These findings imply that, CDCF facilitated increase in the number of students who pass national examinations due to its support in provision of learning materials and improved the learning and teaching environment. URT (2004), found out that performance in secondary schools are directly measured according to the ability of students to pass National Examinations with good grades subject-wise and division scored.

Table 4: Aspects Noted to Improve In Students' Performance

Category	Responses	Percent
Increased No. of students who pass in National Exam.	93	24.7
Improved performance standard	83	22.1
Better average score marks for students	86	22.9
Better division score	58	15.4
Improved Subjects average score	56	14.9
Total	376	100

5. Conclusions

Based on the findings, the study concludes that CDCF is still a useful decentralized financing policy to foster development, as the scheme works parallel to other existing central government funding frameworks at the LGAs. Despite the fact that CDCF is merely a political solution to the underlying questions that it was intended to solve, there are still a number of issues that needs redressing through possible amendment to this almost ten years old legislation enacted since 2009, so as it address the associated challenges in the course of implementation of the scheme.

Some of the overarching areas to be redressed is on the guidelines to this Act, which should clearly stipulate specific areas which the scheme can finance, and leaving out other areas which the 'fee-free' policy has already taken care of, as well as increasing CDCF allocation, putting in place mechanisms for affirmative action to include more marginalized and vulnerable groups, increase public awareness on CDCF matters through mass media channels and civic education campaigns.

The significant lesson learnt through the study, include the importance of good governance, more especially in education systems as an essential component in promoting effective delivery of education services, both at the LGA level and at the national level. The goal being to have a feasible organizational framework that furthers educational objectives; makes effective use of the available resources; redresses inequalities; increase access and gives all stakeholders a voice in important decisions while implementing various educational projects, since education is an asset and instrument of the entire community, and benefits the entire nation.

Lastly, some notable setbacks posing as challenges to the success of the scheme, among other things, failure by CDCF Committee to formulate disbursement guidelines, and openly display list of the bursary given to beneficiary schools, lack of transparency and poor coordination by the same, and lack of concrete monitoring and evaluation framework and review of the projects being implemented, to avoid misuse of the bursary as well as getting the value for money on the projects.

6. Recommendations

Based on the findings, the study hereby recommends some actions to improve on the implementation of the CDCF scheme as follows:

On the question of more stakeholders involvement in decision-making process, more especially of projects identification, implementation and evaluation, it is necessary to create a more favourable and conducive working relations between the local area MP, the district administration, through the DED, the CDCF-Committee, the Non-State Actors (NSAs) as an incentive for transparent operations of the CDCF scheme, and success of the projects being implemented. This calls for the local area MP to strengthen collaboration with all interest-groups in his/her constituency, including the NSAs in all community activities, in order to create more awareness through more community members' participation. The government at large should play a role in emancipating the people through various civic education programmes, on the importance of being vigilant on public funds utilization, largely on the value for money perspective, so that they can foster their own development agenda and indirectly shaping the quality of LGAs' service delivery capacity.

Reporting mechanism for the CDCF financed projects should be enhanced to all stakeholders involved in projects implementation. It is necessary to employ a more robust monitoring mechanism of all the CDCF activities, through establishing a vibrant guideline on the CDCF Committee, as well building capacity of the members, to enable them perform their duties efficiently and effectively. The National Assembly needs to strategize on amending the Act establishing the CDCF, where comprehensive involvement of stakeholders engagement is necessary, to purposely establish more elaborate terms of CDCF scheme operations, among them is the increase on the amount allocated per constituency, the disbursement procedures, which will facilitate a more inclusive approach, with the aim of improving the efficacy of the fund, hence realizing significant development strides at the constituencies.

References

- [1] Chandler, J. A. (2000). *Comperative Public Administration*, Routledge, London
- [2] Cheema, G. Shabbir and Dennis Rondinelli (ed), (1983). *Decentralization and Development: Policy Implementation in Developing Countries*, Sage Publications, London.
- [3] Conyers, D. (1984). *Decentralization: A framework for Discussion*, Hye, H. (ed), Academy for Rural Development, Comilla
- [4] Francis K., Nekesa P., & Ndugu, B. (2009). *Best Practices in Constituency Development Fund*, Collaborative Centre for Gender and Development, Nairobi.
- [5] Gekul, Pauline (2014). *The Impact of Decentralized Funds on Rural Development in Tanzania*, UDOM, Dodoma.
- [6] Holzapfel, S., Janus H. (2015). *Improving education outcomes by linking payments to results: an assessment of disbursement-linked indicators in five results-based approaches*, German Development Institute, Bonn.
- [7] Kate, A., Abbie, R., & Tamar, M., (2014). *Global Momentum for Measuring Early Learning Outcomes and Program Quality*, UNESCO, UNICEF, Geneva.

- [9] Kibeba L. W. and Mwirigi, P. W. (2014). *Selected Factors Influencing Effective Implementation of Constituent Development Fund (CDF) Projects in Kimilili Constituency, Bungoma County, Kenya*, International Journal of Science and Research (IJSR), Vol.3, 2319-7064.
- [10] Kooiman, Jan (2003). *Governing as Governance*, Sage Publications Ltd, London.
- [11] Maureen Lewis & Gunilla Pettersson, (2009). *Governance in Education: Raising Performance*, World Bank, University of Sussex.
- [12] Mwangi, S. W. (2008). *The Effectiveness of Local Authority Transfer Funds (LATF) and Constituency Development Funds (CDF) in Attacking Urban Poverty and*
- [13] *Improving Human Rights in Nakuru Municipality, Kenya*, UNESCO Small
- [14] Grants Programme for Poverty Alleviation, Paris.
- [15] Ng'alu Mutie Michael & Bomett J. Emily, (2014). *The Role of Constituency Development Catalyst Fund in Provision of Secondary School Education in Kenya*, International Journal of Scientific & Technology Research Volume 3, Issue 8, August 2014, ISSN 2277-8616, Nairobi.
- [16] Nyamor, R. (2009). *Making Development Accountable: A Critical Analysis of the*
- [17] *Systems of Accounting and Accountability for the Constituency Development Fund in Kenya*, Emerald Group Publishing Limited, Nairobi, Kenya.
- [18] Oyungi L. A. & Nyaguthii, E. (2013). "Influence of Community Participation on Successful Implementation of Constituent Development Fund: Case Study of Mwea Constituency", International Journal of Education & Research, Vol.1 No. 8, 1-16.
- [19] Policy Forum & REPOA (2014). *Review of the Governance Effectiveness of the Constituency Development Catalyst Fund in Tanzania*, Special Paper No. 14/4, REPOA, Dar es Salaam.
- [20] Robbins, S. P. & Coulter, Mary (2009). *Management, 10th ed.*, Prentice Hall, New Jersey.
- [21] Rozanski, Mordechai (2002). *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*", Education Equality task Force, Wellesley, Toronto.
- [22] Tshangana, A.H. (2010). *Constituency Development Funds: Scoping paper*, Kenilworth,
- [23] URT (2004). *Education Sector Development Programme*, Ministry of Education and Culture, Dar es Salaam.
- [24] URT (2009). *The Constituencies Development Catalyst Fund Act No. 16 of 2009*. Dar es Salaam.
- [25] URT (2014). *Local Government Council Development Grant (LGDG) System: Implementation and Operations Guide*, PMO- RALG, Dodoma.
- [26] URT, (2005). *National Strategy for Growth and Reduction of Poverty*. Tanzania Government Printer, Dar es Salaam.