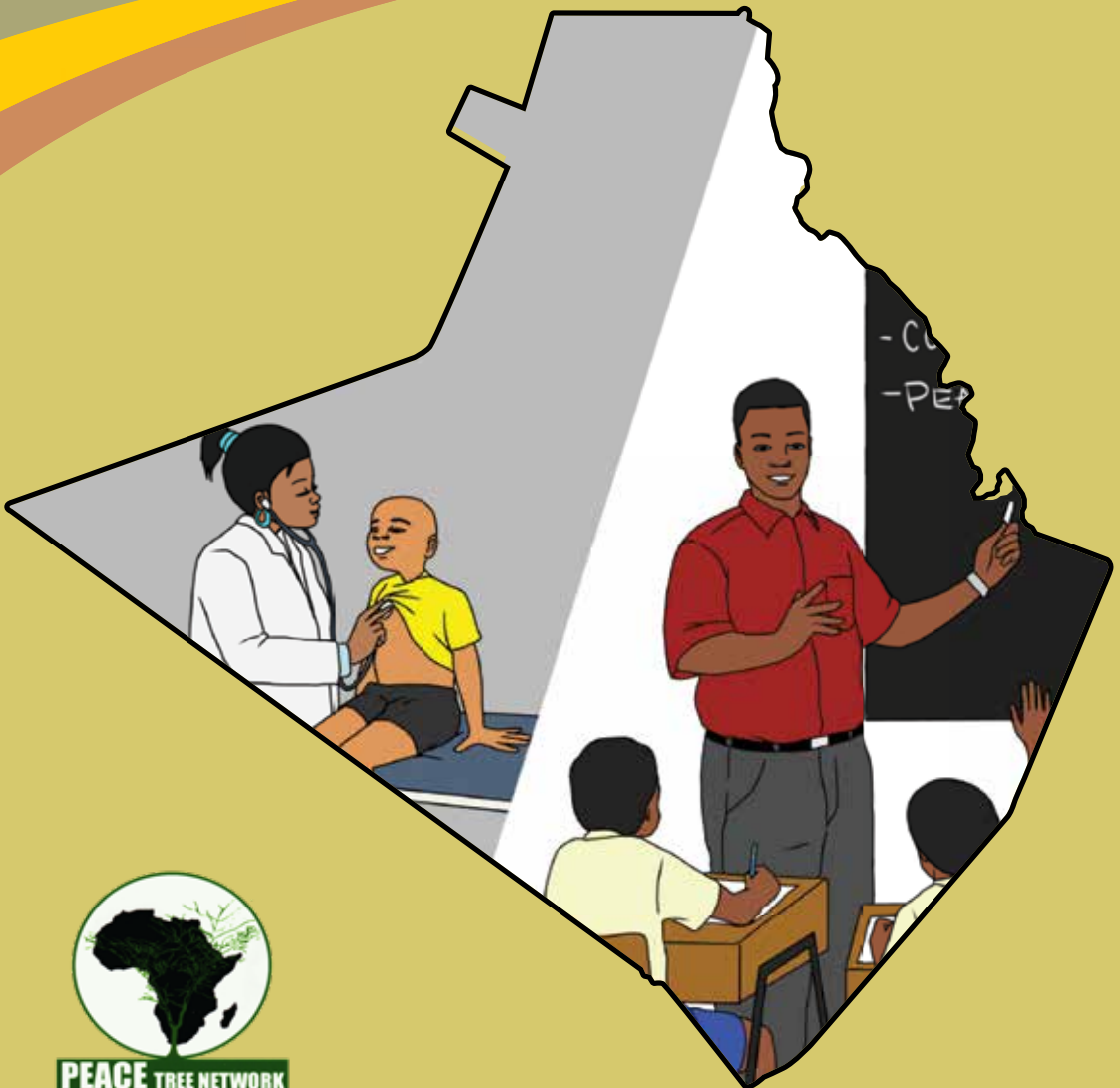


Public Participation in Kwale County: Focus on Health and Education Sectors



**PUBLIC PARTICIPATION IN KWALE COUNTY: FOCUS ON
HEALTH AND EDUCATION SECTORS**

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PTN Brief

Peace Tree Network – PTN is a registered Trust in Kenya whose mission is to develop and maintain collaborative relationships among peace actors and promote sustainable peace in the region. Founded in 2001, PTN aims at creating platforms where issues of human rights, conflict transformation, governance, gender and development, research and advocacy are highlighted by the community to achieve lasting solutions.

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This publication was made possible through the contribution from individuals working as a team. The research team was led by the principle researcher, Herbert Wamalwa who was assisted by four research assistant namely; Rachel Akinyi, Maimuna Nundu, Valentine Kerich as Harrision Tsuma.

We are also thankful to all the respondents who took time to participate in this research as well as members of the Constituency Development Fund Mr. Omar Ndarro Mwangaga, Mr. Andrew Lumunge from Matuga and Mr. Rashid Bavu Kurera from Kinango and finally Mr. Peter Mwasela Mwaighonda in Msambweni.

Our special thanks to Mr. Justus Nyang'aya of Lead Africa for his valuable insights and suggestions as a reader help make this publication.

Finally, our thanks go to all our partners in Kwale County and the administrative team at PTN.

Foreword

This publication offers extensive information on the provision of education and health services in Kwale County. It is a product of a research that had been conducted between January and August 2018, with an aim of evaluating citizen participation in the delivery of these services.

This was as a result of the previous trainings that had been conducted on social accountability within the area. As such, the social audit exercise would serve as a follow up towards some of the challenges that had been presented in line with the education and health segment within the county. The findings would then be shared with the county and national government with a hope that certain elements of the provision of these services shall be improved.

It is hoped that the insights from the publication will enable stakeholders to understand the gaps involved in the utilisation of public resources and the level of involvement of the public from the planning to implementation stages. The facts shall then act as a guide towards bridging these gaps and enhancing accountability from both the leaders and citizens. As such, it is further anticipated that this document may be used as a reference tool or a working document.

The publication serves as a realisation of PTN overall objective of promoting transparency and accountability in the way the country's developmental resources are being used. This is one of the key ways within which the organisation exercises its mission of developing collaborative relationships among peace actors in order to promote sustainable peace and development in the region.

Rachel Stephanie Akinyi
Program Assistant
Peace Tree Network

Abbreviations

CDF	Constituency Development Fund
CDFC	Constituency Development Fund Committee
CSR	Corporate Social Responsibility
ECD	Early Childhood Development
EEZ	Exclusive Economic Zone
KCPE	Kenya Certificate for Primary Education
KWS	Kenya Wildlife Service
NACOSTI	National Commission for Science and Technology and Innovation
NG-CDF	National Government Constituency Development Fund
PMC	Project Management Committee
PTN	Peace Tree Network
TISA	The Institute of Social Accountability
VIP	Very Important Person

Executive summary

In our quest to evaluate the provision of education and health services by looking at citizen participation in the process, Peace Tree Network Trust (PTN) commissioned an evaluation exercise which took place between January and August 2018. This exercise had three aspects. The first one involved interviewing duty bearers (representatives of institutions many of who were heads of the institutions and who served as key informants) from 22 Constituency Development Fund (CDF) funded developmental projects drawn from the four counties of Kwale County: Lunga Lunga, Msambweni, Matuga and Kinango.

The second aspect involved surveying 314 adult citizens drawn from around the 22 projects. The first and second aspects were accomplished in January – February 2018 and a draft report was done. The third aspect was accomplished in August 2018 where the draft report was shared with the last set of duty bearers (CDF officials) drawn from the constituencies.

Starting with the first set of duty bearers' overall assessment on how the projects were undertaken, of the 22 projects (15 educational and seven health), half of them were rated outright positive. It means that on the whole and all factors held constant, the representatives drawn from the 22 institutions were happy with the projects. Of the remaining 11, seven of them were rated positive but needing a number of improvements.

The following are a few examples. At Shirazi Boys Secondary school in Lunga Lunga which is a fairly new school and the project was the construction of four classrooms, the feeling we gathered was that the school's name was misplaced. As the school is in Kanana and not Shirazi it should have been called Kanana Boys Secondary School.

At Kinondo Mixed Day and Boarding Secondary School also in Msambweni where the project was the finalisation of a laboratory, while the work was done and finished, the gas piping used water pipes instead of the right material. Similarly the lab doesn't have a gas chamber. In Kinango at Kinango Secondary school where the project was a modern library, the feeling was that beyond the building, the CDF should have equipped the library as well. Four projects were rated as negative.

At Kikoneni Dispensary in Lunga Lunga the staff house constructed was found to accommodate two staff members who are expected to share the kitchen and living rooms. Furthermore, finishing was not done and the staff had to do this at their own cost. At Shirazi dispensary in Msambweni the bedsitter was found to be too tiny and remained unoccupied many months after completion.

In Matuga we also witnessed a sad scenario at Mwamgunga Girls Secondary school where the VIP toilet collapsed soon after completion thus rendering it unusable and a total waste of the KES 1,200,000 CDF investment. Lastly in Kinango, at Dumbule Dispensary, we found a well-constructed dispensary building and staff house but both of which were in disuse.

The facility has never been opened more than five years since it was finished due to lack of medical staff. But CDF had to bear the cost of maintaining it less it is vandalised. So while the majority of the projects were rated highly by the key informants, as we have seen, some of them received less approval.

Turning to the survey results, a total of 314 respondents were interviewed distributed as follows in the four constituencies: Lunga Lunga – 95, Msambweni – 76, Matuga – 72, Kinango – 71. Of these 314 respondents, 172 (54.8%) were male while 142 (45.2%) were female. The majority of these respondents were of the 18-35 age bracket (48.1%) followed those in the 36-50 bracket (29.9%).

Lastly those above 50 years represented 22.0%. In principle therefore, all the 314 respondents drawn from around the 22 evaluated projects were adults and voluntarily agreed to participate in the survey.

The survey had 12 questions seeking the community members' satisfaction with various aspects of the project cycle. An analysis of the responses results in two main trends: those who indicated that they did not know about the aspect of project cycle under consideration on one hand and those who were satisfied on the other. We summarise these beginning with questions that elicited high satisfaction rates.

A total of seven questions featured in this category. The question that elicited the highest satisfaction rate was the last one which asked about the project outcomes/outputs. An overwhelming majority of 77.7% of the respondents were satisfied with the project outcomes/outputs. This is followed by question four which asked about the relevance of the projects to the pressing community needs. This question drew high satisfaction scores of 74.4%. Whether it was the purchase of a bus for a school; construction of new classrooms for another school; construction of a completely new school; or the construction of a staff house at a dispensary; the community members found these projects highly relevant and thus addressing their needs.

Next in line was question 8 on the number of beneficiaries. This question also received a high satisfaction score of 74.2%. This was followed by question number 7 on the quality of workmanship which received a high satisfaction score of 71.3%. After seeing most of the infrastructure projects involved, the evaluation team can attest to this score. Many of the projects were well done as some of the pictures will demonstrate.

Question number 6 on the projects' impact or potential impact on poverty alleviation also received high satisfaction scores (68.8%). The last two questions in this league of those that received positive satisfaction scores are number 2 on the community participation in the project cycle (53.8%) and number 11 on the promotion of accountability and transparency in the project (39.5%).

On the other side, we had questions where the highest score was 'don't know'. They were five in total. Leading in this category was question number 10 on the project inputs procurement process. On this 49.0% of the respondents indicated that they didn't know how the procurement process was accomplished. Related to this was the first question on the amount allocated to the projects in question. Again a high of 43.6% of the respondents indicated that they did not know about the amounts involved in the projects. This brings to question the extent to which community members are involved in these developmental projects.

Question number 3 which asked about the management of project resources followed a similar trend with 40.8% answering that they did not know how this was done.

In some projects, the impression we received from the key informants was that even the heads of the institutions were not actively involved in the day to day running of the projects in question. It is therefore no wonder that a high percentage of the community members could not comment on the management of the project resources. It therefore follows that most community members also did not know about cost effectiveness and efficiency of the resource use (35.7%) and finally on the integrity and competency of the project management team (38.2%).

In summary therefore, we gathered that projects generally scored very well on the question of developmental impact. They are well targeted and thus are addressing real needs of the community in Kwale County. However, more needs to be done to improve the processes so that there is more involvement and participation by the various stakeholders particularly the community members. In this way, duty bears can be more accountable to the community members. This will promote transparency in the use of developmental resources most of it which comes out citizen's tax anyway.

During the August 2018 fieldwork where we sought audience with the second set of duty bearers (CDF officials), we brought up some of these concerns. The CDF officials we talked to thanked PTN and welcomed the feedback from the social audit and offered to work harder to ensure more participation from community members. But they also pointed out that community members particularly the youth must come forth when given an opportunity to participate instead of expecting to be facilitated to do so. Regarding the concern where some heads of institutions where the projects were being implemented indicated that they were not fully involved, the CDF officials clarified that this cannot be.

This is because by design the heads of institutions are automatic members of the CDF Project Management Committees (PMCs) which are in charge of the day to day implementation of the projects. Lastly, the CDF officials also promised to follow up on specific projects that had been highlighted as requiring attention.

By sharing these results therefore, PTN is contributing its effort to the overall objective of promoting transparency and accountability in the way the country's developmental resources are being used. We call on the duty bearers drawn from Kwale County and the national government to look critically and engage with these results as important feedback on their processes and see how the results can help them to improve. This exercise was an eye opener to many citizens of Kwale County.

Factual data about the concerned projects was shared with them. In almost all the cases, this was the first time they were getting this information. Now they are more aware. But more importantly, many were very happy that their opinion about the projects in question was being sought. They were therefore happy to participate and give feedback. PTN therefore calls for more similar exercises particularly covering other areas in the county which we could not access due to practical challenges and also covering other areas of development aside from health and education.

On behalf of PTN, the Principal Investigator appreciates the people of Kwale County (citizens and duty bearers) who gave their time and agreed to be part of this important project. From the common mwananchi in the four constituencies, to representatives from the 22 projects visited, to the CDF officials who received us, to the four research assistants who worked tirelessly to gather information, your gesture is deeply appreciated.

Last but not least, we also appreciate the feedback received from a reader, Mr. Justus Nyangaya of Lead Africa who reviewed the draft report. His feedback was useful in two important ways. First, the comments received were used to improve the final report. Second and more critical, some of the comments will be used in improving future social audits to be undertaken by PTN.

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Introduction

Peace Tree Network - PTN is a registered Trust in Kenya working in the field of Peacebuilding and Conflict Transformation, Human Rights, Gender and Development, Governance and Research and Advocacy. It specifically works with youth and women who are involved in community development, opinion leaders and partners with community based and local organisations.

PTN's mission is to develop and maintain collaborative relationships among peace actors in order to promote sustainable peace in our region. To achieve our mission, PTN has been engaged in implementing activities centred on enhancing the capacities of members of the communities through the provision of trainings, conducting workshops and public forums, conducting social accountability exercise, undertaking research and publishing of the findings for the general public use.

Having worked in the four Sub-counties of Kwale County since 2015 through the provision of the above mentioned activities, and as a follow-up to the training in social accountability in the past two years, PTN undertook a social audit exercise focusing on the Health and Education sectors of the County with a view of sharing the findings with both County and National government.

PTN considers this exercise as a critical undertaking in helping all stakeholders understand the use of resources available to the public and how the public interacts with the process from start to finish with the aim of holding both themselves and their leaders accountable.

These two sectors were chosen as they are the backbone for any development in a country and as such, PTN is interested to evaluate their impact to the community members in Kwale County and the role their services have played since the formation of devolved system of government in Kenya. These findings will be shared with relevant government institutions and may be used as a tool of reference or a working document depending on their needs.

The main aim of conducting this exercise was to evaluate how effectively the National government particularly through the Constituency Development Fund (CDF) has engaged the community in the service provision in the two sectors of health and education sector.

In August 2018 during the follow-up fieldwork in Kwale County, we learned that the National Government Constituency Development Fund (NG-CDF) will no longer fund new health projects. These have now been handed over to the respective County governments. The NG-CDF will henceforth concentrate on education, security, youths and women empowerment, and trade and industrialisation.

The CDF fund established through the CDF Act of 2003 targets constituency level projects aimed at addressing poverty at the grassroots and in a departure

from previous initiatives, it embraces and champions citizen participation in the entire project cycle. The Act provides for citizen participation through various committees.

But what exactly is citizen participation, what it entails and why is it important? The Institute for Social Accountability (TISA)¹ defines it as processes through which stakeholders' input and share control over development initiatives, decisions and resources which affect them. In this way stakeholders can influence policy formulation, offer alternative designs, investment choices and management decisions affecting them.

Citizens are key stakeholders in this exercise. Citizen participation is encouraged because among others it is thought to establish a sense of ownership among the populace giving a project a high chance of success.

Citizen participation contributes to the sustainability of the development projects, it strengthens local capacity, gives voice to the poor and marginalised and ensures that development initiatives address the real needs of the community. More importantly, citizens' participation provides the checks and balances that ensure that the duty bearers are accountable for all their actions particularly in resource use.

It was therefore with that in mind coupled with PTN's work in Kwale to promote social accountability that PTN designed a social audit exercise to evaluate the provision of education and health services in Kwale County. The evaluation targeted sample areas in Kinango, Lunga Lunga, Matuga and Msambweni in Kwale County. Of concern was the participation of citizens in the development projects. The following were the specific objectives:

1. To assess the quality of physical infrastructure created (both education and health).
2. To assess the usefulness of infrastructure created (both education and health).
3. To obtain the feedback from the stakeholders with regard to citizen participation in the projects.

The results of this evaluation are therefore discussed within the understanding that they are PTN's contribution to some of the following five policy concerns that have been raised by TISA on the whole question of citizen participation in development in Kenya. These are:

1. To create awareness amongst both duty bearers and citizens on what citizen participation is and its importance;
2. To build the capacity of citizens to enhance their management of local affairs and projects, and to hold duty bearers accountable while also building the

¹Omolo Annette. 2011. Policy proposals on citizen participation in Devolved governance in Kenya. The Institute for Social Accountability (TISA). Nairobi: Kenya.

- capacity of duty bearers to embrace participation methodologies;
3. To address the existence of poor information management on the part of duty bearers alienating citizens from effective participation in local governance;
 4. To address the existence of poor planning resulting to the marginalisation of communities, poor prioritisation of community needs and a high incompleteness rates;
 5. To strengthen the planning, implementation and monitoring and evaluation at the lower levels by for example establishing citizen forums.

The total population of Kwale County was projected to be 713,488 persons in 2012 comprising of 346,898 males and 366,589 females. This is a 9.8 per cent increase from 649,931 in 2009. The county population growth rate is 3.1 per cent, and the sex ratio is 95 males per 100 females. The county is predominantly inhabited by the Digo and Duruma who are part of the larger Mijikenda community. But there are also other communities such as the Kamba, Kikuyu, Somali, Maasai and Luo.

An analysis of the Kwale population structure reveals a remarkable youthful character. The under 15 years in 2012 constituted 47.23 per cent of the total population while the proportion of the elderly (over 60 years), accounted for only 4.95 per cent in the same year.

As of 2013, the population literacy level for primary education was at 71% placing the county at number 16 among the 47 counties in Kenya. However, the secondary education literacy was at a paltry 6.4% placing the county at number 45 out of 47².

This is a pointer to a major challenge when it comes to the transition from primary to secondary education. A majority of the working population is also having challenges with employment though this is a national concern. During the 2009 census, it was reported that around 30% of the total labour force (15-64 years) was either unemployed or underemployed with the youth constituting 105,774.

Kwale County has an enormous natural resource base. There are unexploited minerals; tourist attraction sites, natural forests; a vast trust land; fishing waters; and a 200 mile coastal strip. Two major mining activities already going on involve limestone at Waa and Titanium at Nguluku and Mirima. Coast Calcium Limited <http://www.flamingosteel.com/coast-calcium-lime/> is mining lime while Base Titanium Limited <http://basetitanium.com/> mines titanium.

However, the county has a poor infrastructure network which impedes its development potential. Most of the roads are not tarmacked and only 3.6% of the households are connected to the electricity grid. The county has four airstrips but only one is functional.

²Office of the Controller of Budget, Kenya <https://cob.go.ke/counties/kwale-county/>



Figure 2: Picture Base Titanium operations
Source: Base Titanium Ltd.



Picture 3: Government officials at Base Titanium Plant
Source: Base Titanium Ltd.



Picture 4: Shimba Hills Lodge
Source: Kenya Wildlife Service (KWS)

The main tourist attraction sites include the Shimba Hills National Reserve in Matuga which is reported to have the highest concentration of African elephants in Kenya. The reserve also features Sable Antelopes, bushy tailed mongoose and a variety of birds. Within the reserve, there is also the Sheldrick Falls, and Mwaluganje Forest³.



Picture 5: Elephants at Shimba Hills National Reserve
Source: KWS



Picture 6: Shimba Hills National Reserve Sable Antelope
Source: KWS

³NG-CDF Matuga Constituency Strategic Plan 2017/18-2022/23



Picture 7: Sheldrick Falls at Shimba Hills National Reserve
Source: KWS

Another major tourist attraction site is the Kisite Mpunguti Marine Park which is found in Msambweni. The marine park features sunbathing, license filming, bird watching, dolphin watching and diving.



Picture 8: Dolphins at Kisite Mpunguti Marine Park
Source: KWS

Political Units (Constituencies and County Assembly Wards)

Kwale County has four constituencies namely Matuga, Kinango Msambweni and Lunga Lunga. The four constituencies also make up the four sub counties of Kwale.

The county has twenty (20) County Assembly Wards as shown in Table 1. (The next page). The numbers are as per the 2009 census which is lower than the projections cited above.

Table 1: Kwale County Political units

Constituency	Ward	Population
Matuga		
	1. Tsimba Golini	34,002
	2. Waa	37,783
	3. Tiwi	19,409
	4. Kubo South	23,466
	5. Mkongani	37,318
	Total population	151,978
Kinango		
	1. Ndavaya	27,816
	2. Puma	19,860
	3. Kinango	32,571
	4. Mackinon road	31,128
	5. Chengoni / Samburu	32,641
	6. Mwavumbo	31,902
	7. Kasemeni	33,642
	Total population	209,560
Msambweni		
	1. Gombato Bongwe	34,846
	2. Ukunda	38,629
	3. Kinondo	22,857
	4. Ramisi	27,963
	Total population	124,295
Lunga Lunga		
	1. Pongwe/Kikoneni	51,842
	2. Dzombo	41,509
	3. Mwereni	34,628
	4. Vanga	36,119
	Total population	164,098
TOTAL		649,931

Education and Health services' provision in Kwale County

1. Education Services

Early Childhood Development

According to the Kwale County Integrated Development Plan 2013⁴, the county has 820 ECD centres with a total enrolment of 43,874. Of this, 22,042 (57.95%) are boys while 21,832 (58%) are girls. The current teacher/pupil ration is 1:32. With an enrolment rate of 58% compared to the national gross national enrolment rate of 73.6%⁵. Kwale County finds this to be very low and argues that it could account for the county's poor performance at national exams particularly the Kenya Certificate of Primary Education (KCPE).

This is because most students have a very weak foundation as some join primary straight from home without going through early childhood education. Where as in the past early child education and development was not emphasised and many students skipped this stage, the situation is now different. Pre-school is now part of the education cycle and missing out the stage disadvantages affected students.

Primary education

The county has 415 primary schools. Out of this, 363 are public while 52 are private. The total enrolment is 167,318 with a gross enrolment of 99.7%. There are 3,192 teachers with a teacher/pupil ratio of 1:52.

The performance in national examinations is very poor and this is attributed to inadequate infrastructure including teachers.

Secondary education

There are 55 secondary schools with a total enrolment of 19,194. Of this, 10,037 are boys while girls are 9,157. The gross enrolment rate is 29.75%. With a total of 572 teachers, the teacher/pupil ratio is 1:37 but the teacher pupil distribution is uneven.

Tertiary education

The following are the tertiary institutions to be found in Kwale County:

1. The Kenya School of Government
2. Kenya Medical Training College
3. Four registered youth polytechnics
4. There is no national university
5. There are a few commercial colleges mostly in Ukunda/Diani focussing on hospitality, salon and beauty, computer and IT marketing.

⁴The first Kwale County Integrated Development Plan (ICDP) 2013. Accessed at <http://devolution-hub.or.ke/resource/kwale-county-integrated-development-plan>

⁵Ministry of Education, Science & Technology. 2014. Basic Education Statistical Booklet – 2014. Accessed at <http://www.education.go.ke/index.php/downloads/category/9-other-documents?...30>

2. Health Services

According to the Kwale County ICDP, the county has three government hospitals, 8 health centres, and 64 dispensaries located in Msambweni, Matuga, Kinango and Lunga Lunga constituencies. The doctor and nurse population ratio is 1:76,741 and 1:3,133 respectively.

There are 2 private hospitals located in Diani town with the average distance to health facilities being 7 kilometres away against the required maximum of 3 kilometres.

Table 2 summarises the development issues around education and health and how the county government of Kwale planned on how to address them. This is drawn from the first Kwale County Integrated Development Plan of 2013, pages 48 and 49.

Table 2: Kwale County matrix summarising development issues and strategies to address them

Development issue	Causes	Development objective	Immediate objectives	Strategies
Poor education standards and inadequate human resources	<p>Negative attitudes towards education by communities</p> <p>Inadequate trained teachers and instructors in technical training institutions</p> <p>Poor management of the schools</p> <p>Students' truancy and drop-out</p> <p>Access to and quality of school infrastructure</p>	A county whose human resource responds to the industrial, social and economic development needs of its residents	To have a functional and well educated workforce that contributes to the holistic development in the county	<ol style="list-style-type: none"> 1. Strengthen school governance management 2. Model primary and secondary school in each sub-county 3. Support needy students through normal bursaries and establishments of a well-managed county loan scheme 4. Community awareness and sensitisation of on education 5. Establish vocational institutions in each ward and a university 6. Training of school heads, SMCs and BOM members

<p>Poor delivery of quality health services</p>	<p>Inadequate health workers</p> <p>High disease incidences</p> <p>Shortage of medicines, medical supplies and equipment</p> <p>Inadequate health facilities Poor management of health facilities</p>	<p>A county whose health service and facilities resonate with the health needs of its residents for sustained development in the county</p>	<p>To facilitate delivery of quality health services that are affordable and with reach of all the citizens of the county</p>	<ol style="list-style-type: none"> 1. Training of more medical workers particularly clinical officers, nurses at certificate level, nutrition, laboratory technologists and pharmaceutical technologists 2. Equip health facilities at all levels with necessary medical equipment 3. Establish a robust supply chain system that integrates a county level pull supply system with centralised procurement from KEMSA/MEDS for quality assurance 4. Revamp the health management boards in all health facilities 5. Promote community level mitigation of health risks factors
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Source: Kwale County Integrated Development Plan of 2013

There are therefore two development issues arising out of the above analysis of the two key sectors. In education the development issue is poor education standards and inadequate human resources. In health the development issue is poor delivery of quality health services. Each of these two development issues has a number of causes as outlined in table 2. But for the purposes of this evaluation, one cause under each of the development issue will be addressed given the nature of the projects under evaluation. Under education, attention will be paid to access to and quality school infrastructure while under health attention will be paid to how the projects under review are addressing inadequacy in health facilities.

Methodology

This research was conducted in two main phases. The first was in January to February 2018 while the second one was in August 2018. To start off, PTN applied for and was awarded a research permit on December 11th 2017 by the National Commission for Science, Technology and Innovation (NACOSTI) to undertake the evaluation exercise⁶. Before this, immense desktop research was done to build a very clear picture of Kwale County.

The Kwale County Integrated Development Plan of 2013 was a very important document for reference. During the desktop research, particular attention was paid to various interventions by national government in the areas of health and education. For this purpose, reports by the National Government Constituency Development Fund (NG-CDF) on Kwale were very instrumental. At the end of the exercise we had isolated and documented 245 health and educational projects for all the Kwale County four constituencies of Msambweni (51), Lunga Lunga (27), Matuga (50) and Kinango (117). These projects covered the 2013/2014; 2014/2015; and 2015/2016 financial years.

The first phase of the field work was between 16th and 20th January 2018. Out of the 245 projects, we purposively selected and visited 22 projects spread across the four constituencies over a period of four days. Of the 22 projects, 15 were educational institutions while the remaining seven were health institutions. The research team was led by the Principal Investigator: Herbert Wamalwa. He was assisted by four research assistants: Rachel Stephanie, Maimuna Nundu, Valentine Kerich and Harrison Tsuma.

At each project, the research team first interviewed the person in charge (duty bearer) who served as a key informant. This was mainly a qualitative interview where open ended questions were used to gather information about the project in question and how it was implemented. For educational institutions (secondary schools) the majority of the respondents were either school principals or their deputies. On the other hand most of the health institutions visited the majority of the respondents were either clinical officers or nurses-in-charge.

This exercise yielded 22 key informant interviews. Once the key informant interview had been done, the team then went out to the surrounding areas and administered a survey question to residents within the locality of the project under consideration. This exercise yielded 314 interviews. See the pictures below from the first fieldwork process.

⁶NACOSTI Permit No: NACOSTI/P/17/56530/20590



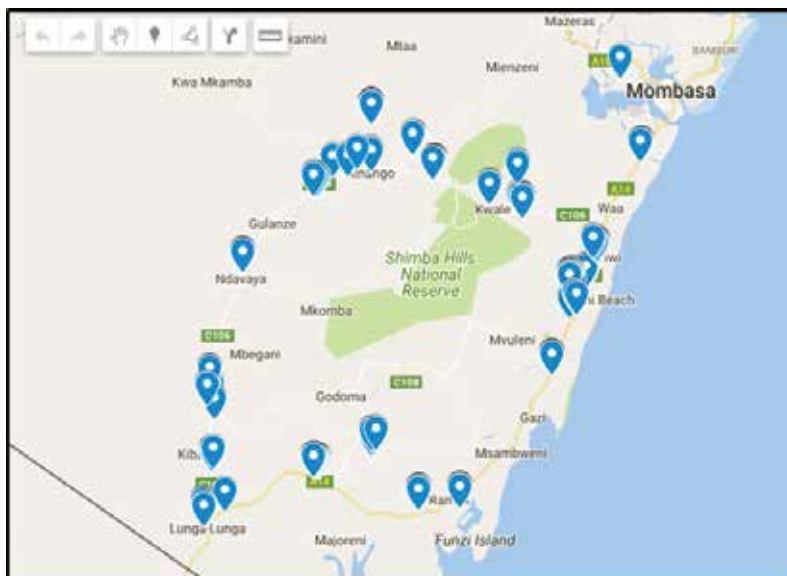
Picture 10: Key Informant interview

To conduct the key informant interviews, the traditional method of a printed interview guide was used. On the other hand to conduct the survey, the research team made use of the modern technology. The questions were loaded onto smartphones and thus the data capture was done electronically.



Picture 13: PTN's research team in Kinango at the conclusion of the field exercise
From left to right: Harrison, Rachel, Valentine, Maimuna and Herbert

See appendices for the two tools of data collection. The software used could among other things map the locations of interviews as seen from the map below.



Picture 14: PTN Fieldwork Map

The second phase of the fieldwork was conducted between 13th and 17th August 2018. During this phase, the principal investigator Mr. Herbert Wamalwa was accompanied by Ms. Maimuna Nundu and interviewed NG-CDF committee members (duty bearers) drawn from Matuga, Kinango and Msambweni.

The NG-CDF committee which holds office for two years is composed of the following: county commissioner, two men, two women, a person with disability, two persons nominated by the constituency office established under the Parliamentary Service Act, an officer of the board seconded to the constituency committee and one member co-opted by the board⁷. During this phase, we shared the preliminary report from the first phase of the fieldwork with either CDF chairpersons or fund managers.

The research team asked the duty bearers to comment on some individual projects which had been highlighted as well as give their perspective on the overall participation of community members in the projects life cycle. The team received feedback from Matuga, Kinango and Msambweni but were unable to secure an appointment with any duty bearer at the Lungu Lungu CDF office. It has to be pointed out that all the officials we talked to in the three constituencies were new in the offices and were not present during the implementation of the audited projects. The projects audited were implemented during the financial years 2013/2014, 2014/2015 and 2015/2016.

⁷NG-CDF <https://www.ngcdf.go.ke/index.php/about-ng-cdf/process-of-nominating-ng-cdf-committees> & <https://www.businessdailyafrica.com/economy/CDF-committees-to-be-re-constituted/3946234-4104924-k7xwhaz/index.html>

Nevertheless the CDF officials interviewed offered to follow up on some of the issues we raised. More importantly, the feedback received during this phase was incorporated into this final report.

At Matuga the team talked to both the CDF chairperson and fund manager. The chairperson was Mr. Omar Ndaro Mwangaga while the fund manager was Mr. Andrew Lumunge. At Kinango the team spoke to CDF chairperson Mr. Rashid Bavu Kurera. At Msambweni we spoke to the fund manager Mr. Peter Mwasela Mwaighonda. See some pictures from this phase of fieldwork.



Picture 16: Maimuna Nundu and Herbert Wamalwa at the Msambweni CDF offices in Ukunda

Findings

These findings are divided into two sets. The first set consist findings from the interviews with project representatives (key informants). The second set is drawn from the survey. Whenever relevant, the feedback received from the CDF officials is used to discuss the findings.

Interview Reports of Projects Visited

Table 3 gives a summary of the 22 projects visited, the development projects under review, their cost and the financial year under which each was undertaken. As can be seen, many of them were infrastructural projects apart from one i.e. Kikoneni Secondary school which involved purchasing a school bus. For each project, we give a summarised assessment based on the interview with the key informant. Many of these comments are positive apart from a few. In the cases where the overall assessment was negative, specific reasons are cited to support this. Some projects also received a positive assessment but with some calls for more attention.

During the follow up fieldwork in August 2018 we sought feedback on some of the projects that received negative assessment. We highlight a few of them here. In Lunga Lunga constituency Shirazi Boys located in Kanana was a point of concern. The locals questioned why the school should be called Shirazi Boys instead of Kanana Boys because it is located in Kanana. We were informed that this issue is historical and preceded the founding of the CDF funding. Changing it now would therefore need to be addressed at a different level with input from various arms of government including the Ministry of education.

In Msambweni at Babla Diani Secondary School where the project the project was construction of a dorm, the project received a positive assessment. However it was pointed out that CDF ought to encourage the use of local contractors. When we raised this point with the CDF officials, it was pointed that as much as committees encourage local contractors, many of them do not have the requisite capacity. Since tenders are awarded competitively, many are locked out due to lack of capacity.

In Matuga constituency at Mwamgunga Girls Secondary School where the project was construction of two classrooms and two VIP toilets, we established that the two VIP toilets collapsed. When this was raised with the CDF officials, we were promised that there shall be a followup to see how this unfortunate eventuality could be addressed. It also emerged that the location of the toilets may have contributed to their collapse. They were constructed at a lower part of the school compound where all the rain water accumulates during heavy downpours.

Table 3: Summary report of interviews with projects' representatives

Name	Constituency & ward	Project, financial year and cost	Overall assessment
Lunga Lunga			
1. Mwena Dispensary	Lunga Lunga - Mwereni	2013/2014 Construction of New Maternity Wing – KES 6,600,000	Positive
2. Mwangulu Dispensary	Lunga Lunga - Mwereni	2013/2014 Project – Construction of staff house – KES 2,241,380	Positive but expecting maternity wing which is operation 24 hours
3. Kikoneni Health Centre	Lunga Lunga – Pongwe/ Kikoneni	2013/2014 – Construction of staff house –KES 2,241,379	Negative – the house is too small for two occupants
4. Lunga Lunga Secondary	Lunga Lunga - Vanga	2013/2014 – Construction of 2 new classrooms – KES 2,640,000	Positive
5. Kikoneni Secondary School	Lunga Lunga – Pongwe/ Kikoneni	2014/2015 – Purchase of school bus – KES 7,000,000	Positive
6. Khatib Mwashetani High	Lunga Lunga - Dzombo	2014/2015 – purchase of 10.5 acres of land for construction of the school – KES 3,200,000 million 2014/2015 – construction of four new class rooms – KES 5,000,000 million	Positive
7. Shirazi Boys High School	Lunga Lunga - Pongwe Kikoneni	2014/2015 – construction of four new class rooms – KES 5,000,000 2015/2016 – completion – external plastering and painting of 4 classrooms – KES 200,000	Positive but the issue of the name needs urgent attention. The local community said it should be called Kanana Boys High as it is located in Kanana not Shirazi

Msambweni			
8. Shirazi Dispensary	Msambweni - Ramisi	<p>2013/2014 – water and electricity connections – KES 1,000,000</p> <p>2014/2015 – plastering, painting, flooring, replacing of broken windows and ceiling – 500,000</p> <p>2015/2016 – construction of a bedsitter and purchase of dispensary equipment – 1,700,000</p>	Negative- the bedsitter is too tiny and remains unoccupied
9. Bongwe Secondary School	Msambweni - Bongwe Gombato	<p>2013/2014 – construction of one classroom – 800,000; construction of lab – 1,800,00;</p> <p>2014/2015 - completion of lab – 2,200,000</p> <p>2015/2016 – purchase of school bus – 4,800,000</p>	Positive
10. Babla Diani Secondary School	Msambweni - Ukunda	<p>2014/2015 – construction of a dorm – KES 2,000,000</p> <p>2015/2016 – completion of dorm – painting electrical works, plumbing – KES 1,500,000</p>	Positive but next time engage local contractor
11. Kinondo Secondary School	Msambweni - Kinondo	<p>2013/2014 – lab equipment KES 500,000</p> <p>2014/2015 – purchase of school bus – funds relocated to renovate lab and complete it – KES 2,000,000</p>	Positive but could have done better. Gas piping of lab used wrong pipes. No fumes chamber in the lab

Matuga			
12. Ng'ombeni Health Centre	Matuga - Waa Ng'ombeni	2013/2014 – construction of an incinerator – KES 300,000; construction of staff house – KES 2,241,379 2015/2016 – completion of staff house, construction of septic tank and soakage pit – KES 250,000	Positive
13. Vyongwani Dispensary	Matuga – Tsimba Golini	2013/2014 – procure one 10,000 litres plastic water tank, pipe laying and connection – KES 300,000	Positive but the community needs more water harvesting ventures to deal with perennial water shortages
14. Mwamunga Girls Secondary School	Matuga - Tsimba Golini	2013/2014 – construction of 2 classrooms – KES 1,600,000 2014/2015 – completion of 2 classrooms – KES 600,000 2015/2016 – construction of 2 VIP pit latrines – KES 1,200,000	Negative because of the collapsed VIP toilet
15. Kaya Tiwi Secondary School	Matuga - Tiwi	2013/2014 – construction of a dining hall – KES 3,000,000 2014/2015 – construction of a library – KES 3,200,000; completion of dining hall – KES 3,100,000	Positive
16. Ng'ombeni Secondary	Matuga - Waa Ng'ombeni	2013/2014 – construction of a physics lab – KES 5,300,000	Positive

Kinango			
17. Dumbule Dispensary	Kinango - Kinango	2015/2016 – renovation of main dispensary building – KES 300,000 2014/2015 – construction of staff quarters – KES 4,650,000 2015/2016 – completion of staff quarters – KES 350,000	Negative – the staff house is great. However it is not in use because the dispensary is not operation yet the national government has to periodically spend money to maintain it
18. Mazola Dispensary	Kinango - Puma	2013/2014 – construction of toilets – KES 500,000 2015/2016 – renovation of main dispensary building – KES 300,000	Positive
19. Kinango Secondary School	Kinango - Kinango	2014/2015 – completion of pit latrines – KES 141,832; construction of modern library – KES 4,500,000	Positive but CDF should have equipped the library
20. Mwalu-kombe Girls Secondary School	Kinango - Ndavaya	2013/2014 – construction of admin block – KES 3,000,000 2014/2015 – purchase and installation of water harvesting facilities – KES 400,000 2015/2016 – construction of 2 classrooms – KES 2,590,000	Positive, but the school is in need of more classrooms, dormitories and labs.
21. Ndavaya Secondary	Kinango - Ndavaya	2013/2014 – construction of dorm – KES 3,500,000 2015/2016 – completion of dorm – KES 500,000	Positive
22. Moyeni Girls Boarding School	Kinango - Kinango	2013/2014 – fencing of school compound – KES 2,100,000 2014/2015 – construction of dorm – KES 4,000,000 2015/2016 – completion of dorm – 700,000; completion of fencing – KES 1,750,000; construction of 2 classrooms – KES 2,590,000	Positive

In Kinango constituency we established that Dumbule Dispensary remains in disuse many years after it was constructed yet CDF funds are used to maintain it. The CDF chairperson promised to follow up on this matter with the relevant authorities at the county government since health has now been fully devolved. At Mwalukombe Girls Secondary school the CDF projects audited were construction of an administration block, installation of water harvesting facilities, and construction of two classrooms. We established that these projects were all rated positive.

However, the school community called for more classrooms, dormitories and labs. We received a commitment from the CDF chairperson that he is alert to these needs. In addition to these, he also pointed out that the school needs a proper kitchen and a dining hall. To fill the CDF funding gaps, he has already secured funding from the Base Titanium Company to construct two additional classrooms. Being a major investor in Kwale County, we established that Base Titanium is actively engaged in similar corporate social responsibility projects (CSR) across the county. The NG-CDF Board has also committed to construct a kitchen and dining hall at the school as part of the board's CSR activities for the 2017/2018 financial year.

Talking to the CDF officials, we also established that sometimes a contractor is compelled to finish a project even when the funds are insufficient. This ends up compromising the quality of the project in question. Such could have been the case in Msambweni constituency at Kinondo Secondary School where the project was renovation and equipping of a laboratory. The gas piping was done using water pipes instead of the requisite gas piping materials which are usually expensive.

Survey report

As has already been reported, the first phase of this study was undertaken over a period of four days by a team of five led by the principal investigator with the assistance of four research assistants. Each day was dedicated to a constituency and at the end of the whole exercise, 314 respondents had been surveyed from the four constituencies of Kwale County. As seen in the table 4, Lunga Lunga had the highest number of respondents at 95 followed by Msambweni while Kinango had the lowest number at 71.

Table 4: Total number of respondents per constituency

	Frequency	%	Valid %	Cumulative %
Kinango	71	22.6	22.6	22.6
Lunga Lunga	95	30.3	30.3	52.9
Matuga	72	22.9	22.9	75.8
Msambweni	76	24.2	24.2	100.0
Total	314	100.0	100.0	

Of these 314 respondents, 172 were male representing 54.8% while the female were 142 (45.2%). The survey also sought to know the level of education of the respondents using four categories of no education, primary education, secondary and then tertiary of these four categories, those who indicated that they had primary education were the highest percentage at 44.6%. This is followed by those with no education at 22.3%. See figure 1. below.

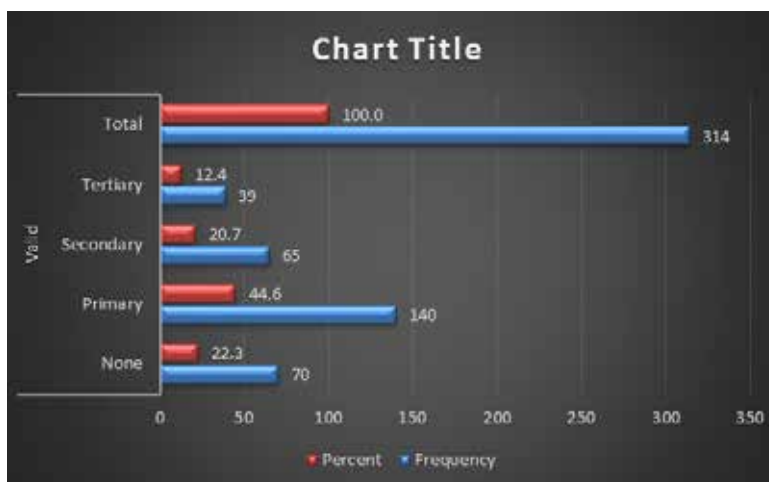


Figure 1: Level of education completed

This finding has an important implication. The fact that the majority of the respondents were primary school leavers could be an indictment to the low levels of education in Kwale County. Another demographic variable used in the survey

was the respondents’ marital status. Even though it will not be used beyond this, it is useful to report that four categories were used: married, divorced, single or widowed. As expected in a normal population distribution in Kenya particularly in the rural areas where most of the respondents were found, the majority were married at 75.2%. This was followed by the single at 18.5% then the divorced at 4.1%. Lastly, the widowed we interviewed only 7 respondents who were widowed representing 2.2% of the total sampled population of 314.

The last demographic variable probed under the survey was age. Every respondent was asked to state when they were born. The responses were then used to compute their ages and for easier management the ages were grouped into three main categories: 18-35; 36-50; and above 50. Again as it was expected in a normal population distribution in Kenya, the young people were more followed by the middle ages. Those above 50 were the least as seen in table 5.

Table 5: Respondents’ age

		Frequency	%
Valid	18 - 35	151	48.1
	36 - 50	94	29.9
	Above 50	69	22.0
	Total	314	100.0

As it has also been reported earlier, this project chose to evaluate the provision of education and health services in Kwale County. In total we visited 22 projects funded by the national government’s constituency development fund (CDF). These comprised 15 secondary schools and 7 health facilities. The respondents were therefore drawn from the immediate surroundings of these purposefully selected educational and health projects. Of the 314 respondents, 189 representing 60.2% were aligned to educational projects. The remaining 125 representing 38.8% were aligned to the health projects as seen in figure 2.

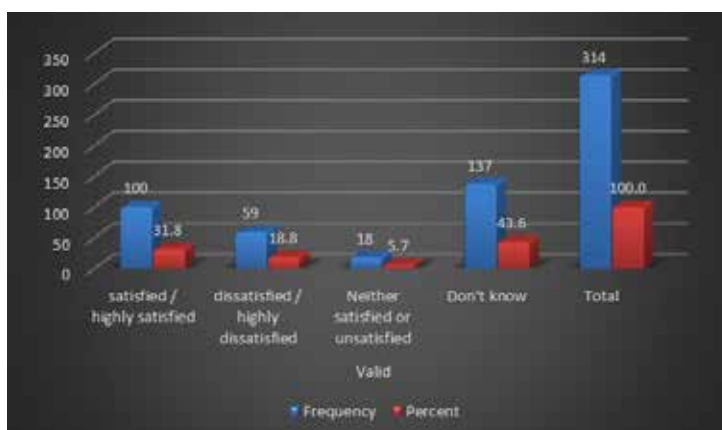


Figure 2: Project category

The analysis now turns to various questions that were posed to the respondents. In total, the survey tool had 12 questions and we now analyse each in turn.

Q1. Satisfaction with the amount allocated

When the respondents were asked to state to what extent they were satisfied with the amount allocated, the highest percentage among the responses was “don’t know” at 43.6%. This was followed by 31.8% who reported that they were satisfied while 5.7% indicated that they were neither satisfied nor dissatisfied.

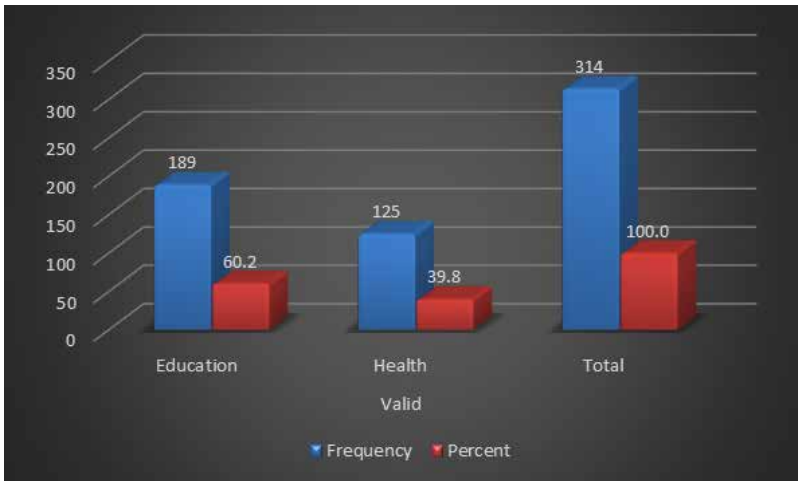


Figure 3 Satisfaction with the amount allocated

The fact that the highest percentage indicated that they did not know about the amounts allocated is not totally unexpected because based on key informant reports drawn from the 22 projects visited, some of them indicated that they did know the exact amounts allocated to the various under study. In the case of schools, the key informants were either head teachers or their deputies. In the case of health institutions, the key informants were clinical officers or nurse-in-charge. So we can conclude that if the key people responsible for the running of the institutions did not know about the amounts allocated, it also follows that the majority of the citizens drawn from around the vicinity of the projects would also not know about the amounts allocated either.

During the followup interview with CDF officials, this position that heads of institutions did not know the amounts allocated was disputed. This is because heads of institutions were mandatory members of Project Management Committees (PMC) for projects under implementation by the CDF. The NG-CDF Regulation 2016 mandates the community to form a PMC whose functions are the following⁸:

- a) Implement projects in consultation with the relevant departments of

⁸According to the National Government Constituency Development Fund (NG-CDF) see <https://www.ngcdf.go.ke/index.php/about-ng-cdf/ng-cdf-implementation-structure/project-management-committees>

government;

- b) Maintain proper records of all minutes, accounting documents and other records in relation to projects being implemented;
- c) Open and maintain an independent bank account for each project;
- d) Prepare returns and file them with a Constituency Committee on a timely basis;
- e) Account for funds to a Constituency Committee; and
- f) Undertake project closure, labeling and handover upon completion.
- g) Shall prepare and submit handover reports to a NG-CDFC.
- h) Ensure project security and sustainability.
- i) To mobilize and sensitize the community on project implementation and sustainability

If this is the true position on the ground, then it can be assumed that a situation where a head of an institution does not know the finer details of a project is inconceivable. In fact the members of the project management committee are meant to also mobilise and sensitise the community about the project under question. The foregoing notwithstanding, a number of key informants had an opinion about the adequacy of the amounts allocated based on the finished projects. For instance at Mwangulu Dispensary where the project was construction of a staff house, we gathered from the key informant that the money allocated to the project was not enough. This is because the contractor kept on complaining that he had to use his own money before reimbursement later. This caused the work to take longer and the contractor kept complaining about the same.

The same complaint was recorded at Kikoneni Health Centre in Lunga Lunga where the project was construction of a staff house. The key informant indicated that the house which is supposed to accommodate two staff members was found to be insufficient. This is because the house has only one kitchen and living room forcing the two members (nurses) to share the facilities. This creates discomfort and unnecessary strain. See pictures of the staff house below.



Picture 18: Staff house meant for two at Kikoneni Health Centre

A similar complaint was repeated at Shirazi Dispensary. The bedsitter that was meant for occupation by the nurse in-charge was found to be too small and so it remains unoccupied. To illustrate this, the key informant informed us her bed could not even fit in the room. The bedsitter is also incomplete as it didn't have a toilet. See the pictures below.



Picture 19: Staff bedsitter at Shirazi Health Cent

At Shirazi Boys High School, the report was of a different nature. The key informant knew about the amount. The project was construction of four new classrooms at the cost of Kenya shillings 5.2 million. At the end of the project, what was used was Kenya shillings 4 million and 400,000 was returned to the CDF account. Based on his assessment, the four million would have been sufficient to not only build the class rooms, which were done, but also to equip them.



Picture 20: Four constructed classroom at Shirazi Boys

Going back to the survey results, there were no major variations as per gender. But there were marked variations when the analysis is done by the sector. The percentage of those who were satisfied with the amount allocated went up in the health sector to 36.8% as compared to 31.8% overall. It also seems like more people don't know about the allocated amount in health as compared to education. This is because 50.4% of the respondents indicated that they did not know about the amount allocated in the health sector compared to 39.2% of those in the education sector as seen in the table below

Table 6: Satisfaction of amount allocated per sector

To what extent are you satisfied / dissatisfied with amount allocated			
	Education	Health	Total
Satisfied / highly satisfied	28.6%	36.8%	31.8%
Dissatisfied / highly dissatisfied	23.8%	11.2%	18.8%
Neither satisfied or unsatisfied	8.5%	1.6%	5.7%
Don't know	39.2%	50.4%	43.6%
	100.0%	100.0%	100.0%

When the analysis shifted to constituency, Kinango led with the highest satisfaction with the amount allocated at 43.7% compared to the overall of 31.8%. On the other hand, Msambweni was lowest at 15.8% compared to the overall of 31.8%.Lunga Lunga was 31.6% while Matuga was at 37.5%. Similarly, Msambweni recorded the highest percentage of the "don't knows" compared to the overall percentage. Whereas the overall was 43.6%, Msambweni was at 60.5%. See table in the next page.

Table 7: Satisfaction with amount allocated per constituency

To what extent are you satisfied / dissatisfied with amount allocated				
Constituency				Total
Kinango	Lunga Lunga	Matuga	Msambweni	
43.7%	31.6%	37.5%	15.8%	31.8%
7.0%	27.4%	15.3%	22.4%	18.8%
5.6%	8.4%	6.9%	1.3%	5.7%
43.7%	32.6%	40.3%	60.5%	43.6%
100.0%	100.0%	100.0%	100.0%	100.0%

As per age, the respondents were grouped into three main categories. The lowest was 18-35 followed by 36-50 then above 50. Among those who do not know about the allocated amount, the above 50 age bracket registered the highest percentage at 52.2% compared to the overall of 43.6%. This was followed by the 18-35 age brackets at 42.4% then lastly the 36-50 age brackets at 39.4%.

Table 8: Satisfaction with amount allocated per age

To what extent are you satisfied / dissatisfied with amount allocated				
	Age			Total
	18 - 35	36 - 50	Above 50	
Satisfied / highly satisfied	31.8%	30.9%	33.3%	31.8%
Dissatisfied / highly dissatisfied	19.9%	22.3%	11.6%	18.8%
Neither satisfied or unsatisfied	6.0%	7.4%	2.9%	5.7%
Don't know	42.4%	39.4%	52.2%	43.6%
	100.0%	100.0%	100.0%	100.0%

The last analysis of this question on the satisfaction of the amount allocated is by education. Among those who do not know about the amount allocated, the ones with the highest level of education i.e. tertiary education led at 61.5% compared to the overall of 43.6%. Turning to the variable of those who were satisfied with the amount allocated, the respondents who reported no education were highest at 37.1% compared to the overall at 31.8%. This is followed by those with primary education (32.9%); secondary (29.2%); and tertiary (23.1%). See the figure in the next page.

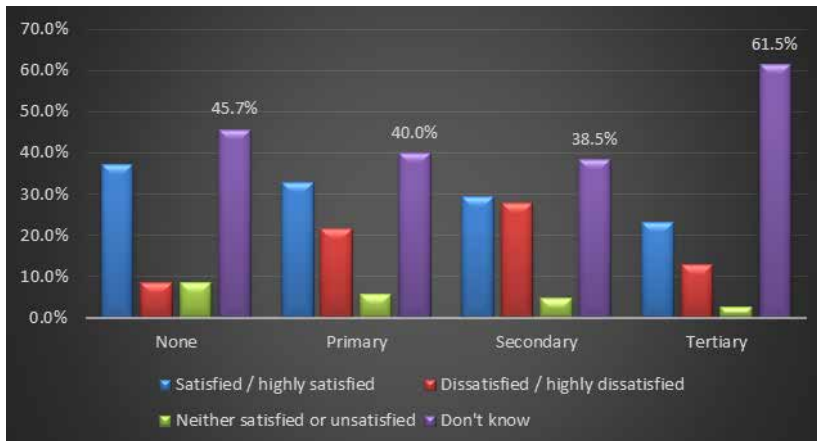


Figure 4: Percentage of those dissatisfied with allocation amount per level of education

Q2. Satisfaction with community participation in the project cycle

On the question of community participation in the project cycle, overall, a majority was satisfied with the community participation. This is because 53.8% reported satisfied while those who reported dissatisfied were 23.2%. Those who didn't know about the extent of community participation were at 14.6% while those who were neither satisfied nor dissatisfied were at 8.3% as seen in the figure below.

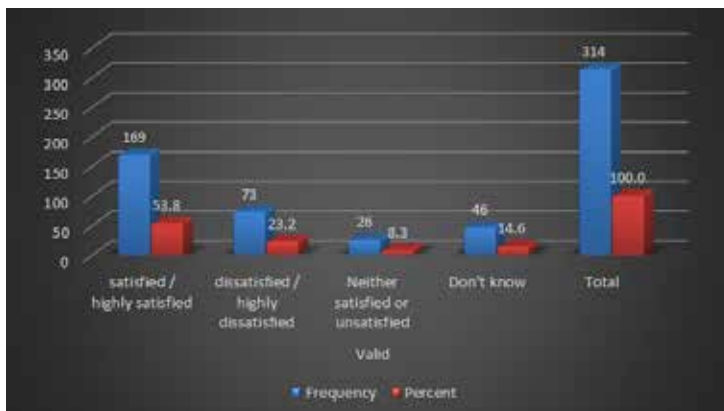


Figure 5: Satisfaction with community participation

Drawing on the key informant report, we are able to get an idea of the form and nature of community participation in the development projects. The majority of the key informants indicated that the contractors relied on the local community to provide labour at the project sites. As a result, many locals particularly the youth were given a chance to earn a living. In a few cases, the contractor was also from the local community.

The other form of community participation that manifested itself was in project conception. We use various examples to illustrate this based on key informant

interviews. At Khatib Mwashetani School in Lunga Lunga we met a community member who was very proud of his involvement of the project from the point of conception up to the point of completion. He informed us that following the long distances students had to persevere to access secondary schools, the community approached the local Mrima Primary for space and a few classes to start the secondary school. This request was granted and formed the foundation for a secondary school that would later be taken over by the constituency development fund. The CDF later acquired land adjacent to the Mrima primary school and constructed a brand new school and named it after the area member of parliament.

This was also witnessed at Shirazi Dispensary in Msambweni Constituency. The research established that the community members with the help of donors started the dispensary and the CDF later moved in to support it. We also gathered that the community was actively involved in the conceptualisation, the building and running of Moyeni Girls boarding school in Kinango Constituency. Before construction commenced, the community was involved in identifying the location of the school.

Based on the interviews with the CDF officials, we established that the Constituency Development Fund Committee (CDFC) is supposed to go around the constituencies to talk to community members at the beginning of every financial year to gather views on which projects are to be given priority. In principle community members representing diverse groups from each ward are meant to be consulted. In cases where the wards are large and have several sub locations, some CDFC committees have chosen to have the public meetings at the village level to ensure wider representation. The provincial administration structures on the ground are often used to mobilise community members.

When the analysis used the gender lenses, there were no major variations with the overall percentages. However, when the analysis shifted to the sectors, it emerged that the respondents highly rated community participation in health as compared to education. Overall rating was at 53.8% while health was 57.6% and education 51.3%. It therefore means that more people felt that health sector projects involved the community more during the entire project cycle as compared to those in education.

Table 9: Satisfaction with community participation per sector

To what extent are you satisfied / dissatisfied with Community participation in the project cycle	Project category		
	Education	Health	Total
Satisfied / highly satisfied	51.3%	57.6%	53.8%
Dissatisfied / highly dissatisfied	27.5%	16.8%	23.2%
Neither satisfied or unsatisfied	10.1%	5.6%	8.3%
Don't know	11.1%	20.0%	14.6%
Total	100.0%	100.0%	100.0%

We also analysed the question of community participation using the constituency variable. Kinango constituency was very high compared to the rest. While overall satisfaction was 53.8%, Kinango had a high of 62.0%. This was followed by Msambweni at 57.9%. On the other hand, Matuga and Lunga Lunga were below the overall percentage at 51.4% and 46.3% respectively.

A number of variations were also observed when the question on community participation used age lenses. It emerged that those above 50 years were the most satisfied with community participation in the project cycle at 63.8% ten percentage points above the overall score of 53.8%. The remaining two categories scored below the overall score of 53.8%. The 36-50 age brackets were at 52.1% while the 18-35 brackets were at 50.3%.

On this question of age, one of the CDF officials observed that his committee has faced some challenges with participation particularly from the youth. He cited cases where the youth approached him for facilitation to participate in the consultative public forums convened by the CDF committee he could not provide for the same denying them a chance to participate. This observation points to a larger problem of the apparent reliance on hand-outs particularly by young people in Kenya. Even in matters as important as their participation in governance issues affecting them at the grassroots, they require to be facilitated to attend meetings. This is a major cause for concern.

The last analysis of this question of community participation in the project cycle was by the level of education. This turned out to be an interesting category. Among those who that were satisfied which was 53.8% overall, the highest educated i.e. tertiary had the highest satisfaction ratings at 61.5%. This was followed by those with no education at 55.7%. Those with primary education were at 53.8%. Those with primary education were the only ones reporting below the overall score at 50.7%.

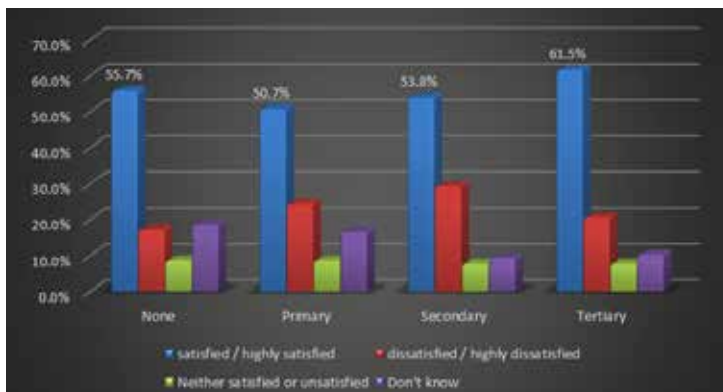


Figure 6: Satisfaction with community participation per level of education

Q3. Satisfaction with the management of project resources

When the respondents in the survey were asked to state their level of satisfaction on how the project resources were managed, the highest score were those who indicated that they did not know at 40.8%. This was followed by those who said they were satisfied at 35.7%. Those who reported being dissatisfied came next at 16.9% then followed by those who were in the middle ground at 6.7%. Since many of the respondents were not actively involved in the day to day administration of the project, it is conceivable why the highest percentage indicated that they did not know how the project resources were managed. See the table below.

Table 10: Satisfaction with management of project resources

		Frequency	%
Valid	Satisfied / highly satisfied	112	35.7
	Dissatisfied / highly dissatisfied	53	16.9
	Neither satisfied or unsatisfied	21	6.7
	Don't know	128	40.8
Total		314	100.0

When this question was exposed to a gender analysis, the “don’t know” response which had the highest score witnessed some variations. While the overall score was 40.8%, the female reported a high of 49.3% compared to the 33.7% of the male respondents. Perhaps following this, the trend among those satisfied is reversed. The males reported a satisfaction rate of 41.9% compared to 28.2% females against an overall score of 35.7%.

As per the sector, there were also some variations that were observed. As it has been pointed out, those who said they did know about how the project resources were managed posted the highest score of 40.8%.

On the other hand, when this question was subjected to a sector analysis, this number increased to 49.8% for health and went down to 34.9% for education. It therefore follows that a higher percentage of the respondents were not familiar with how health projects in the county were managed as compared to the education ones. There was also observed some variation in the dissatisfied variable. Whereas the overall was 16.9%, the score went up to 22.8% for education as seen in the figure below.

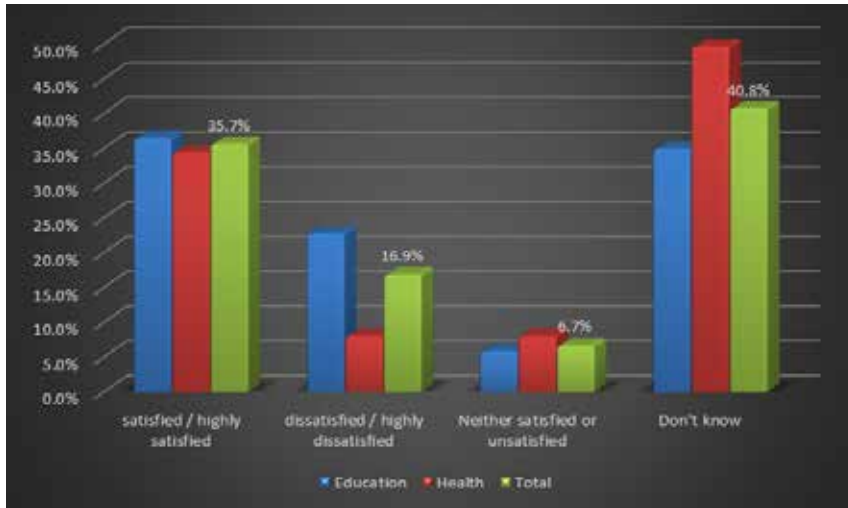


Figure 7: Satisfaction with management of resources per sector

When the question of satisfaction or the lack of with the management of project resources was analysed as per the constituencies, the only outstanding variation was observed under the “don’t” know” variable. Whereas the overall score was 40.8%, Msambweni had a high of 53.9%.

On the other hand, no major variations were observed as per the age category. But there were some variations as per the education category. Among those who didn’t know, those with tertiary education had a high of 53.8% compared to the overall of 40.8%.

Q4. Satisfaction with relevance of the project to pressing community needs

Beyond the question of community participation in the project cycle, the question on the relevance of the projects in the two sectors of education and health was very important in this research. Of the 314 respondents drawn from the four constituencies of Kwale County, a resounding majority rated the projects as highly relevant. Overall, 74.4% indicated that they were satisfied that the projects were relevant to the pressing community needs. Only 13.7% said they were dissatisfied.

Table 11: Relevance of project to pressing community needs

Relevance of project to pressing community needs		Frequency	%
Valid	Satisfied / highly satisfied	243	77.4
	Dissatisfied / highly dissatisfied	43	13.7
	Neither satisfied or unsatisfied	23	7.3
	Don't know	5	1.6
	Total	314	100.0

Drawing on the key informant interviews, we gathered that the projects addressed real needs of the community around. For instance, at Kikoneni Secondary school where the project was a school bus, we were informed that previously, the school used to spend a lot of money to hire transport for various extra-curricular activities. The bus also benefits the community around as they hire it at a cost whenever they have a need.

At Kaya Tiwi Secondary school where the project was construction of a dining hall and library, we were informed that the school board requested for the two projects due to the high student population at the school. The same was seen at Ng'ombeni Secondary School with the construction of a physics lab. This was repeated at Vyongwani Dispensary in Matuga Constituency. The installation of the 10,000 litres water tank was a response to constant water shortages experienced at the facility due to seasonal droughts.

In Msambweni, the construction of Shirazi Dispensary was in response to the long distances that community members had to trek to access alternative health facilities. This was also the case for the Khatib Mwashetani Secondary School in Lunga Lunga where previously there were no secondary schools in the vicinity forcing students to walk long distances. In Kinango the construction of Dumbule and Mazola dispensaries was meant to cut the long distances to alternative health facilities. Unfortunately in the case of Dumbule dispensary, it is yet to be operational because the government has not seconded health personnel to the facility. So in general, these projects were very relevant to the pressing needs of the community.

No major variations were observed when the analysis was put to a gender analysis. In the same way, there were no major variations when the analysis was put to a sector and education analysis. On the other hand, there were so variations when it came to a constituency analysis. Two constituencies scored above the overall/average percentage of 74.4%. Matuga was highest at 83.3% followed by Msambweni at 81.6% meaning that the respondents from the two constituencies were particularly satisfied that the projects were relevant to their pressing needs in the community.

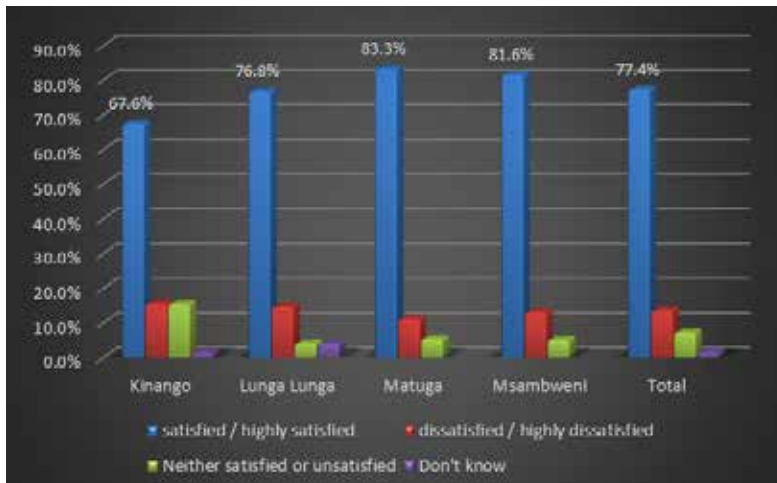


Figure 8: Relevance of projects to community needs per constituency

When the age variable was used in the analysis, some variations were also observed. The 36-50 age bracket registered the highest rating above the overall score at 84.0%. This was followed by the 18-35 bracket at 75.5%.

Table 12: Relevance of projects to community needs per age

Relevance of project to pressing community needs	Age			Total
	18 - 35	36 - 50	above 50	
Satisfied / highly satisfied	75.5%	84.0%	72.5%	77.4%
Dissatisfied / highly dissatisfied	13.9%	9.6%	18.8%	13.7%
Neither satisfied or unsatisfied	8.6%	5.3%	7.2%	7.3%
Don't know	2.0%	1.1%	1.4%	1.6%
Total	100.0%	100.0%	100.0%	100.0%

Q5. Satisfaction with the cost effectiveness and efficiency of resources use

As expected, since overall a sizeable number of respondents said that they didn't know the amount allocated for projects (43.6%) and another significant number also indicated that they did not know how the project resources were managed (40.8%); the question on the extent to which community members were satisfied/dissatisfied with the cost effectiveness and efficiency of resource use was bound to follow a similar trend. The highest score recorded here was among those who said don't know at 35.7%. Those who said they were satisfied followed at 33.8% while those who were neither satisfied nor dissatisfied were at 20.7%.

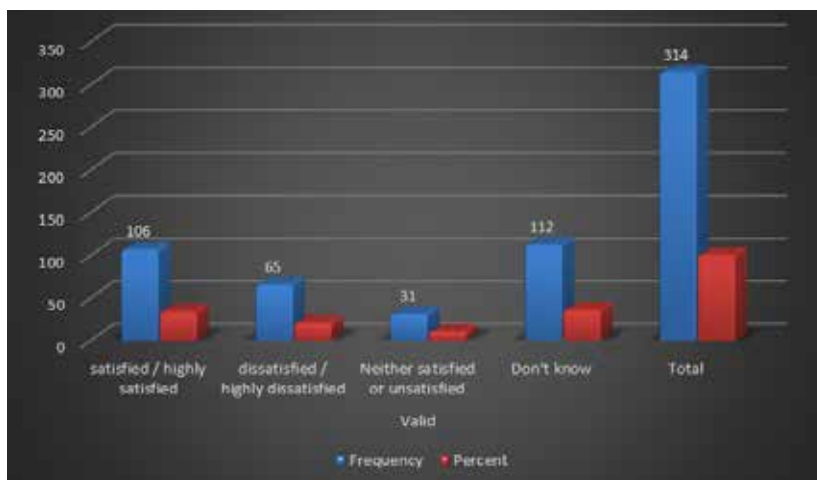


Figure 9: Satisfaction with cost effectiveness of the project

Analysed per gender, it came out that more female respondents compared to the men knew less about the cost effectiveness and efficiency of resource use. The female respondents were at 42.3% compared to the overall of 35.7% while the men were at 30.2%. With regards to the satisfaction score, the men reported a higher score of 35.5% compared to the female respondents at 31.7%.

Table 13: Satisfaction with cost effectiveness of projects per gender

	Gender		
	Female	Male	Total
Satisfied / highly satisfied	31.7%	35.5%	33.8%
Dissatisfied / highly dissatisfied	17.6%	23.3%	20.7%
Neither satisfied or unsatisfied	8.5%	11.0%	9.9%
Don't know	42.3%	30.2%	35.7%

There was some variation as well when the question was analysed per sector. More respondents indicated that they did not know about the cost effectiveness and efficiency of resource among the health projects (44.0%) as compared to the education ones (30.2%).

Among the constituencies, Kinango led with the highest satisfaction rating at 45.1% compared to the overall percentage of 33.8%. This was followed by Matuga at 36.1% while Lunga Lunga and Msambweni fell below the overall score, 32.6% and 22.4% respectively.

Table 14: Satisfaction with cost effectiveness of projects per constituency

	Constituency				
	Kinango	Lunga Lunga	Matuga	Msambweni	Total
Satisfied / highly satisfied	45.1%	32.6%	36.1%	22.4%	33.8%
Dissatisfied / highly dissatisfied	15.5%	29.5%	15.3%	19.7%	20.7%
Neither satisfied or unsatisfied	9.9%	8.4%	11.1%	10.5%	9.9%
Don't know	29.6%	29.5%	37.5%	47.4%	35.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

Education wise, the secondary school cohort were the most satisfied with the cost effectiveness and efficiency of resource use in the implementation of the projects at 40.0% compared to the overall score of 33.8%. On the other hand, no major variations age wise but some minor variations as per level of education. Among those who indicated that they were satisfied, those with secondary level of education had a high of 40.0% compared to the overall score of 33.8%.

Q6. Satisfaction with project's impact / potential impact on poverty alleviation

This question which sought respondents' opinion on the impact of the projects on poverty alleviation also elicited high satisfaction scores. Overall, 68.8% of the respondents were satisfied with the projects' impact or potential impact on poverty alleviation compared to 20.1% who were dissatisfied as seen from the table below.

Table 15: Satisfaction with project impact on poverty alleviation

		Frequency	%	Valid %
Valid	Satisfied / highly satisfied	216	68.8	68.8
	Dissatisfied / highly dissatisfied	63	20.1	20.1
	Neither satisfied or unsatisfied	31	9.9	9.9
	Don't know	4	1.3	1.3
	Total	314	100.0	100.0

From the key informants, we learned that many community members found employment opportunities in the projects. In the case of the school bus for instance, a driver from the local community was employed. More than three quarters of the projects involved construction activities. Community members were employed at the construction sites earning directly from the same.

But there are also long term effects on poverty alleviation. Access to health services reduces the disease burden which releases resources to be used in other development activities. This has a chance to positively impact on the development

of a community. Similarly, a better educated community has a better chance of improving their livelihoods and reducing the poverty in the society. At Shirazi Boys School, the key informant pointed out the cyclical nature of the relationship between poverty and education. Due to rampant poverty in Kwale County, many parents do not prioritise education. This therefore calls for concerted efforts to increase educational access so that eventually the poverty tide could be reversed.

Gender wise, the female respondents had a higher satisfaction of 73.9% compared to the male respondents at 64.5%. Sector wise, there was a slight variation with respondents reporting that the health sector has more chance on impacting the poverty situation at 72.8% compared to education at 66.1%. In a way, we can summarise that the respondents gave more premium to the health projects as compared to the education ones.

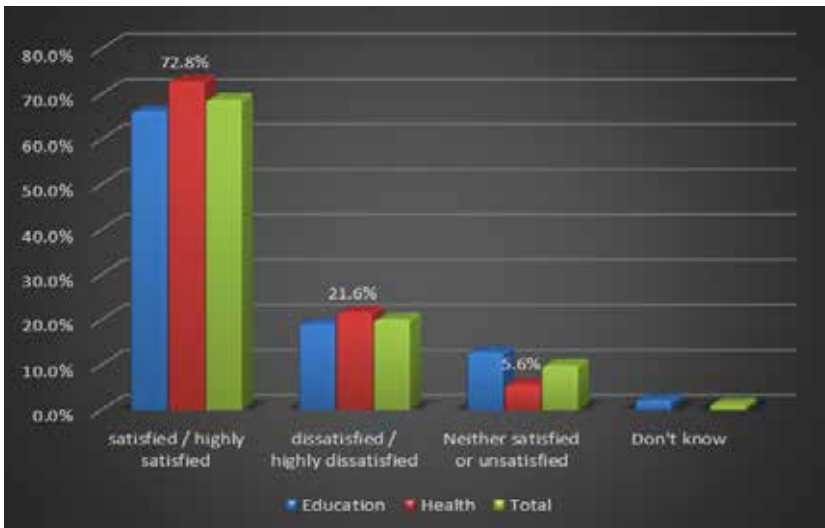


Figure 10: Satisfaction with impact on poverty alleviation per sector

Constituency wise, Msambweni and Lunga stood out for their high satisfaction rates. Of the respondents interviewed, 76.3% of the respondents from Msambweni were satisfied that the projects would impact positively on the poverty alleviation agenda followed by 74.7% of those in Lunga Lunga. On the other hand, both Matuga and Kinango were below the overall score of 68.8%.

Age wise, we observe only a slight variation among the 18-35 cohorts. This cohort was the only one above the overall satisfaction score of 68.8% at 72.2%. On the other hand, there were no major variations when it came to levels of education.

Q7. Satisfaction with quality of workmanship

The majority of the survey respondents rated highly this question on the quality of workmanship. They reported high satisfaction rates for the quality of workmanship at 71.3% compared to only 14.0% who were dissatisfied.

Having walked around to physically see a number of the said projects, the research team agrees with such an assessment. Many of the constructed facilities were of high standards as some of the pictures below can attest.



Picture 21: A staff house at Mazola Dispensary in Kinango



Picture 22: A Mazola Dispensary in Kinango with the toilets at the back of the building

This is the Mazola Dispensary main building in Kinango. In the background are toilets also constructed by the CDF.



Picture 23: inside a lab at Kinondo Secondary School in Msambweni



Picture 24: School Library at Kaya Tiwi Secondary school in Matuga

So it is evident that the workmanship in most of these projects was of high standards. Nevertheless, interviews with a number of key informants revealed that in some cases, the workmanship could have been better. For example, at Kikoneni Health Centre where a staff house was constructed, the finishing was not done at all.

As result, the staffs were left to do water piping and as well electrical installation. Similarly at Kinondo Secondary school, we established from the key informant that the gas piping at the laboratory was done using water pipes instead of the recommended gas pipes. Similarly, the lab does not have a fume chamber which is a required of such a facility.

We also received a negative assessment at Mwangunga Girls secondary school in Matuga. At this school two main projects were undertaken by the CDF: construction of two classrooms and construction of two VIP latrines. Whereas the two classrooms were done well, the two VIP latrines on the other hand collapsed rendering them unusable and thus a complete waste of the KES 1,200,000 investment. So while we cannot deny that the in the majority of the cases the workmanship was superb, there are also a few cases where the same was put to question.

When the same question was put to a sector analysis, the health sector satisfaction scores went up compared to the education ones. This is because 74.4% of the respondents thought the quality of workmanship among the health projects was satisfactory compared to 69.3% under education. See table 16.

Table 16: Satisfaction with quality of workmanship

	Education	Health	Overall Score
Satisfied / highly satisfied	69.3%	74.4%	71.3%
Dissatisfied / highly dissatisfied	12.7%	16.0%	14.0%
Neither satisfied or unsatisfied	10.6%	2.4%	7.3%
Don't know	7.4%	7.2%	7.3%

Constituency wise, Msambweni and Matuga topped the satisfaction scores at 80.6% and 77.6% respectively. The one with the score was Kinango at 59.2% while Lunga Lunga reported 68.4%.

No major variations were observed age wise. On the other hand, there were some variations when the same data was analysed using educational lenses. The quality of workmanship received the highest rating among those with secondary education (76.9%) followed by those with tertiary education (74.4%). Those with primary and no education all scored below the overall satisfaction score of 71.3% at 69.3% and 68.6% respectively.

Q8. Satisfaction with the number of beneficiaries

The question on the satisfaction with number of beneficiaries also drew overwhelming satisfaction scores. Overall, the 74.2% of the respondents reported that they were satisfied with the number of beneficiaries that the sampled projects catered for. This is compared to only 15.9% who indicated that they were not dissatisfied as seen in the chart below.

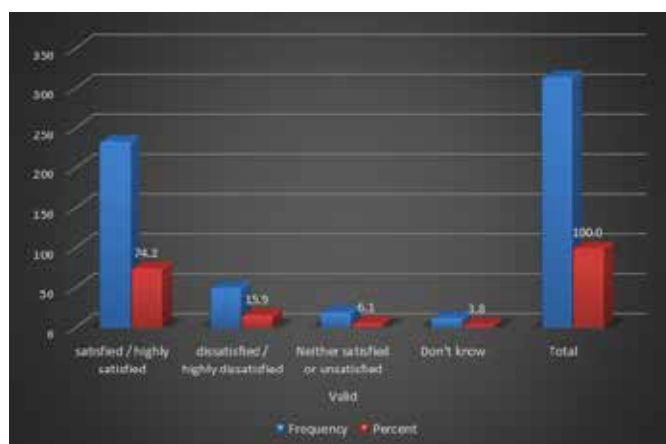


Figure 11: Satisfaction with the number of beneficiaries

This is also the question that had the least number of variations as the gender, sector, age and categories were very close to the overall score. The only variation observed was when the data was put to constituency analysis. Constituency wise, Matuga registered more than ten points above the overall score emerging as a region whose sampled population were very satisfied with the number of beneficiaries that the health and education projects reached. Matuga registered 84.7% followed by Msambweni at 77.6% while Lunga Lunga and Kinango all registered below the overall score of 74.2%.

Table 17: Satisfaction with number of beneficiaries per constituency

	Constituency				
	Kinango	Lunga Lunga	Matuga	Msambweni	Total
Satisfied / highly satisfied	67.6%	68.4%	84.7%	77.6%	74.2%
Dissatisfied / highly dissatisfied	16.9%	17.9%	8.3%	19.7%	15.9%
Neither satisfied or unsatisfied	8.5%	6.3%	6.9%	2.6%	6.1%
Don't know	7.0%	7.4%			3.8%

Q9. Satisfaction with the integrity and competency of the project management team

Following the interviews with a number of key informants, we gathered that the majority of the projects were implemented by contractors some of who came from beyond the immediate locality and who also did not involve the community members in the day to day operations of the infrastructure projects.

The exception was committee members, perhaps the management of various institutions where the projects were being undertaken and a few local people who were employed directly at the projects. It is therefore no wonder that the highest response in this question was those who said they did not know about the integrity and competency of the project management team (38.2%). This is followed by 37.3% who said they were satisfied and 15.6% who were dissatisfied.

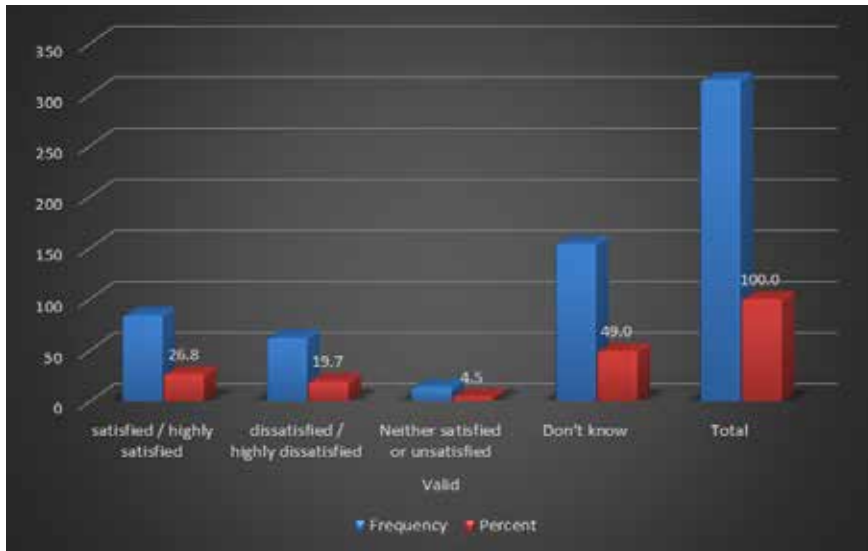


Figure 12: Satisfaction with integrity and competence of the project management team

Concerning those who indicated that they were satisfied, one can only assume that perhaps it is because they were happy with the finished projects which in most cases were infrastructure projects. We saw that the majority of the respondents were very satisfied with the workmanship of the projects.

Nevertheless, this question therefore raises a number of concerns which need to be followed up. The model of project implementation needs to be revisited so that members of the community are more aware of the key stakeholders. Granted, in principle, it is responsibility of the project management committee to make sure that community members are sensitised about the implementation of the projects in question. But with these kinds of responses from the community members, it is clear that more needs to be done.

Q10. Satisfaction with project inputs procurement process

As observed in question Q9, this question which sought to establish the extent to which respondents were satisfied with project inputs procurement process received similar responses. Since many community members were not very familiar with the operations of the projects, they could not comment on the procurement processes. In fact the percentage of those who did not know went up for this question (49.0%) compared to question Q9 (38.2%). See figure in the next page.

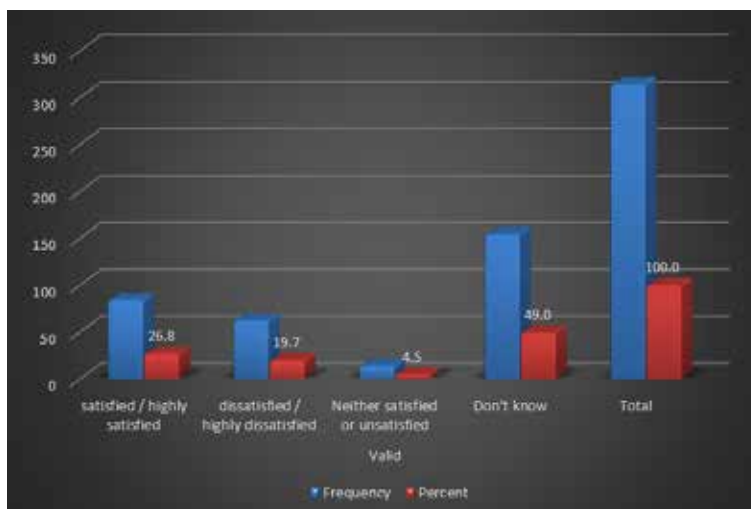


Figure 13: Satisfaction with procurement process

As observed above, this question also raises concerns that need to be addressed. How can community members or at least a good percentage of them get involved in key activities of a project such as procurement to make sure that there is transparency and full accountability and ownership? After all, we know that the procurement process is where a lot of corruption and wastage of public resources is witnessed in Kenya.

But having said this, it is important also to remember that earlier on, Q2, when respondents were asked to comment on their satisfaction with the community participation in the project cycle, a majority (53.8%) were satisfied. The disapproving comments made above should only be tied to as far as the project management team and procurement process is concerned.

Q11. Satisfaction with promotion of accountability and transparency in the project

This question also received a lukewarm satisfaction score of 39.5%. This was followed by those who were dissatisfied at 29.6% as seen in the chart below. The ones who didn't know were also substantial at 22.3%.

Given the low satisfaction scores associated to the questions of the integrity and competency of the management team as well as the procurement process, it is no wonder that this question on the promotion of accountability and transparency in the project is also receiving very low scores.

As per constituencies, Kinango led with a satisfaction score of 49.3% which is almost 10% points above the overall score of 39.5%.

Table 18: Satisfaction with accountability and transparency in projects

	Constituency				
	Kinango	Lunga Lunga	Matuga	Msambweni	Total
Satisfied / highly satisfied	49.3%	34.7%	41.7%	34.2%	39.5%
Dissatisfied / highly dissatisfied	25.4%	30.5%	30.6%	31.6%	29.6%
Neither satisfied or unsatisfied	11.3%	7.4%	9.7%	6.6%	8.6%
Don't know	14.1%	27.4%	18.1%	27.6%	22.3%
	100.0%	100.0%	100.0%	100.0%	100.0%

When gender lenses were applied to this question, it was established that the men were more satisfied with the promotion of accountability and transparency in the project at 45.3% compared to the women who scored 32.4%. As per the ages, the respondents who reported having no education had the largest share of those who indicated that they did not know about the promotion of accountability and transparency in the projects. This was at 32.9% which is ten percent points above the overall score of 22.3%. But there no major variations project wise, age wise.

Q12. Satisfaction with the project outcomes/outputs

This was the last question and it sought to understand how respondents perceived the project outcomes/ outputs. Overall, this question elicited very high scores as far as satisfaction is concerned. Of all the 314 respondents, 77.7% reported that they were satisfied with the project outcomes/outputs. This was followed by 13.4% who indicated that they were not satisfied which is clearly a minority.

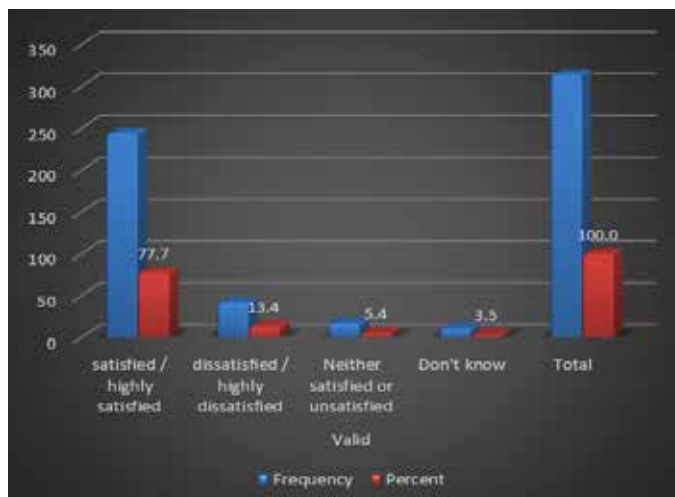


Figure 13: Satisfaction with project outcome/outputs

We therefore conclude that a majority were satisfied. There were no major variations as far as the gender and age differences were concerned. Constituency wise, Matuga had the highest satisfaction scores (84.7%) followed by Msambweni at 81.6% and Lunga Lunga 78.9%. Kinango was the only one which recorded low scores, almost ten points below the overall score. It recorded a 64.8% satisfaction rate.

There were also some variations as far as the education levels were concerned. Those with tertiary education posted the highest satisfaction rating (87.2%). They were followed by those with secondary education (80.0%) then primary (77.9%) and lastly those with no education (70.0%). This leaves us to conclude that for this question on extent to which the community members were satisfied with the outcomes/outputs of the various CDF projects undertaken, the more the education one had, the more they were satisfied of the project outcomes.

Conclusions and recommendations

The results out of this social audit exercise are very illuminating. In conclusion, we now discuss them in the context of the five policy concerns that we identified in the introduction. The first one was the need to create awareness among both duty bearers and citizens on what citizen participation is and its importance. PTN is happy that through this evaluation exercise it has contributed its efforts in meeting this concern. In undertaking this exercise, PTN interacted particularly with the citizens and at the end of the process all those who were interviewed were left sensitised about the whole question of citizen participation. On this, PTN recommends that other agencies also join in the effort by engaging in similar evaluation exercises by focussing on locations within the county that PTN could not access and also by focussing on other developmental concerns apart from education and health. Results out of such exercises also need to be shared by all to avoid duplication of effort.

The second policy concern was about the need to build capacity of citizens to enhance their management of local affairs and projects to hold duty bearers accountable while also building the capacity of duty bears to embrace participation methodologies. This is closely linked to the first one that we have addressed above. Of concern during this audit exercise were the citizens' responses to questions on the project's procurement process, the amounts allocated to the projects, and the management of projects' resources. The highest responses concerning these questions were 'don't know'. In other words, respondents did not have key information about critical areas of the project cycle. This concern therefore is a real one.

The third policy concern was around poor information management on the part of duty bearers which ended up alienating citizens from effective participation in local governance. Based on interviews with key informants, this concern was manifested in a number of projects. We were told of cases where heads of institutions were never involved in the design and implementation of the projects. Though the interviews with the CDF officials disputed this, if it is true that heads of institutions are side lined then this is bound to create bad blood and the goodwill to support the project is lost jeopardising its success. PTN recommends that duty bearers actively involve project heads and local citizens in the project cycle as a measure to promote transparency and accountability. The Kenyan constitutional dispensation demands that and therefore it is not a favour from duty bearers.

The fourth policy concern is the poor planning resulting to the marginalisation of communities, poor prioritisation of community needs and a high incompleteness rates. Based on this evaluation exercise, we are happy to note that this was not a major problem. First of all, when the citizens were asked about the relevance of projects to the pressing community needs, an overwhelming 74.4% answered that they were satisfied. For us, that is an indicator that the projects in question were well

aligned with the community needs. We also did not witness cases of abandoned or incomplete projects. Instead we saw a fairly good transition across the several financial years beginning in 2013 and ending in 2016. An incomplete project from the previous financial year would be allocated more funds in the subsequent year. PTN's recommendation here is that this needs to be appreciated and encouraged in other counties which are falling short on this account.

Having said thus, PTN raises two concerns regarding project transitions. The first concerns the recent development where from the year 2018 all health projects have been handed over to the county governments. PTN recommends that a proper transition process is done to ensure that the gains achieved by the NG-CDF in the area of health do not go to waste as a result of this change in policy. The second concerns a NG-CDF Committee term which is pegged at two years. PTN feels that this is a very short period to allow for proper project implementation particularly for big projects that may go beyond two financial years. PTN recommends that this is a major policy concern which needs to be addressed.

The last policy concern was on the need to strengthen the planning, implementation and monitoring and evaluation at the lower levels by for example establishing citizen forums. Since 2015, PTN has actively been engaging several groups drawn from Kwale County in trainings on social accountability. These trainings drew participants from local community based organisations interested in enhancing their skills on social accountability with the view to enhancing their performance of their work in the community. After the trainings, the participants were then encouraged to network through their respective organisations and individually for efficiency and engage in advocacy work in their quest to monitor use of public resources. During the evaluation exercise, PTN was very excited to randomly chance on one such former beneficiary in Kinango at a dispensary centre. He was very knowledgeable in the social accountability process and actively participated in the running of the local dispensary. PTN therefore will continue to train more of such individuals with the hope that they will all form a critical mass that will advance and promote citizen participation in developmental projects.

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Appendix - Data collection tool used during the fieldwork

Peace Tree Network 2018 Evaluation of the Provision of Education and Health Service in Kwale County

Good day. My name is _____. I am from Peace Tree Network – PTN a registered Trust in Kenya working in the field of Peacebuilding and Conflict Transformation, Human Rights, Gender and Development and Research and Advocacy. Since 2015, PTN has been running a number of activities in the above fields in Kwale County. In particular, for the last two years, PTN has been undertaking trainings on social accountability targeted at various grassroots groups in the county. I do not represent the government or any political party.

We are studying the views of citizens in Kwale County on the provision of education and health services in the county by focussing on the process of identification and implementation of some identified projects/interventions in the county. We would like to discuss these issues with you as an adult citizen who is either involved in the running of the identified projects or in your capacity as a beneficiary or potential beneficiary of the projects/interventions by virtue of the fact that you are a resident in the projects' locality. All information will be kept confidential.

Interviewer name _____ Time _____ Date _____

Constituency _____ Kinango, Msambweni, Matuga and Lunga
Lunga

Interview ward _____ GPS coordinates _____

Respondent Details

1. Gender: Male _____ Female _____
2. Age _____
3. Highest level of education completed: None Primary Secondary
Tertiary
4. Marital status: Married _____ Single _____ Divorced _____ Widowed _____
5. Role in project/intervention _____ responsible, beneficiary

Evaluation scoring tool to be used

6. Project/intervention name _____
7. Project/intervention sector: Education health _____

To what extent are you satisfied / dissatisfied with each of the following statements for the above named project:

	Highly satisfied	Satisfied	Neither satisfied/ unsatisfied	Dissatisfied	Highly dissatisfied	Don't know
1. Amount allocated						
2. Community participation in the project cycle						
3. Management of project resources						
4. Relevance of the project to pressing community needs						
5. Cost effectiveness and efficiency of resources use						
6. Project's impact/potential impact on poverty alleviation						
7. Quality of workmanship						
8. Number of beneficiaries						
9. Integrity and competency of the project management team						
10. Project inputs procurement process						
11. Promotion of accountability and transparency in project						
12. Project outcomes/outputs						

Interview Guide for Project Representatives (Key Information)

1. How was the project conceived?
2. Was the community involved?
3. Does the community need the project? Why?
4. Who benefited from the project?
5. Did the project cycle give employment to the local community?
6. Did the project change the lives of the beneficiaries?
7. Did the community get value for the money spent in the project?
8. Did the project have any side effects? E.g. A school feeding program may increase dependency syndrome
9. Is there evidence of long-term project impacts? For instance, improving the standards of education or health in Kwale County
10. Are there mechanisms for the project to be sustained by the community?

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