

**IMPACT OF CONSTITUENCY DEVELOPMENT FUND (CDF) ON EDUCATION; A  
CASE STUDY OF GITHUNGURI CONSTITUENCY**

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## **ABSTRACT**

The CDF Act is one of the most credible and critical legislation passed by the Kenyan parliament in the recent past. It is one of the indigenous innovations of the National Rainbow Coalition (NARC) of the Government of Kenya. The CDF was established by an Act of Parliament in the year 2003. It was passed into law in 2003 by the National Assembly. The CDF act was gazetted in Kenya Gazette supplement no. 107 (Act No. 11) dated January 9th 2004. The act compels the Minister for Finance to allocate not less than 2.5 percent of all government ordinary revenue collected in every financial year and the money paid to the fund is distributed to the constituencies. One of the development sectors that CDF has been directed to is educational service delivery. There are various education sectors to which CDF can be directed. Such sectors include infrastructural development (classrooms, offices, laboratories, office blocks, and libraries), enrollment, performance (examination, extracurricular activities), staffing (academic and non-teaching staff) student and staff satisfaction. However, CDF in education has not ensured high quality of service, equity in access or adequate efficiencies. There are many gaps that need to be filled in terms of education service delivery. The purpose of this study was to assess the impact of CDF on education service delivery in Githunguri constituency. A descriptive survey was used in this study. The target population for the study consisted of 37 secondary school principals. A researcher-filled interview schedule was used to gather data from the sampled school heads and document analysis. Observation schedule was used to gather information from the physical projects funded by CDF in the secondary schools.